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**INTRAMURAL SPORTS LEADERSHIP: EXPLORING THE IMPACT OF
BEING AN INTRAMURAL SPORTS OFFICIAL ON LEADERSHIP SKILLS**

By

Shan Paracka

A Thesis

Submitted to the
Department of Educational Services and Leadership
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at
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Thesis Chair: Drew Tinnin Ed.D.

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Dedication

This study is dedicated to my family for believing in me from the start and sticking with me through everything and supporting me along the way.

Acknowledgments

Thank you to my family and the Rowan University Campus Recreation department for giving me the opportunity to work and study at Rowan University.

Abstract

Shan Paracka

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INTRAMURAL SPORTS OFFICIAL ON LEADERSHIP SKILLS

2018-2019

Drew Tinnin, Ed.D.

Master of Arts in Higher Education

This study focuses on the leadership development of intramural sports student officials at a med-sized public institution in the northeastern United States. Twenty-six total intramural student officials participated in the study that were evenly mixed between veteran officials and first time officials. The data shows that while there is a change in the scores from the pre-test and the post-test, there is a high probability of this being a random occurrence.

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Chapter I

Introduction

Today, more and more students are attending college institutions. This means that every year more college-educated people are entering the workforce (Clinedinst & Koranteng, 2017). Students must do more during their time in college to ensure that their resumes are strong enough to compete with other college graduates. Students can ensure that they build a well-rounded resume and develop strong interview skills by keeping a high GPA, participating in professional internships, getting involved on campus, and developing leadership skills.

Previous studies within campus recreation have shown that there is a connection with student employment and leadership development (Peck et al., 2015). Intramural sports has shown more leadership development than other programs connected to campus recreation (Dugan, Turman, & Torrez, 2015). Not only is being a campus recreation employee beneficial for students, but so is being a sports official (Symonds & Russell, 2018). Intramural sports combines the benefits of being a campus recreation employee with the leadership development of sports officials (Mizraji, 2012).

Statement of the Problem

Students are searching for ways that they can develop skills that are desirable to employers, and campus recreation is a great place to develop these qualities (Peck et al., 2015). With the number of sports officials across the country declining, working in intramural sports could provide students with a source of income during their time in college as well as after (Hancock, Dawson, & Auger, 2015). With an increasing number

of opportunities to improve skills and develop leadership qualities, intramural sports can be a place where students can get involved and develop their skills.

Purpose of the Study

This study was conducted to analyze the leadership development of intramural sports student officials at Rowan University. The relevant literature that this report analyzes finds a gap in the research. While there is ample research available on the benefits of being involved in any part of campus, specifically campus recreation for this study, there is little that looks at the benefits of specific aspects of campus recreation programs. While other studies suggest that leadership development for campus recreation employees is present in all programs, this study looks specifically at intramural sports employees. One similar study, using a different instrument, was found where a survey was given to student officials before and after an intramural sports seasons and results were compared (Mizraji, 2012). This study is performed very similarly to Mizraji's (2012) study in order to compare findings to see if results were similar. Both this study and Mizraji's (2012) utilized a pre-test and post-test.

Significance of the Study

Astin's (1999) theory of involvement offers an understanding of the importance of providing extracurricular activity options to college students. Giving students the opportunity to develop outside of the classroom is important to allowing them to experience growth (Patton, Renn, Guido, & Quaye, 2016). This study is important because allowing students a place outside of the classroom to learn, grow, and develop is important to their success. Preparing students for their lives after college is arguably just

as important as what they learn in the classroom. The skills that students develop as club members and officers help their development.

Assumption of Limitations

This study focuses on students at Rowan University in southern New Jersey. The sample will be as close to the entire population as possible. With access to all 24 student officials for intramural sports pre-test and post-tests will be collected from all students. Officials, both veteran and rookie, will be at different levels of base leadership traits shown. The study will compare an individual's pre-test and post-test.

Operational Definitions

- **Campus Recreation:** also referred to as collegiate recreation, recreational sports, recreation center, and student recreation is the department that the intramural sports program at Rowan University falls under
- **Rookie Official:** a student official who has not officiated intramural basketball at Rowan University or any other institution
- **Veteran Official:** a student official who has officiated at least one intramural basketball season at Rowan University
- **Leadership Development:** a student official's change in leadership traits from the beginning of the Rowan University intramural sports basketball season till the end of it
- **Leadership Traits:** focused drive, emotional intelligence, building trust/enabling others, conceptual thinking, systems thinking
- **Focused Drive:** "focusing on a goal and harnessing your energy in order to meet that goal" (Bennis, 1999)

- Emotional Intelligence: “understanding and mastering your emotions (and those of others) in a way that instills confidence, motivates, inspires, and enhances group effectiveness” (Bennis, 1999)
- Trust Influence: “evoking trust from others and placing trust in others enabling them to succeed” (Bennis, 1999)
- Conceptual Thinking: “conceiving and selecting innovative strategies and ideas for your organization” (Bennis, 1999)
- Systems Thinking: “rigorously and systematically connecting processes, events, and systems” (Bennis, 1999)

Research Question

1. Does a student’s employment by Rowan University Campus Recreation’s Intramural Sports program impact that student’s leadership development?

Overview of Report

This study focuses on intramural sports officials at Rowan University. These are student officials who are trained to officiate different sports for the Campus Recreation department. This study will look at the development of leadership traits among rookie and veteran officials during the intramural basketball seasons.

Chapter II provides a review of the relevant literature to this study. The review includes studies that focus on leadership development in areas of campus recreation and in varying levels of professional officiating. Chapter II shows the need for studies similar to this one.

Chapter III provides a description of how the study is conducted. This includes the procedure for the research as well as the instrumentation.

Chapter IV contains the findings of this study. This section revisits the research question and summarizes the relevant data from this study.

Chapter V discusses the major findings in this study and provided suggestions for practice and continued research.

Chapter II

Literature Review

Introduction

Campus Recreation is an increasingly popular place of involvement for students on higher education campuses with 75% of students participating in programs or facility usage (Forrester, 2015). This growth means that the number of student employees campus recreation departments need to support operations is also increasing. Other than fitness related programs, such as weight training and fitness classes, intramural sports has the highest participation rate of campus recreation programs (Forrester, 2015).

This chapter provides a brief overview of existing literature describing the impact of campus recreation on the students participating in their programs and leadership development of intramural sports officials. It is important to understand why intramural sports is important to campus recreation before going into studies involving intramural sports and campus recreation. First, this chapter briefly examines the background of campus recreation. Then it looks at studies around campus recreation employees and programs. Next, it goes over some studies that focus on officiating. Finally, this chapter looks at leadership theories pertaining to officiating, and how intramural sports officials develop leadership skills.

Campus Recreation

Extensive research has been focused on campus recreation and the programs that fall under it (“Research & assessment”, 2018). Studies have been done on campus recreation participants and employees. Before moving into some of the relevant studies it is important to understand what campus recreation is. First, there are several names that

campus recreation goes by depending on the institution. Some of these names are university recreation, recreation center, recreational sports, and fitness and wellness. There are also several programs that typically fall under campus recreation. They are intramural sports, sport clubs, fitness, group fitness, aquatics, outdoor programming, summer campus, and facilities. Depending on the institution, some or all of these programs may be available for students.

Intramural sports has always been an important part of campus recreation. Its importance was enhanced in 1950 when the National Intramural Association (NIA) was founded by representatives from 11 historically Black colleges who were seeking to advance research-based leadership in the profession (NIRSA History, 2017). Intramural sports provided the basis of organized campus recreation programs. As institutions started to grow and add more programs, campus recreation also expanded.

Since 1913, campus recreation departments have added multiple programs for students. Some of these programs include sport clubs, fitness classes, aquatic programs, and marketing programs. Campus recreation departments try to offer students the best possible resources and programs that they can (“Campus recreation,” 2007). Over the years, dedicated research practitioners advanced this cause by conducting numerous studies that not only show why campus recreation is important to students and deserves to be funded, but that have also guided the development of such programs. As campus recreation has grown so has the national organization. The NIA became the National Intramural-Recreational Sports Association (NIRSA) and is now known as NIRSA: Leaders in Collegiate Recreation, reflecting, in part, the significant growth of the

profession and the inclusiveness of programs offered. Today, there are over 700 different campuses and over 4,500 individuals who are NIRSA members (NIRSA History, 2017).

Campus Recreation Employees and Programs

Many studies aim to show the benefits of campus recreation (Forrester, 2015). Most of the studies are conducted by professionals in campus recreation or by their national governing body, NIRSA. This section looks at why campus recreation is important to a college campus and some of the issues that it may face.

Most importantly, campus recreation provides students with a safe and inclusive space to maintain their physical and mental health and wellness. However, recently, there has been a shift from campus recreation being only physical to being more about both mental and physical health. Understanding the importance of students' mental and physical health is important when it comes to looking at student academic success (Belch, Gebel, & Mass, 2001). The goal of most campus recreation departments is to improve the mental and physical health of students through their programs, while providing a place to help nurture their broader academic and professional development.

Scheider, Stier, Kampf, Wilding, and Haines (2007) conducted a study to find some of the perceived problems that campus recreation departments face across the country. A total of 269 subjects from all of the NIRSA Regions participated in the study. Their survey was sent to campus recreation directors to find out what the directors thought were the biggest issues in campus recreation at the time. Ironically, rather than naming specific student-related challenges, the top answers to their survey were lack of storage, availability of parking, availability of athletic training staff, marketing and

promotional efforts, turf wars, and conflicts with athletic department personnel (Schneider, Stier, Kampf, Wilding, & Haines, 2007).

These issues are prevalent in other articles as well that try to offer solutions while staying on budget (“Campus recreation,” 2007). While many of these issues are directly related to growing pains, some are not. As the departments and schools grow parking is always going to be limited, competition for student participation is going to grow, offering more programs leads to an increase need of storage and facility space, and the need of space can cause campus recreation to rely on athletic facilities for field or court spaces. However, the need for athletic trainers is a new issue facing not just campus recreation but many physical activity markets. With a higher emphasis placed on health and well-being, sport clubs and intramural sports participants may experience injuries and the need for trained professionals is a growing concern in campus recreation (Schneider et al., 2007).

Student development is the most important aspect of campus recreation (NIRSA History, 2017). In this regard, campus recreation also employs students. The student employees, much like the participants, benefit from being involved in campus recreation. However, as employees, these students can develop different skills that will be helpful after they graduate (Weese, 2010). Campus recreation employees learn unique problem-solving skills, communication skills, professional teamwork, prioritizing tasks, information processing, data analysis, creating reports, and sales experience (Weese, 2010). At Rowan University, part of the mission and core values for campus recreation is to enhance and add onto what the students learn in the classroom (Alverio, 2018).

Officiating

Intramural sports is one of the most popular programs campus recreation has to offer (Forrester, 2015). A major part of campus recreation and the satisfaction of the participants are the sports officials. Recently, there have been fewer younger people interested in becoming officials (Balch & David, 2007). This is not the only issue that the officiating community is experiencing. Not only are less people interested in becoming officials, officials are quitting at higher and higher rates (Hancock et al., 2015). With these issues in the greater officiating community, it is important for intramural sports programs to find ways to attract and keep qualified intramural sports officials. There are studies that look into why officials are not liked by players and fans as well as studies that focus on the motivations of officials (Balch & David, 2007; Hancock et al., 2015).

Studies have shown that individuals with certain personality types and motivations make better officials and are less likely to quit (Hancock et al., 2015; Symonds & Russell, 2018). Hancock, Dawson, and Auger's (2015) study was based in Quebec, Canada and had 514 total participants. The participants were officials in 18 different sports and had an average experience of 9.6 years (Hancock et al., 2015). Hancock et al.'s (2015) study focused on understanding the motivations of officials. They found that officials start officiating due to intrinsic motivations and sport specific reasons, such as familiarity with the sport or passion for the sport (Hancock et al., 2015). Whereas officials that quit; quit because of lack of respect, too much stress, and not enough recognition (Hancock et al., 2015).

Another study; similar to Hancock et al.'s (2015); looked at the intrinsic and extrinsic motivations of officials specifically at small colleges in the NAIA (Symonds &

Russell, 2018). Symonds and Russell's (2018) study had 1461 participants all of which were registered with the National Association of Intercollegiate Athletics (NAIA) sports officials. They found that officials were mostly motivated by intrinsic reasons and fit the self-determination theory (Symonds & Russell, 2018). They also found that these officials were invested in their own development, 98% of them were part of an association and 95% had attended officiating clinics (Symonds & Russell, 2018).

Leadership

Leadership is a desirable trait that employers look for in job candidates. Because of this, college students are looking for ways to get this experience on campus.

Leadership is also important for sports officials (Hancock et al., 2015). Studies have shown that campus recreation student employees, and even participants, can develop leadership characteristics (Dugan, Turman, & Torrez, 2014). Studies have shown that just getting involved on campus helps students succeed (Balch & David, 2007)(Astin, 1999), but campus recreation helps students develop much needed leadership skills as well.

A study performed on 21 student leaders in a campus recreational sports department (Hall, Forrester, & Borsz, 2008). Hall, Forrester, and Borsz (2008) had seven overarching themes that they identified from interviewing these students. These themes were (1) organizing, planning, and delegating; (2) balancing academic, personal and professional roles; (3) being a mentor or role model; (4) problem solving and decision making; (5) communication and motivational skills; (6) working with others; and (7) giving and receiving feedback (Hall et al., 2008). These qualities were developed while working for their campus recreational sports department. The recreational sports department at the university placed a large focus on student development and the students

interviewed were given significant responsibilities from the department (Hall et al., 2008). Keeping this limitation in mind, as well as the fact that this small study was performed at a large public institution in the Midwest, the findings cannot be extrapolated more broadly across the country. Nonetheless, it does help show that placing an emphasis on student development can improve the leadership development of some students.

Leadership Theory

Astin's (1999) theory of involvement posits that involvement on campus can improve a student's academic achievement and increase retention. The more students are involved in campus recreation, either as an employee or participant, the more they are going to benefit from their involvement (Astin, 1999). Significant to this study, there are also theories about leadership and how motivation can impact development of leadership qualities.

Self-determination theory. It has been found that officials who show certain types of self-determination theory (SDT) are more likely to perform at a higher level than those who do not (Symonds & Russell, 2018). Self-determination theory can be applied to all areas of an individual's life. The theory focuses on types of motivation instead of the amount of motivation that an individual may have (Deci & Ryan, 2008). The two biggest types of SDT are autonomous and controlled motivation (Deci & Ryan, 2008). Autonomous motivation is both intrinsic and extrinsic as an individual assigns a value based on their belief of how important that activity is to them and the larger community (Deci & Ryan, 2008). Controlled motivation is the opposite where external factors, such as rewards and punishment, primarily impact an individual's motivation level for an activity (Deci & Ryan, 2008).

Trait leadership approach. Motivation is just one way of looking at leadership development. The trait approach to leadership looks at an individual's personality traits (Fleenor, 2006). Some of the traits that leaders in large companies have are curiosity, purpose, risk, organization, communication, realistic optimism, and vision (Patel, 2017). Trait theory also assumes that an individual will have the same approach to every situation (Fleenor, 2006). Because of this assumption, trait theory is often paired with situational leadership (Fleenor, 2006). When these are combined the desired outcome is an individual who has traits that promote leadership but also looks at every situation differently. In this way, there is no one trait that guarantees leadership, but rather groups of traits that can help foster the development of leadership (Fleenor, 2006).

Attracting, training, and retaining intramural student officials requires recognition of different motivating factors. The individuals that tend to succeed most, no matter what, are the ones who show traits of autonomous motivation because they assign greater value to becoming a high performing official. So the question is how can campus recreation departments help student employees become high performing officials? Therefore, it is key to provide a reward or recognition for those who show traits of controlled motivation. Controlled motivation is where individuals hold the reward of doing well in high regard. In other words, it can be difficult for new officials to stay motivated if emphasis is placed on what they are doing wrong.

Intramural Sports Leadership

Studies have also been performed on how participation in intramural sports can develop leadership skills (Dugan et al., 2014; Dugan et al., 2015). While both of these articles report that intramural sports have positive impacts on leadership development, it

is important to keep in mind that one of the studies was funded by the national governing body, NIRSA.

This first study by Dugan, Torrez, and Turman (2014) focused on leadership in intramural sports and club sports. Their study had over 73,000 students participate in a survey, however, only 41% of these students reported having some level of involvement in intramural sports or club sports (Dugan et al., 2014). They found that students participating in campus recreation programs showed a higher level for leadership capacity than their peers and that students who participated in intramural sports showed a higher level for leadership capacity than those who only participated in club sports (Dugan et al., 2014).

The second study by Dugan, Turman, and Torrez (2015) also focused on advancing leadership development in intramural and club sports. Their study had over 29,000 participants from 82 different higher education institutions. It focused on two specific types of leadership development. These were mentoring relationships and positional leadership roles (Dugan et al., 2015). Both of these areas of concern were outlined in their previous study (Dugan et al., 2014). They found that while mentoring relationships do have some positive effect on leadership, it depends mostly on who the mentor is (Dugan et al., 2015). They also found that being in a positional leadership role does not necessarily mean that the individual displays leadership skills (Dugan et al., 2015). For example, they bring up the question of how these individuals learn about leadership positions (Dugan et al., 2015). Are these individuals given these positions because of a popularity contest, possibly being the most skilled player, or just because they are required to have someone in that position?

Creating an atmosphere where intramural sports participants can develop leadership skills is placed on the employees, especially the officials. It is important that those officials know the rules, but there are also other qualities that separate a good official from a great official. Anyone can learn the rules but learning how to properly manage the game and players' emotions, concerned about student development, is a critical leadership skill for intramural recreational programs (Gaskins, 2004).

Weese (2010) outlines four steps to creating exceptional leaders in campus recreation. They are building a strong and energized team, agreeing to values and a vision, being emotionally intelligent, and continue to develop as a leader for contexts beyond the playing field (Weese, 2010). All of these steps directly relate to intramural sports. There are not many sports that can be officiated alone, so having an officiating team that has a strong bond and communicates well can be the difference in managing a game. It is also important that student officials understand what they are doing and how it is helping their development. Next, sports can become very emotional for some. Being able to keep a calm and level head as an official is key. For all these reasons, it is important for the supervisors to continuously help student officials develop the appropriate skills and attitudes.

A study was performed at Oklahoma State University that focused on the leadership development of first-time intramural basketball officials (Mizraji, 2012). Mizraji (2012) used Kouzes and Posner's *Student Leadership Practices Inventory* to assess the student's leadership development. Mizraji (2012) performed this study by administering a pre-test before the basketball season and a post-test at the end of the season and compared the results. This study consisted of 20 new and 20 returning

officials (Mizraji, 2012). Mizraji (2012) found that there was a significant increase in the scores of the students from pre-test to post-test.

Summary of Literature Review

Intramural sports has played a very important role in the development of campus recreation departments (NIRSA History, 2017). It is also evident that participation in intramural sports programs improves students' chances in succeeding (Astin, 1999). Moreover, being involved in intramural sports can also provide leadership skills that are important during and after college (Dugan et al., 2014).

While there is literature available on how campus recreation can develop leadership skills in employees and how the involvement in campus recreation programs, such as intramural sports, enhances leadership qualities, there are not many studies in terms of how being an intramural sports official can develop leadership skills. As Symonds and Russell (2018) show, being an official is an effective means for developing strong leadership skills, especially when an individual is committed and motivated to obtaining high level officiating. Unfortunately, this is not the case for most student officials. Beyond Mizraji's (2012) study, there is little to no research that focuses on leadership development among student officials or how best to support such development. The focus of this study is to examine the type of leadership skills students develop as a result of their employment as an intramural sports official.

Chapter III

Methodology

Context of Study

This study was conducted at Rowan University, in Glassboro, New Jersey. The university offers bachelors, masters, and doctoral degrees. The university has a total of three different campuses in Glassboro, Camden, and Stratford which are all in New Jersey. There are around 18,500 total students enrolled across all three locations. This study focuses on the Glassboro main campus.

Rowan University's Campus Recreation department currently employs 26 intramural sports officials. These officials referee seven sports over the course of two semesters. These officials are all Rowan University students that come from different majors and academic years. The intramural program requires all of the employees to be trained to officiate every sport and to attempt to officiate each sport that they offer.

This study will look at if employment by Rowan University's Campus Recreation Intramural Sports program has any impact on that student's leadership skills. The purpose to see if there is a correlation in employment in an intramural sports program and leadership development. Studies suggest that employment in campus recreation departments helps develop leadership skills (Hall et al., 2008). To answer the research question posed, this study will be a quantitative analysis. This is the appropriate type of research because the study will be comparing growth over a period and the Leadership Self-Assessment Assessment Instrument assigns numerical values to different leadership traits. Comparing the values at the end of the study will determine the impact that employment has on a student's leadership development.

Population and Sample Study

The target population of this study is Rowan University Intramural Sports Officials during the spring 5v5 basketball season. The test subjects will be acquired from the Assistant Director of Intramural Sports and Special Events, Andrew Havrisko, at Rowan University. The leadership assessment will be sent to the student officials. Students will be required to have their name on the assessment. This is required since the study will compare how an individual student official has progressed over the course of the intramural sports basketball season. This method will allow for 100% of the target population to participate in the study.

The current makeup of the intramural sports staff is 16 males and 8 females. There are 2 seniors, 11 juniors, 2 sophomores, and 9 freshmen. There are 16 student officials that have not officiated basketball for the Rowan University intramural sports program and 8 that have officiated at least one season of basketball.

Data Collection Instrumentation

The instrument used in this study was a Leadership Assessment Instrument and Development Guide from Linkage Inc. (Bennis, 1999), the Instrument given can be found in Appendix D. This instrument is a Leadership Self-Assessment that looks at five areas of leadership. They are focused drive, emotional intelligence, building trust/enabling others, conceptual thinking, and systems thinking. Linkage creates many different surveys that range from leadership development to inclusion (Bennis, 2018).

This instrument will be given to each official twice, once before the season ends and playoffs start (pre-test) and once after the playoffs have finished (post-test). Included in the survey will be some questions to learn the demographic of the intramural sports

staff and experience level of the officials. The instrument will be exactly the same, scores from the five areas of leadership will be compared from the pre-test and the post-test.

Data Gathering Procedure

The survey was conducted using paper forms to collect data. There were no incentives given to those who completed the survey. The responses to the survey were transferred into SPSS for analysis. Institutional Review Board (IRB) was completed. Student officials will use their name for the pre and post-test so that their scores can be compared to themselves. Once the study was over, the paper copies of the tests were shredded and the SPSS file was saved on a secure drive, Rowan University's Open Area.

Data Analysis

Once all of the pre-season assessments are completed the data from them will be analyzed. Each of the five leadership categories are assigned a numerical value from 10 to 30, 10 being the lowest score and 30 being the highest score. An average score will be calculated over the enter sample as well as for veteran and rookie officials. This will establish the demographics of the participants as well as provide a baseline to compare each individual to. After the season is finished the assessment will be given again and the two assessment scores will be compared. Each individual will be compared to themselves and the overall change of the first time officials will be compared to veteran officials.

Chapter IV

Findings

Profile of the Sample

The subjects from this study were given the *Leadership Self-Assessment Instrument* (Bennis, 1999). There were 21 total completed surveys returned, which accounted for 88% of the total population from the study. Table 4.1 provides a breakdown of the demographics of the study participants. Of the 21 students who participated in the survey 13 were male (62%) and 8 were female (38%). The number of veteran officials were 8 (38%) and the number of new officials were 13 (62%). Of the current intramural staff 10 (48%) of the staff hold leadership positions within the intramural sports program.

The results of the pre and post-test can be found in Table 4.2. From the pre-test the participants scored highest in Emotional Intelligence and Building Trust. Whereas in the post-test, the results were much more closely grouped, showing Focused Drive, Emotional Intelligence, Building Trust, and Systems Thinking to all be right around the same level. When comparing the two tests the largest area of increase can be seen in Systems Thinking (3.1 point increase for rookies and 0.7 point increase for veterans).

Table 4.1

Demographics (n=21)

Race	<i>f</i>	%
White/Caucasian	10	47.6%
African American/Black	2	9.5%
Asian American/Asian	2	9.5%
Mexican American/Latino	1	4.8%
Puerto Rican	2	9.5%
Other Latino	1	4.8%
Two or More	3	14.3%
Year of College	<i>F</i>	%
Freshman	7	33.3%
Sophomore	2	9.5%
Junior	10	47.6%
Senior	2	9.5%
Academic Department	<i>F</i>	%
Business	6	29.6%
Communication and Creative Arts	1	4.8%
Education	4	19%
Engineering	3	14.3%
Humanities and Social Sciences	2	9.5%
Performing Arts	1	4.8%
Science and Mathematics	2	9.5%
Health Professions	4	19%

Analysis of the Data

Research question 1. Does a student's employment by Rowan University Campus Recreation's Intramural Sports program impact that student's leadership development?

Table 4.2

Test Results

Pre-Test Survey Results		<i>M</i>	<i>SD</i>
Focused Drive		23.6	2.2
Emotional Intelligence		25.1	2.4
Building Trust/Enabling Others		25	2.5
Conceptual Thinking		21.7	3.1
System Thinking		22.2	2.5
Pre-Test Survey Results (Rookie Officials)		<i>M</i>	<i>SD</i>
Focused Drive		23.6	2.3
Emotional Intelligence		24.8	2.5
Building Trust/Enabling Others		23.6	2.5
Conceptual Thinking		21.6	3.4
System Thinking		21.5	2.6
Pre-Test Survey Results (Veteran Officials)		<i>M</i>	<i>SD</i>
Focused Drive		23.8	2.4
Emotional Intelligence		25.3	2.2
Building Trust/Enabling Others		26.8	1.7
Conceptual Thinking		22.5	3.1
System Thinking		23	2
Post-Test Survey Results		<i>M</i>	<i>SD</i>
Focused Drive		24.2	2.9
Emotional Intelligence		24.5	2.5
Building Trust/Enabling Others		24.9	2.9
Conceptual Thinking		22.5	3.7
System Thinking		24.2	2.9
Pre-Test Survey Results (Rookie Officials)		<i>M</i>	<i>SD</i>
Focused Drive		24.6	2.5
Emotional Intelligence		24.6	2.6
Building Trust/Enabling Others		24.1	3.1
Conceptual Thinking		22.3	4.2
System Thinking		24.6	3.1
Pre-Test Survey Results (Veteran Officials)		<i>M</i>	<i>SD</i>
Focused Drive		22.9	3.5
Emotional Intelligence		23.6	2.7
Building Trust/Enabling Others		24.9	2.8
Conceptual Thinking		22.3	3.1
System Thinking		23.1	2.9

Table 4.2 (continued)

Difference in Test Results		<i>M</i>	<i>SD</i>
Focused Drive		0.6	3
Emotional Intelligence		-0.7	2.5
Building Trust/Enabling Others		-0.1	2.7
Conceptual Thinking		0.9	3.4
System Thinking		1.95	2.4
Difference in Test Results (Rookie Officials)		<i>M</i>	<i>SD</i>
Focused Drive		1.1	2.5
Emotional Intelligence		-0.3	2.2
Building Trust/Enabling Others		0.5	2.5
Conceptual Thinking		0.6	3.5
System Thinking		3.09	2.3
Difference in Test Results (Veteran Officials)		<i>M</i>	<i>SD</i>
Focused Drive		-0.9	3.6
Emotional Intelligence		-1.7	3
Building Trust/Enabling Others		-1.9	2.9
Conceptual Thinking		-0.2	3.5
System Thinking		0.1	1.9

Table 4.3

Data Significance

All Participants		<i>t-test</i>	<i>p-value</i>
Focused Drive		0.44	0.9915
Emotional Intelligence		0.28	0.9988
Building Trust/Enabling Others		0.87	0.9987
Conceptual Thinking		0.42	0.8974
System Thinking		0.02	0.9929
Rookies		<i>t-test</i>	<i>p-value</i>
Focused Drive		0.2	0.9856
Emotional Intelligence		0.8	0.9982
Building Trust/Enabling Others		0.77	0.9912
Conceptual Thinking		0.67	0.7602
System Thinking		0.02	0.8534
Veterans		<i>t-test</i>	<i>p-value</i>
Focused Drive		0.94	0.8288
Emotional Intelligence		0.33	0.911
Building Trust/Enabling Others		0.42	0.955
Conceptual Thinking		0.44	0.827
System Thinking		0.54	0.9964

From the values in Table 4.3 there is a high probability that the differences in the pre and post-test scores were random. This can be confirmed from the majority of the tests when looking at the values in table 4.2, showing the difference in scores from the pre-test to the post-test. Most of the individual's scores fluctuated in the two tests with some being higher and some being lower.

Chapter V

Summary, Discussion, Conclusions, and Recommendations

Summary of the Study

This study investigated the possible impacts that employment by Rowan University's Intramural Sports Program has on a student's leadership development. The subjects of this study were all currently employed by the Intramural Sports Program at the time the study was conducted in the spring of 2019. Quantitative data was collected from the subjects regarding their leadership development. The *Leadership Self-Assessment Instrumentation* was used to look at the subject's leadership scores in five separate leadership traits (Bennis, 1999). This instrument was given to all the participants twice to see if there was any change in leadership scores over the course of the intramural basketball playoffs. The data was then inputted into SPSS and was analyzed using the SPSS software.

Discussion of the Findings

Analysis of the data found that there was no significant correlation between officiating intramural playoff basketball and leadership development. The *p* and *t* values suggest that the data has a high probability of being random. This could be due to the low number of overall participants, even though the population is also small.

Conclusion

The results of this study failed to definitively support whether student's employment as an intramural sports official impact student leadership development. With some of the findings suggesting that there was a large change in some of the leadership characteristics, but then having a high probability of this randomly happening. While the

participants did show some improvement in their scores there is no way of knowing if it can be directly related to their involvement in intramural sports officiating. Many of the participants are involved in other areas of campus as well. There could be many factors contributing to their leadership development and intramural sports officiating is just one portion of that.

Recommendations for Further Research

After conducting this study, there were several limitation that can severe as recommendations for anyone looking to recreate this study or perform similar ones in the future.

1. This study should be performed at the beginning of the fall semester. This is when there are more rookie officials starting who have never officiated before. Having these students take the pre and post-tests would be a better representation of the affects intramural officiating can have on leadership.
2. There needs to be more time between the two tests. The total time between when the pre-test was given and when the post-test was given was about four weeks. While the four weeks were very intensive and required the participants to focus on improving their officiating, I do not believe that this is enough time to allow significant change in their leadership abilities.
3. During the time between the pre-test and post-test, spring break happened. In future studies I would suggest trying to minimize the number of major breaks.
4. Lastly, I would have added questions about the participants overall involvement on the campus. If they have other jobs, are part of clubs or organizations, or participate in other events on campus.

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Appendix A

Rowan eIRB Approval



** This is an auto-generated email. Please do not reply to this email message.
The originating e-mail account is not monitored.
If you have questions, please contact your local IRB office **

DHHS Federal Wide Assurance Identifier: FWA00007111

IRB Chair Person: Harriet Hartman

IRB Director: Sreekant Murthy

Effective Date:

eIRB Notice of Approval

STUDY PROFILE

Study ID:	Pro2019000348		
Title:	Intramural Sports Leaderships: Exploring the Impact of Being an Intramural Sports Official on Leadership Skills		
Principal Investigator:	Andrew Tinnin	Study Coordinator:	
Co-Investigator(s):	Shan Paracka	Other Study Staff:	There are no items to display
Sponsor:	Department Funded	Approval Cycle:	Twelve Months
Risk Determination:	Minimal Risk	Device Determination:	Not Applicable
Review Type:	Expedited	Expedited Category:	7
Subjects:	28		

CURRENT SUBMISSION STATUS

Submission Type:	Research Protocol/Study	Submission Status:	Approved		
Approval Date:	2/23/2019	Expiration Date:	2/22/2020		
Continuation Review Required:	Progress Report				
Pregnancy Code:	No Pregnant Women as Subjects	Pediatric Code:	No Children As Subjects	Prisoner Code:	No Prisoners As Subjects
Protocol:	Pro2019000348_Instrument Pro2019000348_Protocol	Consent:	There are no items to display	Recruitment Materials:	There are no items to display

* **Study Performance Sites:**

Glassboro Campus

201 Mullica Hill Road Glassboro, NJ 08028

There are no items to display

ALL APPROVED INVESTIGATOR(S) MUST COMPLY WITH THE FOLLOWING:

1. Conduct the research in accordance with the protocol, applicable laws and regulations, and the principles of research ethics as set forth in the Belmont Report.

2a. **Continuing Review:** Approval is valid until the protocol expiration date shown above. To avoid lapses in approval, submit a continuation application at least eight weeks before the study expiration date.

2b. **Progress Report:** Approval is valid until the protocol expiration date shown above. To avoid lapses, an annual progress report is required at least 21 days prior to the expiration date.

3. **Expiration of IRB Approval:** If IRB approval expires, effective the date of expiration and until the continuing review approval is issued: **All research activities must stop unless the IRB finds that it is in the best interest of individual subjects to continue. (This determination shall be based on a separate written request from the PI to the IRB.) No new subjects may be enrolled and no samples/charts/surveys may be collected, reviewed, and/or analyzed.**

4. **Amendments/Modifications/Revisions :** If you wish to change any aspect of this study after the approval date mentioned in this letter, including but not limited to, study procedures, consent form(s), investigators, advertisements, the protocol document, investigator drug brochure, or accrual goals, you are required to obtain IRB review and approval prior to implementation of these changes unless necessary to eliminate apparent immediate hazards to subjects. This policy is also applicable to progress reports.

5. **Unanticipated Problems:** Unanticipated problems involving risk to subjects or others must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at: <http://www.rowan.edu/som/hsp/>

6. **Protocol Deviations and Violations:** Deviations from/violations of the approved study protocol must be reported to the IRB Office (45 CFR 46, 21 CFR 312, 812) as required, in the appropriate time as specified in the attachment online at: <http://www.rowan.edu/som/hsp/>

7. **Consent/Assent:** The IRB has reviewed and approved the consent and/or assent process, waiver and/or alteration described in this protocol as required by 45 CFR 46 and 21 CFR 50, 56, (if FDA regulated research). Only the versions of the documents included in the approved process may be used to document informed consent and/or assent of study subjects; each subject must receive a copy of the approved form(s); and a copy of each signed form must be filed in a secure place in the subject's medical/patient/research record.

8. **Completion of Study:** Notify the IRB when your study has been completed or stopped for any reason. Neither study closure by the sponsor nor the investigator removes the obligation for submission of timely continuing review application, progress report or final report.

9. The Investigator(s) did not participate in the review, discussion, or vote of this protocol.

10. **Letter Comments:** *There are no additional comments.*

CONFIDENTIALITY NOTICE: This email communication may contain private, confidential, or legally privileged information intended for the sole use of the designated and/or duly authorized recipients(s). If you are not the intended recipient or have received this email in error, please notify the sender immediately by email and permanently delete all copies of this email including all attachments without reading them. If you are the intended recipient, secure the contents in a manner that conforms to all applicable state and/or federal requirements related to privacy and confidentiality of such information.

Appendix B

CITI Certification



Course Completion for Shan Paracka

Congratulations on your recent course completion!

Name:	Shan Paracka (ID: 7065680)
Institution:	Rowan University (ID: 2336)
Course:	Group 3: Social, Behavioral and Education Research
Stage:	1 - Basic Course
Completion Date:	19 Mar 2018
Expiration Date:	18 Mar 2021
Completion Record	26529365

Appendix C

Significant Financial Disclosure Form



Significant Financial Disclosure Form

ATTACHMENT A

INVESTIGATOR FINANCIAL & OTHER PERSONAL INTERESTS DISCLOSURE FORM - Part 1

PROJECT TITLE <i>Intramural Sports Leadership: Exploring the Impact of Being An Intramural Sports Official on Leadership Skills</i>									
PRINCIPAL INVESTIGATOR Drew Tinnin, Ed.D.		DEPARTMENT Educational Services & Leadership							
FUNDING AGENCY OR SPONSOR department-funded		TOTAL REQUESTED BUDGET \$ 0.00	PHONE 856-256-4453						
			REQUESTED START DATE 1/22/19						
TYPE <input checked="" type="checkbox"/> Research <input checked="" type="checkbox"/> Training/Education <input type="checkbox"/> Service <input type="checkbox"/> Other									
NOTHING TO DISCLOSE: CHECK "NO" COLUMN BELOW									
I, and/or my spouse, domestic partner, children, parents, and siblings who reside in the same household do <u>not</u> have, <u>within the previous twelve (12) months</u> , any financial or other personal interests (as defined on the next page of this document) to disclose.									
DISCLOSURE TO BE MADE: CHECK "YES" COLUMN BELOW									
I, and/or my spouse, domestic partner, children, parents, and siblings who reside in the same household <u>DO/DOES</u> have, <u>within the previous twelve (12) months</u> , financial or other personal interests (as defined on the next page of this document) to disclose.									
I certify that the information on this form is correct; that I have read and understood the Rowan University Conflict of Interest Policy; that, to the best of my knowledge, all required disclosure of financial and other personal interests has been made herein; that I will complete a Disclosure Form on an annual basis during the duration of the research, or more frequently as new interests are obtained or if my situation with respect to potential conflict of interest otherwise changes since my original disclosure, and submit it to the Office of Sponsored Programs and Office of Research; that I will comply with any conditions or restrictions imposed by Rowan University to manage, reduce or eliminate conflicts of interest caused by my interests.									
NAME (PRINT & SIGN) (see definition of "Investigator" on page 2)		NO	YES	DATE	NAME (PRINT & SIGN) (see definition of "Investigator" on page 2)		NO	YES	DATE
<i>Drew Tinnin</i>		X		10/31/18	<i>Shan Paracka</i>		X		11/19/18
"INVESTIGATOR:"					"INVESTIGATOR:"				
"INVESTIGATOR:"					"INVESTIGATOR:"				
"INVESTIGATOR:"					"INVESTIGATOR:"				
"INVESTIGATOR:"					"INVESTIGATOR:"				
<p>NOTE: If you have indicated Yes above, then please provide a brief description of how the Financial or Other Personal Interest relates to the research and investigator's institutional responsibilities</p> <p style="text-align: center;">USE ADDITIONAL FORM(S) FOR ADDITIONAL INVESTIGATORS.</p> <p><input type="checkbox"/> This project involves a contract, subcontract or collaboration with an outside institution or group.</p> <p><input type="checkbox"/> Attached is a written assurance from an appropriate official of this outside entity that individuals from the outside entity who will participate in this project comply with the outside entity's investigator conflict-of-interest policy and that such policy meets the requirements of the PHS (42 CFR Part 50, Subpart F).</p> <p><input type="checkbox"/> In the event the outside entity has no investigator conflict-of-interest policy, attached are a written assurance from an appropriate official of this outside entity that individuals from the outside entity who will participate in this project comply with Rowan University's Conflict of Interest policy, plus all Rowan University Disclosure Forms completed by these individuals.</p>									
Signature of Department Chair (or Dean if Investigator is Chair) or Supervisor						Date			
<i>[Signature]</i>						12/4/18			
Signature of Department Chair (if project involves more than one department)						Date			
Signature of Department Chair (if project involves more than one department)						Date			

Appendix D

Instrument

Title: Intramural Sports Leadership: Exploring the Impact of Being an Intramural Sports Official on Leadership Skills
PI: Drew Tinnin

ADULT CONSENT FORM FOR SOCIAL AND BEHAVIORAL RESEARCH



CONSENT TO TAKE PART IN A RESEARCH STUDY

TITLE OF STUDY: Intramural Sports Leadership: Exploring the Impact of Being an Intramural Sports Official on Leadership Skills
Principal Investigator: Drew Tinnin

This consent form is part of an informed consent process for a research study and it will provide information that will help you to decide whether you wish to volunteer for this research study. It will help you to understand what the study is about and what will happen in the course of the study.

If you have questions at any time during the research study, you should feel free to ask them and should expect to be given answers that you completely understand.

After all of your questions have been answered, if you still wish to take part in the study, you will be asked to sign this informed consent form.

The Drew Tinnin or another member of the study team will also be asked to sign this informed consent. You will be given a copy of the signed consent form to keep.

You are not giving up any of your legal rights by volunteering for this research study or by signing this consent form.

1. Why is this study being done?

This study is being performed in fulfillment of the Thesis requirement of Rowan University's College of Education Master's Program. This study is being conducted to analyze the leadership development of intramural sports student officials at Rowan University.

2. Why have you been asked to take part in this study?

1

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Version Date: 1/31/2019



Title: Intramural Sports Leadership: Exploring the Impact of Being an Intramural Sports Official on Leadership Skills

PI: Drew Tinnin

You have been selected to participate in this study because you are employed by Rowan University's Intramural Sports Program.

3. Who may take part in this study? And who may not?

The only requirement is that you are currently employed by Rowan University's Intramural Sports Program and will be officiating intramural basketball. All others will be excluded from the study.

4. What will you be asked to do if you take part in this research study?

If you take part in this study you will be asked to take the same survey twice, the first time will be before the intramural basketball season and the second will be at the conclusion of the intramural basketball season.

5. What are the risks and/or discomforts you might experience if you take part in this study?

N/A

6. Are there any benefits for you if you choose to take part in this research study?

The benefits of taking part in this study may be:

N/A

However, it is possible that you might receive no direct personal benefit from taking part in this study. Your participation may help us understand which can benefit you directly, and may help other people to realize the potential development of leadership skills through intramural sports employment.

7. What are your alternatives if you don't want to take part in this study?

N/A

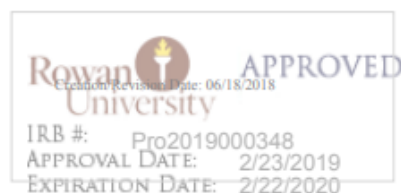
8. How many subjects will be enrolled in the study?

28

9. How long will my participation in this study take?

2

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Title: Intramural Sports Leadership: Exploring the Impact of Being an Intramural Sports Official on Leadership Skills

PI: Drew Tinnin

Each survey should take anywhere from 20-30 minutes to complete. (Total time invested 40-60 minutes)

10. Where will the study take place?

This study will take place in the Recreation Center Conference Room at Rowan University.

11. How will you know if new information is learned that may affect whether you are willing to stay in this research study?

During the course of the study, you will be updated about any new information that may affect whether you are willing to continue taking part in the study. If new information is learned that may affect you, you will be contacted.

12. Will there be any cost to you to take part in this study?

N/A

13. Will you be paid to take part in this study?

You will not be paid for your participation in this research study.

14. How will information about you be kept private or confidential?

All efforts will be made to keep your personal information in your research record confidential, but total confidentiality cannot be guaranteed. Your personal information may be given out, if required by law. Presentations and publications to the public and at scientific conferences and meetings will not use your name and other personal information. You will be asked to put your name on each survey. These surveys will be entered into a data. Your name is need to compare your survey results (the pre-test and post-test). Once this comparison is made your name will be excluded from all documents and all existing paper documents will be shredded and electronic documents will be deleted.

15. What will happen if you are injured during this study?

If you are injured in this study and need treatment, contact *Rowan University Wellness Center* and seek treatment.

3

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Version Date: 1/31/2019



Title: Intramural Sports Leadership: Exploring the Impact of Being an Intramural Sports Official on Leadership Skills

PI: Drew Tinnin

We will offer the care needed to treat injuries directly resulting from taking part in this study. Rowan University may bill your insurance company or other third parties, if appropriate, for the costs of the care you get for the injury. However, you may be responsible for some of those costs. Rowan University does not plan to pay you or provide compensation for the injury. You do not give up your legal rights by signing this form.

If at any time during your participation and conduct in the study you have been or are injured, you should communicate those injuries to the research staff present at the time of injury and to the Principal Investigator, whose name and contact information is on this consent form.

16. What will happen if you do not wish to take part in the study or if you later decide not to stay in the study?

Participation in this study is voluntary. You may choose not to participate or you may change your mind at any time.

If you do not want to enter the study or decide to stop participating, your relationship with the study staff will not change, and you may do so without penalty and without loss of benefits to which you are otherwise entitled.

You may also withdraw your consent for the use of data already collected about you, but you must do this in writing to:

Drew Tinnin
Savitz Hall Suite 203
201 Mullica Hill Rd
Glassboro, NJ 08028

If you decide to withdraw from the study for any reason, you may be asked to participate in one meeting with the Principal Investigator.

17. Who can you call if you have any questions?

If you have any questions about taking part in this study or if you feel you may have suffered a research related injury, you can call the Principal Investigator:

Drew Tinnin
Student Life
856-256-4041

If you have any questions about your rights as a research subject, you can call:

4

Version #: 2
Version Date: 1/31/2019



Title: Intramural Sports Leadership: Exploring the Impact of Being an Intramural Sports Official on Leadership Skills
PI: Drew Tinnin

Office of Research Compliance
(856) 256-4078– Glassboro/CMSRU

What are your rights if you decide to take part in this research study?

You have the right to ask questions about any part of the study at any time. You should not sign this form unless you have had a chance to ask questions and have been given answers to all of your questions.

AGREEMENT TO PARTICIPATE

I have read this entire form, or it has been read to me, and I believe that I understand what has been discussed. All of my questions about this form or this study have been answered.

Subject Name: _____

Subject Signature: _____ Date: _____

Signature of Investigator/Individual Obtaining Consent:

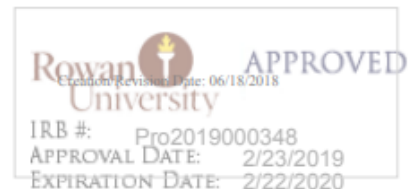
To the best of my ability, I have explained and discussed the full contents of the study including all of the information contained in this consent form. All questions of the research subject and those of his/her parent or legal guardian have been accurately answered.

Investigator/Person Obtaining Consent: _____

Signature: _____ Date: _____

5

Version #: 2
Version Date: 1/31/2019



Title: Intramural Sports Leadership: Exploring the Impact of Being an Intramural Sports Official on Leadership Skills
 PI: Drew Tinnin

Intramural Sports Leadership Survey

Name: _____ **Age:** _____

Gender: Male _____ Female _____

Grade: Freshman _____ Sophomore _____ Junior _____ Senior _____

Race:

	White/Caucasian	African American/Black	American Indian/ Native American	Asian American/ Asian	Pacific Islander
	Mexican American/Latino	Puerto Rican	Other Latino	Other	Two or more

Number of IM Basketball Seasons Officiated

	0	1	2	3+
--	---	---	---	----

College Major:

Business	Communication and Creative Arts	Education	Engineering	Humanities and Social Sciences
Performing Arts	Science and Mathematics	Earth and Environment	Health Professions	Global Learning and Partnerships

6

Version #: 2
 Version Date: 1/31/2019



Title: Intramural Sports Leadership: Exploring the Impact of Being an Intramural Sports Official on Leadership Skills
 PI: Drew Tinnin

Leadership Self-Assessment Instrument (Linkage 1999, Dr. Bennis)

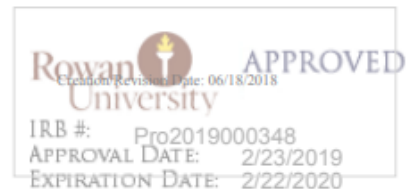
The survey below should take between 30-45 minutes. "For each of the 50 items listed on the following pages, consider how much the stated behavior characterizes your own behaviors, thought, intentions, or skills in on-the-job situations, and then rate yourself in the space provided according to the scale." (Bennis, 1999)

If at any point during the survey you have a question, please ask Shan Paracka for any clarifications.

I often demonstrate this behavior	I sometimes demonstrate this behavior	I hardly ever demonstrate this behavior	
3	2	1	I balance multiple tasks and prioritize when faced with limited time and/or resources
3	2	1	I create a positive environment – even when it appears "all is lost" – by expressing optimism and offering encouragement to team members
3	2	1	I keep a mental record of every commitment that I make and follow through on my promises
3	2	1	I steer through ambiguity and "information clutter" to resolve complex problems
3	2	1	I ask questions to try and piece together "unrelated" information, events, etc.
3	2	1	I build momentum by spending 90 percent of my time on the top 10 percent of my priority list
3	2	1	I view my "wins" with pride and humility
3	2	1	I operate by value-driven work philosophy that is grounded on clear principles
3	2	1	I adhere to a disciplined process for sorting out alternatives and arriving at the best option when approaching a problem or project
3	2	1	I make connections between and among information, events, etc. that reveal key issues, problems, or opportunities
3	2	1	I display single-mindedness in unstoppable directing my

7

Version #: 2
 Version Date: 1/31/2019



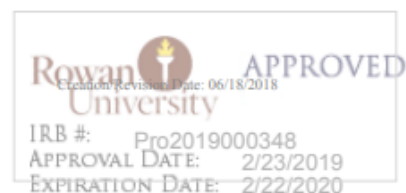
Title: Intramural Sports Leadership: Exploring the Impact of Being an Intramural Sports Official on Leadership Skills

PI: Drew Tinnin

			energy at specific targets
3	2	1	I persuasively and effectively reassure teams and/or individuals in the face of setbacks or seemingly insurmountable obstacles
3	2	1	I identify and find ways to meet the needs, expectations, and wants of others up, down, and across the organization
3	2	1	I test ideas and assumptions by carefully reviewing ideas with thought leaders and critical thinkers within my organization
3	2	1	I do not accept a problem at face value, but search for the less obvious underlying factors driving the problem
3	2	1	I find a way to "get it done" and will sacrifice personally to reach the goal line
3	2	1	I have a thorough understanding of my own emotions and feelings and how they impact the situation at hand
3	2	1	I give people a sense of personal fulfillment by recognizing their individual contributions in the achievement of a goal
3	2	1	I consult outside resources (e.g. magazines and databases) in order to identify where my company, my industry, and the market are moving and to size up new business opportunities
3	2	1	I take into account the potential implications of a decision on other people/departments within the organization before moving forward
3	2	1	I stay the course mentally despite potential distractions and disruptions to my primary focus
3	2	1	I control and selectively display my emotions and feelings in a beneficial way (e.g., I successfully channel my anger)
3	2	1	I help build shared goals and values to reinforce individual commitment to the organization
3	2	1	I create visible new business ideas by thinking "out of the box," as well as in a sound business fashion
3	2	1	I build and connect process within my organization to assure that implementation remains constant and reliable
3	2	1	I display stamina, energy, and intensity in achieving high standards of performance
3	2	1	I express myself in consistent moods that invite participation and further communication with others
3	2	1	I provide honest, clear feedback by focusing on the issue

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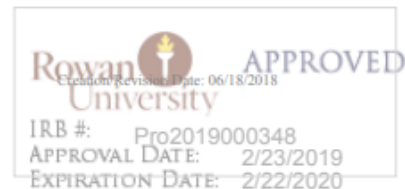
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			(and not the person) so that the person will accept and consider the feedback
3	2	1	I ask "What if?" questions and play out scenarios to test new business ideas that challenge the status quo
3	2	1	I assure that new ideas are integrated with established procedures/processes so that the organization can digest the new ideas
3	2	1	I act decisively, with a passion for making things happen
3	2	1	I recognize and consider the emotions and feelings of others before taking action
3	2	1	I articulate a goal or vision and motivate others to help me reach that goal/vision
3	2	1	I have the ability to create unorthodox or revolutionary concepts that have growth or profit potential
3	2	1	I create synergy by involving the "right people" in all phases of work design and operational implementation
3	2	1	I demonstrate boldness in striving for ambitious goals rather than settling for the safety or achievable results
3	2	1	I treat different people differently, with appropriate amounts of candor and sensitivity depending on each individual's own unique makeup
3	2	1	I create shared responsibility among team members by building participation in decision making and delegating key tasks/functions
3	2	1	I take the time to check whether a new idea is feasible before proceeding
3	2	1	I pull together disparate ideas to create clear themes and pathways that may alleviate the confusion and anxiety of others
3	2	1	I seek – and find – creative solutions to obstacles blocking the path to the goal line
3	2	1	I accept rejection with grace and renewed determination, modeling to others how to handle failure
3	2	1	I display trust in others by giving them additional responsibilities – and providing them with the appropriate tools and resources necessary to carry those responsibilities out
3	2	1	I seek better solutions to problems instead of falling back on established protocol
3	2	1	I demonstrate a commitment to continuous learning by documenting critically important action steps, i.e., I try to make sure that my organization does not "reinvent

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			the wheel”
3	2	1	I effectively communicate the critical nature of the goal in a way that allows others to focus on that goal, as well
3	2	1	I offer solutions, suggestions, and constructive criticism to others while also remaining open to additional possibilities
3	2	1	I successfully help individuals and teams reach higher levels of performance, e.g., by displaying confidence in them at critical junctures
3	2	1	I act receptive to the new ideas of others and try to improve or enhance them in a non-threatening manner
3	2	1	I see an entity (e.g., my organization) not merely as a collection of isolated processes and parts, but as a unitary whole of interconnected processes

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