

### Needs Assessment:

The Intramural Supervisor position is extremely important to the success of the program. Based on observation, the professional staff identified the need to build commitment and a higher level of engagement in their employment. A higher level of engagement should result in greater learning opportunities for the student staff.

The **basic requirements** are defined as the job responsibilities outlined on the position description. **“Top Performer”** is defined as fulfilling the basic requirements and contributing to the program outside of the job description.

### Learning Outcomes:

After the “Top Performer” training, IM Supervisors will be able to:

- Define what it means to be a “Top Performer.”
- Differentiate between basic requirements and adding value to the program.
- Articulate the ways they personally add value to the program.

### Methods/Results:

Mid-year 1-on-1 evaluations were conducted with an emphasis on adding value to employment. The discussion allowed students to clarify Top Performer qualities and critically think about their role in the program.

To incentivize this program, Supervisors were encouraged to request a meeting to renegotiate their hourly wage. Students who effectively articulated how they add value beyond the job description were awarded an increase in their hourly wage.

### Conclusion:

Supervisors were encouraged to think critically about their current job responsibilities (*chart 1*) and performance (*chart 2*). Out of 16 supervisors, only 3 took the opportunity and all 3 were awarded a raise for articulating their value beyond the job description. Returning Supervisors are already beginning to indicate ways in which they plan to add value next academic year!



When asked, 50% of Supervisors were able to articulate how they add value outside of the their job description.

“I found it to be an incredibly useful exercise. It made me think for the first time that it is not doing your job well which deserves praise but rather going above and beyond...It also showed me that preparing a few points beforehand with specific examples helps to drive your point, and commitment when it comes to working with your peers.”

– Supervisor, ‘16

### Ability to Perform Job Responsibilities

1 - Needs Improvement, 2 - Meets Expectation, 3 - Exceeds Expectation

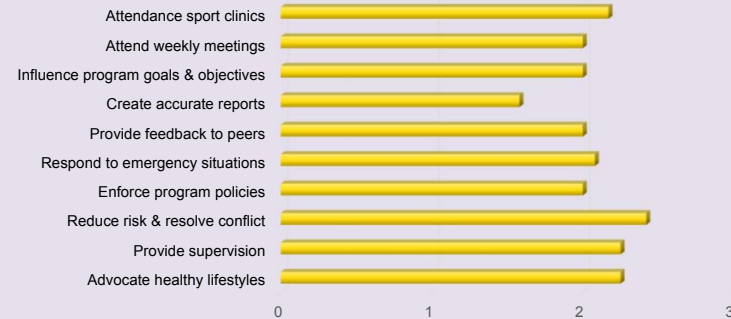


Chart 1

### Supervisors Self-Assessment of Job Performance

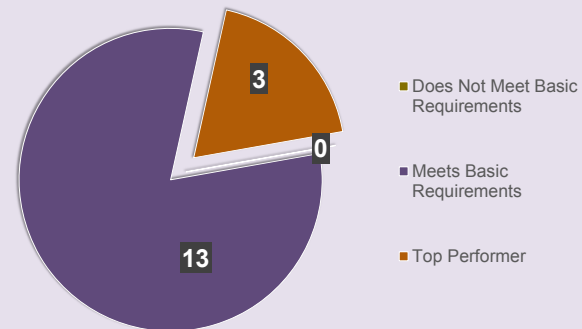


Chart 2

“I found the process empowering, as it was my first instance negotiating a raise and discussing my value. I think it’s an important learning opportunity to experience before one begins a professional career. It’s important to understand the process of negotiating and how to articulate your worth.”

– Supervisor, ‘17

194 **Club Sport leaders and members** were asked about the benefits they receive from participation. Major themes include transferable skills, stress outlet, exercise, and sense of belonging.



Qualitative Feedback from **Fitness Center & Group Fitness student employees:**

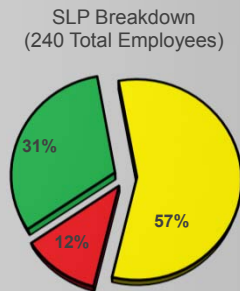
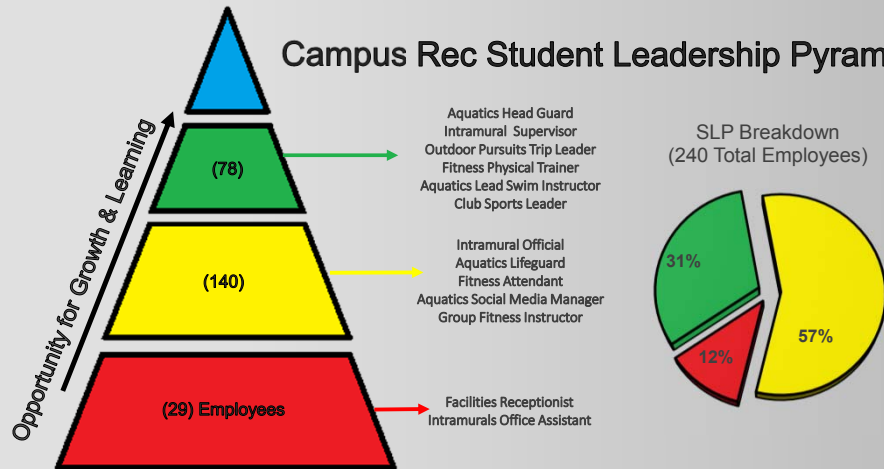
"Working at the Miller Center granted me the opportunity to enhance my customer service skills by gaining experience through one on one interactions with students and faculty satisfying their wants and needs. This allowed me to be successful with my on campus interviews ultimately landing me a job with a Fortune 200 company." – Fitness Attendant '16

"I recollect calmness and patience with myself as well as strength from Yoga and I expressed my frustration while embracing the overwhelming joy in Zumba. Both types of activity inspired me and enhanced a sense of well-being. This "good" feeling I experienced in myself makes me determined to incorporate fitness activity in my future clinical psych work. – Group Fitness Instructor, '16

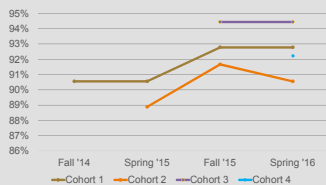
A total of 16 **Intramural Supervisors** were asked to self-assess their skills on a scale from 1-10 prior to employment (green) and skills after working at least one semester in the program (blue).



## Campus Rec Student Leadership Pyramid



### Mock Emergency Response: Performance Over Time



The **Aquatics student staff** is tested on both competence and performance in responding to mock emergencies.

As a result of **student staff** performance scores and feedback, mock drills have been implemented each semester to improve risk management practices.

New hires (cohorts) are tested on time recognition, entry and approach, rescue, continuation of care, documentation, and communication of mock scenarios.

**Outdoor Pursuits Trip Leaders** were asked to rate (scale from 1-5) their comfortability across 9 essential job functions.

**4.5 out of 5:** Average across all 9 essential job functions

**4.5 out of 5:** Comfort in teaching technical back country skills to participants

**4.8 out of 5:** Understanding of role as risk manager, teaching skills, group management, etc.

**Outdoor Pursuits** hosts a pre-orientation program, Wilderness to Wake, offering a 5-day adventure including activities such as backpacking, rock climbing, caving, biking and whitewater rafting.

**3 / out of 38** students felt better prepared to enter Wake Forest as a result of the program

**100%** would recommend program to future students