

Creating Cool: Exploring Perception, Loyalty and Capacity Development in the Canadian Red Cross Water Safety Instructor Development Program

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Executive Summary

For over 65 years Canadian Red Cross has provided swimming programs and water safety education throughout Canada in order to prevent water-related injuries and fatalities. In order to support this goal the organization has:

1. Created the Instructor Development Program as a delivery model to develop and train a nationwide network of instructors who deliver water safety instruction at a community level
2. Engaged multiple stakeholders in ongoing research, review and program development processes.

Through the process of research and development, Canadian Red Cross has come to identify loyalty as a key factor in developing and maintaining a strong, effective and dedicated network of instructors. The organization is seeking to create a coveted or cool reputation for Water Safety Instructors (WSIs) in order to build capacity at a community level through the development and support of a strong, loyal base of WSIs who are connected to and driven by the core services and seven fundamental principles of Canadian Red Cross.

Research Questions

The research questions of the project are:

- To what extent have Water Safety Instructors been perceived as cool in Canada?
- What are the political and historical underpinnings affecting the perception of Water Safety Instructors?
- What are potential key drivers in building reputation and loyalty for Canadian Red Cross Water Safety Instructors?

These research questions were answered by exploring the experiences and perceptions of two key stakeholder groups who are engaged with Canadian Red Cross Water Safety Instructor Development Program (IDP) to assess current perceptions of prestige and reputation, feelings of program and organizational loyalty, WSIs perceptions of the value of their occupation and to provide recommendations accordingly.

Literature Review

A literature review based on journal articles and studies from North America, Australia and Europe was undertaken. The literature review explored common themes in swimming and water safety literature, methods of building and maintaining professional reputation, prestige and loyalty. Concepts of reputation and loyalty are explored outside of the field of swimming and water safety literature as no sources were available within the field of research. The literature indicates that at an academic level, swimming and water safety research has focused on historical underpinnings, themes of health and safety and the measurable impacts of work within the field. Literature exploring themes of reputation and loyalty suggest that it is not enough for an organization to present a clear set of values or principles to its workforce and expect commitment, loyalty and a great reputation to emerge. Instead, research indicates that the process of buy-in among members of a professional group requires clear lines of

communication, meaningful and visible measures of status and contribution and a structure that supports bottom-up and limits top-down interactions.

Methodology

A mixed methods approach was taken in order to explore the research objectives from multiple perspectives taking personal narratives and demographic information into account. Four interviews with Canadian Red Cross employees were conducted and 263 electronic survey responses were collected from BC based WSIs. Survey and interview questions were designed to elicit opinions and experiences of key stakeholders who engage with the IDP on a regular basis in a professional capacity.

Findings

A number of key themes emerged from the surveys and interviews:

- WSIs report feeling a strong connection to the purpose and principles of the Red Cross Swim Program;
- WSIs report developing the strongest attachment to their workplace while reporting weaker attachments to Canadian Red Cross as an organization;
- Interactions with the organization are perceived as primarily taking place via the workplace and through the recertification process;
- Some confusion exists among WSIs in regards to the purpose of the IDP beyond their initial certification process;
- Respondents do not believe the public perceives a significant distinction between swimming instructors and lifeguards;
- There is a clear distinction within the language used to describe lifeguards and swimming instructors. Lifeguards are perceived as cool, heroic, authority figures and instructors as fun, outgoing, creative, leaders;
- WSIs opinions are split as to whether or not efforts could be made by The Canadian Red Cross to improve the reputation of WSIs in Canada. Those who do believe there is the potential to improve the reputation of WSIs focus upon three main themes, increasing public visibility, emphasizing safety and engaging and supporting instructors.

Discussion

Based on an analysis of survey and interview findings against the background of the literature review, three key areas of focus emerged: (1) understanding the perception of WSIs, (2) building and sustaining reputation through communication and (3) building loyalty through workplace connections. The research indicated that current and historical factors have influenced perceptions of lifeguards versus WSIs with WSIs more commonly described as approachable, fun, teachers and community members. The research further emphasized the value of communication, both external and internal and the importance of bottom-up consultation in creating and sustaining a coveted professional reputation, resilience to change and organizational loyalty among WSIs.

Recommendations

Based upon the research and analysis and reflecting upon current perceptions and potential key drivers, recommendations require varying degrees of resources and time commitments and are organized into three areas of focus.

Workplace Connections

Recommendation 1:

Maintain strong links between Training Partners (individuals and organizations who directly deliver Red Cross Swim programs to the public) and the organization (Canadian Red Cross). Ensure opportunities for two-way communication are created and encouraged on an annual basis. Opportunities to provide and accept bottom-up communication (from Training Partner to the organization) should be created annually and the outcomes of these opportunities should be visible, timely and measurable.

Recommendation 2:

- a. Create six deck-ready, WSI in-service training plans for Training Partners to implement in conjunction with or in addition to their existing training plans.
- b. Consider a variety of WSI work environments and their potential resources when creating in-service training plans. Considerations may include but will not be limited to: seasonal, outdoor facilities, year-round indoor facilities, public and private organizations.
- c. Ensure training plans can be customized by Training Partners to complement the strengths and weaknesses of their instructional teams and accommodate for facility specific policies while communicating key Red Cross Swim program messages.
- d. Revise training plans on an bi-annual basis or as program revisions occur

WSI Engagement

Recommendation 3:

- a. Create an interactive online forum for WSIs with demographic specific content and spaces. Include features such as message boards and videos highlighting WSI specific resources such as program updates, corrective methods and teaching tips from fellow WSIs.
- b. Ensure content changes regularly, resources are easy to navigate and users have the ability to give feedback and create or contribute to content.

Recommendation 4:

Utilize social media to empower WSIs to communicate their own Red Cross Swim messages to coworkers and their community. This could include but not be limited to creating and sharing national hashtags to highlight WSIs unique contributions to their communities such as #WSILIFE paired with selfies of WSIs training with their teams or celebrating a teaching success. When suitable, retweet or reply directly to WSIs positive social media messages to create opportunities for interaction with the organization.

Recommendation 5:

- a. Develop and market directly to WSIs, branded items such as bathing suits and towels that can be used in the workplace to distinguish Canadian Red Cross WSIs from other aquatic team members.

- b. Some items could be made available exclusively for WSIs to order online using instructor identification numbers to order.

Engaging Communities

Recommendation 6:

Create a Red Cross Swim branded marketing campaign that is customizable and allows Training Partners to feature members of their own WSI team at work in their communities.

Recommendation 7:

Following the introduction of at least two of the recommendations from any of the three areas of focus evaluate the effectiveness of the implemented strategies by surveying or interviewing a minimum of 25 WSIs from throughout the country and three to five additional stakeholders selected from Community Members, Training Partners, Volunteers and Canadian Red Cross Staff Teams.

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Introduction

As a part of the International Red Cross and Red Crescent Movement, The Canadian Red Cross Society is part of the largest humanitarian movement in the world. Dedicated to “helping make families, schools, and communities safer at home and around the world” (Assistant Water Safety Instructor Manual, 2005, p.2.1) and guided by The Seven Fundamental Principles of the Red Cross Movement, five core services have been established including, “to prevent water-related injuries and fatalities through our swimming programs and water safety education” (Swimming and Water Safety – Canadian Red Cross, retrieved December 2012). In order to support this goal the Canadian Red Cross:

1. Developed the Instructor Development Program as a delivery model to develop and train a Canada wide network of instructors who deliver water safety instruction at the community level.
2. Engages multiple stakeholders in ongoing research, review and development processes.

Through the process of research Canadian Red Cross has come to identify loyalty as a key factor in developing and maintaining a strong, effective and dedicated network of instructors who will consistently convey water safe messages and attitudes while practicing and upholding the seven fundamental principles of the Red Cross movement. The objective of Canadian Red Cross is to engage its large network of Water Safety Instructors more effectively and create a coveted reputation, referred to as “cool” in this report, within the program in order to build loyalty, program capacity and credibility among members of the instructor network.

The objective of this report is to examine the perceived status of Canadian Red Cross Water Safety Instructors (WSI's) and compare and contrast their perceived reputation and status within the aquatics community in order to answer the research questions set out below. Further, it is to explore WSIs perceptions of the value of their occupation and provide Canadian Red Cross with recommendations to assist in identifying ways to build program loyalty and reputation among the network of WSI's.

The research questions of this project are:

- To what extent have Water Safety Instructors been perceived as cool in Canada?
- What are the political and historical underpinnings affecting the perception of Water Safety Instructors in Canada?
- What are potential key drivers in building reputation and loyalty for Canadian Red Cross Water Safety Instructors?

The key deliverables of this project include the findings of an online survey of WSI's, interviews of key stakeholders and recommendations for building reputation and loyalty among WSI's which will be based upon an academic literature review and the survey and interview findings.

The first section of this paper provides a brief background of water safety and drowning prevention in Canada, an introduction to the structure, principles and purpose of Canadian Red Cross Water Safety Services and a brief introduction to the Water Safety Instructor Development Network. The second

section provides a literature review of strategies used to build and maintain a coveted reputation within a profession and among youth and young adults. It also examines the challenges and opportunities of building loyalty and reputation within a network of volunteers and paid workers. Section three provides an explanation of this study's methodology including how data will be analyzed and the limitations of the study. The fourth section presents the findings of 263 online survey responses organized by emerging themes. It will also compare and contrast survey findings with responses from a small sample of interviews of key stakeholders. Section five provides a discussion of survey and interview findings within the context of academic literature, providing a foundation for several recommendations for Canadian Red Cross to build program reputation and loyalty among WSI's which are presented in section six. Section seven provides concluding comments.

Background

The information for this background section has been gathered from Canadian Red Cross websites and manuals as well as academic literature and other Canadian aquatic resources online. The first part provides information on water safety and drowning prevention in Canada. The second outlines the guiding principles, purpose and structure of Canadian Red Cross Water Safety Services. The final component offers an introduction to the Water Safety Instructor Network and Development Program.

Water Safety & Drowning Prevention in Canada

Although believed to be a widely preventable cause of injury or death, drowning remained the fourth most common cause of unintentional death by injury between 1991 and 2000 and the leading cause of death in a recreational or sporting setting. In Canada alone, 3,289 individuals were hospitalized due to drowning related issues and 59,000 people died due to drowning between 1991 and 2000 (Drownings and Other Water-Related Injuries in Canada: 10 Years of Research, Module 1 Overview, retrieved May 2014). Canadian Red Cross Swimming and Water Safety Program began as a proactive response to “the high number of injuries and deaths caused by water” (Red Cross Swimming News: Overview, retrieved October 2013).

In Canada, lifeguards and swimming instructors constitute the two primary professional groups working to prevent aquatic related injuries and fatalities. Broadly defined, a lifeguard is a person whose job is to protect swimmers from drowning. A swimming instructor can be broadly defined as someone who teaches all types of swimming strokes and water safety rules to a diverse student base.

In Canada, Canadian Red Cross and the Canadian Lifesaving Society have long been considered the primary governing bodies responsible for establishing national training standards. Up until 1964 lifeguarding training standards were established by individual employers such as the YMCA, Lifesaving Society and Canadian Forces; the National Lifeguard Service award was launched in response to an identified need for a single recognized certification for professional lifeguards. Founding organizations included: the Lifesaving Society, Canadian Red Cross, YMCA and Recreation Directors of Ontario. (Brief History of National Lifeguard, retrieved, September 2013). Currently there are two commonly accepted lifeguard certifications in Canada, the National Lifeguard Award and the Canadian Red Cross Lifeguard.

According to Brenner, Saluja, and Smith (2003), “recommendations to teach children to swim date back to early biblical times” (p.213); it has been a long accepted practice among many populations and yet people still drown. Brenner et al (2003) go on to suggest that it is not a case of simply increasing swimming ability to prevent drowning but to be effective programs must consider the inclusion of education on safe swimming practices. As such, Red Cross Swim lessons introduce water safety along with swimming skills in an effort to reduce the water related injuries occurring in Canada today. For over 65 years Canadian Red Cross has sought to “to prevent water-related injuries and fatalities through our swimming programs and water safety education” and to help Canadians “develop healthy, positive attitudes and stay safe in, on and around water” (Swimming and Water Safety – Canadian Red Cross). They are not the only organization to have offered swimming lessons in the last 65 years. Other providers have included the Lifesaving Society, Sears Canada, and the YMCA. Unlike lifeguarding there

are few limitations on who can provide swimming lesson programs and in some cases locally developed programs have also been introduced. Similarly there are few limitations on program content besides those imposed by the aquatic industry and population trends. In some cases swimming lesson programs focus entirely on stroke improvement and physical skills, omitting safety skills almost entirely.

In the field of water safety and drowning prevention, prevention and education go hand in hand. While Canadian lifeguards and some swimming instructors seek to produce similar results, a reduction in drowning, they do so by different means and with varying degrees of regulation and oversight. Lifeguards are highly regulated at a national level with limited training options and a goal of active prevention of injury and risk. In contrast swimming instructors are less regulated although a few key programs dominate the industry. In the case of WSIs the goal is to prevent injury through education and intervention prior to a swimmer engaging in an unsafe behaviour or situation. The differing roles of swimming instructors and lifeguards will be explored in greater depth in subsequent sections of this report.

Red Cross Swimming & Water Safety: Guiding Principles, Purpose & Structure

Canadian Red Cross is an organization dedicated to “helping make families, schools, and communities safer at home and around the world” (Assistant Water Safety Instructor Manual, 2005, p.2.1). This mission is guided by The Seven Fundamental principles of the Red Cross Movement:

- (1) Humanity
- (2) Impartiality
- (3) Neutrality
- (4) Independence
- (5) Universality
- (6) Unity and,
- (7) Voluntary Service

(Assistant Water Safety Manual, 2005)

Flowing from this mission and The Seven Fundamental Principles, Canadian Red Cross provides five core services including Water Safety Services. An estimated 1.2 million Canadians participate in Red Cross Swim each year (Red Cross Swimming News: Overview, retrieved October 2013) making it the largest swimming program in Canada.

The Red Cross states, “[o]ur Swimming and Water Safety goal is to improve quality of life by giving people the skills to make safe choices, prevent injuries, act in emergency and rescue situations, and to increase participant’s physical fitness” (Red Cross Swim News: Overview, retrieved October 2013) In order to support this goal Canadian Red Cross has:

1. Developed the Instructor Development Program as a delivery model to develop and train a Canada wide network of instructors who deliver water safety instruction at the community level.
2. Engaged multiple stakeholders in ongoing research, review and development processes.

As of Fall 2009 Canadian Red Cross also introduced the Red Cross Lifeguard program, “offering injury prevention education and support to the public; backed with the skills to handle emergency situations.” (Become a Red Cross Lifeguard, N.D.) The program is offered in some Canadian provinces.

Canadian Red Cross Swimming and Water Safety Programs are offered via Training Partners; “Red Cross Training Partners may be large or small businesses, community or municipal organizations, corporations, or other organizations that have an agreement with the Red Cross to deliver training in their community or to their employees”. (Becoming a Training Partner, <http://www.redcross.ca/what-we-do/first-aid-and-cpr/become-an-instructor-or-training-partner/become-a-training-partner>). Training Partners must agree to abide by guidelines, program standards and policies set forth by Canadian Red Cross and in turn they are provided with access to program content, materials, support and the right to use Canadian Red Cross emblems, graphic standards and branding. In the case of swimming programs Training Partners receive support via call centres, and regionally based Swimming and Water Safety Representatives. Training Partners effectively act as the umbrella under which Water Safety Instructors deliver Red Cross Swim lessons.

The Water Safety Instructor Development Program

The Canadian Red Cross Instructor Development Program (IDP) is intended to create “deck-ready Water Safety Instructors (WSIs) who demonstrate leadership through planning and teaching the Red Cross Swimming and Water Safety Program.” (Water Safety Instructor Training Manual, 2005, p.4.1) At the time this research was undertaken, the IDP is comprised of two core courses, Assistant Water Safety Instructor and Water Safety Instructor; these courses are facilitated by Canadian Red Cross Water Safety Instructor Trainers (WSITs). WSITs are trained by Canadian Red Cross to deliver IDP programs at a Training Partner Level. They must be a minimum of 18 years old, have at least 2 years teaching experience as a certified WSI and complete a core course and two apprenticeship teaching experiences prior to delivering IDP courses on their own.

Drawing from the WSIT Manual (2005) and “What We Do/Swimming and Water Safety” (Retrieved August 2013) Table 1 provides a brief overview of the IDP, outlining the core content of the AWSI and WSI programs:

Table 1 The Water Safety Instructor Development Program

Assistant Water Safety Instructor	<p>Core Length: 30 hours</p> <p>Course Focus: Instructional techniques, physical principles and progressions, safety & communication</p> <p>Learning Outcomes: Ability to perform and teach strokes & skills in Red Cross Swim program. Knowledge of stroke & skill progressions and ability to identify and fix common errors using feedback. Ability to identify and prevent unsafe situations in a Red Cross Swim Lesson setting</p> <p>Teaching Experience: approximately 8 hours under the supervision of a certified WSI</p> <p>Course Materials: AWSI Manual, Red Cross Strokes Chart & Activity Plans</p> <p>Prerequisites: 15 years or older</p>
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<p>Water Safety Instructor</p>	<p>Core Course: 25 hours</p> <p>Course Focus: Program specific instructional techniques, applying AWSI skills to Red Cross Swim program content, skill specific teaching strategies, emergency response skills, & reinforcing stroke development, drills and corrective strategies</p> <p>Learning Outcomes: Lesson planning, use of progressions when teaching, class management and safety & an ability to supervise AWSI candidates in a teaching setting</p> <p>Teaching Experience: approximately 9-11 hours under the supervision of a certified WSI</p> <p>Course Materials: WSI Manual & additional resources online</p> <p>Prerequisites: 15 years or older & completion of AWSI</p>
<p style="text-align: center;">Deck Ready Water Safety Instructor</p> <p style="text-align: center;">Certified WSI prepared to plan and teach Red Cross Swim Lessons</p> <p style="text-align: center;">Prepared to mentor AWSI & WSI candidates (recommended after two years of teaching experience)</p>	
<p>WSI Recertification</p>	<p>Following certification WSIs must recertify their WSI award every two years at a WSI Recertification.</p> <p>Re-certifications are 4-hour sessions designed to:</p> <ol style="list-style-type: none"> 1. Provide WSIs with an opportunity to discuss concerns, resolved issues, share ideas and network; 2. Provide instructors with updates from the Red Cross; 3. Provide professional development sessions to enhance the WSIs instructional skills <p>(Water Safety Instructor Recertification Workshop - Facilitator Guide for Instructor Trainers, April 2012 – March 2014)</p> <p>WSI Re-certifications are also facilitated by a WSIT.</p>

The current IDP is designed around a cooperative learning model, “cooperative learning is an instructional technique whereby students work together in small fixed groups on a structured task” (Cooper, 1995). The intention of applying a cooperative learning model is to create a learning environment in which candidates are engaged in “a combination of theory and practical experience” (Water Safety Instructor Training Manual, 2005, p.4.1). In addition to classroom and pool based learning sessions, facilitated by a WSIT, candidates participate in mentored teaching experiences in the water with swimming lesson participants. Once certified, WSIs are expected to prepare to take on a mentor role working with AWSI and WSI candidates to offer support and guidance in an aquatic setting. A central tenet of community development is the value of bottom up driven change (Ife, 2002). Similarly, the IDP is intended to build capacity at a community level through the development and support of a strong, loyal base of WSIs who are connected to the purpose and principles of Canadian Red Cross Swimming and Water Safety Programs through mentorship, networking and ongoing professional development at a community level.

Literature Review

The literature review is based on journal articles and studies from Canada, Australia, America, Belgium, Germany and The United Kingdom, obtained from various academic and non-profit databases. The literature review is divided into three main sections. The first section provides a brief overview of common themes in swimming and water safety literature. The second section explores the concept of reputation, strategies used to build and maintain reputation and prestige among a professional group or within an organization and among young workers. The final section examines methods of building loyalty within a network of volunteers and paid workers. Concepts of reputation and loyalty are explored outside of the field of swimming and water safety literature as no sources were available within the field of research.

Common Themes in Swimming & Water Safety Literature

The majority of academic literature related to swimming and water Safety focuses on current drowning statistics and outcomes of industry practices, health and safety and the historical underpinnings of lifeguarding and swimming education. The following section will provide a brief review of these main themes in order to frame the primary focuses of this field of study.

Historical Underpinnings of Swimming & Water Safety Education

A body of work exists that focuses on examining the historical underpinnings of swimming and aquatics such as the emergence of water safety education, public swimming facilities and the field's links to humanitarian values. For example, one article, explores the emergence of what eventually became the Royal Lifesaving Society in Victorian England ("Whomsoever you see in distress: swimming, saving life and the rise of the Royal Lifesaving Society" 2007). It links the impetus for the organization's emergence to society's acceptance of swimming as a sport and the ensuing concern related to the protection of community members welfare and well-being; in this case the prevention of drowning related injuries and deaths.

Winterton and Parker (2009) re-examine the historical findings of research related to the rise of swimming education in England and Australia during the 19th and early 20th centuries. The authors explore earlier bodies of research noting that there were many perceived benefits to the inclusion of swimming in educational practices such as, improved public safety and health, the sport's humanitarian focus and recognition of its lifelong appeal. In spite of these perceived benefits, it required much dedication on the part of swimming's governing bodies to push the value of the sport and keep it on the social agenda. In that way, swimming education in Canada, in particular swimming as a means of preventing drowning and encouraging lifelong health, continues to be a humanitarian effort, the success of which remains in the hands of social institutions such as the Canadian Red Cross and Lifesaving Societies.

Lifeguarding Practices, Health & Safety

A body of work exists that focuses on the efficacy of lifeguarding practices and the safety of working and spending leisure time in an aquatic facility. Examinations of scanning methods, the effectiveness of

lifeguards in preventing rule infractions and the health and safety of lifeguards working in swimming pool environments all emerge as themes. Literature such as Massin, Bohadana, Wild, Hery, Tomain and Hubert's study of the respiratory symptoms of lifeguards who have been exposed to nitrogen trichloride while working in indoor swimming pools (1998) refers almost exclusively to lifeguards or pool users. For the purposes of this field of research swimming instructors are rarely referred to, however, it may be the case that the title of Lifeguard is assumed to be an effective general descriptor of an aquatic worker.

Do Swimming Lessons Reduce or Prevent Drowning?

Another body of work examines the efficacy of swimming lessons in the prevention of drowning. Critical researchers such as Barss (1995, p. 218) note that outcomes of research within this field of study will remain primarily of interest to organizations with a vested interest (be it financial or humanitarian or both), in the results. In light of this fact, Barss (1995) suggests taking an approach of "cautious scrutiny" (p. 218). Asher et al explore this very subject but are limited (as are many similar studies) by the inability to ethically create an environment in which drowning is a likely or inevitable outcome in order to create a true comparison between swimmers (in this case toddlers) who have participated in swimming lesson programs versus those who have not. Similarly, Ruth, Sauja and Smith (2003) review existing literature and conclude that while there are perceivable benefits to participation there are still research gaps and that statistics indicate that many drowning victims had some swimming education prior to their drowning experience.

Canadian Drowning Statistics

Canadian drowning statistics are readily available in the form of yearly national drowning reports and more recently infographics and at-a-glance fact sheets, making this information accessible to Canadians at many levels. Reports and statistics can be accessed via the internet on Canadian Red Cross websites and via national and regional chapters of the Lifesaving Society and data is supported by Provincial Chief Coroner's Offices (<http://www.redcross.ca/what-we-do/swimming-and-water-safety/drowning-research>) indicating government support exists to maintain the availability and transparency of drowning statistics in Canada. According to the 2013 edition of the Canadian Drowning Report the Baby Boomer generation, comprised of Canadians aged 50 to 64 years is increasingly more likely to drown as are seniors aged 65 and up. Both groups are increasingly likely to drown during every day activities such as walking near water or swimming. Young Canadians between the ages of 18 to 24 remain a high-risk group due in large to higher risk taking behaviours (p. 2).

Building Reputation

To understand how to build a positive or coveted reputation among a group of professionals it is important to explore current definitions of the concept, emerging trends and means of establishing and maintaining an organizational reputation among external and internal stakeholders.

Defining Reputation

Organizational reputation is an increasingly popular area of research within a number of fields of literature especially the social sciences. It has become a particular focus within management literature. While the concept seems simple enough an attempt to define reputation as it is applied within the field of management uncovers a wide variety of definitions to choose from. Carmeli and Freund (2002)

suggest that while the value of reputation is recognized across multiple fields the multi-disciplinary approach has meant that the concept is still largely determined in the eyes of the beholder. Seeking to find continuity, Lange, Lee and Dai (2011, p.164) identify three main ideations of reputation as they are applied within management literature:

1. Being Known
2. Being Known for Something
3. Generalized Favourability

These three ideations are not static and often overlap, in many cases leading to a multi-dimensional approach to the concept of reputation. The majority of literature also focuses on successful reputation building, working under the assumption that there are clear benefits to an organization that effectively establishes and maintains a positive reputation. Further, it is assumed that these efforts will lead those who interact with the organization to hold the organization in higher esteem, potentially even in cases where negative information emerges.

In many cases, reputation is inextricably linked to the concepts of loyalty and trust. One understanding of reputation suggests that it emerges as a combination of an individual's expectations of an organization's future behaviour based on direct or indirect experience. If expectations are fulfilled then trust and loyalty emerge and a reputation is upheld (Klews and Wreschniok, 2009, p. 3) and it is likely that future support and positive interactions can be predicted. As with many definitions it assumed that the reputation being upheld is a positive one marked by successful interactions over a period of time

Creating & Maintaining Reputation

Mahon and Mitnick (2010, p. 291) acknowledge that in many cases literature has focused on the creation of a positive reputation with limited focus on how reputations are shifted or modified. Working from a viewpoint that reputations are fluid they offer five key reputational actions that may be engaged to shift or modify an existing reputation towards an enhanced or desired reputation:

1. Discard – the process by which a negative reputation is shed or dumped. In the case of large organization's this is often achieved by re-branding or merging with another organization that brings with it a better public perception or reputation;
2. Conceal – in this case a negative reputation is hidden from view through processes such as rebranding;
3. Redefine – the process by which an existing perception is re-framed to present a different, generally more positive image than before;
4. Transfer – whereby positive reputations are extended to influence a wider sphere or a firewall is created to isolate a negative reputation;
5. Create – the process by which positive reputations are either fostered or encouraged from existing organizational elements to build a new and desired frame.

Organizations or professional groups that explore means of reputation shifting are presumably doing so with the goal of enhancing an existing reputation. The desired outcomes of a reputation shift vary; they can be external or internal and in some cases may overlap. One desired outcome, strengthening organizational identification among members, may be undertaken in order to improve the perceived status or reputation of a professional group. Dutton, Dukerich and Harquail (1994) examined the effects

of individual's images of an organization on the strength of their organizational identification while working under the core assumption that "people's sense of membership in the social group, 'the organization' shapes their self-concepts" (p. 240). They identified that organizations with distinct, central, enduring attributes are more likely to create strong senses of organizational identity among members. Less effective or enduring organizational attributes can be linked to disengagement, stress and a reduction in work effort whereas positively perceived reputations foster cooperation and improved citizenship behaviours among members. Further, organizations that consistently demonstrate a clear set of core values find greater support among members during times of change and show greater resilience during the process (Proehl, 2001).

Dutton, Dukerich and Harquail (1994) also consider visibility as an important consideration in strengthening member's self-identification within an organization. The more visible membership is the more often members are called upon to justify and uphold the values of the organization they represent. This in turn creates a greater sense of connection between a member's sense of self and their organizational values and reputation. Visible membership creates a scenario in which there is greater benefit to each member to support and enhance the organization's values and reputation among other members and to their community.

Perceptions of Prestige

It has been observed that how an employee or volunteer feels about their work can be directly affected by how they believe outsiders view or perceive their organization. Carmeli and Freund (2002) argue that Perceived External Prestige (PEP) and reputation are not competing concepts; rather they are contrasting concepts with complementary goals. The authors accept a definition of reputation as beliefs about an organization that are held by others. In contrast, they suggest that PEP refers to member's own views of outsider's beliefs. In this case reputation is an external concept and PEP is internal. The incorporation of attributes considered valuable within an organization into one's self concept is seen as an indication that a strong sense of organizational identity exists.

In order to observe the connection between work and PEP within a professional group, Carmeli and Freund (2002) undertook a small case study of employers and employees in Israel based law firms. Among their findings the authors discovered that while PEP can be linked to increased job satisfaction it does not show strong links to turn-over intentions. Employees' perception of their external prestige directly impacts their affective commitment, compliance behaviours and job satisfaction but employee retention is impacted by a larger set of external factors as well.

Fuller et al (2009) noted that perceptions of prestige and respect among a professional group lead to strong organizational identification and suggested that PEP should be observed in conjunction with measures of perceived internal respect. The authors observed the following opportunities to increase perceptions of prestige:

- Involvement in decision making
- Visibility within the organization
- Pay for performance
- Training opportunities

When a combination of these opportunities exist the potential for creating and sustaining a perception of prestige among a professional group improves.

Organizational Reputation & the Young Workforce

The aquatics industry in Canada has typically attracted a significant portion its employees and volunteers from the young workforce. It is therefore important to explore the impacts of reputation on this key demographic.

Drawing upon the employer knowledge framework created by Cable and Turban (2001) which defines employer knowledge as “beliefs that a potential job seeker holds about a potential employer (p. 115)” Ng and Gossett (2013) explored potential drivers of employment choices among members of the millennial generation. The authors identified the following attributes as particularly attractive to members of the young workforce:

- Balance between work and personal life
- The pursuit of further education
- Contributing to society

An inclusive work environment and diverse colleagues were also valued. Costonis (2011) notes that due to the digital era the young workforce has come of age in that they expect broad and instant access to information and are far less accepting of information that is passed down via traditional, defined hierarchies.

In 1959, Hughes noted that while not all young people receive the same messages regarding the prestige of particular professions, sociological studies had suggested that the occupations most characteristic of “industrial-urban civilizations” (p. 46) were ranked in similar order of prestige across most industrial-urban countries. The author pointed out that without a great deal of analysis of the ingrained assumptions carried by parents, teachers and other influential adults in young people’s lives it would be very challenging for a profession to overcome it’s perceived prestige. This same assumption would likely hold true within industries in which two professional’s serve complementary roles yet one profession is perceived to hold a higher statues or prestige than the other.

Building Loyalty: Challenges & Opportunities

Loyalty refers to faithfulness to a commitment or obligation, or a faithful adherence to a cause or purpose. Loyalty among a group of workers or volunteers can be a desirable organizational goal, especially in the case of an organization that is centralized around a shared set of values or principles as is the case for many not-for-profits. Alarista and Arrowsmith (2003) set out to explore methods of managing commitment within the not-for-profit sector from a human resource management perspective. The authors found that efforts to tap the “intrinsic commitment” (p. 536) of employees often leads to the emergence of competing commitments towards different entities within the organization. Workers are likely to feel greater loyalty to their colleagues or work group while viewing the larger organization and those further up in the internal hierarchy as the bureaucratic or controlling other. Alarista and Arrowsmith (2003) suggested that an organization strive to recognize the distinction between local and organization wide commitments and accept that different interventions can and must

be prioritized and deployed as a result of competing commitments. They suggested that bottom-up consultation is necessary to address perceptions of the organization as bureaucratic and remote. Similarly, Boezman and Ellemers (2014) emphasized the value of communication in creating a sense of pride and respect among volunteers. In this case, the authors stressed that supportive leadership that is based on a model of leading by example and stresses the effectiveness of the work of volunteers will support a greater sense of respect and satisfaction among volunteer workers.

In 2009, Hustnix and Handy explored volunteer attachments in a complex organizational setting, specifically the Red Cross of Belgium. They found that for recruiting purposes, focusing on the overarching mission of the larger organization was not as effective as emphasizing the value of the specific programs and activities volunteer workers will be involved with. Further, they identified long term service as the key to developing volunteers workers who are committed to organizational principles and feel an allegiance to the organization as a whole. Alatrasta and Arrowsmith (2003) recommended a similar approach, suggesting that an organization should not assume that job satisfaction and performance are driven by the overall organization rather they should focus attention at the local level. Organizations grappling with high turnover rates should similarly look for gaps at the local level. The authors recommended adapting internal marketing strategies to fit alternative, team or work group specific sources of identity in order to successfully enhance loyalty and commitment.

Summary of Literature Review

At an academic level, swimming and water safety research has focused on historical underpinnings, themes of health and safety and the measurable impacts of work within the field. In order to explore themes related to occupational prestige, reputation and loyalty building it is necessary to look outside of the field for relevant literature. The literature suggests that reputation and loyalty are complementary, multi-disciplinary concepts that interact through internal and external means. It is not enough for an organization to present a clear set of values or principles to its workforce and expect, commitment, loyalty and a great reputation to emerge. For members of an organization, the process of buy-in requires clear lines of communication, meaningful and visible measures of status and contribution and a structure that supports bottom-up interactions and limits top-down interactions.

Methodology

Research Design

The project utilized a mixed methods approach to explore its objective from multiple perspectives. Methods included an electronic survey sent via email to British Columbia based Water Safety Instructors (WSIs) and telephone interviews with key individuals within Canadian Red Cross. The electronic survey sought to understand perceptions and attitudes held by existing WSI's within the Canadian Red Cross WSI network. Survey data was intended to contextualize the reputation and attitudes the program currently creates among members. Electronic surveys were appropriate for this portion of the research process because they provide a quick, cost effective and anonymous strategy of reaching a large group of stakeholders (Cobanoglu, Warde and Moreo, 2001, p. 410). Interviews were used to explore current and desired program outcomes as identified by key individuals who interact with the Canadian Red Cross Water Safety Instructor Development Program in a professional setting. Interviews allowed the researcher to engage directly with individuals to gather their perspectives and experiences (Mack, Woodson, MacQueen, Guest and Namey, 2005, p. 2). Survey respondents varied in age and experience and were located throughout British Columbia. Interviewees work for Canadian Red Cross in locations across Canada.

Sample

Purposive sampling was used to identify individuals who fit within the researcher's target population as well as sampling in which participants were chosen based on their expertise or experience regarding the research topic. These approaches were chosen because the researcher had identified two main stakeholder groups who engage regularly with the Instructor Development Program and have personal and professional experiences relating to the project's objectives. The sample size for the survey was 4337 WSIs and the expert sample consisted of eight Canadian Red Cross staff members.

Participant Recruitment

Electronic Survey

The recruitment process for WSIs consisted of the following steps:

1. The client sent out an introductory email on behalf of the researcher to a database of current WSIs certified in British Columbia. Participants were introduced to the general scope, ethics and purpose of the survey within the initial contact email (see Appendix A for a copy of the email text). Along with the introductory text a link to the electronic survey was provided.
2. Participants were free to respond to the electronic survey at any time within a three-week period following the introductory email.

In total, 270 of the 4337 WSIs contacted received the introductory email and participated in a 13 question, online survey and provided consent for their responses to be used in the research project. Upon following the survey link provided, participants were presented with a consent form and asked to indicate their consent by checking a box at the bottom of the page prior to beginning the survey (see Appendix B for a copy of the consent form contained within the survey). A total of 270 WSIs completed the survey with 263 providing informed consent. Data from the seven respondents who did not indicate

their consent was removed prior to analysis. Data was stored online until the close of the survey at which time it was downloaded and stored in electronic and print forms for analysis.

Telephone Interviews

The recruitment process for representatives from within the Canadian Red Cross consisted of the following steps:

1. The client provided the researcher with a list of recommended contacts within the organization. Following this, the client sent out a brief introductory email to all individuals whose email addresses had been provided to the researcher indicating that they may be contacted to request their permission to participate in the research process.
2. The researcher sent emails to each recommended contact introducing the research topic, requesting their participation in a brief phone interview and providing the informed consent text.
3. Those individuals who responded and provided their consent to participate in an interview received a follow-up email to schedule an interview date and time convenient to the interviewee.
4. Follow-up emails were sent to individuals who did not respond to the initial request for their participation. If potential interviewees responded to the second request for their participation an interview date and time were scheduled via email reply.

Four of the eight staff members approached participated in a 20-40 minute telephone interview. Participant consent forms were sent via email and interviewees were asked to provide their consent via a reply email (see Appendix C for a copy of the interview consent form). Consent was also reaffirmed verbally at the start of each telephone interview. Interviewees' responses were recorded through typed notes.

Instrument Design

Electronic Survey

A series of thirteen survey questions was created for the online survey (see Appendix D). Questions were designed to elicit the opinions and experiences of WSIs as well as to provide the researcher with general demographic information.

Telephone Interviews

A set of thirteen interview questions was designed for use in telephone interviews (see Appendix E). Interview questions were designed to complement those asked in the electronic survey, they focused on similar themes and concepts taking into account the fact that interviewees would be providing a perspective that was significantly more internalized within Canadian Red Cross. The same questions and interview structure were used for all telephone interviews. Interviews were conducted after the conclusion of the survey process allowing the researcher the opportunity to adapt the scope of the interview questions based on survey findings

Data Analysis

The research process took a mixed methods approach therefore, qualitative and quantitative analysis was used to analyze survey and interview data. The combination of basic demographic information with a series of open-ended questions allowed the researcher to view data from a number of perspectives. Will the primary focus was one of inquiry, qualitative data allowed the researcher to explore whether experiences were balanced among respondents or, if some emerging themes were specific to WSIs of a particular age range or connected to the length of time an individual had worked within the IDP. . Interviews produced primarily qualitative data. The inclusion of both survey and interview results in the analysis process provided complementary pictures of the research objectives and created an opportunity to explore multiple perspectives within the IDP.

Survey and interview questions were created around shared themes but varied in structure and format therefore data was not organized on the basis of individual questions. Common themes and key concepts were identified within each data set. Survey and interview data were compared and contrasted and through the identification of common words, phrases and concepts, recurring themes were identified and data was organized within the broad categories of perception and reputation, loyalty and connection, strengths, weaknesses and opportunities. Within each of the broader categories, connections to communities, instructors, Training Partners and the organization were identified and explored.

Study Limitations

The researcher has a personal interest in the organization because she works in the aquatics industry including facilitating programs within the IDP. All participants were made aware of the researcher's role making it possible that some respondents did not fully disclose their opinions or experiences as a result. At no time was the researcher informed by a participant that her role raised concerns for them. Survey responses were anonymous and the researcher did not work directly with any of the interviewees at any time during the research process. Interview participation rates were low but the researcher's goal was to gather qualitative data that provided relevant insights from experienced and engaged members of the IDP and respondents were located throughout Canada providing a diverse set of perspectives.

Findings

The data obtained from 263 electronic survey responses provided by Water Safety Instructors (WSIs) and four interviews with representatives from within Canadian Red Cross were analyzed and the results of the analysis are provided in this section.

WSIs were asked to answer 13 survey questions that required respondents to provide basic demographic information and respond to open ended questions designed to elicit personal experiences and perceptions among a group of individuals with the same professional training. Canadian Red Cross staff members were asked 13 questions during telephone interviews. Questions were created around the same themes as those asked in the electronic survey and were designed to be open ended in order to create opportunities for interviewees to reflect as much as possible on their perspective and experiences.

The findings of the survey and interviews are presented according to specific themes that emerged across both data sets. These themes were chosen because they provided a framework from which to compare and contrast emerging trends relating to perception, reputation, loyalty and connection among WSIs as experienced and perceived by the two key stakeholder groups.

Perception and Reputation

Participants provided their opinions based on their personal experiences of public perceptions of WSIs in comparison to Lifeguards. Five themes emerged from their responses:

Perception of the Role of WSI and Lifeguard

Seventy-four (28%) survey respondents believed that the general public does not distinguish between lifeguards and swimming instructors in a meaningful way, rather, “people don’t realize there is a difference”. The two roles are “...viewed as one in [sic] the same” or WSIs are “more hidden – most people just think ‘lifeguard’ and don’t realize you are a WSI too...” One respondent suggested that “...in most aquatic environments, lifeguards are also instructors, and as such the public image is one in the same”.

Distinct Features of WSIs and Lifeguards

Survey respondents opinions varied as to which role held more prestige in the eyes of the public. The distinction between the roles was described less in terms of one position being cool or prestigious and the other role less so, but more in terms of the choice of language used to describe the differing roles. For example, one survey respondent suggested that “people generally think of Lifeguards as those stern, serious people who walk around the pool stopping people from having any fun, while the general image of Water Safety Instructors features someone much more relaxed and even silly at times”. Terms such as friendly, approachable, fun, innovative, responsible, leader and teacher were frequently used to describe the perception of the public image of WSIs. Lifeguards were frequently described using terms such as hero, cool, less approachable, serious, highly trained, enforcer. One respondent described lifeguards as “...the Batmans of the pool.” A number of respondents suggested that lifeguards have

become a caricature in popular culture and media and that this has influenced the public perception of lifeguards and lifeguard culture.

Interviewees also noted the prevalence of “cool” lifeguards in pop culture, suggesting that WSIs were often less recognized. They noted however, that WSIs are more likely to have opportunities to interact with parents and swimmers creating a deeper connection with their community. One interviewee noted that the prevalence of this type of opportunity may potentially lead to interactions outside of the pool setting such as requests to babysit or volunteer. It was suggested that WSIs work is more visible to the public in that they complete observable tasks while lifeguards appear to be less interactive and more passive. Another distinction interviewees noted was that it is common for WSIs to receive higher pay rates than lifeguards. The potential for increased earning power was noted as having the potential to create a coveted reputation for the role of WSI, however, pay rates are not as high as they once were in some regions.

When respondents were asked to reflect on the ideal perception of a WSI they used similar terms to those used to describe current perceptions. Figure 1 provides a visual representation of the 21 terms WSIs used most often when asked to describe the image and values the ideal WSI should represent to members of the public. Larger words and terms were used by respondents more frequently.

Figure 1. Top twenty-one words used to describe the ideal WSI



Table 2 indicates the frequency that each word appeared in the word cloud presented in Figure 1. The terms, respectful, knowledgeable, professional and friendly were used most often. Friendly and approachable were also terms used by WSIs to distinguish the perception of swimming instructors from that of lifeguards.

Table 2. The frequency terms were used to describe an ideal WSI

Respectful	20
Knowledgeable and Professional	17
Friendly	17
Values	16
Help	15
People	14
Caring	14
Education	13
Approachable	13
Red Cross	11
Learning to Swim	11
Trustworthy	9
Role Model	9
Represent Safety	9
Person	9
Importance of Learning	7
Confident	7
Teach Kids	6
Children	6
Ability	6
Trained	5

Interviewees described the ideal WSI as friendly, prepared, knowledgeable about swimming and safety standards and the purposes and principles of the Red Cross as well as loyal to the organization and responsible in their role as a WSI and representative of Canadian Red Cross.

Improving WSIs Professional Reputation

While 50.6% of survey respondents stated that in their opinion, Canadian Red Cross could improve the reputation of WSIs in Canada, 49.4% of respondents said that Canadian Red Cross could not improve the reputation of WSIs.

Respondents who perceived the potential to improve reputation were asked to briefly describe what they felt could be done to make improvements. Three main themes emerged from their reflections:

1. Educate the public and improve WSIs visibility in their communities e.g. *“By making it more clear to parents that supporting and watching their child’s progress is an important step in encouraging their child’s learning-to-swim process”*; *“promote our image by educating public about our responsibilities and training”*; and *“become more visible in communities...”*.
2. Emphasize the value of safety components e.g. *“The goals of the Red Cross Swim Program should be more evident to parents, the emphasis on safety is important and often parents don’t realize that”*; and *“advertise the importance of instructors in water safety and inform people how much swimming lessons can reduce water-related incidents”*.
3. Support and engage with instructors e.g. *“Increased outreach to teachers”*; *“visit the communities where your instructors are, perhaps a day we demonstrate the types of things we learn as WSIs to*

the community...” and “start by positioning instructors as leaders in the community because that is what they are. In digital ads, media, posters and education, the swim instructor route for a growing teenager teaches responsibility, community service, public service, organization, and public speaking skills”.

Program Strengths and Weaknesses

Interviewees were asked to reflect upon the strengths and weaknesses of the Instructor Development Program. Weaknesses included program length (too long), the inability to connect in a meaningful way with today’s youth and inconsistent standards at a training partner level. Strengths included the sense of accomplishment and preparedness that candidates leave the program with, described as “deck-ready instructors”. In one case, the Assistant Water Safety Instructor course was described as the key element in moving natural leaders towards becoming effective in a teaching role.

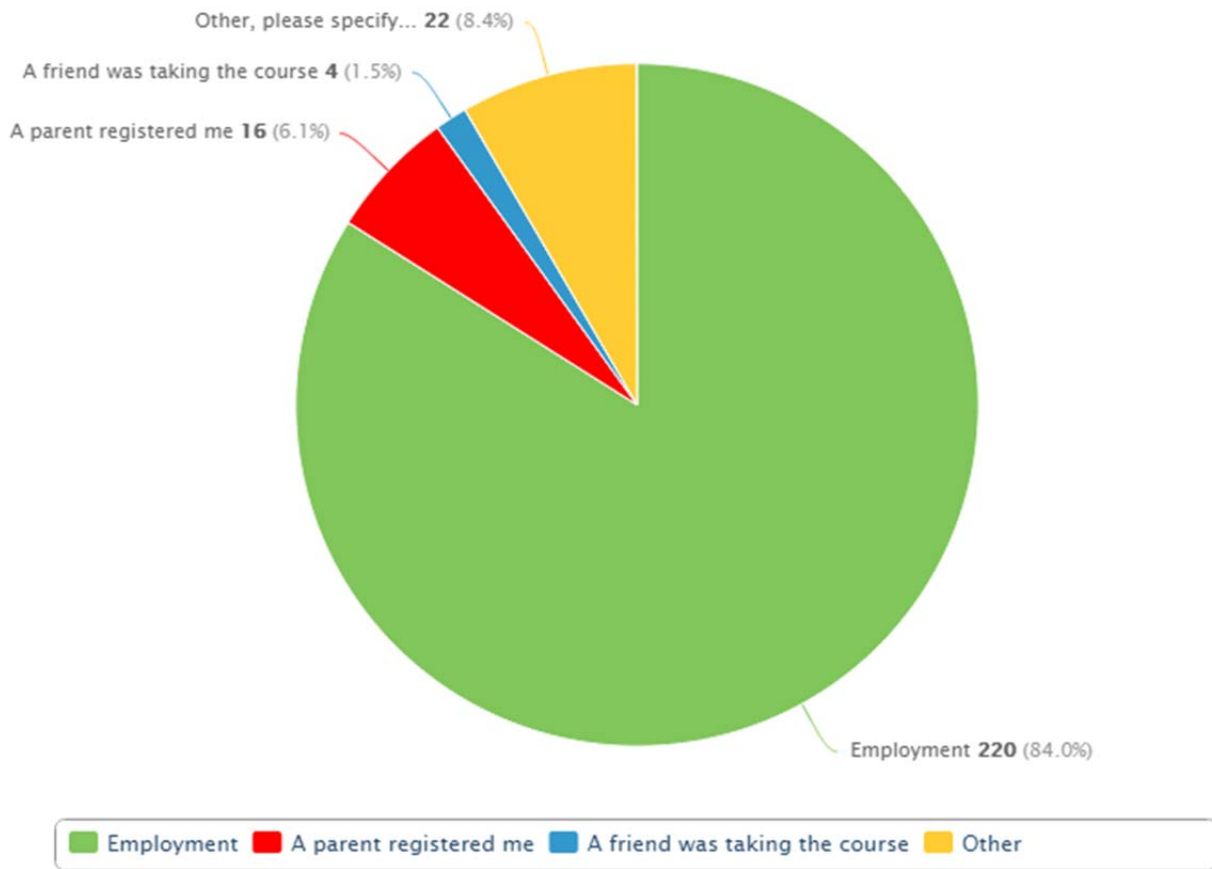
Loyalty and Connection

Participants were asked to comment on their sense of loyalty and connection to the purpose and principles of the Red Cross Swim Program in a number of key contexts, based upon their personal experiences, perceptions and opinions. Five themes emerged from their responses:

Working in Water Safety

Survey Respondents were asked why they chose to become a Canadian Red Cross Water Safety Instructor. As shown in Figure 2 below, the majority did so in order to gain employment.

Figure 2 Reasons for becoming a WSI



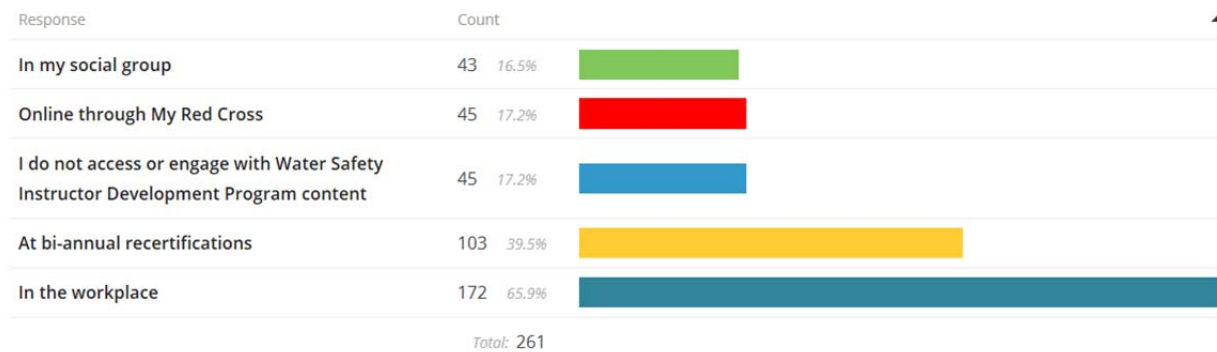
Of the 22 Individuals who reported “Other”, half described themselves as loving swimming and the water. Others chose to become WSIs after looking up to their own swimming instructors as kids, being “pool rats”, enjoying teaching people to swim, having the job recommended by an instructor, a love of working with kids or to pay for a post-secondary education.

Interviewees all indicated they had previous experience working on pool decks as lifeguards and instructors. They described taking WSI training programs for employment reasons as well as indicating a love of the water. In one case a parent registered them and in another an interviewee was a self-described “pool rat”. Program benefits that were notable to interview respondents included flexible shift work that suited post-secondary students' schedules, leadership skills development and accessibility. As one respondent noted “you don’t have to be a competitive swimmer to be a swimming instructor” the program is intended to be accessible to a diverse population.

Water Safety Instructor's Connections

WSIs were asked to indicate the settings in which they access and engage with IDP content. As shown in Figure 3, 261 out of 263 possible respondents provided an answer to the question, the majority of whom indicated doing so primarily in the workplace and by attending bi-annual recertifications:

Figure 3 Settings in which WSIs engage with Water Safety Instructor Development Program Content



In a subsequent survey question, 65% of respondents reported feeling a strong connection to the place they work or volunteer as a WSI. WSIs reported that their work places were supportive and helped them to be the best instructor they could be. They also reported valuing the development of strong relationships with both coworkers and the public and reported feeling a sense of investment as a result of positive experiences within the workplace, as one respondent noted, *“...my workplace treats me very well and I feel invested in return”* and as another noted, *“...because I like the people that I work with and feel a strong sense of camaraderie with them. As a WSI and Lifeguard, you belong to a group of people who run a pool together. It’s like a big family”*

Respondents who did not report feeling a strong connection to the workplace reported interpersonal problems, low wages and a lack of support as their primary reasons for feeling disengaged.

Tenuous Connection to the Organization

When asked to respond to the following statement: *“As a Water Safety Instructor, I feel a connection to the purposes and principles of the Canadian Red Cross”*, 86.5% of respondents stated that they agreed or strongly agreed with the statement. However, 29% of survey respondents explicitly stated “no”, when asked if they feel a strong connection to Canadian Red Cross as an organization. Respondents made statements such as *“not really, I haven’t really had any connection besides getting my awards”*, *“not particularly, because the only contact I get with them is the emails they send me”*, and *“unless I need the resources that they supply, I usually do not use their site”*. Others emphasized their connection to the workplace, for example: *“Not really I think of myself as a teacher at [facility name] more than a person who works under the Red Cross umbrella”*. In some cases respondents noted their connection to the purposes of the Red Cross Swim program in spite of reporting a low sense of connection to the organization, stating for example *“not particularly, however, when my sister mentioned she was thinking about registering her daughter in another swimming program I told her that I wanted my niece to take Red Cross. I do feel it is the best swimming program for skill and safety development”*.

All interview respondents reported previous experience working in capacity of WSI and said they felt a strong sense of connection to the purposes and principles of Canadian Red Cross.

Limited Connections

A total of 23% survey respondents reported thinking Canadian Red Cross helps them to feel connected to the Water Safety Instructor Development Program and its purposes. Those who did report a connecting with the IDP stated that recertifications, emails and program updates were their primary means of connect with program materials and resources.

Interviewees were asked to consider the role the organization plays in guiding the development of individual WSIs versus the role a Training Partner is expected to take. Answers focused on the role of Canadian Red Cross in providing standardized skills, program content, tools and workshops nationally. One interviewee felt that the provision of program content indicated the primary connection for WSIs is the Red Cross while another asserted that once WSIs are employed the onus of ongoing skills development and training falls to individual Training Partners with varying degrees of resulting success. It was also suggested that an ongoing challenge in program development is the creation of meaningful connections with youth.

Connecting with the Instructor Development Program

The majority of survey respondents reported feeling as if Canadian Red Cross did not help them to feel connected to the Water Safety Instructor Development Program and its purposes. Some respondents made statements describing that they *“rarely know what’s going on with Red Cross”* or *“... I rarely come into contact with it”*. Others reflected upon a sense of detachment from the larger organization while still describing an attachment to their role as WSI, such as *“I feel connected to the development program through work and recerts so I guess that would be the Red Cross. I have heard of My Red Cross but have not really engaged with it”* or *“... I feel connected to the place that I work and with other[s] who have the same job as me at different facilities, but I don’t have contact with the Red Cross regularly”*

When asked if the current IDP builds loyalty effectively all interview respondents suggested that strong connections to the IDP are created in the workplace via supportive, engaged Training Partners and connections among WSIs. One interviewee suggested that the addition of the Red Cross Lifeguard Program could become a driver of increased loyalty by enhancing candidates' connections to the purposes and principles of the Canadian Red Cross.

Summary of Findings

The findings have provided a number of important themes. Overall, WSIs report feeling a strong connection to the purpose and principles of the Red Cross Swim Program. WSIs further report developing the strongest attachment to their workplace while reporting weak attachments to Canadian Red Cross as an organization. Interactions with the organization are primarily via the workplace and through the recertification process. Some confusion exists among WSIs in regards to the purpose of the IDP.

Respondents do not believe the public perceives a significant distinction between swimming instructors and lifeguards; however, there is a clear distinction within the language used to describe the two roles.

Lifeguards are perceived as cool, heroic, authority figures and instructors as fun, outgoing, creative, leaders. Finally, WSIs opinions are split as to whether or not efforts could be made by Canadian Red Cross to improve the reputation of swimming instructors in Canada. Suggestions made by those who do believe Canadian Red Cross has the potential to improve the reputation of WSIs in Canada focus upon three main themes, increasing public visibility, emphasizing safety and engaging and supporting instructors.

Discussion

This section provides an analysis of the findings of the electronic survey conducted with Water Safety Instructors (WSIs) in British Columbia and the interviews conducted with Canadian Red Cross staff members in consideration of the academic literature discussed earlier in this report as they apply to the research questions. The three research questions were:

- To what extent have Water Safety Instructors been perceived as cool in Canada?
- What are the political and historical underpinnings affecting the perception of Water Safety Instructors in Canada?
- What are potential key drivers in building reputation and loyalty for Canadian Red Cross Water Safety Instructors?

The discussion explores three themes that emerged from the incorporation of survey and interview themes with those covered in the literature review. The three themes are: understanding the perception of WSIs, building and sustaining reputation through communication and building loyalty through workplace connections.

Understanding the Perception of Water Safety Instructors

One of the objectives of the research was to examine to what extent WSIs have been perceived as cool or holding a coveted reputation in Canada. The research also had the objective of exploring the factors affecting the perception of WSIs in Canada.

The data provide one dominant perception of WSIs in Canada from which two common concepts emerged. The first suggests that the term lifeguard is commonly used as a catchall term to describe an aquatic worker due to a lack of perceived role distinction between lifeguards and swimming instructors. The second suggests that a clear distinction does exist between the two roles with language choices, direct person-to-person interactions and media portrayals playing key roles in creating the perceived differentiation.

The perceived lack of role distinction among lifeguards and swimming instructors has historical and current underpinnings. About one-third of survey respondents believed that the general public does not distinguish between lifeguards and swimming instructors in a meaningful way or that the term lifeguard is used as a catchall phrase to describe an aquatic worker. This assertion is consistent with evidence found in examinations of the history of drowning prevention and water safety education such as “Whomsoever you see in distress: swimming, saving life and the rise of the Royal Lifesaving Society” (2007) in which those responsible for swimming education and drowning prevention are described as lifesavers and athlete swimmers, as opposed to swimming instructors. These bodies of work refer to water safety education and drowning prevention efforts among sportsmen, arising from the emergence of swimming as a popular sport with humanitarian influences. Similarly, health and safety research aligns with this assertion by commonly referring to lifeguards with very few references made to swimming instructors as a distinct group of aquatic workers. Perceptions of external prestige have a direct impact on job satisfaction, commitment and compliance behaviours (Carmeli and Freund, 2002). In this case there is little foundation from which individuals outside of the aquatic community might

draw a distinction between lifeguards and swimming instructors or perceive WSIs as a distinct group of aquatic professionals.

Among the majority of survey respondents who did believe the public draws distinctions between lifeguards and swimming instructors there was no consistent agreement on which role held greater prestige. While survey respondents did not agree upon which role held the most prestige, they did provide detailed accounts of the perceived distinctions between the two roles. Lifeguards were described as heroic disciplinarians who made infrequent direct contact with community members while WSIs were described as fun, engaged educators and relationship builders. Media portrayals of heroic lifeguards were also reflected upon by survey and interview respondents as having a direct, positive impact on the perception and prestige of lifeguards. Dutton, Dukerich and Harquail's (1994) assert that a well-known organization and the accompanying reputation will directly impact a worker's organizational identity (p.239). This supports the view that portrayals of heroic lifeguards in the media may create greater perceptions of prestige among individuals working as lifeguards. In turn, members of a highly visible group are more often called upon to justify and uphold the values of the organization they represent thus strengthening their sense of connection and self-identification to the organization (p.252). While respondents felt as if swimming instructors appear less often in media and pop culture in comparison to lifeguards they felt that WSIs are more likely to interact directly with community members in the course of their work. This suggests that the greatest opportunities to build membership identification among WSIs exist at a local, community level in which they are visible and will directly benefit from enhancing and supporting the organizational values of the Red Cross and the reputation of their fellow WSIs.

Building and Sustaining Reputation through Communication

In addition to the research objective of exploring the factors affecting the perception of WSIs in Canada, the research also sought to identify and explore potential key drivers in building reputation and loyalty among WSIs.

Suggestions for improving the professional reputation of WSIs centre on three key concepts related to communication. Respondents suggested improving WSI visibility in their communities via public education and awareness campaigns. External perceptions of WSIs may be strengthened through public education and feelings towards work can be directly affected by perceived external prestige. Positive perceptions of external prestige may lead WSIs to incorporate valued organizational attributes into their self-concept, which will in turn strengthen their own sense of organizational identity (Carmeli and Freund, 2002, p.53). A strong sense of organizational identity and opportunities for visible membership within their communities will create opportunities for WSIs to support and enhance Red Cross values within their professional group and in their communities (Dutton, Dukerich and Harquail, 1994, p. 252). Improved public awareness may therefore support the sustainability of a positive reputation for WSIs as a professional group and in their communities while strengthening WSIs connection and commitment to the purposes and principles of the Red Cross.

Respondents suggested that emphasizing the value of safety components in the Red Cross Swim Program would improve the reputation of WSIs, which is consistent with the literature that describes a

connection between how WSIs feel about their work and their perception of how outsiders view their organization. By consistently communicating to the public a clear set of core values emphasizing the role of WSIs in preventing drowning and teaching lifelong water safety skills Canadian Red Cross has the potential to create positive external perceptions that will in turn support positive perceptions among aquatic professionals. In addition, the clear, consistent communication of core values is known to find greater support and resilience among members (in this case WSIs) during times of change (Proehl, 2001) thus creating additional opportunities to bolster reputation and increase loyalty among WSIs.

Fuller et al (2009) identified involvement in decision-making, visibility within the organization and training opportunities as key drivers in creating perceptions of prestige among a professional group (p.818). Respondents suggested visibly providing support and engaging directly with WSIs to improve their reputation. The availability of further education or training opportunities is also valuable to members of the young workforce supporting the concept that directly interacting and communicating with WSIs will create sustainable engagement within a young workforce.

These suggestions indicate that WSIs place high value on both external and internal communication and the literature supports this perspective. WSIs are looking for opportunities to see themselves presented as valuable contributors in their communities, their organization and their professional group and will in turn develop stronger more sustainable attachments to their role as ambassadors of water safety education and drowning prevention.

Building Loyalty via Workplace Connections

Further to the objective of identifying and exploring potential key drivers in building reputation and loyalty among WSIs the literature emphasized the value of workplace connections and similar considerations emerged in survey and interview responses.

WSIs indicated that they primarily engaged with the IDP in the workplace and via bi-annual recertifications. Sixty-five percent of survey respondents reported feeling a strong connection to the place they work of volunteer as a WSI and interviewees suggested that strong connections to the IDP are created in the workplace via supportive, engaged Canadian Red Cross Training Partners. These findings are consistent with the literature as Alatrasta and Arrosmith (2003) suggest, workers are likely to feel greater loyalty to their colleagues or work group than to the larger organizations or those further up the organizational hierarchy. Interviewees indicated having developed a connection to the Red Cross and its purposes via their earlier work as WSIs, further supporting the idea that loyalty is built via strong workplace connections and interactions with ones colleagues.

About one third of survey respondents reported feeling no strong connection to Canadian Red Cross and the majority of respondents stated that the Red Cross did not help them to feel connected to the IDP and its purposes. This is not uncommon among professional groups working under the structure of a larger organization. Focusing on the larger organization's overarching mission is not an effective means of creating engagement and buy-in. Instead, emphasizing the value of a specific program or the activity of a specific group's work shows better results (Hustinx and Handy, 2009, p. 204). In the case of WSIs their strong loyalty and connection to the workplace suggests that efforts to support Training Partners

and their teams via direct workplace programs, interactions and engagement would help to create and sustain organizational loyalty. For example, Alatriza and Arrowsmith (2003, p. 545) recommend bottom-up consultation and focusing attention at a local level to create a positive impact on job satisfaction and performance.

Summary of Discussion

Research findings and an academic literature review highlighted three key areas of focus: understanding the perception of WSIs, building and sustaining reputation through communication and building loyalty through workplace connections. The research indicates that current and historical factors have influenced perceptions of lifeguards versus WSIs with WSIs more commonly described as approachable, fun, teachers and community members. The research further emphasized the value of communication, both external and internal and the importance of bottom-up consultation in creating and sustaining a coveted professional reputation, resilience to change and organizational loyalty among WSIs.

Recommendations

This section provides recommendations for Canadian Red Cross to build the reputation of Water Safety Instructors (WSIs) and to create and sustain loyalty among them. Reflecting upon current perceptions and potential key drivers, the following recommendations are organized into three areas of focus:

1. Direct interactions with program content in the workplace and shared experiences with fellow WSIs will contribute the strengthening connections over time;
2. Efforts to engage WSIs in building their own connections to the Red Cross via increased communication, opportunities to give feedback and engaging, consistent interactions with the organization will support the growth and development of the IDP and improve organizational loyalty over time;
3. Role disengagement or organizational disconnection may be linked to long-standing trends in role confusion. Public education emphasizing the value of WSIs will play a vital role in improving the prestige of WSIs and increasing loyalty to Canadian Red Cross.

Recommendations will require varying levels of funding and commitment to undertake and maintain and should be prioritized based on the availability of resources to ensure sustainability. Within each area of focus recommendations are indicated as ongoing, short term (implement within 6-9 months) or long term (12-24 months) strategies based on the above considerations.

Workplace Connections

Recommendation 1: (Ongoing)

Maintain strong links between Training Partners and the organization. Ensure opportunities for two-way communication are created and encouraged on an annual basis. Opportunities to provide and accept bottom-up communication (from Training Partner to the organization) should be created annually and the outcomes of these opportunities should be visible, timely and measurable.

Recommendation 2: (Short Term)

- a. Create six deck-ready, WSI in-service training plans for Training Partners to implement in conjunction with or in addition to their existing training plans.
- b. Consider a variety of WSI work environments and their potential resources when creating in-service training plans. Considerations may include but will not be limited to: seasonal, outdoor facilities, year-round indoor facilities, public and private organizations.
- c. Ensure training plans can be customized by Training Partners to complement the strengths and weaknesses of their instructional teams and accommodate for facility specific policies while communicating key Red Cross Swim program messages.
- d. Revise training plans on an bi-annual basis or as program revisions occur

WSI Engagement

Recommendation 3: (Long Term)

- a. Create an interactive online forum for WSIs with demographic specific content and spaces. Include features such as message boards and videos highlighting WSI specific resources such as program updates, corrective methods and teaching tips from fellow WSIs.
- b. Ensure content changes regularly, resources are easy to navigate and users have the ability to give feedback and create or contribute to content.

Recommendation 4: (Short Term)

Utilize social media to empower WSIs to communicate their own Red Cross Swim messages to coworkers and their community. This could include but not be limited to creating and sharing national hashtags to highlight WSIs unique contributions to their communities such as #WSILIFE paired with selfies of WSIs training with their teams or celebrating a teaching success. When suitable, retweet or reply directly to WSIs positive social media messages to create opportunities for interaction with the organization.

Recommendation 5: (Ongoing)

- a. Develop and market directly to WSIs, branded items such as bathing suits and towels that can be used in the workplace to distinguish Canadian Red Cross WSIs from other aquatic team members.
- b. Some items could be made available exclusively for WSIs to order online using instructor identification numbers to order.

Engaging Communities

Recommendation 6: (Long Term)

Create a Red Cross Swim branded marketing campaign that is customizable and allows Training Partners to feature members of their own WSI team at work in their communities.

Recommendation 7: (Long Term)

Following the introduction of at least two of the recommendations from any of the three areas of focus evaluate the effectiveness of the implemented strategies by surveying or interviewing a minimum of 25 WSIs from throughout the country and three to five additional stakeholders selected from Community Members, Training Partners, Volunteers and Canadian Red Cross Staff Teams.

Conclusion

The research in this report set out to explore the perception of Water Safety Instructors in Canada and to identify potential key drivers in building reputation and loyalty for WSIs. Through the consultation of literature examining common themes in swimming and water safety, drivers of reputation and prestige and methods of building loyalty in combination with an online survey of 263 current WSIs and interviews with four Canadian Red Cross employees, important themes emerged. These themes were discussed to provide insight into current perceptions and feelings of loyalty and connection and the implications these findings have for the organization. Four areas of focus were presented to support the further improvement of reputation and loyalty for and among WSIs.

The research findings in this report emphasize the value of communication, particularly bottom-up approaches in creating and strengthening organizational identity, prestige and engagement among a professional group. In the case of WSIs this means celebrating and engaging with the unique contribution swimming instructors make within the field of swimming and water safety and their key positions in their communities as representatives of Canadian Red Cross, its purpose and principles.

The overall objective of this report was to provide the organization with recommendations, informed by the literature and interviews and an electronic survey of stakeholders to assist the Canadian Red Cross in engaging WSIs more effectively in order to build loyalty, increase program capacity and create a coveted or cool reputation for swimming instructors in Canada. Thanks to the organization's longstanding commitment to building and sustaining a nationwide network of WSIs, Training Partners and water safety experts there is a strong base of knowledgeable individuals engaged at all levels of the Instructor Development Program to support the implementation of recommendations emerging from this research and continue to support the prevention of drowning and water related injuries in Canada.

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Appendices

Appendix A: Email to Water Safety Instructors

Dear Water Safety Instructor,

You are invited to participate in a study entitled *Creating Cool: Exploring Perception, Loyalty and Capacity Development in the Canadian Red Cross Water Safety Instructor Development Program* conducted by Meghan Mathias, a Graduate student in the department of Public Administration at the University of Victoria required to conduct research as part of the requirements for a degree in Community Development.

The purpose of this research project is to explore the perception and reputation of the Canadian Red Cross Water Safety Instructor Development Program and its instructors in order to explore ways to build program loyalty among the network of Canadian Red Cross Water Safety Instructors.

This project will contribute to the growth and development of The Canadian Red Cross' national swimming and water safety education program that has been a central support for the prevention of water related injuries and fatalities in Canada.

If you would like to voluntarily participate in the research, please follow the link provided to complete a 10 TO 15 MINUTE [brief 13 question](#) online survey.

The researcher may have a relationship to potential participants as a friend/researcher, supervisor/researcher or colleague/researcher. To help prevent this from influencing your decisions to participate, the following steps have been taken to prevent coercion:

- You will be under no pressure to participate and have the right to withdraw at any time.
- All survey responses will be anonymous.

Confidentiality and disposal of data will be explained to you upon commencing the survey, as per the University of Victoria Human Research and Ethics Board guidelines.

Should you have any questions, please do not hesitate to contact Meghan directly via email at mmathias@uvic.ca

Thank you for your time and consideration

Appendix B: Survey Consent Form

This survey is being conducted by Meghan Mathias a Graduate Student in the department of Public Administration at the University of Victoria. You may contact her at mmathias@uvic.ca. The researcher is required to conduct research as part of the requirements for a Masters in Community Development degree. It is being conducted under the supervision of Thea Vakil, Associate Professor and Associate Director who may be contacted at 250-721-6442.

This study will explore the perception and reputation of the Canadian Red Cross Water Safety Instructor Development Program and its instructors in order to explore methods of building program loyalty among the network of Canadian Red Cross Water Safety Instructors.

You are being asked to participate in this study because of you are a Red Cross certified Water Safety Instructor.

If you agree to voluntarily participate in this research, your participation will include the completion of a short online survey. You may complete this survey at a time and location that is convenient to you.

It is not anticipated that any inconvenience will be caused by your participation.

There are no known or anticipated risks to you by participating in this research.

The potential benefits of your participation in this research include an opportunity for you to share your experience and knowledge as they relate to water safety and drowning prevention in Canada. You will be contributing to a body of research that will potentially improve upon community level engagement among members of the Canadian Red Cross and the fields of swimming, water safety and drowning prevention.

Your participation in this research must be completely voluntary. If you choose to participate, you may withdraw at any time without consequences or any explanation. Should you withdraw having provided answers to a portion of the survey those answers may be included in the final research results.

The researcher may have a relationship to potential participants as a friend/researcher, supervisor/researcher or colleague/researcher. To help prevent this from influencing your decision to participate, the following steps have been taken to prevent coercion:

- You will be under no pressure to participate and have the right to withdraw at any time.
- All survey responses will be anonymous.

In terms of protecting your anonymity, you will not be required to provide any identifying details such as your name or employer. No malicious or incriminating information with the potential to cause harm will be presented in the research results.

Your confidentiality and the confidentiality of the data will be protected by the use of password protection for all data stored electronically. Following the completion of survey responses, data will be downloaded to the researcher's password protected, personal computer and the survey and responses erased from the servers.

It is anticipated that the results of this study will be shared with others in the following ways: In the form of a written report and a major project presentation to faculty members of the University of Victoria, School of Public Administration and the Canadian Red Cross. A copy of the final report will be provided to the Canadian Red Cross and made available for dissemination.

This research may be used by the Canadian Red Cross in future phases of program development.

Following the completion of the research process all data will be destroyed by the erasing of electronic files.

Please see above for a list of contact information for the individuals involved in this research. You may also choose to verify the ethical approval of this study, or raise any concerns you may have by contacting the Human Research Ethics Office at the University of Victoria (250-472-4545 or ethics@uvic.ca)

I consent to the above conditions of participation in this study and have had the opportunity (if desired) to have my questions answered by the researcher.

- Yes**
- No**

Appendix C: Interview Consent Form

My name is Meghan Mathias and I am currently a Graduate Student in the department of Public Administration at the University of Victoria. I am required to conduct research as part of the requirements for a Masters in Community Development degree. It is being conducted under the supervision of Thea Vakil, Associate Professor and Associate Director.

I am conducting a study on the perception and reputation of the Canadian Red Cross Water Safety Instructor Development Program and its instructors in order to explore methods of building program loyalty among the network of Canadian Red Cross Water Safety Instructors.

You are being asked to participate in this study because of your relationship to the Canadian Red Cross and your expertise in the field of Swimming and Water Safety in Canada.

If you agree to voluntarily participate in this research, your participation will include an initial telephone interview approximately 20 minutes in length, with the possibility of follow-up conversations. Interview dates and times will be held based on your preference and availability.

Participation in this study may cause some inconvenience to you including schedule a date and time to have an interview. Otherwise, it is not anticipated that any inconvenience will be caused by your participation.

There are no known or anticipated risks to you by participating in this research.

The potential benefits of your participation in this research include an opportunity for you to share your experience and knowledge as they relate to water safety and drowning prevention in Canada. You will be contributing to a body of research that will potentially improve upon community level engagement among members of the Canadian Red Cross and the fields of swimming, water safety and drowning prevention.

Your participation in this research must be completely voluntary. If you decide to participate, you may withdraw at any time without consequences or any explanation. Should you wish to withdraw, you must inform the researcher and your data will not be used in the analysis of the research.

The researcher may have a relationship to potential participants as a friend/researcher or colleague/researcher. To help prevent this from influencing your decision to participate, the following steps have been taken to prevent coercion:

- You will be under no pressure to participate and have the right to withdraw at any time.
- All interviews in the context of this study will be conducted in an objective, professional manner with no preferential treatment given to the participant.

It is possible that we may need to schedule follow-up telephone interview to gather more information. To make sure that you continue to consent to participate in this research, I will ask you at the beginning of each session if you consent to the same conditions that you agree to at this time.

SOME LIMITES TO YOUR ANONYMITY MAY EXIST DUE TO THE FACT THAT INTERVIEW PARTICIPANTS WILL BE DRAWN FROM THE CANADIAN RED CROSS WATER SAFETY INSTRUCTOR NETWORK AND FORMAL OR INFORMAL RELATIONSHIPS MAY EXIST BETWEEN PARTICIPANTS AS A RESULT OF MEMBERSHIP IN THIS GROUP. AS NOTED ABOVE, YOU ARE UNDER NO PRESSURE TO PARTICIPATE IN THE RESEARCH PROCESS AND HAVE THE RIGHT TO WITHDRAW AT ANY TIME. In terms of protecting your anonymity, your name will not be included in the research through the analysis and presentation of results. No malicious or incriminating information with the potential to cause harm will be presented in the research results.

Your confidentiality and the confidentiality of the data will be protected by the use of password protection for all data stored electronically and secure, locked storage for all hardcopies of interview transcripts at the researcher's home.

It is anticipated that the results of this study will be shared with others in the following ways: In the forms of a written report and a major project presentation to faculty members of the University of Victoria, School of Public Administration and the Canadian Red Cross. A copy of the final report will be provided to the Canadian Red Cross and made available for dissemination.

Following the completion of the research process all data will be destroyed by mechanical shredding or the erasing of electronic files.

A list of contact information for the individuals previously noted as involved in this research will be emailed to you following this email. You may also choose to verify the ethical approval of this study, or raise any concerns you may have by contacting the Human Research Ethics Office at the University of Victoria (250-472-4545 or ethics@uvic.ca)

An email response stating "*I Agree*" indicates that you understand the conditions of participation in this study and that you have had the opportunity to have any questions you may have answered by myself, the researcher.

Appendix D: Online Survey Questions

Creating Cool: Canadian Red Cross Water Safety Instructor Survey

1. What is your age?

- 15-17 years
- 18-20 years
- 21-25 years
- 26-30 years
- 31+ years

2. Please select the aquatic safety certifications you hold:

- Canadian Red Cross Water Safety Instructor
- Canadian Red Cross Lifeguard
- National Lifeguard Service Award
- Lifesaving Society Lifesaving Instructor
- Canadian Red Cross Water Safety Instructor Trainer
- Sears I can Swim Instructor
- YMCA Swim Instructor
- Other (please indicate): _____

3. How long have you been a Canadian Red Cross Water Safety Instructor?

- 1-2 years
- 3-5 years
- 6-10 years
- 11+ years

4. Please let us know why you chose to become a Canadian Red Cross Water Safety Instructor:

- Employment
- A parent registered me
- A friend was taking the course
- Other, please specify... _____

5. Do you currently teach swimming lessons as a Canadian Red Cross Water Safety Instructor?

- Yes, I am a paid Swimming Instructor
- Yes, I am a volunteer Swimming Instructor
- No
- No, but I am working as a Lifeguard
- No, but I am working in another capacity in the field of Aquatics (please briefly describe):

6. In what settings do you access and engage with Water Safety Instructor Development Program content?

(Select all that apply)

- In the workplace
- At bi-annual recertifications
- Online through My Red Cross
- In my social group
- I do not access or engage with Water Safety Instructor Development Program content

7. How do you think the public image of Water Safety Instructors differs from the public image of Lifeguards?

8. As a Water Safety Instructor, I feel a connection to the purposes and principles of the Canadian Red Cross.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Comments... _____

9. Do you feel you have a strong connection to the place you volunteer or work?
(Please briefly describe why or why not)

10. Do you feel a strong connection to the organization you represent (The Canadian Red Cross)?
(Please briefly describe why or why not)

11. In your opinion, could the Canadian Red Cross improve the reputation of Water Safety Instructors in Canada?

Yes

No

If you answered "yes" to question 11 please briefly describe what you think could be done to improve the reputation of Water Safety Instructors in Canada:

12. In your opinion, what image and values should a Canadian Red Cross Water Safety Instructor represent to members of the public?

13. Do you think the Canadian Red Cross helps you to feel connected to the Water Safety Instructor Development Program and it's purpose?
(Please briefly describe why or why not)

Thank you for time & participation!

Appendix E: Telephone Interview Questions

1. Approximately how many years have you been involved with Canadian Red Cross Water Safety Services?
2. In what capacity do you work with the Water Safety Instructor Development Programs?
3. Please briefly describe your current role(s) within the Canadian Red Cross:
4. Why do you choose to work/volunteer in the field of Water Safety?
5. What do you think the best part of being a Water Safety Instructor (WSI) is? What value do you think individuals get from choosing to be a WSI?
6. What is your perception of the reputation of Water Safety Instructors? How do you think it differs from that of Lifeguards?
7. Have you observed a shift in the perception or “coolness” of Water Safety Instructors over time? If yes, why do you think that is?
8. What does program loyalty look like to you?
9. Do you think the current Water Safety Instructor Development Program builds loyalty effectively? Why or Why not?
10. What is the Red Cross’ role in guiding and developing instructors? How does this differ from the role of individual Facilities/Instructors Trainers?
11. What do you think the biggest weaknesses of the Instructor Development Program are?
12. What do you think the key strengths of the Instructor Development Program are?
13. How would you describe the ideal image of a Water Safety Instructor...
 - a. From an instructor’s perspective
 - b. From a community perspective
 - c. From a Red Cross perspective