

ABSTRACT

Bolden, Peter Douglas The Benefits Gained by Staff Members in a Residential Camp Experience. (Under the direction of Aram Attarian.)

The purpose of this research was to explore the perceived individual and community benefits gained by individuals employed as residential camp staff. The benefits of the camp experience on campers are well documented, however little research exists exploring the positive outcomes and benefits gained by camp staff.

As in any recreation setting, camp staff work long hours and receive little pay, and yet find the overall experience rewarding. The findings of this research not only identify what life skills and attitudes result from camp employment, but also discuss the relationships made during their time at camp. Exploring the motivations of staff who spend their summers at camp, will enhance the directors' ability to both recruit and retain a more qualified staff to entrust with programming.

It was hypothesized that a difference exists in the perception of (1) life skills and attitudes, (2) the quality of relationships among staff members from three camps, Camp Lakeview, Camp Lutherhoma, and Camp Lakeview, and (3) motivations to work at camp between male and female staff. The two independent variables used in this study were: camp association and gender.

Data were collected using a mail survey to staff members (N=302) who worked during the 1996 -2004 camp seasons of Camp Lakeview, Camp Lutherhoma, and Camp Lutherhaven. Analysis was implemented utilizing the statistical software SPSS 13.0 for Windows. No significant differences were found in the first two hypotheses. However, three significant differences were found between male and female staff members and their motivations to work at camp.

**THE BENEFITS GAINED BY STAFF MEMBERS IN A RESIDENTIAL CAMP
EXPERIENCE**

by

Peter Douglas Bolden

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APPROVED BY:

Dr. Phillip Rea

Dr. Edwin Lindsay

Dr. Aram Attarian
Chair of Advisory Committee

DEDICATIONS

This work is dedicated to those individuals and role models who influenced and shaped my love for camping.

Mark Burbrink, thank you for showing what really happens at camp. Perspiration, Friendship, and Fun.

Matt Nieman, thank you for not letting me quit when it got tough. You replaced my frustrations with a smile, and helped me realize the true meaning of friendship.

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Bev Johnson, thank you for making what could have been a rocky summer a smooth transition into a wonderful learning experience full of memories and smiles.

BIOGRAPHY

The son of Stephen and Julaine Bolden, Mr. Bolden is the youngest of three children, Scott, Jay, and Peter. He grew up in Bargersville, Indiana and attended Calvary Lutheran School for his elementary and middle school education. Peter then chose to enroll at Center Grove High School, and participated in extra curricular activities such as Varsity Swimming, Men's Volleyball, and Show Choir. It was during these high school years that Peter worked his first years at Camp Lakeview, and knew then that he would dedicate his life to the Outdoor Ministry.

Mr. Bolden completed a BS degree at Indiana University (Bloomington) in Outdoor Recreation & Park Administration with a concentration in Outdoor Leadership. After completing an internship in Tahlequah, OK (Camp Lutherhaven), Peter pursued a MS degree from North Carolina State University, Raleigh, NC.

Mr. Bolden enjoys being outdoors and participating in a wide variety of adventure recreation activities. Some of these activities include back packing, rock climbing, SCUBA diving, and canoeing. But more importantly, Mr. Bolden values the time he spends with his family and his wife, Carrie.

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“God writes the Gospel not in the Bible alone, but also on trees, and in the flowers and clouds and stars.” --- Martin Luther

When I first read this quote it stunned me. The only thought entering my mind was the thought of “camp” and then it made me smile, as I smelled those warm breezes off the lake, the water lapping against the dock, and the sound of campers running towards the beach.

I would like to thank several people. But first I would like to honor our Lord and Savior Jesus Christ for his love and mercy, which is our only true salvation.

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endless and do not stop with the campers. It is up to us to share the wonders of camp with anyone who is interested.

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Chapter I

Introduction

In this chapter, the history and background, purpose, significance, research questions, limitations, and definitions pertaining to this study will all be discussed.

History and Background

The American Camping Association (ACA) estimates 8,000 non-profit and religiously affiliated and 4,000 privately owned camps exist in the United States (ACA, 2003). In addition, the ACA estimates 1,200,000 adults and young people work as counselors, support staff (maintenance, administration, food services, and health care), leaders, and directors at those camps (ACA, 2003). Until recently, little attention was directed towards identifying the variables that contribute to the overall experience of camp staff (Glover and DeGraaf, 2003).

Past research has focused primarily on the camper in order to justify the positive outcomes of the camp experience (Weiner, 1983; Ross & Driver, 1988; Dustin, 1989; & Chenery, 1994). The array of experiential activities, long days, multitude of old and new friends, and a caring staff, are all part of the camp experience, which promote healthy growth and development (Marsh, 1999). However, camps need to also explore the benefits the staff gain from their camp experience.

Like any program, practitioners desire the ability to demonstrate success to justify future funding and programming. Presently, camp directors are seeking new and creative methods to attract and retain staff members (Rothman, 2004). A more experienced and trained staff results in higher quality programming, a safer environment, and an easier transition from one season to the next. In the end, new staff members can benefit from veteran staff members' experiences, fostering positive role models and life long friendships (Henderson, 1982).

Despite long hours of work, sweat, and little pay, it is important for camp staff to recognize what positive benefits they gain from camp. These benefits often set the stage for long lasting friendships, help establish careers, develop new skills, and create attitudes that have the potential to positively affect both camp staff and their communities.

Purpose of Study

The purpose of this exploratory study was to identify individual and community benefits (life skills and attitudes, relationships, and motivations) gained by staff members through participation in the residential camp experience.

The Significance of the Study

The significance of this exploratory study contributes not only to the camping field, but also investigates Benefits-Based Management (BBM). Data collected for this study was reported by staff members and identifies the benefits gained from their camp experience.

Recreation practitioners have documented participation benefits from leisure experiences in an effort to reinforce the importance of recreation for individuals and communities (O'Sullivan, 1999). Findings have aided recreation programs in marketing, fundraising, staff retention, and hiring. Dworken (1993) emphasized the need for expanding theoretical research for the camping field. This study illustrates the individual and community benefits staff gain through the residential experience. Camp directors can utilize the results from these studies in an effort to retain staff members seasonally, and recruit the best staff possible.

Research Questions

1. Is there a difference in life skills and attitudes among staff members at Camp Lakeview, Camp Lutherhaven, and Camp Lutherhoma?
2. Is there a difference in the perception of quality relationships by staff members at Camp Lakeview, Camp Lutherhaven, and Camp Lutherhoma?
3. Is there a difference in what motivates staff to work at camp between male and female staff members?

Null Hypothesis

1. There are no significant differences in life skills gained by camp staff at Camp Lakeview, Camp Lutherhaven, and Camp Lutherhoma.

2. There are no significant differences in staff perceptions of quality relationships by staff at Camp Lakeview, Camp Lutherhaven, and Camp Lutherhoma.
3. There are no significant differences in motivations for working at camp between male and female staff members.

Limitations

1. This exploratory study is limited to information obtained by the selection of staff members who previously worked at three Lutheran Church Missouri Synod (LCMS) camps.
2. Because of the sample collected, conclusions are limited to LCMS residential camps.
3. The staff members' contact information was not current. If addresses had changed, there was no way to contact that staff member.
4. Lastly, the study was primarily supported by monetary, informational, and prayer donations by the three camps, thus limiting the number of staff members contacted. Only one camp, Camp Lakeview, was able to pledge financial assistance (\$300) to this study.

Definitions

In order to establish, a consistent interpretation of terms, the following definitions were used in this study:

BENEFITS: “a change that is viewed to be advantageous – an improvement in condition or gain to an individual....” (Driver, Brown, & Peterson, 1991, p.4)

CAMP STAFF: All camp personnel who are hired by the camp and are responsible for administration, supervision, programming, health, safety, food service, and/ or maintenance.

RESIDENTIAL CAMP: A series of facilities located in a natural setting where programming, facilitated by full-time and seasonal staff, is offered to participants who spend a minimum of three nights under the camps’ full supervision.

Summary

In the past, camp research has primarily focused on the campers’ experiences. With the birth of BBM, researchers not only have the capability to explore the campers, but also can identify the specific benefits staff gain through *their* residential camp experience. This exploratory study investigated individual and community benefits of staff members employed at a residential camps by measuring their (1) life skills and attitudes, (2) quality of friendships, and (3) motivations for working at camp.

Chapter II

Literature Review

The review of literature for this exploratory study includes a history of camping, benefits gained by campers, benefits gained by camp staff, and a review of Benefits Based Management (BBM). The benefits of campers and other recreational settings were included in this review due to the limited number of studies focusing on positive outcomes (benefits) from the camp staff experience.

Relevant publications were identified using reference lists of related articles and searches of reference databases through the North Carolina State University library system. The reference databases used in this study were CAB abstracts, ERIC, Dissertation abstracts, and PSYCHINFO. These databases were chosen because they include references related to camping, recreation, and benefits research. A substantial number of references for the effects of camping on the campers were located; but few studies exist on the benefits that staff members gain through the residential camping experience (Glover & DeGraaf, 2003).

History of Camping

Although the camping industry is less than 200 years old, it already has a rich history of development in response to society's changing needs (ACA, 2003). In order to understand the benefits that are gained through the camp experience, it

is important to review the roots of the camping movement and illustrates what a camp is today.

The camping industry is less than 200 years old. What started as an attempt to refine the nation's youths' hunting and survival skills evolved into a much larger project. Today, the idea of camp has spread globally yielding a plethora of specialized opportunities, high-adventure trips, and field learning opportunities (ACA, 2003).

The concept of camping originated in the late 1800's and early 1900's with the first recognized *organized* camp established in 1861 (DeMerritte, 1999). The man responsible, Frederick W. Gunn, operated a home school that took a group of students on a two week hiking and camping trip. Students participated in activities such as hunting, fishing and trapping. The trip was such a success that the school continued the tradition for twelve years. In the years following, other private and organized camps began to emerge. Some of the most noted are the YWCA, established in 1874; the North Mountain of Physical Culture (first recorded private camp establishment), established in 1876; the YMCA, established in 1885; the Boys' Club, established in 1900; the Girl Scouts, established in 1912; and the Camp Fire Girls, established in 1914 (ACA, 2003).

The increasing number of camps during this period created a need for camp directors to establish a network of support. In 1924, the Camp Directors Association was established by combining the Camp Directors Association of America, the National Association of Directors' of Girls Camps, and the Mid-West Camp Directors (ACA, 2003). As people began to recognize the potential benefits

participants gained from the experience, camps became more popular. In 1935, the Camp Directors Association changed its name to the American Camping Association (ACA). Today, the ACA has over 300 camping industry standards for health, safety and programming.

During the Second World War (1940's), camps attempted to protect campers and staff from the country's troubles (Peterson, 1999). The military draft created staffing concerns at camps, as young male counselors were recruited into war. Because of the times, government and social rationing programs made it increasingly more difficult to obtain food and supplies for camp programs, thus limiting goods for the camping industry (Peterson, 1999).

A decade later, America saw the end of the war, and a new vigor and wealth was introduced into society (Finley, 1999). Families became more mobile with the increased use of automobiles, moving out of the cities and into more rural areas. Due to this urban sprawl, the availability of land became problematic for established camps, as well as new camps (Cavins, 1999). During this time, campers also got younger as adolescent participants were finding alternative outlets for their needs such as participating in after- school sports and activities. Adult camps and school camps also began to increase in popularity (Finley, 1999). Racial conflict was also on the rise as citizens began to experience integration in schools and other public areas. As a result, camps began to experience some fears of integration including withdrawal of economic support and the possibilities of violent conflicts (Cavins, 1999).

Many camps closed their doors in the 1970's due to the recession due to the increasing operating costs, real estate and employee taxes, and regulations (Buynak, 1999). A decrease in profit and an increase in expenses made budgeting for food, salaries, equipment, and insurance premiums difficult. In addition, state and federal inspection regulations became increasingly rigid and more frequent, requiring camps to file more reports than ever before (Buynak, 1999).

As camps continued into the 1980's and 1990's, they faced additional problems such as soaring land values and development pressures (Duffield, 1999). Campers also began to look for additional amenities to be included in their camping experience. For example, campers sought the opportunity to participate in popular fads like aerobics or aqua fitness, in addition to the traditional programs offered at camp. Education also became much more integral to the camp experience. In 1998, a public school system in New York introduced camping into its curriculum, providing students with approximately twenty-eight more days of *non-traditional* (referring to learning by doing or learning by experience) learning during the summer and school year breaks (ACA, 2003).

Historically, camps have been associated with providing opportunities for dealing with and overcoming fear (Marsh 1999). Following the events of September 11, 2001, camps had to accept even more of a responsibility to provide a safer, more nurturing environment for participants (Powell, 2003; Thurber, 2002). New standards have been set into place for providing emergency crisis response plans into camp guidelines. Parents are more concerned with camp safety and what campers are taught about weapons. Staff now need additional training to

respond to children's concepts of death, good, evil, and war, as well as how to counsel campers who show signs of post-traumatic stress. (Powell, 2002)

Over time, the focus of camping has changed. Originally, camp was created to get young people out of the city and into a healthy rural environment (DeMerritte, 1999). Today, camps continue these historical traditions, but also engage young people and adults into experiencing and practicing new skills to cope with the increasing pressures of our ever-changing world (Trotter, 1999). One of these changes includes technology, which has become a major component of camps (Salzman, 2000). Many camps have interactive web sites, and use technology in their every day operations. For example, camps provide automated medication dispensers and other devices, vehicles tracked by satellite, and camper-family communication through digital photography, e-mail, web-cams, and streaming videos. Streaming video is one of the latest technological advances offered by camps. Techniques and equipment used in programming can now be viewed anywhere in the world via the Internet (Fulton, Onasch, Maio, 2000).

Just as technology evolves, so do research priorities. Until recently, the literature on camping tended to concentrate heavily on campers rather than camp staff. The section below discusses what benefits campers gain through their camp experience.

Benefits gained by campers

Marsh (1999) conducted a meta-analysis examining the positive influence of the camp experience on campers. His goal was to analyze exactly what camp

“does” for children. Camp programs focus on enhancing self and positive self-images which aide in a child’s development (Marsh, 1999). This in turn becomes the foundation for children to grow and adapt to their personal environment. Enhanced self-confidence and a healthy self-image gained from experiences at camp yield healthier choices as campers face difficult challenges during their adolescence (Marsh, 1999).

Dworken (2001) conducted a study to identify the actual assets and skills gained by campers attending youth camps. Data were collected from parents and children who attended 4-H camps in the Northeastern United States. Responses were compiled and comparatively organized by the developmental assets identified by the Search Institute. Some of these assets identified included: positive identity and values, empowerment through caring role models, lifelong skills, and promising results. Most responses clustered in the area of social competencies (Dworken, 2001). Parents noted after their child returned from camp, they were more open to peer discussion, willing to share life experiences, and made new long-term friends (community benefits). Positive results were also noted in decision-making; campers were often encouraged to pursue their own initiative as opposed to letting a counselor decide for them (Dworken, 2001).

Chenery (1991) also examined what children acquired from the camping experience. She interviewed 318 campers, staff, directors, and alumni to determine the knowledge, skills, and experience campers gained by the end of camp. Both children and parents identified the following as benefits from camp: (1) experiencing new activities, (2) personal growth, (3) social skills, and (4) “a

whole lot of fun”. From camp, the children gained independence, discovered themselves, made new friends, strengthened individual values, and improved their self-esteem and confidence.

Dworken (2001), Marsh (1999), and Chenery’s (1991) studies are all similar in their findings, as they suggest that positive identity and personal values (individual benefits) are gained through the camp experience. Many parents commented that their children were more self-confident as a result of the camp experience, "My child learned to handle new situations, set goals for herself, and has gained a sense of independence." A camper commented how camp made her more confident in her decision making, due to the ability to try new things (experiences).

“Camps provide not only the setting for experiences of self-discovery and development, but the context as well” (Toupenca and Townsend, 2000, p.83). Therefore, knowing that campers gain positive benefits (through past research) from camp, isn’t it reasonable to think that staff gain benefits as well?

Benefits gained by the staff

As demonstrated in the above section, revealing benefits and their implications in the camp setting is a developing process. Schreyer and Driver (1990) repeatedly called for future research of benefits gained through recreation experiences. Dworken (2004) has a similar view and writes, “While various research studies have been reported in the camping field, a large gap remains

between what is needed and desired and what actually gets done” (Dworken, 1993, p.4).

Dustin (1989) explained how his personal camp experiences defused aggression following his service in the Vietnam conflict. Dustin repeatedly stated, “If only the world could be like a camp”, recalling his camp experience and camp's ability to build character, and strengthen the individual (Dustin, 1989). The memories and skills he acquired at camp, were defined as benefits that he “gained” through his personal camp experience. Chenery (1994) later commented on Dustin’s work, portraying the power of the camp community and experiences:

The small human-scale community created in camp allows participants, in Dustin’s words, to taste the possibility for the human family, ...to sense their connectedness to other living things, ...to have a glimpse of what can be, to come home eager and enthusiastic, ready to take on the world (Chenery, 1994, p. 22).

Driver et.al (1991) is credited with initiating several studies to explore and identify the benefits gained through participation in a variety of recreational settings including camp (Anderson, 1999). “The benefits (derived directly from recreational experience) are viewed as improved or desired conditions of individuals, groups, and society — is used to define and quantify the magnitude of the positive impacts from production and use of leisure services” (Driver et al., 1991, p. ix). In addition, Ross and Driver (1988) conducted a study exploring the

benefits gained from participation in residential and nonresidential youth camps. Their study of non-residential camps demonstrated gains in leadership, pride in personal work, enjoyment of people, acceptance of races, and increased ability to work with others (Ross & Driver, 1988). Benefit results in residential camps included an increased interest in environmental problems, awareness of personal and conservation actions, increased ability to plan and organize work, willingness to help out at school, and dependability of others.

In addition to benefits identified by Ross & Driver (1988), Powell and Bixler (2003) focused on what staff members learn during their work season. They found significant differences in learning patterns between formal and experiential education (Powell & Bixler, 2003). This finding supports Glover and DeGraaf's (2003) statement concerning the many skills learned at camp; "... practical skills gained at camp is a result of the (expected working roles)... where everyone is expected to be able to perform a wide variety of tasks and be able to help out wherever necessary..."(p. 10). Chenery (1994) stated that, "Camping has the potential to accelerate change and growth in the individual (staff member) through its 24-hour intensity and the conditions unique to its setting and processes" (p.21). Dworken (1993) reaffirms the idea of community benefits occurring in the camp setting by stating, "The youth camping industry has always stressed the importance of community and group development" (p.3).

Weiner (1983), focusing on spiritual growth, noted "intentional" or purposeful programming is the key to success at any camp. This notion mirrors the fundamental concepts of BBM theory suggesting that recreation actually

provides positive benefits, not just merely opportunities for programming. The concept of spirituality that Weiner described is obtained through non-traditional learning, rather than traditional methods.

Toupenca and Townsend (2000) conducted a study exploring the relationship of camping and personal (life skills) development among three groups of participants including counselors. They conducted a two-part survey, one before the experience, and one after. The skill variables they explored all showed significant differences: communications, making decisions, working with groups, undemanding self, and positional leadership. The authors refer to participants at camp gaining benefits experientially or “learn by doing” (p.83). They explained that the experience itself is the best teacher, in any educational process. Outdoor education, like camp, is described as any learning that takes place in the out-of doors, therefore qualifying camps as outdoor education experiences (Toupenca and Townsend, 2000).

Henderson and Bileschki (1981) conducted a study to determine whether college-aged individuals gained more from working at a camp or from attending summer school classes. They hypothesized that staff working at camp would have a changed self-concept or self-definition after their summer experience. While no significant differences were found between either group, camp staff did show a statistically significant change in self-concept.

Ten years later in a similar study, Henderson and Bileschki (1991) sampled a summer school class of university students and camp staff members to determine whether personality changes occurred in camp staff as a result of their

camp experience. During these studies, findings did not show statistically significant differences between staff members and the students who attended summer school. However, a statistically significant difference was identified in an improvement of internal locus of control for first-year camp staff. This finding suggests the possibility that a camp counselor may have the ability to become more self-confident and feel more in control of one's life after their experience as a camp staff member (Henderson and Bileschki, 1991).

In another study, Bileschki and Henderson (1998) used focus groups to analyze staff perceptions of the camp experience. Focus groups were created in order to collect qualitative data from day and residential, private and not-for-profit camps. Personal and professional positive outcomes identified during the interviews included: positive relationships with other staff and campers, appreciation of diversity, awareness of interpersonal skills, understanding of group cohesion, development of leadership and responsibilities, role modeling and mentoring, technical skill development, personal growth, administrative skills, and teamwork. "As described in the interview, staff found the experience of working at camp to be rewarding and beneficial in personal and professional ways" (Bileschki & Henderson, 1998, p. 29).

Henderson (1982) compiled information on the interests and motives of camp staff by selecting a cross sample of staff from agency, church, and private camps. Although pay appeared to be higher in agency camps than in church and private camps, motivations for working at camp were the same. The author discovered that the top three motivations were (1) enjoyment from working with

children, (2) working in the outdoors, and (3) the opportunity to work with other staff members, implying friendship. Knowing staff motivations can guide camp directors to a better understanding of staff expectations, interests, and needs. This information enhances staff experiences and increases staff retention, while improving camp as a whole (Henderson, 1982).

Dworken (1993) compared developmental life cycles at three different 4-H camps to provide a greater understanding of how groups develop in specific work settings. Sixty-nine staff members completed weekly questionnaires, and participated in three interviews during the third, fifth, and seventh week of the camp season. The five skills developed at camp identified through this qualitative research included: Relationships, Norms and Roles, Fun, Problem Solving and Decision Making, and Leadership and Communication (Dworken, 1993).

In a more recent study, Dworken (2004) randomly sampled 188 staff from different states, representing 117 different resident camps. Her study explored areas including life skills, motivation, career, and friendships all gained through the camp experience. The top individual life skills reported were (1) leadership skills, (2) sense of responsibility, and (3) self-confidence. The top motivations for working at camp included (1) it was fun, (2) wanting to work with children, and (3) the enjoyment of the outdoors. Over half of Dworken's (2003) sample, had not chosen their future career before working at a residential camp. Between current and former staff, just over half stated camp made a difference in selecting their future career, and had an impact on their education choices.

Recently, Glover and DeGraaf (2003) explored the long-term-impacts segmented by the number of years since working as a camp employee. All members of the sample (N=29) were randomly selected from a pool of 300 former staff members, regardless of age, gender, and amount of time past since one's last camp experience. They supplied positive feedback demonstrating individual, community, and environmental benefits. The top ranked individual life skills identified included leadership skills, sense of responsibility, self-confidence, decision-making skills, sense of life purpose, and being a role model or mentor (Glover & DeGraaf, 2003). Dworken (2001) reported that caring staff was the number one positive aspect about camp, especially when the counselor-to-camper ratios were small. These two studies indicate that role models have a positive affect among participants and staff members. The benefits gained from the camp experience affect staff members on decisions they will face throughout their lives (Glover & DeGraaf, 2003). These benefits equip staff with newly learned skills and attitudes that are reflected in their personal lives, and their surrounding communities (Glover & DeGraaf, 2003).

Minimal opportunities for community involvement still exist among modern society, except through traditional participation in churches, neighborhoods, and schools (Lyons, 2003). Lyons (2003) recently explored the meaning of community at a non-profit residential camp in New York. His study investigated community development among staff members (N=12). The study depicted two interwoven circles of community at camp. First, the camp director is responsible for implanting the camp's purpose into all activities, initiating the concept of team, and

setting goals for staff members to achieve. Secondly, staff members translate the goals to campers, creating safe boundaries and forming bonds of trust. Lyons (2003) concluded that a camp community is gained through a set clear purpose, well-defined boundaries, unity, and cohesion among staff.

Prior studies have suggested that, camp participants gain self-confidence, develop leadership skills, enhance their friendships, and create positive personal values (Henderson, 1982; Bileschki & Henderson, 1998; Glover & DeGraaf, 2003; and Dworken, 2004). These benefits may reduce loneliness and aggression towards one another (Dustin, 1989), while campers gain a sense of pride and demonstrating cultural and ethnic harmonies within the community (Marsh, 1999).

Glover and DeGraaf (2003) and Dworken (2004) also identified additional community benefits staff gained from the camp experience. Both studies reported benefits, including the ability to relate to children, conflict resolution, team or group skills, appreciation of nature, and respect for people of different backgrounds. Growth and understanding are the foundations created through the socialization of neighbors and community members. (Weiner, 1983; Driver et al., 1991; Chenery, 1994; Glover & DeGraaf, 2003).

Becker's (1986) research found that camp directors focus their attention on education and human service majors when recruiting future staff members (Magnuson, 1992). In addition, staff members pursuing education and human service degrees found their camp employment as an excellent opportunity to gain experience for their chosen field of study (Becker, 1993; Magnuson, 1992). In

Dworken (2004), two staff members reflect on how the skills they gained from camp allowed them to transition into their community:

Camp for me has helped me to work on and focus on myself. I use the time at camp to better myself, so in return I can help those around me. (p. 1)

Being a counselor has been a serious wake-up call for me, because I'm now aware of the politics and hierarchy and business-like aspects of a *magical* place like camp. This isn't a bad thing; rather it's been a safe way for a college student to begin to taste all the necessary parts of the *real world*. (p. 1)

These quotes are just a few testimonials of staff members recalling how camp helped them gain real world experience in a close-knit community. It is at camp that staff members gain the skills (Glover & DeGraaf 2003; Powell, 2000) that benefit not only themselves as individuals, but also future communities in which they are involved.

In the next section the author explores the history and applicability of Benefits Based Management as a theoretical framework for this study.

Benefits Based Management

Benefits-Based Management (BBM) is a recreation resource management theory based on intentional development of benefits through participation in

recreational activities. This theoretical framework is the foundation for this study to highlight individual and community benefits gained through participation in a residential youth camp. Schreyer and Driver (1990) state a need for establishing links between recreational settings and benefits. The history, research, and examples below highlight residential camp participation from the staff perspectives.

In the early 1990's, there was a need to qualify recreation experiences vs. recreation programming (Anderson, 1999). Benefits of Leisure (Driver et al., 1991) emerged and renewed the interest of university educators and practitioners at the local, state, and federal levels by introducing BBM (Anderson, 1999). Before BBM, the park and recreation field was unable to place an economic value on participant recreation experiences and outcomes. With the understanding of BBM's full potential, program and land managers were able to identify and promote the benefits of recreation, which justified department spending and salary needs (Anderson, 1999).

From the administrator's point of view, BBM not only represents sharing ideas and intentional programming, but also embraces the movement from an agency's mission to the program outcomes (Forest, 1999). For example, Steve Clark, the assistant director of an Ohio park, discussed BBM's relevance to recreation, specifically camping. Clark implemented the BBM framework into every aspect of his department. He placed benefits messages in his department's letterhead, email signatures, and even placed messages on cable television

demonstrating that BBM is not a one-step process, but a holistic movement for improvement. Clark recalled a moment during summer staff training:

The seasonal (camp) staff realized the awesome role they played in the lives of their participants, the community, the local economy, and the environment. The amazing part was, I could actually see the moment it hit their faces, it was like a light bulb just suddenly turned on. The staff realized that this was more than “just a summer job” (Park, Clark & Ruddick, 1997, p. 3)

Benefits are separated into three categories: (1) an improved condition, (2) prevention of a worse condition, and (3) the realization of a psychological experience. These types of benefits are defined by (a) increasing, enhancing, or improving the targeted benefit, (b) maintaining a desired benefit, preventing a decrease in benefit, and (c) the selection of an activity to gain a specific benefit. (O’Sullivan, 1999). BBM is divided into four main areas: (1) individual, (2) community, (3) environmental, and (4) economical. For this study, the focus will remain on individual and community benefits.

O’Sullivan (1999) defined individual benefits as, “Opportunities for living, learning, and leading full and productive lives as well as avenues for people to experience purpose, pleasure, healthy and well-being (p.17). Community benefits were defined as, “Opportunities to live and interact with families, work groups, neighbors, communities, and the world” (p.17). Specific individual and community benefits are listed in table 2.0

Table 2.0 Identified Benefits (Adapted from O'Sullivan, 1999)	
Individual	Community
Full and meaningful life	Strong vital involved communities
Life satisfaction	Ethnic and cultural understanding
Personal development and growth	Support for youth
Sense of accomplishment	Reduced alienation
Problem solving and decision making	Outlets for conflict resolution
Psychological well being	Connected families
Sense of adventure	Community pride
Opportunities for relaxation and stress relief	Lifelines for the elderly
Balance between work and play	Reduced delinquency
Quality of life	Social bonding
Self-esteem and self-reliance	
Creativity and adaptability	
Physical health and maintenance	
Personal appreciation and satisfaction	
Outlets for stimulation	

Summary

Research conducted in camping illustrates a number of positive outcomes (Dworken, 2001) gained through the experience. Until recently, much of the

research focused on the camper, rather than on the counselors, or staff members who deliver camp programs.

The camp experience holds the potential to prepare staff members for future occupations (Dworken, 2004; Glover & DeGraaf, 2003) and provides an ample training ground to learn and develop a multitude of benefits through daily community interaction and experiential learning (Glover & DeGraaf, 2003).

As illustrated in this literature review, past studies portray the camp experience as beneficial and holistic on the individual and community level (Glover and DeGraaf, 2003). Specific benefits previously identified through research in the camp setting include an elevated self-esteem and self-confidence, advanced learning opportunities, (Bialeschki et al., 1998; Glover & DeGraaf, 2003), a refinement of decision making skills, added leadership skills (Glover & DeGraaf, 2003), enhanced personal health and wellness, and living a more happy and productive life (Dustin, 1989; Driver et al., 1991; Chenery, 1994; Glover & DeGraaf, 2003).

Benefits emerge from participating in recreation through camping or working at a camp (Park, Clark, & Ruddick, 1997). Residential camps are often held accountable for providing experiences in an outdoor setting that positively influences a participant's mental, physical, social, and spiritual growth (Fetters, 2001): resulting in a well-rounded individual.

Driver et al.'s (1991) Benefits of Leisure surfaced and since then has aided recreation managers in reinforcing the value of the recreation experience. BBM allows managers to provide evidence of positive outcomes as a result of recreation

participation. In this study, Individual and community benefits gained by former staff members were explored. The survey instrumentation and methodologies will be further discussed in Chapter 3.

Chapter III

Methods and Procedures

This chapter will explore the (1) setting of the problem, (2) the survey instrument, (3) the collection of subjects, and the (4) collection of data.

The Setting

Three Lutheran Church Missouri Synod (LCMS) non-profit camps all belonging to National Lutheran Outdoor Ministry Association (NLOMA) were selected for this study: (1) Camp Lakeview, (2) Camp Lutherhoma, and (3) Camp Lutherhaven. All three camps are governed by volunteer boards, which are responsible for major decision-making and for hiring a full-time director to operate the camp. Each director is in charge of hiring and training both year-round and seasonal staff. These camps were specifically selected for this research due to their diverse program offerings and their willingness to participate in the study.

Camp Lakeview is located in Seymour, Indiana and focuses their programming on a more traditional schedule. Each day, campers participate in activities that consist of a rotation that includes horseback riding, archery, swimming, crafts, and sports. In the evening, campers participate in a cabin activity, and then join the rest of camp in a “mysterious” all-camp game, also known as TBA (To Be Announced). Following TBA is “canteen time” where campers rest and prepare for campfire devotions, cabin devotions, and bedtime.

Camp Lakeview also provides weekend family programming for younger and older participants. Staff members are involved in both weekday and weekend activities. They live on site for one week of staff training and ten weeks of summer programming.

Camp Lutherhoma is located in the northeast part of Oklahoma (Tahlequah, Oklahoma). Lutherhoma's core programming centers around the concept of team and adventure based recreation. On a normal day at Lutherhoma, campers select activities as a cabin. These activities include hiking, swimming, sports, team building, and crafts. Each camper has the opportunity to participate in two adventure options during each week. On adventure days, each camper chooses an adventure option in which they will participate including: canoeing, rafting, mountain biking, wilderness camp, and rock climbing. Lutherhoma's staff also lives on-site for 11 weeks, including two weeks of staff training.

Camp Lutherhaven is located in northern Indiana near Fort Wayne. It also offers traditional programming but focuses more on environmental education. However, unlike Lakeview and Lutherhoma offers one session of programming per week, Lutherhaven facilitates multiple camp sessions simultaneously for a variety of ages and interests during the span of one week. Thus, each week may have campers ranging in age from 6 – 18 years. The staff also lives on-site for 11 weeks, including one week of staff training.

Survey Instrumentation

This exploratory study was conducted following the 2004 camp season. A pilot test (N = 6) of North Carolina State University graduate students with former camp staff experience, were given the research instrument for content evaluation. The subjects were asked questions concerning the content of the questionnaire and asked to provide questions, comments, or concerns regarding the instrumentation. After comparing written responses, pretest respondents were interviewed for feedback regarding the clarity and intent of the survey items. This feedback provided help in operating the variables for this study. Results of the pretests were evaluated and implemented prior to finalizing the research instrument.

A questionnaire containing 42 variables was designed to gather data concerning the staffs' perceptions of the overall camp experience. The survey instrument was partially based on a previous study conducted by Dworken (2004). Of the 42 items, 12 focused on demographic information which included: gender, camp association, current age, race, current and past employment (outside of camp), level of education, career intentions, camp staff experience, and geographic location (state) of camp. The independent variables were camp association and gender.

The remaining 30 variables were scaled on a five-point Likert-scale with 1 representing strongly disagree and 5 representing strongly agree. These 30 variables were then transformed into five indexes, equating five dependent variables: (1) Life Skills and Attitudes, (2) Relationships and Friendships, (3)

Career, (4) Working at Camp, and (5) General Camp Experience. Twenty of the scale items were derived from the Benefits-Based Management (BBM) literature, while nine were either taken from Glover and DeGraaf (2003) or developed by the researcher to provide the respondents with the opportunity to further explain an answer in each section.

The three dependent variables used in this study were (1) Life Skills and Attitudes, (2) Quality of Relationships, and (3) Motivations for Working at Camp.

Life Skills and Attitudes

Dworken (2004) included the following 16 items in her original survey focusing on life skills or attitudes gained through the camp experience: (a) decision making skills, (b) leadership skills, (c) sense of responsibility, (d) self confidence, (e) skills to work effectively in a group or team, (f) conflict resolution skills, (g) administrative skills, (h) skills to work effectively with people of different backgrounds, (i) provided me with role models or mentors, (j) developed my creativity, (k) appreciation of the natural environment, (l) sense of involvement in the community, value of volunteering your time, (m) sense of spirituality, and (n) parenting skills (if applicable).

Quality of Relationships and Friendships

Dworken (2004) included the following five variables investigating the amount of communication that exists between fellow co-workers from camp: (a) letter writing, (b) camp reunions, (c) phone, (d) email, and (e) personal visits. The following five variables (5 point Likert scale) were included in this study to further explore friendships made at camp: (a) I made friends at camp with fellow

coworkers, (b) I am still in contact with friends I made at camp, (c) I make a point to participate in activities at least once a year with friends I made at camp, (d) I would consider my “best” friends to be the friends I made at camp, and (e) When I think of qualities I desire in a friend I think of similar qualities that I found in those friends at camp.

Career

The following three statements in this study inquired if camp influenced the education and career choices made by staff members: (a) My choice of which college to attend, (b) My area of study, and (c) My career choice. The following ten career choices were included to investigate the subjects current occupation: (a) managerial or professional specialty, (b) operator, fabricator, or laborer, (c) technical, sales, or administrative support, (d) homemaker, (e) service occupation, (f) retired, (g) farming forestry, or fishing, (h) student, precision production, craft or repair occupation, and (g) healthcare worker.

Working at Camp (Motivations)

Dworken (2004) included the following seven variables exploring the motivations for staff members working at camp. For the current study, the researcher used the same wording, but transformed the variables into a five point Likert question format, ranging from a low score of 1, strongly disagree, to a high score of 5, strongly agree: (a) I wanted to work with children, (b) I enjoyed being outdoors, (c) My friends encouraged me, (d) I was a camper and always wanted to be a counselor, (e) I wanted to develop skills for future employment, (f) I wanted to explore a new state or country, and (g) It was fun!

The General Camp Experience

The following open-ended questions were included in this study to encourage thoughtful answers to further explore the reasoning behind answers provided by the subjects: (a) Are there any skills you acquired at camp that you could not have learned anywhere else? (Dworken, 2004), (b) Did your camp experience prepare you for the work force, Yes or No? If yes, how? (c) Describe a situation in your current personal life where a past camp experience aided the outcome in a positive manner, and (d) What are the first thoughts to enter your mind when you hear the word: *Camp*? Space was also included following each section to allow for further comments regarding that part of the questionnaire's content.

Subjects

The subjects (N = 302) consisted of any person who worked a full season at one of three Lutheran Church Missouri Synod (LCMS) camps: (1) Camp Lakeview (2) Camp Lutherhaven (3) Camp Lutherhoma.

The researcher contacted the directors of all three camps by telephone informing them of the current study, inquiring their willingness to participate. All three directors agreed and were mailed a package containing a prepaid, pre-addressed return envelope, cover letter (See Appendix A) stating the purpose of the study and a letter of intent (See Appendix B). Each director returned the letter of intent, indicating their the level of participation for this research. Each camp was asked to contribute to the research by providing staff contact information, a financial contribution to offset expenses, and/ or to bless this research through

prayer. Camp Lakeview agreed to donate contact information (N = 90), a financial gift (N = \$300), and their prayers (N = blessings), while Camp Lutherhaven (N = 131) and Lutherhoma (N = 71) both gave contact information and their prayers (N = blessings).

Once the researcher received a minimum of five surveys, they were entered into the database by the researcher and assistant. Both the researcher and the assistant were assigned specific tasks regarding data entry to decrease the likelihood of any data entry error.

Of the 107 questionnaires returned, 99 were deemed acceptable for analysis. The 8 questionnaires deemed unacceptable were either incomplete or were completed by staff members who did not work at camp for one complete summer camp session.

Collection of Data

The research instrument consisted of a prepaid, preaddressed envelope, cover letter (See Appendix C), and a questionnaire (See Appendix D) that were all mailed to the last known address of the staff members. A modified Dillman (2000) approach was implemented in two phases: (1) by sending an initial mailing along with a cover letter, and (2) sending a postcard reminder 2 weeks later to non-respondents (See Appendix E) complete with the researchers contact information (after the initial mailing). After the second mailing, nine individuals contacted the researcher informing him that either the staff member's family no longer resided at the residence or provided the researcher with new contact information. In three

cases, another survey was sent out immediately. In two cases, a final attempt was made several weeks after the original mailing.

Descriptive statistics included: age, gender, ethnicity, current career, and positions held while employed at camp. Secondly, an analysis of variance (ANOVA) was implemented to determine if any significant differences existed among staff members at Camp Lakeview, Camp Lutherhoma, and Camp Lutherhaven among the dependent variables of (1) life skills attained or (2) the quality of relationships. Lastly, a t-test was used to determine significant differences of *motivations for working at a camp* between male and female respondents. The statistical package used to analyze this data for significant differences was SPSS 13.0 for Windows.

Summary

Three camp directors were contacted and agreed to contribute contact information from past employees (N = 302) between the 1996 – 2004 seasons. Data were collected from staff members (N = 99) previously employed by one of three residential camps regarding their perception of benefits gained through their experiences. The staff members voluntarily completed a mailed questionnaire based on previous research by Dworken (2004) and Glover and DeGraaf, (2003). The majority of the questions were constructed using a five point Likert scale, ranging from a low score of 1, strongly disagree, to a high score of 5, strongly agree. All data analysis was calculated using SPSS 13.0 for Windows. The first two hypotheses were tested using ANOVAs to test for significant differences on the

perceptions of (1) life skills and attitudes and (2) the quality of relationships gained by staff. The third hypothesis employed a t-test to detect differences in mean motivations for working at a residential camp between male and female staff. Chapter four will discuss the results from the data analysis.

Chapter IV

Results

The purpose of this study was to identify individual and community benefits gained by staff members who worked for three residential camps: Camp Lakeview, Camp Lutherhoma, and Camp Lutherhaven. These benefits were explored through the analysis of the staffs' reported outcomes in the areas of life skills and attitudes, quality of relationships gained at camp, and the motivations for working at camp. Descriptive statistics of the sample population and results from the data analysis are reported in this chapter.

Subjects

The sample for this exploratory study was drawn from three camps: Camp Lakeview and Camp Lutherhaven located in Indiana, and Camp Lutherhoma located in Oklahoma. Each camp's director was contacted prior to the study to provide the researcher with contact information for past staff members. Altogether, the three camps submitted 307 names and addresses of past employees.

This study utilized a modified Dillman approach (2000) to encourage sample subjects to return questionnaires. In the end, 107 respondents submitted their questionnaires, with 99 acceptable for data analysis. Of the 99 respondents, over half were female (61%) and 39 were male (39%) (See Table 4.0). The combined response rate for all three camps was 35%. Response rates by camp

were: Camp Lakeview 43%, Lutherhaven 29%, and Camp Lutherhoma 24%. The self-reported ethnicities of the entire sample were primarily Caucasian (96%), while the remainder consisted of Native American and Other (4%).

Gender	Lakeview	Lutherhoma	Lutherhaven	Total
Female	24	12	24	60 (60.6%)
Male	15	5	19	39 (39.4%)
Total	39	17	43	99 (100%)
% of total sample	39%	17%	43%	100%

Overall, respondents' (n=99) ranged in age from 18 to 75 years, with a median age of 23 years. By camp, the mean age was Camp Lakeview $x=23$, Camp Lutherhoma $x=22$, and Camp Lutherhaven $x=23$ (Table 4.1)

Age	Lakeview	Lutherhoma	Lutherhaven	%
17-18	1	0	0	1.0
19-20	7	3	3	13.2
21-22	9	7	16	32.4
23-24	9	3	6	18.2
25-26	6	2	7	15.2
27-28	2	1	1	4.0
29+	5	1	10	16.2
Total	39	17	43	100.0

The 99 respondents self-reported their positions while employed at camp. Almost half (48%) of the positions were counselors, over one third were programmers (35%), and 2% ministry (Table 4.2).

Position	1 st	%
Adventure	6	3.0
Counselor	90	48.0
Cook	17	9.0
Maintenance	7	4.0
Medical	6	3.0
Ministry	2	1.0
Program	35	19.0
Support	11	6.0
Water	7	4.0
Wrangler	5	3.0
Total	186	100.0

*** These numbers represent positions held at camp reported by the 99 respondents over a four year period.

Respondents' education level (Table 4.3) and occupation (Table 4.4) were also reported. Over half (55%) earned a college degree, over one third (38%) spent 1-3 years in college, and 2% had just graduated from high school.

Level of Education Completed	Frequency	Response
High School	2	2.0 %
1-3 years of college	38	38.4 %
College degree	55	55.6 %
Advanced degree	4	4.0 %
Total	99	100.0%

Occupation	Frequency	Response
Managerial/Professional	9	9.1 %
Operator, Facilitator, Laborer	2	2.0 %
Tech sales/Admin Support	1	1.0 %
Home maker	3	3.0 %
Service Occupation	5	5.1%
Retired	2	2.0%
Farming, Forestry, or Fishing	0	0.0%
Student	43	43.4%
Precision, production, craft, or repair	1	1.0%
Healthcare	4	4.0%
Ministry	12	12.2%
Education	11	11.1%
Other	5	5.1 %
Total	99	100.0%

Of the respondents' current positions, almost half (43%) were students, 12% ministry, and 1% reported being in precision/ production/ craft/ repair, and tech sales and administrative support (support Table 4.4).

Hypothesis #1

Recent studies suggest staff members gain life skills and attitudes that benefit personal lives through camp experiences (Dworken, 2004; Glover & DeGraaf, 2003). Based on these studies, it was hypothesized that significant differences exist in the life skills gained by staff at Camp Lakeview, Camp Lutherhoma, and Camp Lutherhaven.

A one-way independent analysis of variance (ANOVA) was used to statistically compare the life-skills of staff (dependent variable) from three different camps: Camp Lakeview, Camp Lutherhoma, and Camp Lutherhaven (independent variables). Table 4.5 displays the statistical output provided by staff from each camp related to life skills. Table 4.6 exhibits the results of the ANOVA. No significant differences were found using a 95% confidence interval ($p < .05$) for any of the dependent variables. Therefore, the null hypothesis is accepted; no significant differences exist in the life skills gained by staff members at Camp Lakeview, Camp Lutherhoma, and Camp Lutherhaven.

Table 4.5 Comparison of life-skills among camps					
Life skill/attitude		Camp Lakeview	Camp Lutherhoma	Camp Lutherhaven	Total
Decision making skills	Mean	4.36	4.41	4.35	4.36
	N	39	17	43	99
	SD	.584	.507	.529	.543
Leadership skills	Mean	4.64	4.82	4.67	4.69
	N	39	17	43	99
	SD	.486	.393	.522	.488
Sense of Responsibility	Mean	4.77	4.71	4.56	4.67
	N	39	17	43	99
	SD	.914	.470	.548	.515
Self confidence	Mean	4.38	4.24	4.40	4.28
	N	39	17	43	99
	SD	.815	.752	.660	.783
Skills to work effectively in a group or team	Mean	4.38	4.59	4.58	4.51
	N	39	17	43	99
	SD	.815	.507	.587	.676
Conflict resolution skills	Mean	4.36	4.53	4.40	4.40
	N	39	17	43	99
	SD	.628	.717	.660	.653
Administration Skills	Mean	3.49	3.41	3.95	3.68
	N	39	17	43	99
	SD	1.167	1.121	.950	1.086
Skills to work effectively with people of different backgrounds	Mean	3.79	4.24	3.77	3.86
	N	39	17	43	99
	SD	.864	.831	.751	.821
Provided me with role models or mentors	Mean	4.36	4.53	4.47	4.43
	N	39	17	43	99
	SD	.873	.624	.667	.745
Developed my creativity	Mean	4.03	4.41	4.40	4.25
	N	39	17	43	99
	SD	.932	.507	.695	.787
Appreciation of the natural environment	Mean	4.56	4.29	4.49	4.48
	N	39	17	43	99
	SD	.641	.849	.703	.705
Sense of involvement in the community	Mean	3.79	3.71	3.72	3.75
	N	39	17	43	99
	SD	1.128	1.047	.908	1.014
Sense of life purpose	Mean	4.13	4.06	4.30	4.19
	N	39	17	43	99
	SD	1.174	1.029	.803	.997
Value of volunteering your time	Mean	4.33	4.29	4.16	4.25
	N	39	17	43	99
	SD	.838	.470	1.067	.896
Sense of spirituality	Mean	4.67	4.82	4.72	4.72
	N	39	17	43	99
	SD	.806	.393	.549	.640
Parenting Skills	Mean	.56	.47	.77	.64
	N	39	17	43	99
	SD	1.501	1.375	1.660	1.5542

Table 4.6 ANOVA results of life-skills among camps					
Life Skills/ Attitudes					
	Sum of Squares	df	Mean squares	F	Sig.
Decision making skills	.050	2	.025	.083	.921
Leadership skills	.406	2	.203	.852	.430
Sense of Responsibility	.943	2	.471	1.806	.170
Self confidence	.999	2	.500	.812	.447
Skills to work effectively in a group or team	.934	2	.467	1.023	.363
Conflict resolution skills	.350	2	.175	.405	.668
Administration Skills	5.888	2	2.944	2.575	.081
Skills to work effectively with people of different backgrounds	2.928	2	1.464	2.228	.113
Provided me with role models or mentors	.416	2	.208	.370	.637
Developed my creativity	3.316	2	1.658	2.774	.067
Appreciation of the natural environment	.864	2	.432	.866	.424
Sense of involvement in the community	.147	2	.074	.070	.932
Sense of life purpose	.984	2	.492	.490	.614
Value of volunteering your time	.630	2	.315	.388	.680
Sense of spirituality	.292	2	.146	.353	.704
Parenting Skills	1.410	2	.705	.292	.747

Hypothesis #2

The second hypothesis states, “No significant differences exist in staff perceptions of quality relationships by staff at Camp Lakeview, Camp Lutherhoma, and Camp Lutherhaven.”

A one-way independent analysis of variance (ANOVA) was used to statistically compare the quality of relationships of staff (dependent variable) among Camp Lakeview, Camp Lutherhoma, and Camp Lutherhaven (independent variables). Table 4.7 displays the statistical output given by the staff members from each camp related to the quality of relationships. The results of the ANOVA are shown in Table 4.8. No significant differences were found using a 95% confidence interval. Therefore the null hypothesis is accepted; no significant differences exist among the perception of quality relationships gained by camp staff at Camp Lakeview, Camp Lutherhoma, and Camp Lutherhaven.

Friendships & Relationships		Camp Lakeview	Camp Lutherhoma	Camp Lutherhaven	Total
I made friends at camp with staff	Mean	4.67	4.88	4.86	4.79
	N	39	17	43	99
	SD	.206	.332	.351	.576
I am still in contact with camp friends	Mean	3.97	4.29	4.30	4.17
	N	39	17	43	99
	SD	1.246	1.312	1.013	1.161
I participate, at least once a year, with camp friends	Mean	3.36	3.53	3.79	3.58
	N	39	17	43	99
	SD	1.478	1.463	1.283	1.393
I would consider my camp friends my best friends	Mean	3.38	3.29	3.49	3.41
	N	39	17	43	99
	SD	1.388	1.572	1.077	1.286
The qualities I desire in friends are comparable to the qualities of my camp friends	Mean	4.13	4.76	4.30	4.31
	N	39	17	43	99
	SD	1.080	.437	.939	.955

Relationships & Friendships	Sum of Squares	df	Mean squares	F	Sig.
I made friends at camp with staff	.951	2	.476	1.445	.241
I am still in contact	2.507	2	1.254	.929	.399
I participate, at least once a year with camp friends	3.856	2	1.928	.993	3.74
I would consider my camp friends my best friends	.516	2	.258	.153	.858
The qualities I desire in friends = in camp friends	4.805	2	2.403	2.730	.070

Hypothesis #3

The third hypothesis of the study was to determine whether significant differences exist in motivations for working at a residential camp (dependent variable) between male and female staff. Therefore, a t-test was administered to determine if significant differences in mean motivations for working at camp existed between male and female staff. Table 4.9 displays the significant output for female and male staff from each camp. Table 4.10 displays the results of the t-test.

Significant differences in the mean motivations for working at camp between female and male staff members were found among the dependent variables of “I wanted to work with children” ($t = .001$), “I was a camper and always wanted to be a counselor” ($t = .005$), and “I wanted explore a new state or country” ($t = .002$).

Motivations for working at camp		Female	Male	Total
Work with Children	Mean	4.60	4.08	4.39
	N	60	39	99
	SD	.643	.839	.767
Being outdoors	Mean	4.47	4.41	4.44
	N	60	39	99
	SD	.700	.751	.717
Friends	Mean	3.32	3.31	3.31
	N	60	39	99
	SD	1.321	1.195	1.267
Grew up as a camper	Mean	3.67	2.82	3.33
	N	60	39	99
	SD	1.349	1.537	1.478
Skill development/future employment	Mean	3.77	3.38	3.62
	N	60	39	99
	SD	1.015	1.330	1.158
Explore a new state/country	Mean	3.18	2.38	2.87
	N	60	39	99
	SD	1.142	1.330	1.275
It was fun!	Mean	4.68	4.41	4.58
	N	60	39	99
	SD	.676	.993	.822

Motivations	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	95% Confidence Interval of the Difference	
						Lower	Upper
Work with children	3.501	97	.001*	.523	.149	.227	.820
Being outdoors	.381	97	.704	.056	.148	-.238	.351
Friends	.034	97	.973	.009	.262	-.511	.529
Grew up as camper	2.886	97	.005	.846	.293	.264	1.428
Skill development/future employment	1.617	97	.109	.382	.236	-.087	.861
Explore a new state/country	3.185	97	.002*	.799	.251	.301	1.296
It was fun	1.629	97	.107	.273	.168	-.060	.606

Summary

This chapter provided statistical analysis guided by this study's three research questions. Below, are the research questions followed by a brief summary of the findings.

1. Is there a difference in life skills and attitudes among staff members at Camp Lakeview, Camp Lutherhaven, and Camp Lutherhoma?

FINDINGS: No significant differences were found among the life skills and attitudes among staff members of the three camps. Therefore the null hypothesis was accepted.

2. Is there a difference in the perception of quality relationships by staff members at Camp Lakeview, Camp Lutherhaven, and Camp Lutherhoma?

FINDINGS: No significant differences were found among the quality relationships made by staff members from each camp. Again, the null hypothesis was accepted.

3. Is there a difference in what motivates staff to work at camp between male and female staff members?

FINDINGS: Significant differences were found in three of the mean responses concerning motivations for working at camp between male and female staff members. The significant differences were found in the dependent variables of (1) I wanted to work with children ($t = .001$), (2) I was a camper and always wanted to be a counselor ($t = .005$), and (3) I

wanted to explore a new state or country ($t = .002$). The null hypothesis was rejected.

Chapter 5 will discuss conclusions and practical implications drawn from the above findings. Also, recommendations for futures studies will be made.

Chapter V

Summary and Conclusions

The aim of this study was to identify individual and community benefits staff members gain through their residential camp experience. The practical aim of this study is twofold, (1) making staff members aware of the benefits they gain through their camp experiences and (2) to assist camp directors in recruiting high caliber staff members through marketing these benefits. From the staff experience comes growth of life skills, attitudes, and quality relationships. These benefits are applicable to staff members for future careers, as well as to camp directors as useful marketing tactics.

This chapter will begin by summarizing the procedures used for data collection and the results of the data analysis. Each section thereafter (categorized by hypotheses) will include a summary and conclusion, with recommendations to follow.

Summary of Procedures

As discussed in Chapter III, the three directors from camp Lakeview, Lutherhoma, and Lutherhaven were contacted in hopes of gathering a sample for this study. All three camps agreed to participate and provided their staff contact information (N = 302) from the 1996 - 2004 seasons. A modified Dillman approach was used to gather the sample (N = 99), which consisted of two

mailings: (1) cover letter, questionnaire, and a pre-addressed stamped envelope and (2) a post card reminder.

Camp association (Lakeview, Lutherhoma, and Lutherhaven) and gender were the independent variables used in this study. The first two hypotheses, (1) perceptions of life skills and attitudes, and (2) perceptions of quality of relationships gained at camp, were tested by using an ANOVA to compare the mean responses of staff members from the three camps. The third hypothesis used a t-test to compare the mean responses between male and female staff members.

Summary of Findings

The first two hypotheses found no significant differences in the dependent variables of gained life skills and attitudes or quality of friendships made at camp among the staff of Camp Lakeview, Camp Lutherhoma, and Camp Lutherhaven. The third hypothesis showed significant differences between motivations for working at camp between male and female staff members. The significant differences were found in the dependent variables of “I wanted to work with children” ($t = .001$), “I was a camper and always wanted to be a counselor” ($t = .005$), and “I wanted explore a new state or country” ($t = .002$).

HYPOTHESIS 1: Life Skills & Attitudes

The first hypothesis expected staff members' gained life skills and attitudes to differ according to their camp of employment. It was determined that there were

no significant differences in life skills and attitudes gained from Camp Lakeview, Camp Lutherhoma, and Camp Lutherhaven (Table 4.6). Therefore, this study concludes that differences among these three camps do not affect skills gained by staff members (decision making, leadership, responsibility, self-confidence, teamwork, conflict resolution, administrative skills, skills to work effectively with people of different backgrounds, role models or mentors, creativity, environment appreciation, community involvement, sense of life purpose, volunteering, spirituality, and parenting) through their camp experience.

One way to explain this finding is that these camps, while different in program (traditional, environmental, and adventure education), are very much alike. Each camp has a staff-training period that varies from one to two weeks, and 10 one-week sessions during the summer. Each camp offers a variety of programs all structured differently. However, the common thread linking each camp is the concept of “team building”. Teambuilding is encouraged during staff training through the use of challenge education.

Challenge education utilizes the experiences of each individual in the group as a guide to learning. For instance, staff are introduced to a problem and must try to resolve the issue to the best of their ability. Afterwards a staff member or “facilitator” guides the group in a discussion, encouraging learning from the experience. The initiatives or challenges are set up in a pre-conceived order to encourage learning from one experience to the next. It seems that facilitators apply this learning to their own life experiences. Staff members trained in group

facilitation have the capability of processing their experience at camp to identify outcomes such as skills gained.

Significant differences were not found between the mean responses from any camp, suggesting similarities exist among all of the camp staff. The three variables with the highest means were *Sense of spirituality* (mean=4.71), *Leadership skills* (mean=4.69), and *Sense of responsibility* (mean=4.67) (Table 4.6). While not statistically significant, mean scores suggest that, staff generally supported life skill gains (Table 5.0). Magnuson (1992) also reported similar findings from staff, with mean scores greater than 3.0 representing agreement. Camp staff engage in camp work for various reasons, but leave camp with new found skills and attitudes that may benefit them for the rest of their lives (Dworken, 2004).

Individual	Mean	Community	Mean
Decision making skills	4.36	Skills to work effectively in a team or community	4.51
Leadership skills	4.69	Skills to work effectively with people of different backgrounds	3.86
Sense of responsibility	4.67	Appreciation of the natural environment	4.48
Self Confidence	4.28	Sense of involvement in community	3.75
Conflict resolution skills	4.40	Value of volunteering your time	4.25
Administrative skills	3.68		
Developed my creativity	4.25		
Sense of life purpose	4.19		
Parenting skills	.64*		
Sense of spirituality	4.72		
Provided me with mentors or role models	4.43		

*Of the 99 respondents, 15 (15.2%) reported having children. No responses disagreed with camp benefiting their parenting skills.

Individual and community benefits illustrated in Table 5.0 do not represent the only benefits staffs gain from working at camp. Just as O'Sullivan (1999) discussed, benefits are endless from participation in a recreation experience. Although camp staff members are employed, many survey staff remarked that camp was more than a job; it was an "unforgettable and irreplaceable experience."

As reported in Marsh's (1999) meta-analysis, camps need to capture the benefits and convey them to participants, parents, and staff members. These positive outcomes (benefits) gained by staff members should be utilized to recruit future staff. Camp directors could portray the camp experience as an internship or as a method to test desired future occupations. For instance, staff gain the skills needed for an occupation, and at the same time have the ability to decide if they want to commit to a human service career such as education. Also, future staff not pursuing a career in human services may refer to their camp experience in a job interview as an example of their effort to gain real life experience in their personal area of study. Imagine interviewing for a full-time job and having the ability to articulate actual experiences focusing on leadership skills, accepting responsibility, the ability to work effectively in a team, and developing personal creativity.

Recommendation

Most staff members for this study were college age, making it difficult to contact a large random sample due to continuous relocations. Thus, the researcher used a convenience sample to gather data from subjects, rather than a

random selection technique. Future research should focus on a larger sample size and implement a random selection technique, rather than a convenience sample, yielding non-biased results.

HYPOTHESIS 2: Relationships

The second hypothesis predicted that perceived quality of relationships gained by staff would differ between the three sampled camps. It was determined that no significant differences existed among staff members' perceived quality of relationships from Camp Lakeview, Camp Lutherhoma, and Camp Lutherhaven (Table 4.8).

As discussed in Chapter IV, the total mean for each variable was above 3.0, which represents a neutral response (Table 4.8). The lowest reported mean in this section was "I participate at least once a year with friends I made at camp" ($X = 3.41$), whereas the highest mean reported was "I made friends at camp with fellow coworkers" ($X = 4.79$). These results suggest that staff from the three camps, generally agree that relationships were gained through their experiences at camp.

As stated, these findings suggest that camp staff members' relationships are enhanced from their experiences in the residential camp setting, reinforcing previous findings that lasting friendships and relationships were a result of the camp experience (Dworken, 2004; Glover & DeGraaf, 2003; Bileeschki & Henderson, 1998).

Results generally agreed that staff gained personal skills and attitudes, including: conflict resolution skills, and the ability to work effectively with both

teams/groups and people of different backgrounds. Staff members also reported learning from role models, mentors, and from fellow co-workers, as a result of their time at camp.

All of these skills and attitudes were previously identified as individual and community benefits (Table 2.0). Each of these aid in the development of quality relationships and friendships gained at camp, and in future life settings such as college, social functions, and careers. A respondent described these relationships as a “life long support system”.

Many respondents compared their camp friends to a “family”. Staff come together, spend a considerable amount of time together, share ideas and feelings with each other, and provide the best experience possible for participants. In the end more comes from the experience than expected. Three respondents reported meeting future spouses while being employed at camp. From this experience, a plethora of memories, skills, and relationships are formed and retained for many years, or even a lifetime, after camp. (Glover and DeGraaf, 2003).

Each of the camps selected for this study are Christian centered belonging to the Lutheran Church Missouri Synod (LCMS). All three camps ask that staff members applying for employment be active Christians wanting to further explore God’s word, seeking to grow in faith. Christianity is a common foundation for the staff at Camp Lakeview, Camp Lutherhoma, and Camp Lutherhaven. This Christian foundation helps staff members develop relationships due to the commonality of religious affiliation.

Recommendation

In the second hypothesis, the overall mean response among the three camps was above 3.0 (neutral). These positive scores should fuel the need for further study exploring the quality of relationships gained by staff members during their camp employment. This study's results suggest that camp staff learn to develop relationships that last beyond their employment at camp. As per Glover and DeGraaf (2003), further research should explore the quality of relationships and friendships made at camp, and evaluate their longevity and impact. In addition, further research might involve comparing staff members working at religiously affiliated camps and compare the relationships of those staff members employed by camps with no religious affiliation.

HYPOTHESIS 3: Motivations

The third hypothesis predicted that differences exist in motivations of working at camp between male and female staff members. A t-test determined three of the seven variables to show significant differences for male and female staff members' motivations to work at a residential camp. (Table 4.10): (1) *I wanted to work with children* (.001), (2) *I was a camper and always wanted to be a counselor* (.005), and (3) *I wanted to explore a new state or country* (.002).

Female mean responses were all higher than male mean responses (Table 5.1). This finding implies that female staff members are more likely motivated to work at camp than males because they want to work with children, be a future counselor (staff), and explore a new state or country. It is also noteworthy to point

out that females' mean responses in the remaining four motivational items (*being outdoors, friends, skill development/ future employment, and it was fun*) were higher than males' mean responses, despite no significant difference. (Table 4.10)

Table 5.1 Motivations reported			
Motivations	Mean Responses		Sig.
	Females	Males	
I wanted to work with children	4.60	4.08	.001
I was a camper and always wanted to be a counselor	3.67	2.82	.005*
I wanted to explore a new state or country.	3.18	2.38	.002

Magnuson (1992) also found significantly higher scores concerning female staff motivations and job satisfaction. Murry and Atkinson (1981) suggested that men and women gain different levels of motivation and satisfaction from employment. It was interpreted that woman inherently have lower expectations regarding work. Therefore, if female and male employees receive the same positive job evaluation, women are inherently more satisfied than men (Murry and Atkinson, 1981).

Further conclusions drawn from this study's analysis focus on enhancing the marketability of camp positions. Camp Directors should analyze the motivations for employees working at their camps. After evaluating this information, a better understanding of what staff members seek from their experience can be identified. Therefore, directors can intentionally market to future recruits according to gender, sought after camp position, or career goal (Table 5.2). For example, the following discussion compares the motivations

between males and females in this study. Knowing the differences may aid directors' future attempts in the employment of high caliber staff.

Table 5.2 Marketing to staff motivations	
Possible Future Staff	What could you gain through your camp experience?
Female	Opportunity to work with children
	Ability to explore a new state or country
	I grew up as a camper and always wanted to be a staff member
Employee seeking Adventure position at camp	Opportunity to increase Leadership skills
	Improve Decision making skills
	Gain "soft" skills or the ability to work with people effectively in a team or group.
Career goal: Human service	Opportunity to work with children
	Develop creativeness
	Ability to work effectively with people of different ethnic backgrounds
	Understand the value of volunteering time
	Sense of involvement in the community

Recommendation

A recommendation drawn from the third hypothesis encourages future studies to focus on gender motivations when working at residential camps. With a better understanding of motivations, camps can spend less money on marketing, while gaining similar recruitment results from previous years.

For example, camps should include this information (work with children, explore new state or country, and always wanted to be a counselor) in their recruiting materials to hire female staff.

Further Conclusions

Previously, both Becker (1983) and Magnuson (1992) noted a high percentage of camp staff seek careers in education and human services. Education and ministry are *helping* professions that benefit communities. Camps have the potential to be training grounds for these professionals, allowing them to gain experience towards their future, benefiting themselves, as well as the future of our communities.

The findings from this study support the previously stated findings, nearly one-quarter of this study's sample (23.3%), reported working in either education or human services. Also, take into consideration that nearly half (43.3%) of the sample reported "student" as their current occupation.

Camps often pride themselves on being a "safe" and "nurturing" environment. (Chenery,1994). These adjectives depict an ideal place to learn. Working at camp may be comparable to an internship or a work-study opportunity for those pursuing a career in the Social Sciences. Two staff members from this study commented on how camp introduced them to persons of diverse backgrounds and people of all abilities, and how they might have never had the opportunity to work with "such a different and fantastic group of people of various backgrounds." Camp is an inclusive environment. The camp setting provides opportunity for people of all backgrounds, and culture to gather and grow together.

When reviewing additional comments, over half made reference to developing a stronger sense of belonging to the family of God. The second highest reported mean in the life skills and attitudes section was a sense of spirituality ($X = 4.67$).

All three camps are members of the Lutheran Church Missouri Synod (LCMS) and have Christian centered missions and goals. Even though staff members have various motivations for working at camp, most subjects reported being united in their Christian principles, as brothers and sisters in Christ. This was evident in statements such as, "I have never felt closer to God, than I did at camp". They went on to say, "It was at camp that I learned how to stay charged throughout the year. As I look back, this was only possible through the love of God and support of my camp friends. Sometimes I think they are more of a family than *just* a group of friends."

Christianity is very much a community centered belief system. Staff members growing in their faiths learn to care about each other as they foster Christian principles into both their own personal lives as well as the campers. The community benefits as these staff members leave the camp setting and continue to instill their beliefs upon those around them. This is evident in a staff member's statement, "I am like a battery. Each summer I worked at camp, I left fully recharged, serving God, and spreading His love and goodness to all those around me not only through my words, but my actions as well."

Further Recommendations

The fact that limited significant differences were found among the three hypothesis demonstrate a possibility that program focus does not affect the benefits that result from the camp staff's experience.

Future studies should sample subjects from both religious and non-religious affiliated camps, with goals of detecting similarities and differences among variables. It might be useful for future studies to inquire the subject's intended career goals. Studies may also include differences in life skills and attitudes, quality of relationships, motivations, staff retention, and overall perception of the camp experience.

Summary

This study sampled over 300 staff members who were previously were employed by Camp Lakeview, Camp Lutherhoma, and Camp Lutherhaven. A non-random sample and a modified Dillman (2000) approach were employed to gather data (N=99) regarding their experiences at camp. The goal of this study was to further the body of literature concerning the individual and community benefits gained by staff through the residential camping experience.

The first two hypotheses [(1) life skills & attitudes, and (2) quality of relationships and friendships] were analyzed by comparing the mean responses (ANOVAs) of staff members from the three camps. While the third hypothesis, compared the mean differences (a t-test) of motivations for working at camp between male and female staff.

Significant differences were found only in the third hypothesis.

This study identified a number of findings instrumental to both camp directors and those formerly camp employees. This research could assist in marketing benefits from the camp experience to specific populations through the

use of Benefits Based Management, increasing the likelihood of recruiting and retaining a high caliber staff.

It was demonstrated that the camp experience molds staff members into confident, well-rounded individuals. It is at camp that staff learn and grow in a safe and nurturing environment. Camps build up individuals who later benefit the communities they serve through their profession. Often these careers are based in a human service field such as education or ministry.

Youth camping is an American tradition. Until recently, most research has focused on the participants rather than the staff. The camping concept has spread throughout over the world from its American roots. Society may continually change, but camping will continue to evolve and adapt to play its part, and fulfill community, regional, and individual needs.

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APPENDIX A

Cover letter to the Directors

Dear (Name),

(Intro)

I am nearing the end of my Master's degree and will need to conduct research/ collect data in order to fulfill my degree requirements. With this research I hope to shed light and create newfound opportunities for practitioners in the Lutheran Outdoor Ministry.

My proposed Thesis title consists of "Staff and the Residential Camp Experience" I was hoping to use only Lutheran camps for my surveys. Do to my friendship and service with Lakeview, Lutherhoma, and Lutherhaven, I wanted to ask a few directors including yourself, if I would be able to use staff records (contact information) from previous years. I would be able to guarantee confidentiality and would destroy all records after the completion of my research.

With these contacts, my research should uncover newfound benefits or reinforce previously examined ones benefiting the field regardless. This research will aid directors in marketing these camp jobs enabling them to illustrate exactly what benefits come with the residential experience. With a more qualified and responsible staff yields a more enjoyable and effective experience for both campers and staff members. "Happy" staff members usually result in staff retention. This retention often allows a camp to build on a previous summer instead of starting over year after year. This transforms into a powerful, solid, and meaningful ministry reaching more people than ever thought before. Also, my research will allow free marketing for all Lutheran camps. Imagine, free marketing in Camping Magazine, as well as other noted periodicals.

I will also need to accumulate around \$1000 of funding to complete this project. This funding will cover the cost of envelopes, printing, and postage. Whatever I am not able to gather I will be paying out of (my) pocket. My first year of schooling cost over \$16,000. My second year was paid for through a graduate assistantship, but did not cover the cost of living. After working in the camp scene for eight summers, you can understand how paying for two degrees is difficult, especially with my plans to go into the outdoor ministry field.

You will find several items enclosed. First you will find a literature review/annotated bibliography, I completed during the previous year of my graduate studies. I hope you would look over these items to help increase your understanding of what my research will be able to provide to the camping industry. You will also find a statement of intent. Please fill the form out and return it in the enclosed envelope indicating Lakeview's information and financial commitment.

I pray though thoughtful consideration you and the board of Camp Lakeview are able to help me with this research through contact information and/or financial assistance. Any assistance you supply me with will be greatly appreciated. I hope this letter finds you in good health and great spirit.

In Him,

Pete Bolden

APPENDIX B

Statement of Intent

Thank you for contacting us in regards to your proposed research. We understand that this research will benefit staff recruitment and retention, as well as provide an opportunity for marketing to Lutheran camps, providing an opportunity to share the divine Word of God to all participants.

Concerning Peter Bolden's research, we feel that we can commit the following resources (please check all that apply):

	Prayer concerning the completion of this project to benefit the Outdoor Ministry
	Contact information, which will be kept confidential and destroyed after its use for the purposes of this research only.
	Financial support which is equally important to make this research possible in the amount of \$ _____.

Please Contact me at the following phone number(s) and best time to discuss our partnership in bettering the residential camping community.

Phone Number(s):	Location of Phone:	Best Time of Day to be Reached (Please Circle One):	
		:	AM
			PM
		:	AM
			PM

Thank you and we look forward to hearing back from you shortly,

Sincerely,

Pete Bolen

APPENDIX C

Questionnaire Cover Letter

Greetings in Christ my fellow camp colleagues!

I pray that this letter finds you in good health and spirit. I am hoping that with your efforts and my research we will be able to place Lutheran camps in direct view of the Publics' eye. After the completion of my research, I hope to publish my Thesis in *Camping Magazine*, which is produced bimonthly by the American Camping Association (ACA). But I need your help!

I grew up in central Indiana in the small town of Bargersville, located south of Indianapolis. After attending a public school for Kindergarten and 1st grade, my parents enrolled me into Calvary Lutheran School of Indianapolis. While in 2nd grade, Mark Burbrink, Camp Lakeview's Director, visited and spoke about how much fun we could have at camp. This is where my love for camp began!

After attending eight summers of camp, and working another eight summers split up between Camp Lakeview, Lutherhoma, and Camp Arrowhead, I realized I had changed (not just physically). After earning my BS in Park Administration with an emphasis in Outdoor Leadership from Indiana University and currently almost a MS from North Carolina State University, I am nearing my goal of possibly understanding what changes I went through during my camp experiences.

As you might know, prior studies exist documenting detailed research on what campers gain from their time at camp. But I want to explore what happens to the unstudied population at camp: the camp staff. I am talking about **you** and me.

Enclosed you will find a four page questionnaire and a return envelope. After completing the survey, please simply place it in the envelope, seal it, and send it on its way! Your answers are completely confidential. By completing this questionnaire, you are aiding both the Lutheran Outdoor Ministry as a whole to gain free publicity *and* a fellow camp colleague in Christ in need of your help!

Thank you for your time and consideration.
In Him who strengthens me,

Peter Douglas Bolden

*Since my youth, O God, you have taught me,
and to this day I declare your marvelous deeds.*
Psalm 71:17

For any further questions or comments please feel free to contact me at:
3905 C Lexington Drive
Raleigh, NC 27606
pdbolden@ncsu.edu
919.828.7965

APPENDIX D
SURVEY INSTRUMENT
The Camp Staff Experience (Questionnaire)

Part I. Life Skills

1. The table below contains statements concerning skills or attitudes that you might have developed through your camp staff experience. Please mark the box that best describes your agreement or disagreement with each skill or attitude.

<i>Skills/Attitudes</i>	Strongly Agree	Agree	Neither Agree nor Disagree	<u>Disagree</u>	<u>Strongly Disagree</u>	Don't Know
Decision making skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sense of responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skills to work effectively in a group or team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conflict resolution skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrative skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skills to work effectively with people of different backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided me with role models or mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developed my creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appreciation of the natural environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sense of involvement in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sense of life purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Value of volunteering your time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sense of spirituality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parenting skills (answer only if you are a parent)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Are there any skills you acquired at camp that you could not have learned anywhere else?

Part II. Relationships & Friendships

This section inquires about relationships at camp, specifically their longevity and quality.

1. Do you still communicate with staff members you worked with at camp? (Circle one) YES or NO (if NO then go to question #2)

If YES, how?
(Check all that apply)

- Letter Writing Camp Reunions Phone
 Email Personal Visits
 Other: _____

2. The table below contains several statements concerning coworkers at camp. Please mark the box that best describes your agreement or disagreement with each statement.

<i>Statement</i>	Strongly Agree	Agree	Neither Agree nor Disagree	<u>Disagree</u>	<u>Strongly Disagree</u>	Don't Know
I made friends at camp with fellow coworkers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am still in contact with friends I made at camp.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make a point to participate in activities at least once a year with friends I made at camp.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would consider my "best" friends to be the friends I made at camp.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I think of qualities I desire in a friend I think of similar qualities that I found in those friends at camp.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Part III. Career

1. The table below contains several statements concerning educational and career choices that may have been affected by your camp experience. Please mark the box that best describes your agreement or disagreement with each statement.

Working at camp made an impact on:	Strongly Agree	Agree	Neither Agree nor Disagree	<u>Disagree</u>	<u>Strongly Disagree</u>	Don't Know
My choice of which College to attend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My area of study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My career choice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

2. Which of the following best describes your present occupation? (Please check one)

<input type="checkbox"/>	Managerial or professional specialty	<input type="checkbox"/>	Operator, fabricator, or laborer
<input type="checkbox"/>	Technical, sales or administrative support	<input type="checkbox"/>	Homemaker
<input type="checkbox"/>	Service occupation	<input type="checkbox"/>	Retired
<input type="checkbox"/>	Farming, forestry, or fishing	<input type="checkbox"/>	Student
<input type="checkbox"/>	Precision production, craft or repair occupation	<input type="checkbox"/>	Healthcare worker
<input type="checkbox"/>	Other:		

Part IV. Working at Camp

This section will help us understand a little more about your camp experience before and during your staff experience. Please answer the following:

1.

PRE-STAFF EXPERIENCE	
Number of years as a camper	
Number of years as a Counselor In Training and/or Junior Counselor	

2.

STAFF EXPERIENCE	
Number of years as a staff member	
How many years has it been since you last worked as a staff member in a camp setting?	

Comments on either:

3. The table below contains several statements concerning reasons for choosing to work at a camp. Please mark the box that best describes your agreement or disagreement with each statement.

Why did you choose to work at camp?	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
I wanted to work with children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoyed being outdoors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My friends encouraged me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was a camper and always wanted to be a counselor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wanted to develop skills for future employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wanted to explore a new state or country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It was fun!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

4. Please list the title and location of all positions held *while* you were employed at camp along with the your age at the time of employment. Also indicate whether you participated as a camper at the mentioned location.

Position Title	State	Age	I was also a camper at this location (Please check if this applies)
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

Part V. Overall Camp Experience

The purpose of this section is to look at your perspectives of camp at the present time.

1. Did your camp experience prepare you for the work force, Yes or No? If yes, how?

2. Describe a situation in your current personal life where a past camp experience aided the outcome in a positive manner.

3. What are the first thoughts to enter your mind when you hear the word: *camp*?

Part VI. Demographics

The information below is important to us since it will help us to better understand the characteristics of staff members working at residential youth camps. This information will be kept confidential and your identity will not be revealed in any way.

1. Gender (check one):

Male

Female

2. Age in years: _____ years

3. Race (check one):

<input type="checkbox"/> African American	<input type="checkbox"/> Asian
<input type="checkbox"/> Caucasian	<input type="checkbox"/> Hispanic
<input type="checkbox"/> Native American	<input type="checkbox"/> Pacific Islander
<input type="checkbox"/> Other:	

4. What is the highest educational level you've achieved? Check the highest grade you've completed.

<input type="checkbox"/> Some high school	<input type="checkbox"/> Technical school instead of high school
<input type="checkbox"/> Completed high school (12 years)	<input type="checkbox"/> Post-high school (business school/tech school)
<input type="checkbox"/> 1-3 years of college	<input type="checkbox"/> Completed college degree
<input type="checkbox"/> Advanced Degree	

Thank you for your Time

APPENDIX E

POST CARD

FRONT



Lutheran Camp Research
Peter Bolden Box 8004
Biltmore Hall NCSU
Raleigh NC 27695

BACK

Dear Fellow staff member(s) in Christ,

Recently you received a survey asking a variety of questions about your experience as a staff member at one of three Lutheran camps around the nation. Your completion and return of this survey is critical.

If you have already sent in your completed survey, we send our sincere thanks. If you have not returned the survey, please do so today. Please call Pete Bolden (919.828.7965) or contact him via email at pdbolden@ncsu.edu if you need another copy of the survey. The success of this study is dependent upon your assistance. Thank you for your invaluable help.

In Him,

Pete D. Bolden
North Carolina State University