

Needs Assessment for Grace  
Adult Day Services Chippewa Falls

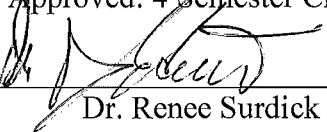
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A Research Paper  
Submitted in Partial Fulfillment of the  
Requirements for the  
Master of Science Degree  
in

Training and Development

Approved: 4 Semester Credits



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December, 2009

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**Title:** *Needs Assessment for Grace Adult Days Services Chippewa Falls*  
**Graduate Degree/ Major:** MS Training and Development  
**Research Adviser:** Renee Surdick  
**Month/Year:** December, 2009  
**Number of Pages:** 30  
**Style Manual Used:** American Psychological Association, 5<sup>th</sup> edition

ABSTRACT

Interpersonal skills have always been a foundation for any human civilization. Current research, as well as practical data illustrates that there is no exception for the need for interpersonal skills in today's business environment. Current research discusses the growing need for such skills in today's business environment, specifically management. Practical observation is uncovering the importance of such skills and how vital they are to creating a high performing business environment. However, unlike current research this needs assessment focuses on specific desired interpersonal skills displayed by supervisors, such as respect, seeking feedback, and empathy in reference to their relationship to gender or training level of supervisees within Grace Adult Day Services Chippewa Falls. The primary objective of this needs assessment was aimed at uncovering whether or not there is a need for specialized management training dependent upon the gender or training level of their supervisees. This article also includes a review of the methodology used, inferences made from the data collected. Limitations of the study and possible directions of future research are also highlighted.

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### Acknowledgments

I would like to thank my professors for once again sparking my desire to learn, Erica for returning the favor and believing in me and my friends and family for their support.

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## Chapter I: Introduction

“MIT began a curriculum rethink--dialing back on pure quantitative skills and adding more interpersonal coursework” (Fisher, 2007). This change occurred when graduates were expressing frustration with the lack of focus on interpersonal skills within the degree. There is a growing trend in today’s business environment concerning interpersonal skills in management. An illustration of this point is that in his article “Skip the Mirror” Schwieterman discusses that 56 percent of people who are appropriate for promotion are skipped because of poor interpersonal skills. This clearly shows us that interpersonal skills are essential for success in business.

This study will be investigating whether or not there is a need to design different interpersonal skills training for managers dependent upon the gender or level of training of their supervisees at Grace Adult Days Services- Chippewa Falls (GADSCF).

“The mission of Grace Lutheran Foundation, as a complementary arm of Grace Lutheran Church, is to respond to the spiritual, physical, and social needs of people in order to enhance human dignity and growth by providing high quality, Christian-based services.” (Foundation, 2006)

Grace Adult Day Services Chippewa Falls is one of those services whose primary mission is to meet the specific needs of their clients. This organization assists people who; “are unable to work or participate in supportive employment or post secondary education, need assistance with areas of life skills enhancement and social skills, wish to remain at home but need assistance or socialization during the day, may benefit from assistance with health care monitoring, nutrition and personal cares, appears to be sad, lonely, or confused, are in need of transitional services after a hospitalization or nursing home stay. Adult Day Services provides the caregiver peace of

mind, coverage during work hours, time and energy to take care of their self and other family member's needs, and support and assistance in care planning." (Foundation, Grace Lutheran Foundation, 2006)

"A more serious issue is the lack of an accepted theory of interpersonal relationships. Like others working in this field, we found the theory is patchy.... how little we know and how sparse is the empirical research underlying the booming market for interpersonal skills training. (Hunt & Baruch, 2003) Highlights the business need for a greater understanding of desired interpersonal skills.

#### *Statement of the Problem*

The purpose of the study is to determine whether Grace Adult Days Services Chippewa Falls needs to create interpersonal skills management training specific to the gender or level of training of their supervisees.

#### *Purpose of the Study*

The goal of this study is to examine the extent of need for interpersonal skills training for managers dependent upon the gender or level of training of their supervisees.

#### *Assumptions of the Study*

Assumptions of this study include; CNA's/ Program Assistants did not feel pressure from management when completing the questionnaire. The interpersonal skills chosen by the researcher are desired by CNA's/ Program Assistants. Also assumed is that there is a need to display interpersonal skills when managing these positions. There is no researcher bias due to the fact of being employed at GADSCF.

## *Definition of Terms*

*Interpersonal Skills.* Those essential skills involved in dealing with and relating to other people largely on a one-on-one basis.

*Managers.* Individuals within the business setting whose job responsibilities include the supervision of one level of employees underneath them.

*Specialized Management Training.* Training that is specifically for managers to better equip them to complete the job responsibilities that require them to supervise others.

*CNA's.* Individuals that are certified by the state of Wisconsin to be a Certified Nursing Assistant.

*Supervisees.* Employees who are under the supervision of another individual and report to said individual as a part of their job responsibilities.

*Program Assistants.* Individuals employed by GADSCF who assist in assuring programming is offered to all clients.

*Nurses Training.* Any type of educational experience that is designed for the completion of or maintenance of a Certified or Registered nurse qualification from the state of Wisconsin.

## *Limitations of the Study*

A limitation of this study involves the narrow scope of a project with a limited sample size. Because the study was conducted within a specific department it is not feasible to generalize the results of this study to anywhere outside of Grace Adult Day Care Services Chippewa Falls.

## *Methodology*

This needs assessment was conducted using the Needs Assessment model developed by Lee and Nelson.

1. Identify the purpose

2. Identify information needs
3. Identify target population
4. Collect Data
5. Analyze Data
6. Report Results
7. Apply/ Use Results

(Lee, 2006)

The desired interpersonal skills included in the questionnaire that was distributed were chosen from the literature that was reviewed while the researcher was investigating previous forms of research on interpersonal skills. Once the questionnaire was constructed, it along with Informed Consent was distributed via the mail boxes at Grace Adult Day Services Chippewa Falls. Participants returned both Informed Consents and the questionnaire to the researchers mailbox.



## Chapter II: Literature Review

This literature review will be based upon the topics of interpersonal skills in general, their importance in business and industry and then more specifically on the research and literature revolving around interpersonal skills in healthcare. There are many different definitions for those things that we have come to understand as interpersonal skills. These are skills that have been developing since humans began interacting with one another. Only recently have we begun to research the effects these skills have within our society. Furthermore in the past decade research has focused on the importance of interpersonal skills within business organizations. With each new line of research is conducted we gain a better understanding of what these skills consist of and how they affect an organization.

In the literature there are many definitions of interpersonal skills. “Those essential skills involved in dealing with and relating to other people largely on a one-on-one basis.” (McConnel, 2004) For the purpose of my research, I will be using this definition. Another phrase that is used to describe these skills is “Interpersonal Facilitation. This is the dimension many people first think of when they think "people person." Individuals with high scores here are keenly attuned to the interpersonal aspects of a work situation” The example of a person displaying these “Interpersonal Facilitations” displays skills of counseling, conflict resolution, coaching, and informal personality assessment. (Waldroop, 2004)

An organization would greatly benefit from developing this skills in its employees or hiring applicants who already display such essential social skills. “Individuals are born with some simple reflexes, such as sucking and crying, which help them survive. Many more behaviors are acquired subsequently.” (Garavan, 1997) Discusses how individuals develop these behaviors through out their lifespan until adulthood when they believe they have enough to get by and stop

learning. These people blame others inability to interact socially to ignore their stagnant behavior patterns.

“Good interpersonal skills are built over a lifetime.” (Wheeler, 2005) But there are several steps you can take to start building these skills faster and more effectively. Wheeler also gives two very good techniques to continue developing interpersonal skills. First, read materials and books on communication skills and secondly talk with your coworkers. Encourage coworkers to give open and honest feedback.

Renee Evenson created “10 principles of getting along with people.” This list includes; be positive, be honest, be committed, be aware, be interested, be helpful, be respectful, be appreciative, be compassionate, and be humble. (Evenson, 1999)

(Managing People Ten Essential Behaviors, 1995) discusses ten essential behaviors. The following behaviors focus on the importance of interpersonal skills; Clarify mission, purposes, or objectives of your employee’s assignments, Describe assignments clearly, Listen to your employees views, Make clear the standards or guidelines, Give prompt feedback on employee performance, Care for your employees.

In several different sources the importance of encouraging feedback has been discussed as an essential interpersonal skill.

After a training program of relatively short duration, couples improved significantly in the quality of helping relationship skills. Moreover, the learning occurred for both empathic understanding of the other person and the exploration of one's own feelings. These in turn are highly correlated with immediacy and respect. (D'augellp, etal 1974) From this research we ascertain that it is not only possible to train individuals for interpersonal skills, but to have it be effective as well.

There has been a new demand for interpersonal skills due to post industrial jobs in industries like business, education, health care and office service because the work entails higher levels of interaction and personalized responses to people. (Carnevale, 2008)

Notwithstanding a shift back to an industrial society, this will be the norm for the foreseeable future. It is become increasingly apparent that interpersonal skills are not being adequately displayed in today's workplace. This phenomenon spans across industries and jobs.

“Survey results indicated that employers appeared to place more emphasis on personal or general characteristics rather than on specific work-related skills.” (Gabriel, 2000)

“Most researchers working on managerial competencies would agree that there are cognitive, interpersonal, personal and motivational competencies which, under certain conditions differentiate the more effective from the less effective managers (Hunt & Baruch, 2003)

“When companies cause emotional pain through nasty bosses, layoffs and change a certain breed of “healing” manager steps in to keep the gears moving. They are toxic handlers...” This article discusses that when there is a deficiency in interpersonal skills in business other individuals must step in to alleviate the “emotional pain”. (Frost & Robinson, 1999)

From this research it can be generalized that most organizations have a significant need for employee's who display desired interpersonal skills. In addition, it appears that displaying desired interpersonal skills can make upward mobility within an organization much easier than if one does not display them.

“A more serious issue is the lack of an accepted theory of interpersonal relationships. Like others working in this field, we found the theory is patchy, forcing trainers to develop a personalized theory of interpersonal relationships.....argue that all interpersonal exchanges can

be described around two orthogonal axes: dominance/submissiveness and hostility/friendliness.”  
(Hunt & Baruch, 2003)

The research indicates not only a need for specific desired interpersonal skills in business, but also the ability to transfer those desired interpersonal skills through training. However the difficulty lies in our ability to understand the process in which this transfer can take place in the business environment.

MIT began a curriculum rethink reducing emphasis on pure quantitative skills and adding more interpersonal coursework when during a lecture Jack Welch advised students to focus on networking and learn everything else on the job. (Fisher, 2007) This is an example where the need for interpersonal skills on the job, and the demand for such behaviors are highlighted with surprising clarity.

In the case of Sambian Partners “employees – especially young ones are more likely to stay at a company whose culture and values they enjoy.” (Edward E., 2008)

(Barber & Strack, 2005) “...That business success today revolves largely around people, not capital....Most managers fail to see that,” Which highlights the ever growing need for not only the skills themselves, but research focused on better understanding them.

“Communication skills ranked just slightly under work ethics (a mean score of 4.59 vs. 4.65). Ninety-four percent of the respondents to the question rated communication abilities as either “very important” (73%) or “important” (21%) in potential employees.” (Gabriel, 2000)

(Goleman, 2000) Discusses Coercive Leadership style for example, “Do what I tell you” has the most negative effect on organizational climate. Analyzing these strains of research it can be argued that in order for organizations to maintain employees, managers/supervisors need to

display desired interpersonal skills. All these have highlighted the growing need for interpersonal skills in general business.

There has been research concerning the importance of interpersonal skills in many specific industries. The literature discussed focuses on industries like Accounting, Supply, and Phlebotomy.

Today's employers seek accountants who exhibit the desire and ability to interact with others in their department, as well as with others within the firm. In addition improved interpersonal skills reduce workplace stress and meets demands of organizational interactions. (Messmer, 2001)

Effective interpersonal management skills lead to higher performing suppliers, deals that are more sustainable, more effective, better motivated staff and less staff turnover. (Bryan, Duggan, 2006) These are all supporting factors for continuing to increase our understanding of interpersonal skills. It will be interesting to see if further research will see these results in other areas in business and industry.

There is support that there is a positive correlation between phlebotomist interpersonal skills and the experience of reactions among volunteer blood donors. (Stewart, France, Rader, & Stewart, 2006). From this one could assume that if interpersonal skills were somehow increased, each donor would have a more positive influence. Such an experience can be generally compared to the same interactions as supervisors and their supervisees.

All of this reseach concluded that interpersonals skills are critical for success. However none of this research has compiled a specific list of desired interpersonal skills nor investigate the relationship between gender or job title and those skills.

Research suggests that 56 percent of managers had not promoted someone due to poor

interpersonal skills and 85 percent of executives had witnessed a leader fail or derail due to poor interpersonal skills. (Schwieterman, 2009) Additionally “90 percent of executive failures are attributable to interpersonal competencies-factors such as leading teams, developing a positive work environment, retaining staff, inspiring trust, and coping with change.” (Wheeler, 2005) It is through these multiple line of research we gain a better understanding of the need for interpersonal skills in organizations. Additionally from this data we can infer that in order to have successful employees and in turn a successful organization, interpersonal skills must be addressed more specifically.

The research that has been conducted concerning interpersonal skills in healthcare organizations has produced many interesting results. “Collaborative relationships are more likely than antagonistic ones to produce better services, shared capital, increased economies of scale, and expanded databases.” (Freshman & Rubino, 2004) If this is used as a standard for today’s working environment, it is apparent that there is a need to create a specific list of interpersonal skills that are desired within healthcare organizations.

### Chapter III: Methodology

Within the methodology section subject selection and description, instrumentation, data collection procedures, data analysis and limitations will be discussed.

#### *Subject Selection and Description*

The target population for this research was CNA's and Program Assistants at Grace Lutheran Adult Day Care Chippewa Falls. The population consisted of 20 individuals, divided into 17 female participants, 3 male participants whom of which 7 had not receive additional nurses training and 13 did.

#### *Instrumentation*

This study used a questionnaire composed of 10 1-5 Likert scale questions concerning agreement with the importance of 10 separate interpersonal skills and 2 identifier questions concerning gender and level of training of participants.(Appendix A)

#### *Data Collection Procedures*

The questionnaire and informed consent (Appendix A) was distributed to the participants via their mailboxes on the premises of Grace Lutheran Adult Days Services Chippewa Falls and completed while not on company time. As the researcher also had a mailbox, participants returned their individual questionnaires and informed consent to the researcher's mailbox when completed. Program Assistants and CNA's at Grace Adult Day Services Chippewa Falls were chosen as a convenience sample because they fit the parameters of having a supervisor/supervisee relationship and because of the structure of GADSCF, there are very distinct differences in levels of training. A five point Likert scale was chosen because it would provide quantitative data and allow the researcher to statistically investigate if gender or level of training influences desired interpersonal skills in supervisors. The ten questions using the likert

scale were interpersonal skills that were chosen while the researcher completed a preliminary investigation on the subject. The final two questions of the questionnaire were added to collect the demographical information concerning gender and level of training.

#### *Data Analysis*

Two different statistical analyses were used in this study. Descriptive Statistics for each question was used to analyze the average score. In addition T-Tests were also conducted to see if there were significant differences when the average scores for each question when they were broken into Male and Female participants and whether or not they had received additional nurses training or not.

#### *Limitations*

The limitations of this study extend to the generalizations that can be made from it. The relationship between desired interpersonal skills and gender or level of training can only be applied to the 10 desired interpersonal skills included in the questionnaire. The same can be said for the importance of desired interpersonal skills. Additionally, a decision as to whether or not there is a need for specialized management training should not be applied to any other situations outside of Grace Adult Day Services Chippewa Falls.



## Chapter IV: Results

### *Introduction*

Questionnaires were administered to determine the extent of a need for a specialized management training dependent upon the gender or level of training of their supervisees. A total 25 questionnaires were distributed to Program Assistants and CNA's employed at GADSCF. The data was entered into Microsoft Excel and both the descriptive statistics and T-Test function were used for analysis purposes. This chapter presents the quantitative data obtained through the questionnaire.

### *Survey Analysis*

The questionnaire was distributed to 25 employees at GADSCF, 20 were returned with completed Informed Consents, generating an 80% return rate. A paired-samples t-test was conducted to compare the male and female variables for question 1 "It is important that my supervisor is friendly." There was no significant difference in the scores for male ( $M=4.66$ ,  $SD=.57$ ) and female ( $M=4.58$ ,  $SD=.61$ );  $t(18)=.84$ ,  $p = 0.05$ . These results suggest that gender does not have an influence on this desired interpersonal skill. Additionally, a paired-samples t-test was conducted to compare the training and no training variables for question 1 "It is important that my supervisor is friendly." There was no significant difference in the scores for training ( $M=4.46$ ,  $SD=.66$ ) and no training ( $M=4.85$ ,  $SD=.37$ );  $t(18)=.16$ ,  $p = 0.05$ . These results suggest that level of training does not have an influence on this desired interpersonal skill.

A paired-samples t-test was conducted to compare the male and female variables for question 2 "It is important that my supervisor communicates clearly." There was a significant difference in the scores for male ( $M=4.66$ ,  $SD=.57$ ) and female ( $M=5.0$ ,  $SD=0.00$ );  $t(18)=.01$ ,  $p = 0.05$ . These results suggest that gender does have an influence on this desired interpersonal skill.

Additionally, a paired-samples t-test was conducted to compare the training and no training variables for question 2 “It is important that my supervisor communicates clearly.” There was no significant difference in the scores for training ( $M=5.00$ ,  $SD=0.00$ ) and no training ( $M=4.85$ ,  $SD=.37$ ) ;  $t(18)=-.17$ ,  $p = 0.05$ . These results suggest that level of training does not have an influence on this desired interpersonal skill. A paired-samples t-test was conducted to compare the male and female variables for question 3 “It is important that my supervisor respects me.” There was no significant difference in the scores for male ( $M=4.66$ ,  $SD=.57$ ) and female ( $M=4.82$ ,  $SD=.52$ ) ;  $t(18)=.64$ ,  $p = 0.05$ . These results suggest that gender does not have an influence on this desired interpersonal skill. Additionally, a paired-samples t-test was conducted to compare the training and no training variables for question 3 “It is important that my supervisor respects me.” There was no significant difference in the scores for training ( $M=4.76$ ,  $SD=.59$ ) and no training ( $M=4.85$ ,  $SD=.37$ ) ;  $t(18)=.73$ ,  $p = 0.05$ . These results suggest that level of training does not have an influence on this desired interpersonal skill. A paired-samples t-test was conducted to compare the male and female variables for question 4 “It is important that my supervisor includes me in decision making.” There was no significant difference in the scores for male ( $M=4.00$ ,  $SD=1.00$ ) and female ( $M=4.05$ ,  $SD=.89$ ) ;  $t(18)=.91$ ,  $p = 0.05$ . These results suggest that gender does not have an influence on this desired interpersonal skill. Additionally, a paired-samples t-test was conducted to compare the training and no training variables for question 4 “It is important that my supervisor includes me in decision making.” There was no significant difference in the scores for training ( $M=4.07$ ,  $SD=.86$ ) and no training ( $M=4.00$ ,  $SD=1.00$ ) ;  $t(18)=.85$ ,  $p = 0.05$ . These results suggest that level of training does not have an influence on this desired interpersonal skill. A paired-samples t-test was conducted to compare the male and female variables for question 5 “It is important that my supervisor requests

feedback on their performance.” There was no significant difference in the scores for male (M=4.33, SD=.57) and female (M=4.23, SD=.83) ;  $t(18)=.84$ ,  $p = 0.05$ . These results suggest that gender does not have an influence on this desired interpersonal skill. Additionally, a paired-samples t-test was conducted to compare the training and no training variables for question 5 “It is important that my supervisor requests feedback on their performance.” There was no significant difference in the scores for training (M=4.23, SD=.92) and no training (M=4.28, SD=.48);  $t(18)=.88$ ,  $p = 0.05$ . These results suggest that level of training does not have an influence on this desired interpersonal skill. A paired-samples t-test was conducted to compare the male and female variables for question 6 “It is important that my supervisor is empathetic.” There was no significant difference in the scores for male (M=4.66, SD=.57) and female (M=4.41, SD=.61);  $t(18)=.51$ ,  $p = 0.05$ . These results suggest that gender does not have an influence on this desired interpersonal skill. Additionally, a paired-samples t-test was conducted to compare the training and no training variables for question 6 “It is important that my supervisor is empathetic.” There was no significant difference in the scores for training (M=4.61, SD=.50) and no training (M=4.14, SD=.69);  $t(18)=.09$ ,  $p = 0.05$ . These results suggest that level of training does not have an influence on this desired interpersonal skill. A paired-samples t-test was conducted to compare the male and female variables for question 7 “It is important that my supervisor displays a sense of humor.” There was no significant difference in the scores for male (M=4.33, SD=1.15) and female (M=4.23, SD=.75);  $t(18)=.84$ ,  $p = 0.05$ . These results suggest that gender does not have an influence on this desired interpersonal skill. Additionally, a paired-samples t-test was conducted to compare the training and no training variables for question 7 “It is important that my supervisor displays a sense of humor.” There was no significant difference in the scores for training (M=4.23, SD=.83) and no training (M=4.28, SD=.75);  $t(18)=.88$ ,  $p =$

0.05. These results suggest that level of training does not have an influence on this desired interpersonal skill. A paired-samples t-test was conducted to compare the male and female variables for question 8 “It is important that my supervisor knows how to resolve conflicts.” There was no significant difference in the scores for male ( $M=4.66$ ,  $SD=.57$ ) and female ( $M=4.94$ ,  $SD=.24$ );  $t(18)=.15$ ,  $p = 0.05$ . These results suggest that gender does not have an influence on this desired interpersonal skill. Additionally, a paired-samples t-test was conducted to compare the training and no training variables for question 8 “It is important that my supervisor knows how to resolve conflicts.” There was no significant difference in the scores for training ( $M=4.92$ ,  $SD=.27$ ) and no training ( $M=4.85$ ,  $SD=.37$ );  $t(18)=.66$ ,  $p = 0.05$ . These results suggest that level of training does not have an influence on this desired interpersonal skill. A paired-samples t-test was conducted to compare the male and female variables for question 9 “It is important that my supervisor is assertive, not authoritative.” There was no significant difference in the scores for male ( $M=4.33$ ,  $SD=1.15$ ) and female ( $M=4.47$ ,  $SD=.79$ );  $t(18)=.79$ ,  $p = 0.05$ . These results suggest that gender does not have an influence on this desired interpersonal skill. Additionally, a paired-samples t-test was conducted to compare the training and no training variables for question 9 “It is important that my supervisor is assertive, not authoritative.” There was no significant difference in the scores for training ( $M=4.46$ ,  $SD=.77$ ) and no training ( $M=4.42$ ,  $SD=.97$ );  $t(18)=.93$ ,  $p = 0.05$ . These results suggest that level of training does not have an influence on this desired interpersonal skill. A paired-samples t-test was conducted to compare the male and female variables for question 10 “It is important that my supervisor displays the ability to act professionally.” There was no significant difference in the scores for male ( $M=4.66$ ,  $SD=.57$ ) and female ( $M=5.00$ ,  $SD=.00$ );  $t(18)=.01$ ,  $p = 0.05$ . These results suggest that gender does have an influence on this desired interpersonal skill. Additionally, a

paired-samples t-test was conducted to compare the training and no training variables for question 10 “It is important that my supervisor displays the ability to act professionally.” There was no significant difference in the scores for training ( $M=5.00$ ,  $SD=0.00$ ) and no training ( $M=4.85$ ,  $SD=.37$ );  $t(18)=.17$ ,  $p = 0.05$ . These results suggest that level of training does not have an influence on this desired interpersonal skill. However the only significant results stem from questions 2 and 10 when the influence of gender is investigated. In both instances we see that female respondents believe that the desired interpersonal skills displayed by their supervisors are of greater importance than their male counterparts. These specific skills are communicate clearly and ability to act professionally.

### *Results of Study*

The results of this study show us that the chosen desired interpersonal skills are all considered important by the participants regardless of gender or level of training. However because all these skills were so highly ranked on the 5 point Likert scale, no medians lower than 4, there is little significant difference in desired interpersonal skills to investigate the influence of gender or level of training. It is this situation that this researcher believes led to the only significant differences being when the influence of gender was applied to the desired interpersonal skills of communicating clearly and acting professionally.

## Chapter V: Discussion

### *Introduction*

This study was implemented at Grace Lutheran Adult Day Services Chippewa Falls and was intended to investigate whether or not managers needed to display different interpersonal skills depending upon the level of training and gender of their supervisees. A questionnaire was distributed to the employees via their mailboxes. The questionnaires were collected by the researcher, and data was analyzed using Descriptive Statistics and T-Tests. There were three conclusions that can be made concerning the results of this study.

First, in this research it was seen that all of the chosen desired interpersonal skills were valued as important by all participants. The researcher concluded that all of the selected interpersonal skills included in the questionnaire should be in some form or another in interpersonal skills training for management.

Secondly, the level of training has no influence on whether or not the chosen desired interpersonal skills displayed by a manager are considered more or less important. This researcher believes that this results in no need for a management training to be tailored to the level of training of the supervisees at Grace Adult Day Services Chippewa Falls.

Lastly, the only significant difference from this research is seen when the influence of gender is applied to the desired interpersonal skills is that of a supervisor's ability to communicate clearly and to act professionally.

### *Limitations*

The limitations of this research are that it can only be applied to those individuals who are employed at Grace Adult Day Services Chippewa Falls and that only the 10 specific desired

interpersonal skills can be investigated as to whether gender or level of training have an influence.

### *Conclusions*

In conclusion, this research adds to the existing studies that show the importance of displaying interpersonal skills in all professional areas, including management, business and healthcare. This continues to build upon earlier research and furthers our understanding of the importance of the specific desired interpersonal skills included in this research. In addition it shows us that in most instances the level of training and gender have little influence on the importance of desired interpersonal skills displayed by supervisors.

### *Recommendations*

In the future this research could be replicated on a broader scale. Expanding the number of participants and creating a longer survey of desired interpersonal skills could potentially broaden our understanding of the relationship between level of training or gender and the desired interpersonal skills of supervisors. The ability to generalize the findings could hold value for the many instances where there is a supervisee/supervisor relationship that exists within the workplace. If the results of such a study were more significant than the current research, specialized management trainings could be developed for supervisor depending upon what desired interpersonal skills are affected by gender or level of training.

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## Appendix A: Tables

Table 1: Overall responses by question

Question	Mean	Standard Deviation
1	4.6	.59
2	4.95	.22
3	4.8	.52
4	4.05	.88
5	4.25	.78
6	4.45	.60
7	4.25	.78
8	4.9	.30
9	4.45	.82
10	4.95	.22

Table 2: Responses by Gender

Question	Male Mean	Female Mean	P(T<=t) two tail
1	4.66	4.58	.84
2	4.66	5.00	.01
3	4.66	4.82	.64
4	4.00	4.05	.91
5	4.33	4.23	.84
6	4.66	4.41	.51
7	4.33	4.23	.84
8	4.66	4.94	.15
9	4.33	4.47	.79
10	4.66	5.00	.01

Table 3: Responses by Training

Question	Non Training Mean	Training Mean	P(T<=t) two tail
1	4.85	4.46	.16
2	4.85	5.00	.17
3	4.85	4.76	.73
4	4.00	4.07	.85
5	4.28	4.23	.88
6	4.14	4.61	.09
7	4.28	4.23	.88
8	4.85	4.92	.66
9	4.42	4.46	.93
10	4.85	5.00	.17

Appendix B: Questionnaire, Informed Consent

Desired Interpersonal Skills

For the purposes of this study Interpersonal Skills will be defined as “those essential skills involved in dealing with and relating to other people, largely on a one-to-one basis.

Each statement below, circle the number that best fits your level of agreement on the importance of interpersonal skills displayed by your immediate supervisor.

Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. It is important that my supervisor is friendly.	1	2	3	4	5
2. It is important that my supervisor communicates clearly.	1	2	3	4	5
3. It is important that my supervisor respects me.	1	2	3	4	5
4. It is important that my supervisor includes me in decision making.	1	2	3	4	5
5. It is important that my supervisor requests feedback on their performance.	1	2	3	4	5
6. It is important that my supervisor is empathetic.	1	2	3	4	5
7. It is important that my supervisor displays a sense of humor.	1	2	3	4	5
8. It is important that my supervisor knows how to resolve conflicts.	1	2	3	4	5
9. It is important that my supervisor is assertive, not authoritative.	1	2	3	4	5
10. It is important that my supervisor displays the ability to act professionally.	1	2	3	4	5

11. What is your gender?

M or F

12. What is your title?

CNA or Program Assistant

Thank you for completing the questionnaire, and remember all your answers are completely confidential.

## Informed Consent

**Title:** *Needs Assessment for Chippewa Falls Adult Day Services*

**Investigator:**

Joshua A Krohn  
krohnj@uwstout.edu

**Description:**

The intention of this research is to identify if there is a need for management training specific to the gender of their supervisees within Chippewa Falls Adult Day Care Services component of Grace Lutheran Foundation.

**Confidentiality:**

This questionnaire is completely confidential and informed consent forms will not be used to identify the questionnaires in any way.

**Risks and Benefits:**

There is minimal risk involved in the participation of this study. However benefits will be a greater understanding of gender specific interpersonal skills in healthcare management.

**Time Commitment:**

The completion of this survey should require only 10 minutes of your time.

**Right to Withdraw:**

Participation in this study is entirely voluntary. You may choose to withdrawal without any consequences at any point of time.

**IRB Approval:**

This study has been reviewed and approved by The University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies. If you have questions or concerns regarding this study please contact the Investigator or Advisor. If you have any questions, concerns, or reports regarding your rights as a research subject, please contact the IRB Administrator.

**IRB Administrator**

Sue Foxwell, Director, Research Services  
152 Vocational Rehabilitation Bldg.  
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715-232-247

[foxwells@uwstout.edu](mailto:foxwells@uwstout.edu)

**Statement of Consent:**

By signing the consent for you agree to participate in this study.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date