"Why Work at Summer Camp?"

A Phenomenological Case Study

Of Young Adult Motives

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Table of Contents

Acknowledgements

List of Tables & Graphs in Text

Abstract

There are few studies on over one million young adults who work each season at summer camp, even fewer on their motives.   The latter use ranking-scale measurements built on business management motivation theory. To examine the topic of motivations for working at summer camp in a novel way, I chose a case study methodology.   Using semi-structured email surveys, I asked a group of staff at a particular camp why they wanted to work there. Phenomenological analysis helped me explore their perspectives and construct a trustworthy interpretation. Findings from this alternative methodology serve as a form of triangulation, providing a new vantage point from which literature on staff motives can be further examined. Additionally, this case study yields implications for the field.   It suggests young adults can be highly intentional in applying to work at summer camp, motivated to use the unique environment to support their goals for growth and spirituality.

Chapter One: Introduction

Summer Camps are historically staffed by young adults hired to do the "hands on" work with children and youth for a season (ACA, 2005; McNeely, 2004). "Camps employ more than 1,200,000 adults to work as counsellors, program/activity leaders, unit and program directors/supervisors, and in support services roles such as maintenance, administration, food service and health care" (ACAc, 2006). This study seeks to illumine a single question centred on motive, "Why do young adults desire to work at summer camp?" Few researchers have asked this question. Participant-based studies and motive theory could inform research (For theory examples see: Ambrose & Kulik, 1999; Bernard, Mills, Swenson, & Walsh, 2005; Geen, 1995; McClelland, Atkinson, Clark, & Lowell, 1953; Motivation, 2007; Nisbett & Ross, 1980; Patten, 2003). However, despite the complex and disputed nature of motive, this paper will show that motive research on young adult camp staff thus far remains locked in motivational theory from the business realm and ranking-scale methods.

My own journey into outdoor education began as a young adult, working at summer camp. I remember my motive for choosing hard work with low pay amidst a (mostly) unthankful constituency. I also remember being confused at the time regarding my own identity and direction in life. As a researcher, I recognised if I wanted to re-enter that phase of life, I would need a non-

theoretical methodology that reflexively engaged my biases. I wanted to hear the thoughts of each participant. In due course, I chose a case study approach which viewed young adults who work at camps as a "people group" worthy of study, asked open-ended questions, and identified emergent themes via phenomenological analysis.

1.1 Rationale

This study finds rationale for inquiry in three distinct areas. The subject of the study, the methods used – or not used -- thus far to study the subject, and an ignored research focus within outdoor education.

1.1.1 The Subject: "Summer Camp Staff" & "Young Adults"

Outdoor education facilities all over the world hire young adults as seasonal staff (ACA, 2005; Allison & Telford, 2005; Higgins, 2002). In the United States, this is in the form of over 2,600 accredited summer camps (ACAb, 2006) and an additional 9,000 non-accredited camping organisations (Zenkel, 2007). Despite there being over one million young adults working at summer camp in the United States every year, I identified only 29 studies on them since 1970. I consider these studies in detail in chapter two.

The American Camping Association (ACAa, 2006) presents a downloadable document of research on camping since 1980, in which, of the two groups of people who migrate through seasonal outdoor education and camp facilities,

one is studied extensively (children & programmes associated with them – 88 studies) while the other remains relatively disregarded (young adults – 14 studies). This works out to just under 14% of all studies in the last 25 years. Note: these are studies on young adults as both staff and participants in programmes.

Young Adults and Children Camp Research Since 1980

(Data from American Camping Association)

■ Young Adults

□ Children and Programmes
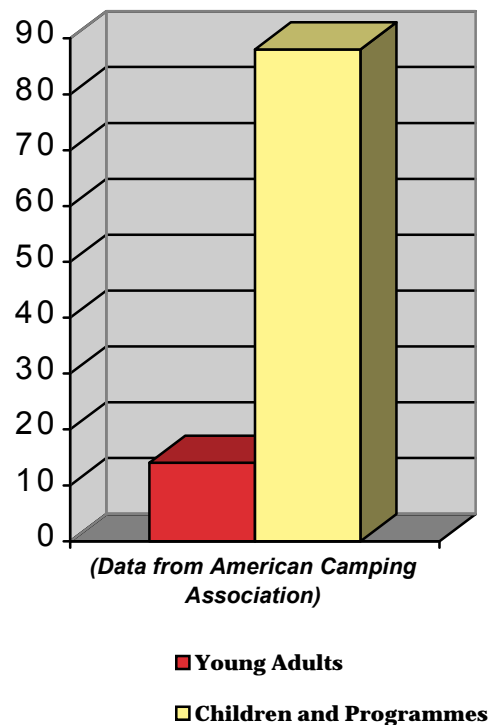
Note: I found no studies on young adult seasonal staffing in outdoor education in the UK or the Commonwealth.   Beames (2004a & b; 2005) and Allison (2002) studied young adults on expedition. Allison & Higgins critique the

educational aims of organisations that lead young adult expeditions (2002). Allison & Telford (2005) and Higgins (2002) report on the state of outdoor education. These studies are as close as one can get to any sort of description of young adult involvement, and they speak primarily to other themes. Young adults who work as seasonal staff at outdoor education centres in the UK and Commonwealth could be considered a new world of investigation.

Beyond outdoor education, researchers in sociology, education, developmental psychology and marketing study young adults for the unique position they occupy in society (Arnett, 1994, 1997, 1998, 2000, 2001, 2003; Arnett & Galambos, 2003; American Sociological Association, 2004; College Board Online, 1999; Conley, 2002; Crockett, 2000; Damon, 2005; Daniel, Evans, & Scott, 2001; Hersch, 1998; Lowery 2004; Scheer & Palkovitz, 1994; Schneider & Stevenson, 1999; Tanaka, 2002; TwentySomething, n.d.). Some sociological and developmental psychology writers question the "adult" part of "young adult:" Are young adults more like "older adolescents" due to the extension of adolescence by cultural and technological trends (Gatto, 2001 & 2003; "The Elastic State," 2005; Tyre, 2002)?

These claims have relevance to this study. Our perceptions of young adult motives for working at camp may be very different than their actual motives. This might be especially true if we base our perceptions on a single management theory.

1.1.2 Methods

Williams & Lankford found (in their meta study on staff motivation in the leisure field) that public recreation managers rank "motivating employees" as their most important goal to pursue (2003, p. 20). Five out of seven studies on the motives of young adult seasonal staff at camps are built on the Herzberg Motivation-Hygiene management theory (Becker, 1983; DeGraaf & Edgington, 1992; Magnuson, 1992; Preston, 1999; Roark, 2005). Servedio (1981) used a five-point ranking scale to measure the motives of students attending a camp job fair, and did not describe his paradigm. Henderson describes her methods and paradigm with the phrase, "a special questionnaire was developed . . . " (1982, p. 44). Despite numerous paradigms that might be used to study young adult motives for working at summer camp, recent researchers use only one -- the Herzberg Motivation-Hygiene Theory.

Herzberg's Motivation – Hygiene Theory

Herzberg found factors causing job satisfaction were different from those causing dissatisfaction. He developed a theory to explain these differences, which he called *The Motivation-Hygiene Theory* (1959, 1987). "Motivation" refers to the factors that cause satisfaction. "Hygiene" refers to "maintenance factors" necessary to avoid dissatisfaction, but which cannot in and of themselves, provide satisfaction.

NetMBA (The Herzberg Motivation – Hygiene Theory, 2006) concludes that the Herzberg theory's "enduring value is that it recognises that true motivation

comes from within a person and not from KITA ("kick in the ass"—a phrase Herzberg coined for the carrot-stick approach) factors." A second strength of the Herzberg theory is its dichotomies allow for relatively easy data collection and subsequent analysis based on clearly defined factors. Finally, it seems to have use for organisations seeking to develop quality programmes and environments that "satisfy" staff. This is certainly the case with the seasonal staff studies up to this point.

However, there are criticisms of the Herzberg theory, primarily in methodology and application.

Methodology

1. Critics claim the two-factor result is observed because it is natural for people to take credit for satisfaction and to blame dissatisfaction on external factors (The Herzberg Motivation – Hygiene Theory, 2006).

2. Job satisfaction may not necessarily correspond to a high level of motivation or productivity. "Satisfaction" can mean many things.

3. The ultimate goal is to improve the organisation rather than the persons within the organisation. Even though employee's motives are measured, and "enriched," (Herzberg, 1987, p. 114) they may not be valued for their personal dynamic.

Application

1. By tying a weighty and contested concept such as motivation to "job satisfaction," researchers may be closing off entire areas of motivation to further study. This is akin to saying the best way to understand an elephant is to chop it in pieces, cook it up, and see what it tastes like.

2. Ranking-scale data collection instruments may miss key aspects of motivation by not being grounded in participants' perspectives.

3. The seven studies on seasonal camp staff thus far have identified some common themes in motivations for working at camp. The themes tend to be broad or self-evident.

1.1.3 An Ignored Research Lens in Outdoor Education?

Allison & Pomeroy (2000) consider it important to differentiate between skill in accessing information and skill in evaluating information, especially in an age of "information overload." They go on to suggest three categories for clarifying qualitative research goals. Input (participants), process (various approaches), and outcome (benefits). They recommend that much of outdoor education research is focused on outcomes, and/or answering the – impossible -- question, "*does it work*?" when it could be motivated by *verstehen*, the German word for understanding the point of view of the other person. A decade before them, Chenery (1987) was already calling for a move away from quick

generalisability or outcome-based research towards more descriptive work, with

a longer-term goal of accumulating understanding across the spectrum.

Most recently, Zink (2005) suggests the field of outdoor education too quickly

leaps to quantify and qualify "experience," and challenges researchers to ". . .

explore what is . . . rather than what should or ought to happen" (p. 19). Allison

(2006) agrees, suggesting

> Much of the work [in outdoor education research] is concerned with
> proving the value of a particular approach or of conducting research that
> confirms deeply held beliefs about how things ought to be. As researchers
> we all know that we can find whatever we are looking for if we try hard
> enough. (p. 6)

The value of a Master's dissertation, in this case, is its prescription to be short

and focused. Its very nature can limit it from "preaching to the converted"

(Allison, 2006, p. 6) if the researcher chooses to follow the suggestions of the

writers above.   My goal is to demonstrate a disciplined examination that

consistently matches its tools to the question. I focus the data collection on the

input (participants') category. This is a careful choice; one that I hope provides

a trustworthy new vantage on young adult camp staff motives.

1.2 Summary

This study arises from the challenge to explore young adult seasonal staff motives with methods other than those arising from the Herzberg Motivation-Hygiene theory. A more interpretive methodology that explores the meanings young adult participants ascribe to their experience (Allison, 2002; Beames 2004 a & b, 2005; Blumer, 1962; Goffman, 1997; Goodyear, 2003; Mead, 1934; Pike & Beames, 2007; Waskul, 1998) could be used as a form of triangulation with existing research on young adult motives. To be effective from this new vantage point, it would need to take an interpretive stance between rationalist and empiricist inquiry (Bauman, 1978; Oliver, 1983; Packer & Addison, 1989b). Phenomenological analysis focuses on personal experience and interpretations of individual perspective (Colaizzi, 1978; Moustakas, 1994; Polkinghorne, 1989). Case studies look at a smaller spectrum of participants, delving into their experience (Silverman, 2000; Stake, 1995). A case study approach fuelled by phenomenological analysis meets the requirements of the research question.

Chapter Two: Literature Review

2.1 Introduction: Young adults as seasonal staff in camps

Burton (2000a & c) recognises the primary reason for a literature review is to disclose any "gaps" that exist in the gathering of knowledge. Through an extensive literature search, I identified 29 critical studies involving seasonal staff at camps in the United States since 1970. The difference between my tally and the ACA's has to do with variance in years, and the considerable sweep of my literature search. For a visual summary of this section, refer to Tables One and Two (pp. 78-79).

In my tally, I did not count articles that further explained data findings from the studies, although I will reference them. There have been few studies on summer camp staff motivation prior to 1970 (most notable are Baker, Jones, MacDougall, & Mirkin (1955) who collaborated on a four-part pilot study sponsored by the Michigan Camping Association -- not included in the count).

Seven of the 29 studies are on motives. The remaining studies cover a broad range of findings – the beginnings of a foundation that might inform seasonal camp staff theory. Within the other twenty-two studies I identified a second

supportive theme, "impact upon the individual" separated into two sub-themes (I utilise the "label" approach, therefore a few studies fall under more than one theme). Analysis of motive, a particularly personal notion, should include current findings on the impact of camp upon the individual.

2.2 Impact of camp on the individual.

Every one of the 29 studies offers insights into individual development. However, I identified 10 studies because of their particular focus on the role of camp in the development of staff as individuals (as opposed to group development, programme development, or highly specific findings, i.e. emotional development, leadership development, etc.). See Table Three (pp. 80-81) for details of each study's findings. The table below is an example of the system I developed to review the literature:

Example: Table Used For Literature Review

Study	Findings	Themes
Bocarro, 2005	Staff believed they could translate many of the skills acquired to future careers.	Responsi-bility
	The philosophy and consistency exhibited by key staff in full-time leadership positions continuously modelled "real examples."	Inter-personal skills
	The importance placed upon healthy relationships between staff and how staff felt supported through these relationships. (Staff felt physically and emotionally safe throughout their time because these relationships help them to experiment and grow professionally).	
	Staff felt empowered because they were bestowed with a sense of duty to create and build the community in which they lived. Thus, many staff constantly discussed feeling "ownership" over the community they lived and worked in.	

Although the studies are varied in methods, sample size, and type two sub-themes emerged.

2.2.1 Sub-Theme: Interpersonal skills

The first sub-theme to emerge was an accrual of a number of specific skills all related to the growth of "interpersonal skill." These included, for example, growth in communication, teamwork, organisation, and flexibility/adaptability. What made this theme stand out was the actual use of the term "interpersonal skills" by most researchers in describing a major finding.

2.2.2 Sub-Theme: Responsibility

Similarly, the second finding was also directly named by most of the researchers as a key impact of camp upon young adult staff. I define responsibility, based on the point of view of the studies, as "the opportunity to be trusted in positions requiring accountability and initiative." It is unclear why responsibility is a common theme. It could be due to a combination of factors only found within the camping context. Or, conversely, it might be that camp staff have not been trusted with major responsibility until this point. As a result, their consciousness of its importance might be heightened. I will return to these two sub-themes in the discussion chapter.

2.3 The motives of young adult seasonal staff

Of the 29 studies involving seasonal staff at camps in the USA, seven focused on motivation and used mostly ranking scale instruments (Becker, 1983; DeGraaf & Edgington, 1992; Henderson, 1982; Magnuson, 1992; Preston 1999; Roark, 2005; Servedio, 1981). Of those seven, five (the most recent) are informed by Herzberg's Motivation-Hygiene Theory.   Henderson and Servedio's methodologies were not clearly described.   ["Motivation" studies not admitted to my seven: oft-cited Hoff, Ellis, & Crossley (1988) used Herzberg's theory to study the motives of summer job seekers but they cast too broad a net for my purposes. I agree with Williams & Lankford (2003) that Henderson & Bialeschki's (1993) "flow" studies of camp staff are a "back door" attempt to understand a specific issue using motivation as a framework.]

Despite Roark (2000 & 2005) being the most recent, DeGraaf (1996) is the most definitive in the field of seasonal camp staff motivation research based on his years of experience and initiative in linking the larger field of leisure research with the camping field. He is the only researcher to have two studies included in my literature survey, one for the "impact on the individual" and the other for "motives." In his study with Edgington (1992) he points out that both Becker's (1983) and Servedio's (1981) studies reported counsellors' motives for working in a summer camp were moving away from the motivators mentioned in Henderson's (1982) study (to work with children, be outdoors, be with other

counsellors) to more practical approaches of seeing the value of camp related

experience that can be obtained in a camp setting (exercise personal skills,

develop skills for future employment, etc.)   (p. 42). However, DeGraaf &

Edgington found that their research substantiated all three studies prior to

theirs. They found camp staff were motivated to apply for work so they could

exercise personal skills, develop skills for future employment, grow personally,

meet other people, and have an opportunity to work with children/youth.

DeGraaf & Edgington recommended three approaches to managers:

> 1) Emphasise the social and growth opportunities inherent in many
> seasonal jobs.
> 2) The same motives used to attract camp counsellors also motivate
> them to work throughout the summer and to return in future years. ...
> 3) Some evidence existed in this study which suggested the philosophical
> orientation of the organisation does have an impact on employee
> motivation (evident in the significant impact that type of organisation
> had on the motive stems) as well as the significant change in the motive
> stem, *desire to help organisation*, over the three data collection periods .
> . . . (p. 53)

Around the same time as DeGraaf & Edgington, Magnuson (1992) "duplicated

the research instrument designed by Becker (1983)" in order to "expand" his

research. She measured the motives of 230 returning staff employed at 25

camps mostly in Minnesota (p. 39). She found factors intrinsic to the camp

experience (motivators rather than hygiene factors) were the most influential in

staff desire to work. In her interviews of 19 returning staff, she found

"friendship" as the primary motive to return. Preston (1999) found motivation

factors differed based on the type of camp young adults chose (i.e. residential,

day, etc.).

Most recently Roark (2000 & 2005) used Herzberg's theory in his study of 190

young adult staff at ACA camps in Illinois. Building on the six studies before

him (and especially DeGraaf & Edgington's work) he found the top five

motivators were, in order,

> Personal satisfaction and enjoyment,
> Opportunity to be a role model,
> Opportunity to work with youth,
> Opportunity to meet people and make friends, and,
> Opportunity for personal growth. (2005, p. 7)

Like the researchers before him, Roark (2000 & 2005) recommends a number

of strategic steps for directors of camps to implement for staff quality and

retention. This is the purpose of the management theory that informs his study.

His work, for the most part, summarises and encompasses the major findings of

the previous studies. As a result, I begin the discussion in chapter four with his

top five motive findings and the two "impact on the individual" sub-themes

above.

2.4 Exploring motive – are there other ways?

There have been indicators this is not the only way to study motivation among

young adult summer staff. As early as Becker (1983), the Herzberg theory was

being questioned for its appropriateness to measure seasonal staff motives.

"Herzberg's factors have value, but it appeared that some of them must be

altered to relate to the unique setting of a summer camp" (p. 26). DeGraaf &

Edgington (1992) note that their study, ". . . generates only limited support for Herzberg's two factor theory as applied to individuals employed in camp settings as counselors" (p. 48). This insight is important given the fact the Herzberg theory is used primarily in full-time business management settings (Herzberg, 1987). Frisby suggests traditional organisational theory is too small a theoretical lens for leisure research (1995).

In their meta-analysis, *Evaluating esprit de corps: An analysis of work-motivation research in leisure services,* Williams & Lankford (2003) summarise their findings by stating, "most motivation research conducted in the field of leisure services has relied on . . . Herzberg's two factor motivator hygiene theory. To our knowledge, no other motivation studies conducted in the field of leisure services have used a process or reinforcement theory approach" (p.24). These findings by Williams & Lankford are critical to my research since they constitute a recent and thorough analysis of motivation research not just on seasonal camp staff, but in the entire leisure field.

Patterson, Watson, Williams, & Roggenbuck (1998) provide a helpful critique of management motivation theory in their article on hermeneutics and the nature of experience. "The emergent nature [of experience] . . . is not well captured in terms of a linear sequence that begins with motivations and expectations and culminates with cognitive evaluation comparing actual outcomes to anticipated outcomes" (p. 449). Instead, while admitting the usefulness of the motivational model in increasing understanding, Patterson et al. suggest there is at least one

other model to consider when studying motivation (i.e. the emergent experience model):

> . . . At the heart of the difference between the motivational model and the emergent experience model is a question of how people relate to their experiences. The different assumptions underlying these two models ultimately lead to different explanations of human behavior . . . for example, one possible interpretation . . . is the idea that what people are actually seeking . . . are stories which ultimately enrich their lives. (p. 449)

2.5 Summary

There are a number of reasons to study the motives of young adult seasonal camp staff based on gaps in the literature. The quantity of research is meagre, especially when compared to research in other areas of summer camp and the vast role over one million young adults play in maintaining programmes and facilities every summer. Current research suggests summer camp at least influences young adult staff as individuals by assisting the development of interpersonal skills and a sense of responsibility. In addition, researchers on motivation in young adult staff have noticed a number of linked themes. However, these are broad, with five of seven methodologically dependent on the Herzberg Motivation Theory (and the other two remaining methodologically unclear). Finally, existing research includes few case studies, hermeneutic, or phenomenological investigations into young adults who work at summer camp (See Table One, p. 78).

Chapter Three: Methodology

This chapter is divided into four sections. Part one briefly examines the philosophical underpinnings for the research. Part two then translates that paradigm into a research design and subsequent strategy for interpreting the data. Part three describes the methods and actual details of gathering and collating the data. The final section describes the hermeneutic (social text interpretive process) I developed which led to a trustworthy interpretation of the data.   The goal is to demonstrate a vigilant congruence between methodology, strategy, and interpretation. The reader is thereby prepared to reflect upon the credible findings in the discussion chapter.

3.1 Researcher paradigm

I have shown that existing research into seasonal camp staff motives is trapped by reliance upon a business management model that can be broad in its conclusions, dependent on theory, and motivated with the end goal of "fine-tuning" the organisation. As I noted in the introductory chapter, satisfaction with a job may not imply high levels of motivation or productivity. "Satisfaction" can mean many things, particularly in seasonal work settings.

Patterson & Williams (2001) and Zink & Burrows (2006) maintain it is increasingly critical for researchers in a pluralistic age to make their paradigmatic commitments explicit. In order to engage the question effectively and develop a detailed interpretation, this study rests on a phenomenological case study paradigm that believes research should be,

1) Flexible enough to explore novelty,

2) Open enough to absorb complexity,

3) Immersed in the world of the participants' rather than theory-dependent, and,

4) Deliberate in lacking a management end-goal.

I consider these my values framework, stated in my own words. They inform my paradigm, best described by Patterson et al. (1998), when they say, "hermeneutics reflects a constructivist ontology in which knowledge of phenomena and reality is viewed as a textually produced construction of the interviewer and interviewee," with "the researcher [adopting] the role of 'self as instrument', participating in an emergent discourse" (p. 428).

3.2 Research design

3.2.1 Motive as "crisis" and "opportunity"

Patterson et al. (1998) suggest that, in relating to their experiences, people seek stories which ultimately enrich their lives. To learn about people, we must learn

their stories (Pyrch & Castillo, 2001; Riessman, 1993). Personal stories are contextualised "truth" to each individual. My research shares this assumption. This means paying attention to narrative concepts like "setting," "point of view," "character," and "motive." However, motive leads to an interpretive crisis -- my concept of what causes you to act could be very different from your own concept of what causes you to act. Thus, my first two values (flexibility and openness) required that I begin this research project by not defining "motive" at all. Instead, I began with two questions informed by value number three [immersion in participants' world] (Ludema, Cooperider, & Barrett, 2001):

How do the participants in the study understand their motive for working at camp – however they perceive "motive" to be? How does this study understand motive for working at camp using their (multiple) perspectives?

In hermeneutic, phenomenological and case study traditions this is not a crisis but an opportunity. Motive research is a fruitful mess of narrative arising from being human (Bauman, 1978; Esterberg, 2002; Geertz, 2003; Hall, 2001; Patterson & Williams, 2001, Polkinghorne, 1989). The stories we tell one another are filled with multiple characters, with multiple motives. As a former teacher of English Literature, I was often astounded by the variety of meanings a class of students ascribed to a single action in a story, or a single character. Rather than burn all the books of meaning in the name of neatness it is possible to embrace variety. A disciplined researcher can avoid relativity and construct a trustworthy interpretation of participant perceptions and experience (Bauman,

1978; Baynes, 1990; Creswell, 1998; Delanty & Strydom, 2003; Denzin & Lincoln, 2000; Flick, 2002; Hekman, 1986; Hirsch, 1967 & 1976; Kelly, 1990a & b; Martin, 1972; Packer & Addison, 1989a, b, & c; Patterson & Williams, 2001; Riessman, 1993; Stevenson, 2000; Thompson, 1981).

3.2.2 Constructing a trustworthy interpretation of a social text

Gray (2003) suggests there is a division between social and textual, which has been divided into the "social sciences" and the "humanities". Hermeneutics bridges this divide (Patterson & Williams, 2001). It is suggested as a "third and better option" to the failures of empiricism and rationalism (Packer & Addison, 1989b, p. 14). From this point forward I refer to my hermeneutic stance/approach as "a trustworthy interpretation of a social text." [Note: the field of hermeneutic social science is rife with philosophical and definitive arguments. My pragmatic description of hermeneutics as "trustworthy interpretation" would be contested by some hermeneutics social scientists. The required length for this dissertation limits my ability to engage in that discussion.]

A trustworthy interpretation is, "praxis grounded in particularities rather than maxims, immersed in probabilities rather than certainties, utilising three instrumental criteria of persuasiveness, insightfulness, and practical utility." Although the definition is my own, I credit Patterson et al. (1998) for the three

criteria (p. 430). They, in turn, build their instrumental criteria on Riessman's system for evaluating narrative analyses (1993).

Praxis rests on Eikeland's assertion that hermeneutic "communicative action" draws on a source as deep and far back as Aristotle's concept of *praxis* – activity and experience engaged together (2001). *Particularities* refers to the details of the textual data. *Probabilities* refers to a lack of epistemological certainty (Packer & Addison, 1989c, p. 291; Uncertainty Principle, 2006). Patterson et al. guide this study since they remain a singular example of hermeneutic method applied in outdoor sociological research. They noticed emerging trends while interviewing families at the end of a recreation experience.

Persuasiveness

"The concept of persuasiveness comes closest to traditional notions of validity and deals with the question of whether or not sufficient evidence is provided to persuade the reader that the interpretation is appropriate" (Patterson et al., 1998, p. 430). This means at least two things for my research. One, I make judgements based on emergent themes. Two, the judgements are grounded in "sufficient evidence" to persuade the reader (Packer & Addison, 1989c, p. 282). The tables at the end of this document are provided, in part, as evidence that I developed a concise system for "mapping" the interpretive process.

Insightfulness

Patterson et al. (1998) suggest "insightfulness" rests on the development of a "coherent pattern" that "leads readers to a deeper understanding of the nature" of experience (p. 431). I structured my survey to remain open to generative comments (See Appendix C), and then immersed myself in the answers of the participants. By tracking my interpretation via the tables at the end of this document, I reached what Packer & Addison (1989c) call a coherent and insightful pattern (p. 289).

Practical Utility

Finally, Patterson et al. (1998) suggest two ways to measure "practical utility." Whether or not the research uncovers an answer to the concern motivating the inquiry, and the degree to which other researchers utilise the research in their own theorising and work (p. 431).

3.2.3 Limitations

This study was designed to fill a gap in research on young adult motives. Hence, its strength – small sample size, lack of theory-dependence, open-ended questions and phenomenological analysis – could also be considered a weakness. This is true only if generalisation and broad theoretical application are desired. As I have demonstrated, Allison & Pomeroy (2000), Beames (2004 a & b, 2005), Chenery (1987), and Patterson et al. (1998) – amongst others -- offer a different approach. They recommend disciplined research that

simultaneously recognises the vast realm of knowledge and the tight limits (yet helpful contributions) of each rigorous study.

In summary, my case study methodology -- responding to the gap found in young adult staff motivation literature -- rests on a four-value phenomenological paradigm. It sets clear objectives for a trustworthy interpretation, and engages the research process via three instrumental criteria.

3.3 Research methods

Patterson et al. (1998) maintain statistical generalisability comes at a cost. We lose an understanding of individual responses to experience (p. 430). Since prior researchers used large groups, ranking scales, and a single theory, I chose a dissimilar approach with the intention of triangulating their findings.

3.3.1 Data Collection

Sampling

Summer camp is a unique American phenomenon (American Summer Camp, n.d.; Summer Camp Employment, n.d.). I could not implement this study in the United Kingdom. Furthermore, I needed methods that allowed me to conduct the study within the time, finance, and length constraints of a full-time Master's dissertation. As a result, for primary data collection, I chose 53 young adults preparing to work in a variety of staff roles at Camp Lutherhaven in Coeur

D'Alene, Idaho, for the summer of 2006. Lutherhaven Ministries is a Christian non-profit organisation affiliated with the two largest Lutheran denominations in the United States, and has been working with young adults and children in the outdoors for 61 years (Lutherhaven, 2007). I have a decade-long relationship with the executive staff as a young adult who lived and volunteered there. These details clarify my bias and substantiate my immersion in the perspectives of seasonal staff (Holdoway, 2000; Pike & Beames, 2007; Polkinghorne, 1989), support the need for purposive sampling (Silverman, 2000), and confirm my ability to work with the organisation long-distance. Secondary data collection involved dialogue with Lutherhaven leadership staff via phone and email, and member-checking my interpretation which included additional participant responses (see Appendix E for an example).

Rationale

The best choice, given my limitations, was to use email as a tool for interviewing since I could not be present in person, nor could I afford long distance telephone interviews. Esterberg (2002) suggests the Internet is "a useful tool for participatory research" (p. 125). Email allows "self-sampling" to occur, allowing participants full control over their response. Other reasons for choosing email include (*See Appendices A, B, & C*):

1. Distance (During the data collection period, I resided in Scotland).
2. The survey group is accustomed to using email (techno-centric young adults), and the internet is now considered by some researchers to be a place where identity formation takes place (Matsuba, 2006).

3. The Hermeneutic Circle (Hirsch, 1967 & 1976): Email allows both textual data gathering, organisation of the data, and opportunity for ongoing participation (i.e. executive staff email interviews and correspondence, member checking, second survey option, etc.). In particular, new advances in email technology (via Google mail) allow "conversation threads" to develop over time between two or more people.

4. Looking for written responses that are more in-depth than a single "sit-down": young adults can write when they want to, rather than having to "finish" a survey handed to them on paper.

5. Financial issues. I was financially unable to be there in person.

6. Email interviews have potential to be more informative, or provide different information, than face-to-face interviews. In a face-t0-face interview, participants might be skewed by the perceived role of the interviewer, a desire to "get finished" thereby rushing the interview, and/or an unconscious negative reaction to the personality of the interviewer.

Limitations

The distance from which I conducted the surveys meant I had no control over survey submission. It is likely that only motivated people answer an open-ended email survey. Those who chose to answer could influence the substance of the data towards a more positive or higher motivation standard than the typical young adult staff. Secondly, my interpretation is limited to textual

observation, rather than participant interview and observation. Third, the nature of a Master's dissertation limits the breadth of the inquiry.

3.3.2 The survey instrument: Interview questionnaires

The instrument I developed grew from Burton and Gilham's preferred technique for working with university-educated, literate groups, the semi-structured questionnaire (Burton, 2000b; Gilham, 2000). The advantages to this are described as being,

> You do not have to edit or transcribe, when people write they are more economical than when they talk (verbal interviews are often full of "fillers" and repetitions), writing makes people "get to the point," content analysis is relatively easy since the researcher can highlight substantive statements, and, information is collected with minimal effort. (Burton, 2000b, p. 22)

The survey instrument has three parts, all open-ended questions developed with input from qualitative researchers and PhD students in the Moray House Outdoor Education department of the University of Edinburgh, and a test group of young adults (See Appendix C).   Part one contextualises motive by asking participants to identify "what camp expects from me," and "how I measure up to the expectation." Part two is the central motive question: "Why am I coming to work at camp?" Part three closes with another contextualising question: "What are your hopes and dreams for the summer?"

Visually, it looks like this.

Survey Instrument Organization Chart

Part One:	Part Two:	Part Three:
"What does camp expect?"	"Why am I here?"	"What are my hopes and dreams for camp?

Exterior Expectations → ← *Motive* → ← *Interior Expectations*
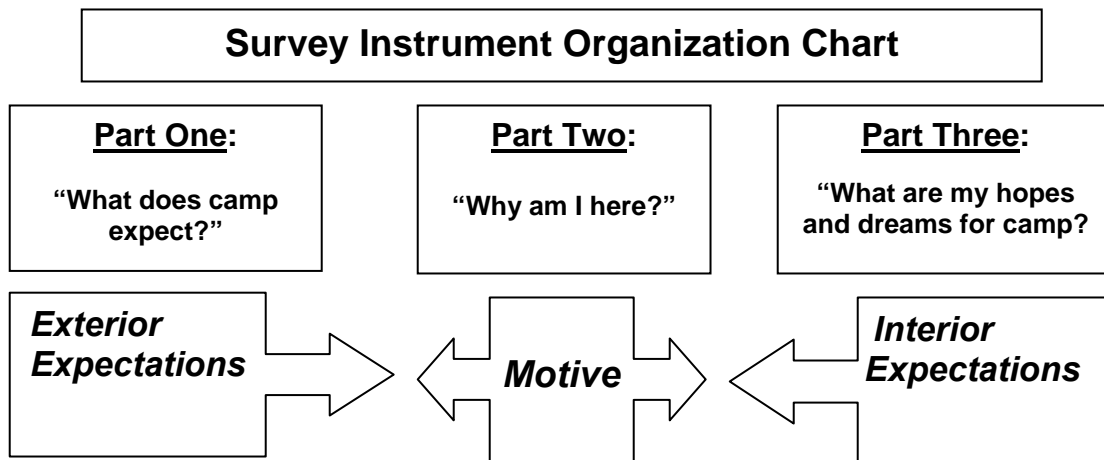
The questions were chosen for four reasons: First, motive is given context within interior and exterior expectations -- Pinder (1998) suggests motivation is a set of internal and external forces. Deci & Ryan (2000) theorise that the movement of an individual towards maturity requires internalising exterior expectations until they become one's own. Second, this compare/contrast approach created space for participants to share their stories. Third, it also gave me the ability to measure their statements regarding motive against the backdrop of their social and professional community. Fourth, the questions uniquely allowed participants to do "self interpretation" of motive, since parts two and three are linked (almost restating the same question in different words). If I planned to interpret staff motives, it made sense to first have them do the same. I conceived of myself "listening in" on a conversation that I started and ended.

3.3.3 Ethics

The survey instrument and preceding letters (See Appendices A, B, and C) were developed to cover both consent and confidentiality, in particular, by democratising the process (Banister, Burman, Parker, Taylor, & Tindall, 1994; Fowler, 2002; Kent, 2000). Email was an aid, since camp management was immediately "removed from the equation."

Email is particularly useful in ethical matters because email addresses are a form of identity change, allowing participants a degree of anonymity from the start. At the same time, email allows openness, should the participant require further information or need to assert greater anonymity. Confidentiality is ensured by explicitly guaranteeing anonymity whilst repeatedly highlighting that staff "do not need to respond." Finally, participants are empowered to delete the survey, complete it and send it, and/or dialogue with me regarding my ethical approach. Note: As a final step to ensure ethical treatment, all participants were given pseudonyms in the analysis and write-up. See Appendix D for the University of Edinburgh "Ethical Statement" for a research proposal. See Appendix H for an example of a fully completed participant answer to the survey tool.

3.4 Data interpretation

Turner suggests qualitative research breaks down at some point in the process because it is by nature heterogeneous (1994). Additionally, in the world of case study research, there are no set rules for collecting and analysing data (Beames, 2004a; Stake, 1995; Strauss, 1987). It is a "craft" rather than a rigid technical application (Miles & Huberman, 1994). A trustworthy interpretation recognises these issues are inescapable but meets them with meticulous conceptual organisation and researcher transparency (Stake, 1995, p. 15; Patterson & Williams, 2001; Polkinghorne, 1989, p. 51).   As "exhibit A" that I was continually attentive to these two issues see Tables 4 – 11 at the end of this paper. They are organised in the sequence I followed during analysis, and serve as proofs for conceptual organisation and transparency. In the following section, I describe the process of data interpretation in detail.

3.4.1 Researcher and participant issues

I return to Patterson et al.'s (1998) assertion that, "knowledge of phenomena and reality is viewed as a textually produced construction of the interviewer and interviewee," with "the researcher [adopting] the role of 'self as instrument', participating in an emergent discourse" (p. 428). Interpretation does not occur in a vacuum. Stake (1995) conceives case study research as a convergence between *etic* (researcher questions) and *emic* (participant questions) in which issues/themes "emerge, grow, and die" (p. 21).   I entered a cyclical journey. A

trustworthy interpretation is dynamic. Paradoxically, to be trustworthy, the

interpretation also requires precision, integrity, and empathy in the midst of a

"messy" process (Stake, 1995; Zink, 2005). The following graph is a visual

representation of the *emic – etic* convergence viewed through my

methodological lens.

Converging Perspectives Leading to a Trustworthy Interpretation

Young Adult Staff Themes
(Stake's "*Emic*")

Interpretation

Instrumental Criteria

1. **Persuasiveness**
2. **Insightfulness**
3. **Practical Utility**

(From Patterson et al., 1998)

Phenomenological Analysis

1. **Units**
2. **Meanings**
3. **Description of Experience**

(From Polkinghorne, 1989)

Researcher Themes
(Stake's "*Etic*")
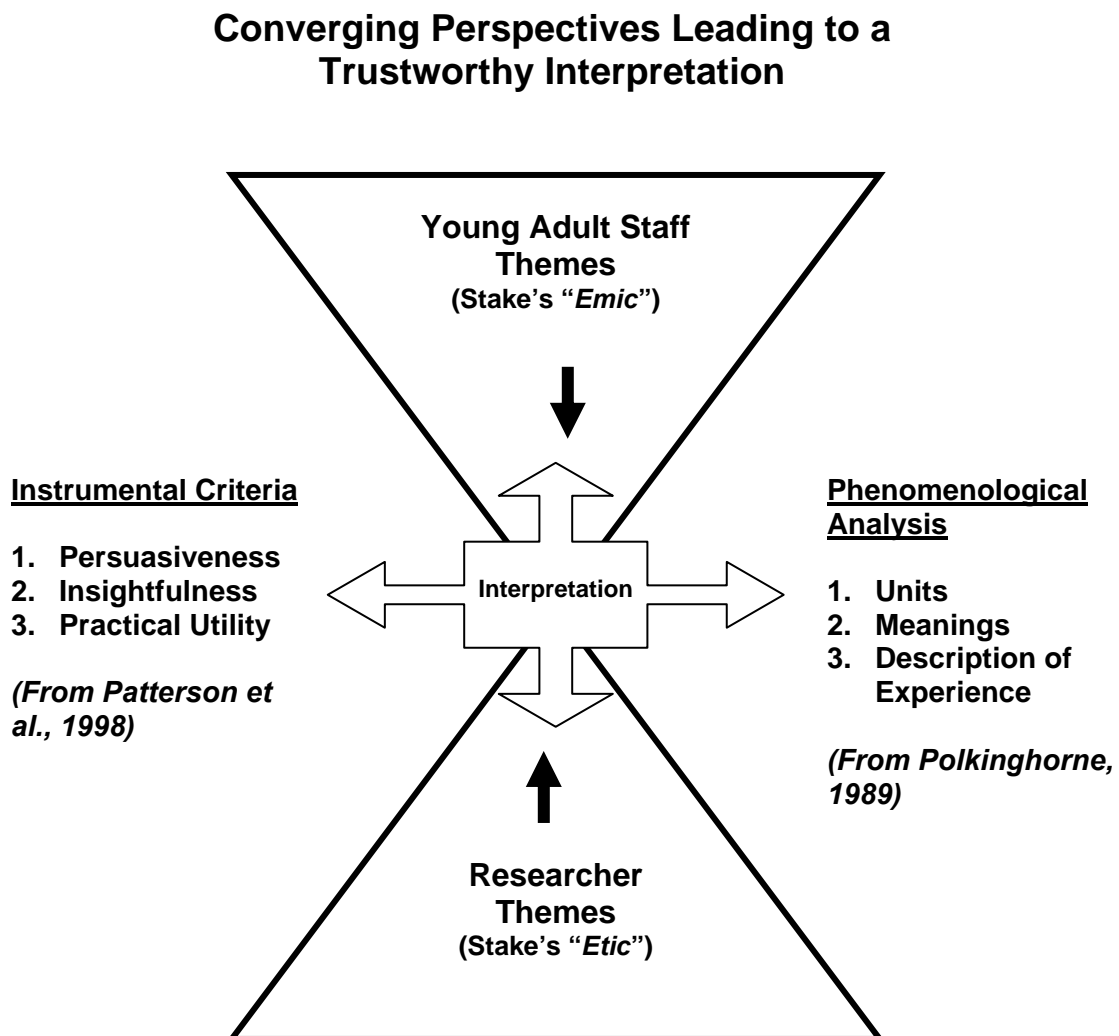
3.4.2 The categorical aggregation cycle

Seeking to uphold *etic* and *emic* themes, I found Patterson et al. (1998),

Polkinghorne (1989), and Stake (1995) helpful in entering and engaging the

process of interpretation. Like Stake, "in my analysis, I do not seek to describe

the world or even to describe fully the case [but] . . . seek to make sense of

certain observations . . . by watching as closely as I can and by thinking about it

as deeply as I can" (pp. 76 – 77). For these researchers, a trustworthy

interpretation occurs from the beginning of the entire process and continues in

a clearly guided and ethical manner with continual revisitations of the data and

transformations of understanding (Patterson et al., 1998; Stake, 1995). It was

essential that I become immersed in the Master Data Document (a single Word

document encompassing all the participants' answers), reading it repeatedly.

As a practical guide, I followed the three steps synthesised by Polkinghorne

(1989) for phenomenological analysis.

> (a) The original protocols are divided into units,
> (b) The units are transformed by the researcher into meanings that are
> expressed in psychological and phenomenological concepts, and
> (c) These transformations are tied together to make a general description
> of the experience. (p. 55)

A similar process in case study research is called "categorical aggregation" by

Stake (1995): ". . . the aggregation of instances until something can be said

about them as a class" (p. 74). In the section that follows, I describe the system

I developed to apply these three steps. Note: Tables functioned as organisation

tools throughout the interpretation process, receiving ongoing alterations.

3.4.3 The process of a trustworthy interpretation

Of the 53 young adults who received the survey, 16 responded. However, two of the 16 answered only the last part of the survey, and were removed from inclusion in the data. The other 14 fully completed the survey, and I created the Master Data Document by copying and pasting their responses into a word document with extra wide margins for notes. 14 of 53 is a 26% response rate, slightly more than ¼ of all those surveyed. Of the 14, seven had been involved in staff positions at a camp prior to the summer of 2006. 12 of the 14 participants in the survey indicated that they attended camp as a child, with most of them attending multiple years. The link between attending camp previously and responding to the survey is strong and intriguing. However, it is not within the scope or design of this research to explore them.

Phase One – Watching and thinking deeply

Like Zink (2005), my initial approach in reading the surveys was to take the participants' words at face value — or, as she states, "maybe what they say is [really] what they experience" (p. 14). Sometimes I read the data slowly, looking at details, drawing connective lines, underlining and writing my own thoughts in the right margin. At other times, I read the data with a broad view, listening to the whole person, noting "strings" that seemed to run through the entire survey. I used multiple highlight colours and pens to underline the text and keep my insights thematically organised (See Table 4, pp. 82-85) during my initial seven readings.

Phase Two – "Protocols into units"

Thus, if a participant wrote that "money" was a factor in her motivation to work at camp, it was first highlighted during one of the first seven readings.   Then, I used the word as a unit (theme), gave it a description, chose a positive example, and gave it an easy-to-use tag. For example:

Example One: Categorical Aggregation Table

Theme	Description	Positive Example	Tag
Money	Money as reason for working	". . . the fact that I would make some money was a factor. I don't know if I would have volunteered my time."	Mon.

The tag was then used in the left margin of the Master Data Document whenever I encountered the theme. See Table 4 (pp. 82-85) for the complete "hold-all" Categorical Aggregation Master Table.

Phase Three – "Units transformed into phenomenological concepts"

Repeated readings led me beyond participants' descriptive words and into the meanings within paragraphs and pages.   Other themes arose for which I needed to provide my own thematic descriptions and tags.   Examples of these "meta-themes" are the concepts of "authenticity" and "integrity."

Example Two: Categorical Aggregation Table

Theme	Description	Positive Example	Tag
Integrity	Living out the values espoused by the organization in day to day interactions with excellence – also includes believing that one meets the expectations of the organisation.	"[I have] a willingness to make things happen according to LM values"	Integ.
Authent-icity	Developing a sense of quality of the self – giving the best of who you are, yet, remaining honest about your short-comings.	"I don't believe they expect you to be the 'best' camp counsellor or leader out there – but the best you can be as 'you'." "I may not be the best role model at all times, even though I'd like to be."	Auth.

Both of these became substantial themes, but rarely did participants use the actual words "authenticity" or "integrity" to summarize their thoughts.   Yet, in my mind, these concepts were exactly what they were engaging over and over in their answers. Thus, a second major group of units (themes), meanings and tags grew out of my readings, much more intrinsically linked to my own reading and interpretation. This reflects Stake's (1995) concept of the convergence of emic-etic themes in case study research. In fact, the cyclical task of writing a "description" for each theme became an exercise in converging emic-etic issues. When I sensed I had ferreted out all essential themes, I tabulated how often each theme occurred (See Tables 5 & 6, pp. 86-90).

Phase Four – Strings & chords
It was evident certain themes were important because they occurred often in participants' answers.   However, this is not enough to confirm a trustworthy

phenomenological interpretation (Colaizzi, 1978; Moustakas, 1994;

Polkinghorne, 1989; Smith & Osborn, 2004). At the mid-point of my analysis, I

chose an even more intensive approach to verify the analysis process. I

returned to Stake's (1995) "watching closely . . . thinking deeply" (p. 76). I read

the data three more times and this time noted what I called "quality themes" --

elements that seemed critically important to the participants, yet were

unobserved in the (more micro) aggregation of the first three steps. I identified

"quality themes" in two ways: the occurrence of synonyms and other like-

minded words which accrued, and the passion (use of descriptive words) with

which certain themes were mentioned. As in daily conversation, both are

techniques we use to discover topics that are significant to individuals. I did not

create a separate table since they were not so much new as existing themes

gaining more amplified dominance.

By the end of this phase, it became clear the "quality themes" were actually

conceptual "strings" clinging together through shared elements and/or

commonalities, forming what I called "chords" (See Tables 7 & 8, pp. 91-92). In

each phase, as the interpretation progressed, the sum was greater than the

parts. Strings developed a deeper meaning than the first basic themes. Chords

were substantially more profound than individual strings. For example:

Example: Chord Table

Themes/Strings	Chord Description	Chord Name
Grow – desire (either directly or in similar language) to develop the self.	*A strong sense of "working on an authentic self."*	**Purposeful Growth**
Gift-Grow – desire to grow in key strengths and/or gifting areas.	Participants are focused on the development of their personal selves, portraying intensity and a pre-thought, purposeful approach to their goals. They are honest regarding areas in which they fall short, yet set goals based on an idyllic self. Their intentionality matched what they perceived as intentionality on the part of the camp organisation.	
Direction-Transition – using the time/atmosphere of camp as a catalyst for understanding future direction for life and working on personal goals.		
Regrounded -- A return to spiritual roots and deepening spirituality in the midst of a challenging university lifestyle.		
Self Reflection – participants reached a decision to apply to work at camp based on extensive self reflection on their life.		
Authenticity -- Developing a sense of quality of the self – giving the best of who you are, yet, remaining honest about your short-comings.		

Phase Five: "Transformations tied together into a description"

I found, at this point in the process, that participant answers to the

"expectations" section (Part One) of the survey began to function as an

interpretive tool for understanding their answers in the "motives" section (Parts

Two and Three).   Certain string descriptions were re-written or revised (i.e.,

transformed into phenomenological concepts). Then, with all the tables in

hand, I read the data three more times. This led to a surprising discovery. A

strong theme emerged that I could not label as a "string." This was because it

was a highly individual theme repeated over and over by a single participant

giving his or her replies a deeper element of personality. Most participants

displayed this core theme, which I called the "Uno Theme" (See Table 9, p. 93).
With the strings and uno themes as final interpretive guides (like the curbs on either side of a road) to the emerging chords, I went back to the tables and data once more.

All of the strings began to tie together into phenomenological chord descriptions (See Table 10, p. 94) which I explore in section two of the next chapter. Essentially, my trustworthy interpretation was an ongoing, cyclical process of comparison/contrast, writing descriptions, and "stringing together" themes into major chords until my goals for the investigation were met (i.e.: Patterson et al.'s (1998) three criteria).

A summary of the entire process can be found in Table 11 (p. 95).

3.5 Data verification

Creswell (1998) lists debriefing, investigator triangulation, and peer review as principal verification procedures. Whilst Patterson et al.'s (1998) "three instrumental criteria" guide the ultimate trustworthiness of my research; I used the following to verify the trustworthiness of my interpretation as it progressed.

3.5.1 Participant interpretation (debriefing)

Packer & Addison (1989c) regard "participant interpretation" (p. 283) as a cornerstone to data authentication. Via email, each of the fourteen participants

received a descriptive list of the top themes I found as well as the original email
answers they sent to me. I asked them to verify if my interpretation was
"accurate to the extent that it matches your motives for working at Camp
Lutherhaven the summer of 2006." Three of the fourteen participants
responded. They were overwhelmingly positive regarding my interpretation.
They also added valuable retrospectives that confirmed my eventual findings.
For an example of a response, see Appendix E titled "Example: Member Check
Email Response from 'Basil'". This further exploration of themes with
participant help is what Packer & Addison call development of "coherence"
(1989c, p. 280).

3.5.2 Investigator triangulation

Additionally, I used investigator triangulation (inter-rater analysis) to
determine the trustworthiness of my interpretation -- what Packer & Addison
(1989c) call "consensus" (p. 285). Together, two outdoor professionals with
postgraduate degrees (one male, one female) and combined experience of over
30 years managing young adults in the summer camping context served as
inter-raters of my data interpretation.   I gave three unmarked participant
interviews to them with concise guidelines delineating the interpretation system
I developed, based on Polkinghorne's (1989) 3-step phenomenological method
(p. 55). Each inter-rater sent me a summary analysis document which I used to
compare and contrast with my own. Their analyses were essential in
triangulating my findings. (See Appendices F & G, pp. 116-118, for copies of
their responses).

3.5.3. Peer review

Finally, I shared the key findings in draft form with two other peers who work with young adults in seasonal outdoor pursuits (Creswell, 1998). With so many themes emerging, their insights became critical guides in refining the exact wording and presentation of the chords.

3.6 Summary

Chenery (1987) proposes "we need to learn to think in the direct language of lives" (p. 16).   Robson (2002) stresses "the closer one is to the source of the text the more valid one's interpretation is likely to be . . ." and cites the ability of mothers who interpret their infants' language more readily than "outsiders" (p. 197). In this sense, my own history of 15 years as a camper, counsellor and program leader further supports the reliability of my interpretation. This chapter began with a paradigm and methodology grounded in participants' perspectives. I then demonstrated a systematic case study process by which I collected the data, used phenomenological analysis, and verified its accuracy. My objective was to exhibit a trustworthy interpretation system and a concise strategy congruent with my methodology. In a sentence, the research tools match the research problem. This should encourage the reader to give full consideration to the findings in the next chapter.

Chapter Four: Findings & Discussion

A primary goal of this study is to provide an alternate lens that triangulates with previous research. My thorough interpretation and verification process distilled the numerous themes into "strings" which I subsequently clustered into three chords. Certain strings from my interpretation may, in fact, have parallels to previous studies. Nonetheless, once I entered the latter interpretation phases, the combination of strings into chords created distinctive descriptions which do not match previous findings point for point.

Drawing connections between the detailed descriptions that emerged in this case study and the broad findings in the literature survey presents a challenge. Some themes in previous young adult camp staff motive research seem vague or redundant. For example, is it a productive contribution to knowledge to know young adult staff working with youth were motivated by a desire to "work with youth" (Roark, 2005, p. 7), or "have fun, work with kids, and be in the outdoors" (Dworken, 2004, p. 6)? I suggest findings like these, other than setting initial parameters, are of questionable value to ongoing motive research.

As a guide, I return to Chenery (1987) whose perspective informs the rationale for this study. "Random samples and controlled variables used to assure generalisability should perhaps be applied to topics other than camping

experiences" (1987, p. 14). Secondly, I rest the ultimate trustworthiness of my research on Patterson et al.'s (1998) criteria -- persuasiveness, insightfulness, & practical utility. This chapter, while making some connections to previous research, seeks mainly to construct a discussion that meets these three criteria.

Accordingly, this chapter is divided into two major sections. The first section briefly compares Roark's five motive findings from the literature review (since they are most recent and built on the six prior studies) with some strings in this study. The second section highlights the insight my study offers seasonal camp staff motive research via the emergence of three significant chords. In the process, more substantial correlations are made with the literature. The phenomenological descriptions for each chord (and sub-themes) are meticulously-worded, emerging from countless transformations. I close the chapter by considering a significant milieu which I believe affected the research. All names are pseudonyms. The original format (i.e. syntax, spelling, and grammar) is preserved in the quotes.

4.1 Comparisons to literature

4.1.1 Personal satisfaction and enjoyment

Satisfaction

It is not surprising a study built on a theory of measuring satisfaction and dissatisfaction would find "personal satisfaction" as *the* top finding (Roark,

2000 & 2005). My study is grounded in perspectives rather than a single

theory. Moreover, since I did not specifically ask questions regarding

satisfaction, and surveyed participants prior to working at camp, the data does

not suggest any direct connections to satisfaction or dissatisfaction *while on the*

job. Section two of this chapter, however, provides a description of what

"satisfaction" (despite its ambiguity as a concept) might look like for these

participants.

Enjoyment

When coupled together, the strings titled "fun" and "adventure" indicated a

little more than half the participants desired enjoyment.   Furthermore, there

was an even stronger connection between "friends" and "fun." 11 of the 14

participants mentioned "friends" as a motivator. 7 of those 11 also mentioned

"fun" as a motivator, often linked to the concept of friendship.   For example,

Basil said, "it would be awesome fun working at camp with my friends."

Carolina said, "I want to have lots of fun and make friends." Desiree said, "I

have a lot of friends that work at camp and it seemed like a fun opportunity so I

decided to apply." The phenomenological descriptions in section two provide a

detailed picture of what participants might have considered "satisfaction,"

"fun," or "enjoyment."

One note: the disparity between the higher "fun" scores in the motive section (8

participants) and the lower scores in the expectations section (4 participants) is

of interest. Three of the eight participants who noted "fun" as a motivator also

mentioned it more than once. The data suggests that while the participants in my study desire "fun" as part of their job, they don't necessarily think it ranks high on the organisation's desires for them.

4.1.2 Opportunity to be a role model

There were a number of strings I identified as clustering around "role model." In fact, they form a smaller chord – not included in the major chords findings. The strings were "lead," "serve," "role model," and "flex." A few participants made strong statements about being role models. For example, Arthuro said, "How can you go wrong when you can . . . be a Christian role model and influence in their lives?"

Once I identified the smaller "role model" chord, I noticed a trend. The four strings begin rather strongly in the "expectations from the organisation" section, drop off in the "expectations of myself" section, and drop off slightly again in the "why am I coming to camp" section. "Flex" was only mentioned by one participant in the last section. This trend in the data could suggest most participants recognise being a role model is important to the organisation, but not necessarily as important to their personal motives or goals.

4.1.3 Opportunity to work with youth

Only six participants mentioned working with youth as a motivation. Only one, Pat, noted this as a primary motivator – a passion and calling around which she was building a career.   She revealed, "I love working with kids and have always

wanted to be a camp counsellor . . . so this is a great starting point for me. . . . it will [also] look good on a resume."

The data, albeit a small sample, supports the logic of my original point in the introduction regarding the vagueness of "opportunity to work with youth." Participants might have assumed it is expected, or a prerequisite, that they want to work with youth. Thus, they chose not to use space speaking to the issue. The data cannot support or deny this supposition. However, when combined with the phenomenological descriptions in section two, the data suggests most participants were motivated for other, more self-focused, reasons rather than just working with youth. A final substantiation is that eight participants mentioned, in each of the three sections of the survey, that "sharing *my* faith" [italics mine] with kids was a motivator. Despite the mention of "kids," the motives remain inherently self-focused.

4.1.4 Opportunity to meet people and make friends

I have already noted the positive correlation between "friends" and "fun." In addition, the idea of meeting people and making friends was very high on participants' motive list. Eleven participants mentioned "friends" as important to their motives, with 5 mentioning this string more than once. There were a number of other strings that came together with "friends" to create a descriptive chord. *It is of enough substance to give it a larger hearing in section two of this chapter.*

4.1.5 Opportunity for personal growth & impact on individual

This theme and the "Impact of Camp on the Individual" theme (which includes the sub-themes "Interpersonal skills" and "Responsibility") from the literature survey provide a helpful segue into section two of this chapter. The data suggests -- through the combination of dominant strings into the three chords -- that "purposeful growth" was a significant motivator for the participants in this study. The dominant strings in this study are highlighted in the graph below.

Dominant Motive Strings

God
Grow
Friends
Christian Environment
Authenticity
Reflection
Direction Transition
Faith
Camp!
Fun
Adventure
Grow--Gifts
Outdoors

Participants

Strings
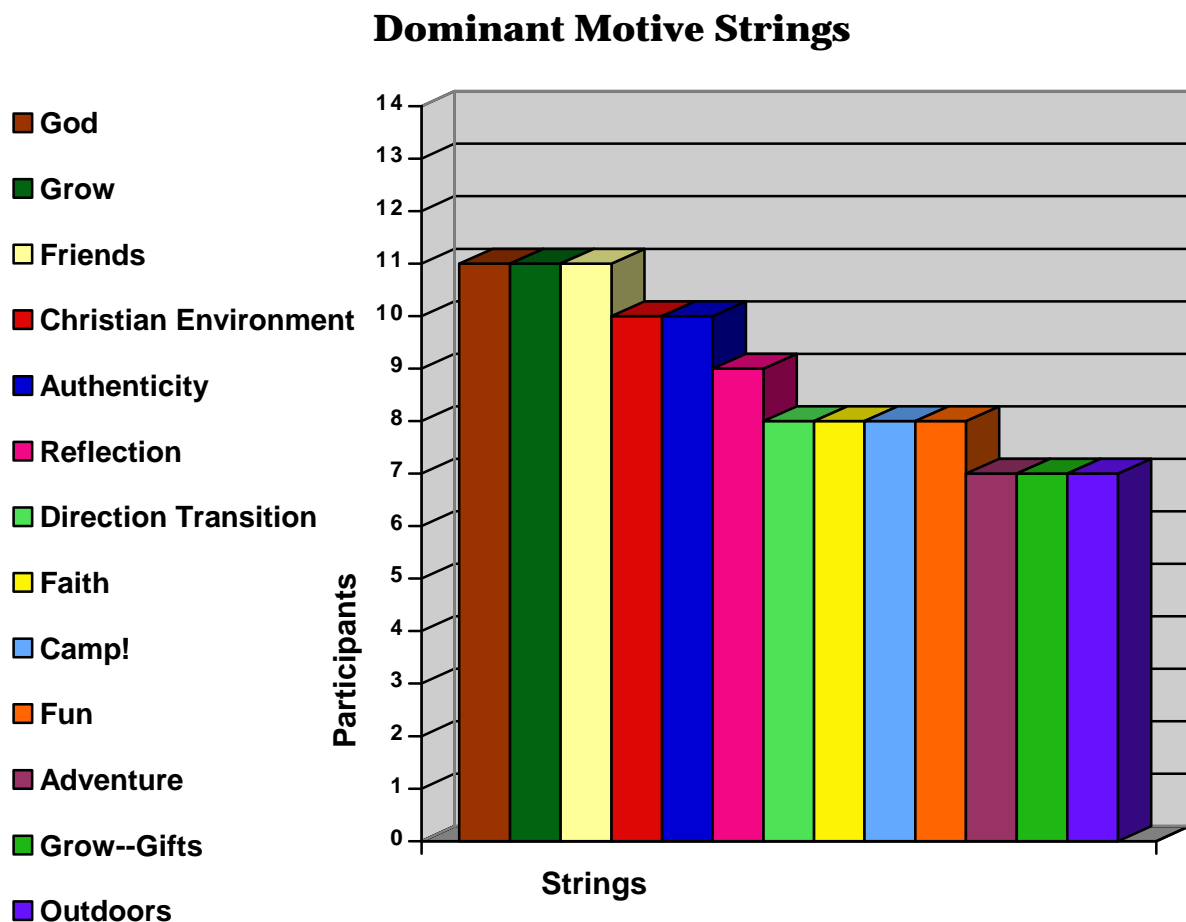
4.2 The Three Major Chords

Despite drawing some minor correlations to research in the previous section, the contribution of this study to knowledge in the field of young adult motives for working at camp rests on its unique vantage point: a combination of methodology, analysis process, and -- ultimately -- the phenomenological descriptions below.   It would be easy to look at the preceding graph and make sweeping generalisations. However, as I related at the end of chapter three, what emerges in the chords via the interpretive process is a sum greater than the parts. The graph above will be helpful, but not fully indicative of the findings.

The three chords are: purposeful growth, "camp is camp!" (nothing else like it), and spiritual crossroads. I follow each of the three chords with carefully constructed phenomenological descriptions, key quotes from participants, and parallels to the literature. If the reader notices quotes with overlapping meanings, this further confirms my choice to build chords out of strings.

4.2.1 Purposeful growth

The word "purposeful" was chosen with great care for this chord. Not only were participants focused on growth, but they were intentional in their choice of working at a camp which they perceived as an organisation with intentional goals that matched their own. The inter-raters' congruent analyses were

especially beneficial in confirming the importance of "purposeful growth." Each inter-rater used the same word to describe and summarize what they found: "intentionality" (See Appendices F & G). This chord is significant enough to require categorization into three sub-chords below.

Working on an authentic self

Participants were focused on the development of their personal selves, portraying intensity and a pre-thought, purposeful approach to their highly individualised goals. They were honest regarding areas in which they fell short, yet, set goals based on an idyllic self (authenticity). Their intentionality matched what they perceived as intentionality on the part of the camp organisation.

Dwight was honest about his motives: "As I look at my list I think I am looking to gain more than I am looking to give." Arthuro stated, "I don't believe that they expect you to be the 'best' camp counsellor or leader out there – but the best you can be as 'you.'" Carolina's words reflected her quest for authenticity when she said, "I may not be the best role model at all times, even though I'd like to be. . . . Sometimes I think I am not the most engaging or confident leader."

Despite this questioning of themselves, participants were clear on their goals. Arthuro wanted ". . . to grow in my strengths as a leader, facilitator and follower as well as develop a stronger character of patience." Desiree wanted to ". . .

become more comfortable with sharing my faith, instead of always feeling self-

conscious." Irene said, "[I am] . . . also hoping to work out some things with my

beliefs." Horace wanted to ". . . take what I've learned and make a practical

application of it."

Allison (2002) proposes,

> To be authentic is to be true to self — to one's calling of what one ought to
> do in life, how one ought to behave and how one ought to be. To
> understand authenticity it must be seen within different contexts, one of
> which is relationship with others. In this respect, to be authentic one
> must recognise a moral relationship with self and with others and be in
> moral deliberation — contemplating how one ought to be and what one
> ought to do. Authenticity is about identity — an integration of
> relationship with self and with others. Further, authenticity is concerned
> with the degree to which an individual has control over directing their
> life, it is concerned with creating what might be, as well as what is. (p. 33)

Authenticity weaves throughout the chords, although it fits best in "purposeful

growth." Lynch & Moore (2004) suggest "adventure" and "authenticity" are

Western concepts packaged for consumers in outdoor education; yet,

paradoxically, are "useful to individuals in their personal quests to re-construct

and make sense of their own lives" (p. 10). Participants did not see working at

camp as "packaged authenticity." However, only observation would adequately

determine whether they were influenced by a wider culture of consumerism.

Their written answers, at least, revealed they were motivated by a quest to grow

as authentic persons through the challenge of a job in the outdoors.

The sense that participants' motivation emerged from self-reflection is clear in

Giselle's comment, "The more I thought about it the more I just knew I had to

work at Camp Lutherhaven this summer." Francesca infers the same when she says, "I am coming to camp to help develop the part of my life that I feel has kind of been on the back burner lately."

Dwight tied many of the strings in "purposeful growth" together, and particularly "authenticity," when he stated with passion,

> I used to think I had a gift . . . . For the last couple years I've not used that gift and I've grown to question whether I even have it. I want to find out if I do, and if I do I want to gain insight into how and where to use that gift. . . . I hope to have a sense of purpose in my life, to find something that enlivens passion in my life.

"Challenge on the high ropes wire of my life"

This second part of the chord is a description I wrote in the first person to capture the immediacy of the tone: "My life is like a high ropes wire which stretches behind and before me. I know I won't be completely successful, but I'm taking this on because I want the challenge, I want to be stretched, I want to push forward while still making connections to my past, making meaning of my past. Camp is the 'safe place' for this to occur, like being top-roped on a fearful and challenging high ropes element."

Arthuro said, "I'm willing to jump into things 'head first' and be formed and molded by the experience . . . even if it means falling on my face in utter and complete failure." Brigitta was even stronger in her statement: "I want . . . to be tested. I want to have to fall back on God's strength this summer." Carolina saw service as ground for challenging self discovery when she said, "Serving

others . . . makes me think about why I do things and what is really important to me. I want to . . . get grounded again." For Alexia it was as simple as wanting to ". . . be able to do things I wouldn't do usually."

Other participants were motivated to work at camp for a decisive break from their past. Francesca said, "I want to have gained more independence . . . ," and Giselle admitted, "I am coming to camp as sort of a transition . . . I am ready for new things . . ." Irene sums up this section with her part-mystic, part-pragmatic desire to " . . . seek out the moments in life that are beautiful and true and make plans around them."

Pike & Beames (2007) suggest that young adults may be led to enter "total institutions" with a high level of control in order to experience adventure without the risk.   The participants in this study revealed a deliberate desire to engage in adventure and transformation. However, to what extent was the adventure risky? Does a desire to work at summer camp provide less or more "adventure" or "risk" than an expedition packaged by a travel company for "educational" purposes? This study does not have the scope to answer these questions. In a "flattening" world, further research on young adult motives could be a significant offering to the wider world of knowledge regarding this issue. Secondly, the connection between young adults' sense of safety/risk and the impact of camp managers remains open for research. Thus far, Bocarro (2005) has been the sole researcher to suggest young adult staff felt physically

and emotionally safe at camp because leadership staff created an environment that empowered them to have "ownership" in their community.

"Oh yeah . . . and I want to meet people <u>who can help me</u>"

As mentioned earlier, the data supports Roark's (2005) finding that young adults are motivated by "the opportunity to meet people and make friends." Some participants certainly hoped for "friends and fun." Desiree said, "I have a lot of friends that work at camp and it seemed like a fun opportunity...." However, the clustering of strings provided a more substantive finding. Participants were purposeful about seeking beneficial relationships. They readily acknowledged their need for contact with others and spoke intentionally about their desire to search out relationships with young adults who would help them in their journey.

Francesca said, ". . . I am also hoping to meet a lot of people that will be supporters in my faith and to gain a closer relationship with God." Alexia said, "I'm coming for the comradery, the closeness, and the new connections . . . ," while Basil hoped ". . . to come away from camp having made a lasting (or at least strong) friendship with at least two or three other people . . . . " Pat's goal was highly specific: "I want to grow spiritually myself through all the people I will be around. . ." The inter-raters verified the importance of the above description with the statements, "they want to be with people in an intentional way . . . ," and, "the camp community is a strong draw . . . ."

In summary, the findings in this chord are consistent with Roark's findings on "meet new people and make friends," "personal growth," and "personal satisfaction and enjoyment" (2005, p. 7). As DeGraaf & Glover (2003) and Bocarro (2005) suggest, a strong contributing factor to job satisfaction is camp community. Furthermore, the data suggests participants were in agreement on one thing: the intentionality with which they pursued their various concepts for growth. For most of the participants, "purposeful growth" meant becoming an authentic person by being challenged – even tested – within a community of friends. Both Allison (2002) and Beames (2004b; 2005) suggest this is a goal for young adults on expedition. The data suggests this might also occur beyond traditional expeditions, within the context of a seasonal job at summer camp.

The participants do not explicitly mention "responsibility" or "interpersonal skills" (from the "impact on the individual" literature review section) as being motivators. Nevertheless, the findings suggest participants considered both to be manifest conditions at camp which contributed to their purposeful growth journey. I return to these in the second chord. Finally, the findings of this study support those of Chenery (1994), Bialeschki, Henderson, & Dahowski (1998), and DeGraaf & Glover (2003) who suggest young adults perceive the experience of working at camp as helpful to their personal growth.

4.2.2 Camp is camp! (Nothing else like it)

The experience that is camp

Through a variety of expressions, camp was described as a fully-immersed, intentional experience like no other in the world. It is an experience which participants found useful in their personal journeys. No other chord resounded with as much enthusiasm.   Participants were adamant and passionate in their motivation to participate in the experience that is camp. This reinforces one of DeGraaf & Glover's (2003) top three findings, what they call "the separateness or uniqueness of camp" (p. 12).

Brigitta almost shouts from the page, "I love the camp feel – the excitement, making friends, being in an outdoorish environment, singing and worshipping, and being exhausted but still having the time of my life." However, it was Eloise who gave this chord a name when she submitted, "I'm sure this summer will be great, because *camp is camp!*" Francesca said she was motivated to work at camp because "a friend of mine described working there as being immersed in a completely pure environment and how there is nothing else like it he has ever experienced." Giselle waxed enthusiastically, "I want everything the experience can give me!", while Horace approached the same topic with slightly more pragmatism by suggesting, "Camp is such a unique place for ministry that I want to be part of it."

Finally, it was Eloise who tied her sense of inner authenticity to the "realness" of being in the outdoors. ". . . openness is key. There's something incredibly good

about being outdoors, where you don't have to worry about how you look, or how dirty you are . . . I like being camp-dirty."

An outdoor place

Eloise's comment is a leading example of why I call the transformations of meaning "strings" and not themes. The meanings tend to weave between multiple areas. Not only do we perceive her inner-outer congruence, but we also recognise a profound love for being outside. Alexia exclaimed, "I'm coming to spend the summer outside!" Carolina said simply, "I want to be outside a lot." Being outside -- and in particular at *this* camp outside -- was important to some participants. Those who were compelled by a love for the outdoors found this inseparable from a sense of place.

Dwight mentions this when he says, "I want adventure. . . . [Idaho] is a beautiful area that I feel I didn't explore as I should have. . . I hope to go hiking a bunch and see some beauty . . . ." Giselle echoes his words with "I am excited about being right on Lake Coeur D'Alene all summer . . . my favorite place!"

Tradition! Tradition!

Participants who went to camp as children (12 of 14) saw themselves as participating in a heritage/tradition that was a positive and powerful player in their past, present, and future. Their relationships with people and development of identity were inseparable from this heritage. This reinforces Lyons (2000), and particularly, DeGraaf & Glover's (2003) findings in their

longitudinal study regarding the major effect attending camp as a child has

upon later positive motives to work at camp.

Carolina said, "As a kid, I thought camp was so fun that I got it into my head

that I really wanted to work at one someday." One can almost hear the yearning

in Giselle's voice when she says, "I thought of kind of a hidden desire I've had to

work at camp, I reminisced about my days as a camper which made me smile

and I just felt like the experience would be a great one for me . . . ." Pat said, "I

remember going to camp and always thinking my camp counsellor was soooo

cool . . . . I want to be remembered by the kids as a great counsellor." It is

Eloise, however, who draws all the themes together in her story:

> Junior high was horrible for me – I was scrawny and felt betrayed by my
> friends. I wasn't comfortable with being myself, but at camp I was loved
> just because . . . I made some good friends, and most importantly, I
> belonged. That was the year I decided to become a counsellor someday –
> because they're just so cool, and not afraid of being silly or happy, or
> having fun ... I'm looking forward to Lutherhaven, because my Mom's
> experience there was so good. My aunt worked there, too, when she was
> in college, so naturally the two of them are very excited that that's where
> I'll be.

Both "responsibility" and "interpersonal skills," as seen in the quote above, are

important to Eloise. Part of "camp is camp!" is that participants saw themselves

walking (and working) together with others, responsible for creating a place of

belonging.

Furthermore, the findings in this chord illumine the ambiguity of Roark's

"personal satisfaction and enjoyment." I return to criticism two from my

rationale: *"Job satisfaction may not necessarily imply a high level of motivation or productivity. 'Satisfaction' can mean many things."* In this case, some participants displayed an almost mystical sense of motive entirely unassociated with the job. Their concept of participating in a greater journey with others who have gone before, their desire to have an inner-outer congruence ("camp dirty" equals authenticity), and their whole-hearted belief that there is no other experience like camp all contribute to a strong sense of personal satisfaction and enjoyment not associated with the details of the actual job. In fact, at this point "satisfaction" loses its ability to adequately compass the views of the participants.

Finally, this chord substantiates one of DeGraaf & Glover's (2003) top three findings that "the physical nature of camp served as its own distinct world, separate and unique from the outside world" (p. 17). However, the elements that make camp a unique experience which motivates young adult staff have been overlooked by most researchers. Despite being one of the few to use open questionnaires, interviews, and participant observation, and working at the camp himself as a staff member, Waskul (1998) suggests, ". . . the camp setting is rather coincidental to the processes examined" (p. 30). He concluded camp is part of a subset of transformational events like marriage, divorce and relocation. The obvious difference between the two conclusions above suggests an area open to further inquiry.

4.2.3   Spiritual crossroads

It is not surprising spirituality was a major player in their answers since participants were preparing to work at a Lutheran camp known for its traditional faith values combined with community-service (CEO Bob Baker, personal communication, August 25, 2007). They had already passed through the hiring process, so they had at least heard and verbally agreed with the vision, mission and goals of the organisation (Program Director Rebecca Smith, personal communication, May 20, 2007). I chose the word "crossroads" as the second descriptor because it gives a visceral sense of place and choice-making. To "stand at the crossroads" is to face choices that, once made, cannot easily be altered.

The term "spirituality," can mean almost anything depending on context (Spirituality, 2007). A Google search with the phrase, "what is spirituality?" brings up over 40,000 sites claiming an answer.   In this sense, the idiom functions like "satisfaction," "working with youth," and "growth." A more appropriate question is to ask "what *kind* of spirituality?" and "what are the essential elements of this particular spirituality?" This study cannot answer these questions fully. Still, the chord which emerged is strong enough to give a partial description of what "spirituality" meant to the participants:

A relationship with God is inseparable from sharing one's faith and growing within relationship with others. Notice the top three motive strings in the graph on page 47 – God, self ("growth"), and others ("friends"). Camp is the

crossroads of relationships where all three converge for the participants, allowing new insights and new directions.

Although participants mentioned God often, and sharing their faith with others, it was the context of these comments that gave depth and coherence to this chord. For example, Carolina said,

> I do just want to be somewhere for a little bit where it is all about God not just for me but for everyone, where I can have open discussions with people I trust, where I can have a little more help nurturing my relationship with God . . . . Serving others helps me get in touch with God as well because it just makes me think about why I do things and what is really important to me.

Irene mentioned that she was ". . . also hoping to work out some things with my beliefs." Francesca said, "I am graduating next spring and I think this is a good place for me to be before I head out into the 'real world. . . 'I want to have gained more independence . . . I want to know more about myself when the summer is over and what exactly God's plan, or at least the right direction is, for my life."

As participants wrestled with major spiritual choices in life, they once again identified the community at camp as critical. Carolina's statement above takes on added significance. "[Camp is] . . . where I can have open discussions with people I trust. . . ." In his mildly humorous yet utterly candid way, Basil's answers to my member check were particularly indicative of the role of community in the development of an authentic self (See Appendix E).

> Though last [on the list], this one is probably the most important; the most vital. I will add that camp has, in fact, allowed me to loose inhibitions. I feel very comfortable being who I am. Apparently, others appreciate this personality, though crazy (only partially mad) it may be.

The vivid descriptions in this third chord hint at the unique contributions of a phenomenological case study.

Finally, while the first two chords illustrate a more generalised responsibility, this one substantiates the notion that participants felt responsible for their own lives. The data does not suggest connections to interpersonal skills; rather, it suggests interpersonal development goes beyond skills. Basil's insight into his development suggests part of the spiritual crossroads is a desire to become comfortable with his identity by viewing himself through others' eyes. Thus far, Beames (2004 a & b, 2005; Pike & Beames, 2007) and Waskul (1998) are the researchers of young adults in the outdoors to engage this question via interactionist theory (Blumer, 1969; Cooley, 1964; Goffman, 1997; Mead, 1934).

Consequently, this third chord presents unique challenges to research at least in outdoor education, young adult trends, and developmental psychology. For example, to what extent do motives of young adults contribute to the development of their sense of self, spirituality, and ongoing spiritual choices in an outdoor context? To what extent are young adult motives guided or transformed through their "spiritual" interactions at camp? What are the critical elements of that spirituality? It would be valuable to the growth of knowledge in this field to know if participants at secular camps displayed parallel concepts of "spirituality at the crossroads."

This third chord suggests participants believed spirituality and interactions with a caring community go hand in hand. In the midst of multiple choices that will irrevocably affect the rest of their lives, they found camp a helpful spiritual crossroads.   As in the previous two chords, they chose this crossroads with premeditation and purpose.

4.2.4 The Milieu: Culture of high expectation

Participants saw themselves as working within a culture of high expectation: from the organisation, from their families, and from themselves. Most participants believed they met the high expectations of camp -- not just well, but often "very well." I was surprised by the strength of the statements.

Pat enthused, "Of course I think I fit the profile and will meet the expectations, I wouldn't of applied if I couldn't fit the criteria. . . I know I will do a great job!" Desiree said, "When it comes right down to it, I think I have the necessary traits for leadership . . . ." and then went on to provide a list: "cheerfullness, honesty, being able to listen and also just be able to have fun." Eloise shared, "I think i match up to Camp's expectations very well. . . ," while Francesca claimed, "I feel that I do fit the description above because I am one of the most honest people I know . . . ."

As I mentioned earlier, the data suggests participants believed the intentionality they felt in pursuing personal growth matched the organisation's intentionality

in helping them grow. This supports DeGraaf & Edgington's (1992) secondary finding that some evidence did exist in their study which suggests "the philosophical orientation of the organisation does have an impact on employee motivation" (p. 53). However, this is critically different from researchers suggesting direct connections between staff training and outcomes. This study does not have the scope to make strong suggestions based on the data; nor would this researcher choose to do so for ethical reasons. The interpretation was confused by a paradoxical theme. *Whilst claiming integrity to camp's expectations, participants' definitions of those expectations were widely disparate.*

I have described how researchers use the Herzberg motivation theory – with its direct connections to job satisfaction and dissatisfaction – to support staffing claims and recommendations to managers. While these can be helpful, we should be wary. Camps and outdoor centres have a vested interest in proving outcomes and connections to managerial input.   Other researchers continue to seek links between staff training and staff attitudes/performance. This goes back as far as Santosuosso & Cullinane (1976), and includes a recent bibliography of 17 articles on the ACA website (ACA, 2007). Some outdoor practitioners raise a wary red flag, questioning sweeping claims regarding the efficacy of outdoor education and its training elements (Brookes, 2003 a & b; Loynes, 2002; McDonald, 2000). Still, the claims continue. Schaumleffel & Payne's (2007) recent presentation at the 2007 ACA research symposium is indicative of the input-outcomes behaviourist approach:

> The decrease in attitudes, subjective norms, and perceived behavioral control [in the participants] may be a result of: Poor recruitment of qualified staff (manager-before), ineffective pre-camp staff training (trainer-before), poor on-site management (manager-during), not fully understanding their role as a camp counselor (trainee-during). (single page PDF document)

The ambiguity of my findings regarding expectations allows me to join the helpful tradition of criticism regarding outcomes. For example, participants' dissimilar perceptions of what the organisation expected could mean training may not be as effective or affective as leadership expect it to be. Or, on the other hand (with seven out of fourteen participants working at other camps previously), they could have been stating what they learned earlier. Their disparate responses could point to the uniqueness of each camp. Either way, the data provided enough contradictions to infuse the interpretation regarding "expectations" with ambiguity. I cannot make statements regarding the effect of the organisation, or the effects of previous organisations.

4.2.5 Limitations

I have proposed the milieu, "culture of expectation," as a limit to the study. Others include the following: My research focuses on motives prior to arrival to work at camp. The data does not speak to motives during, after, or any change in the process of motive. A second limitation is the debatable association of motive with "hopes and dreams." Although congruent, the resulting data portrays a positive and hopeful view of the future. Thus, the nature of this case study limits this researcher's ability to consider whether motive might be

associated with an uncertain or negative view of the future. Third, as noted above, it is unclear to what extent the expectations of the organisation, or previous camps attended, affected the stated motives of the participants. This unclear relationship could have influenced the findings in this study. Fourth, the nature of a study focused on motives precludes a clear connection to "responsibility" and "interpersonal skills," although both of these could be considered sub-sets of any of the three chords. Fifth, as in all surveys, those who actually answered (14 of 53, or ¼) may not adequately represent the perspectives of the additional ¾ of the young adults who worked at Camp Lutherhaven the summer of 2006. Finally, the nature of these findings is tied to the subjective nature of a case study. Although I have demonstrated the trustworthiness of the interpretation, its scope remains petite (Stake, 1995).

4.3   Summary

Although tenuous, some links have been made to literature on young adult motives. In particular, this study supports previous findings that young adults are motivated to work at summer camp to grow, gain enjoyment, and make friends. Most participants believed the organisation expected them to be role models, but did not mention this as a major personal motivator. Additionally, I suggest that "working with youth," and "satisfaction" as motive themes may not be useful to the ongoing growth of knowledge – unless we begin to stringently qualify these terms. My study begins that objective. It rests its contribution to

knowledge on a more detailed description of young adult motives for working at summer camp. In brief, the findings are as follows.

Both inter-raters agreed strongly that "intentionality" was a core theme for the participants. This verified my most pronounced finding. Participants showed premeditated purpose in choosing to work at camp, with clearly outlined goals grounded in a desire to become "authentic." This authenticity was displayed through statements and whole paragraphs which showed participants pushing to "be the best person I can be while being honest about my present condition which includes admitting my shortcomings and fears" [definition mine].   As the top three dominant motive strings foreshadowed (see graph on page 47), most participants displayed balancing motivations to invest in self (purposeful growth), others (all three chords), and God (spiritual crossroads). Their answers showed they viewed the unique phenomenon of camp ("camp is camp!") like a "perfect storm" where all three chords converge under their intentional eye.   Finally, the expectations of the organisation had some influence upon their answers, although this study could not adequately ascertain the extent.

Chapter Five: Recommendations & Conclusion

Woodcock (2006) suggests outdoor education has been guilty of overreach into realms other research areas cover more effectively. In the case of the use of the Herzberg Motivation theory in young adult motivation research, the opposite might be true as well. Outdoor education and camping research may not be able to offer a distinctive view if we solely use theories derived from other traditions. Consequently, this paper has sought to make two fundamental points regarding research in outdoor education. First, outdoor education and camps in particular, present a unique world (or worlds) which require unique methods of inquiry. My goal has been to meet Allison's (2006) challenge that "those embarking on research should take time to stop and think about it …stop and think really hard about it to ensure that problem and method are aligned" (p. 13). Second, the wider world of research wrestles with understanding young adults, and needs the distinctive view from outdoor education.

Research on young American adults suggests they are in the midst of identity development (Adolescence, 2007; Green, Wheately, & Aldava, 1992; Perkins, 1997; Russell & Bakken, 2006; Tilton-Weaver, Vitunski, & Galambos, 2001). Their top three criteria for the transition to adulthood, as revealed by Arnett & Galambos summarizing Arnett's decade-long, multi-study research, are "accepting responsibility for one's self, making independent decisions, and

becoming financially independent" – all processes rather than events (2003, p. 92). Sociology, generational trends, and the growing research area of student life at college (Moxley, 1999) suggest young adults wrestle today with a later entrance into maturity (American Sociological Association, 2004; Barna, 2001; Donovan, 2003; Howe & Strauss, 2000; Howe & Strauss, 2003), heightened expectations (Helfgot, 2005; Schneider & Stevenson, 1999), extended time spent attaining undergraduate degrees (Lange & Stone, 2001), and lack of relational involvement and skills (Hersch, 1998; Levine & Cureton, 1998). The data in this study suggests young adults might find in camp an environment uniquely helpful for purposeful growth in the midst of these concerns.

Additionally, this study presents a new participant-centred vantage point from which to view previous research on young adult motives for seasonal work in the outdoors. The vantage point, in a sentence, is this: Camp Lutherhaven offered a unique summer experience which young adults pursued with purpose, fully recognising its exceptionality, motivated by a desire for rigorous, authentic growth and spiritual development at a major crossroads in their lives.

For the last 25-plus years, motive research on young adult camp staff rests on a single theory from business management, producing broad and sometimes self-evident findings. Researchers (with the exception of DeGraaf) tend to make axiomatic statements. For example, based on her findings, Henderson (1982) recommends recruiting staff using ". . . the opportunity to work with children, live in the outdoors, and work with other good staff" (p. 45).

This paper suggested, from the beginning, that although my detailed findings regarding motive are not generalisable, they can still provide a new vantage, and therefore, new launching points for inquiry and practice.   Consequently, this chapter recommends research and dialogue within three spheres first identified in the introduction and literature review chapters. The three spheres are motives, young adults, and methods. All three are so "wide open" to research at this stage that the bulk of my recommendations are in the form of questions designed to stimulate next steps. I then conclude with some final thoughts.

5.1   Recommendations for motive research

5.1.1. Triangulating motive research in outdoor education

Chenery (1987) suggested 20 years ago that "it will take a long time to build the body of knowledge of camping to the point where we may write theory . . . " (p. 16). Unfortunately, in the realm of camp staff motive research, the field has chosen to build with Herzberg's theory rather than Chenery's suggested "rich understanding" that provides tentative but valuable knowledge (p. 16). I recommend a return to discipline in keeping studies focused, descriptive, and participant-centred; accepting the limited yet informative role each plays in the greater picture of knowledge. Compared to others, our field is young and replete with opportunity.

A single example illustrates the point.   Research built on the Herzberg theory does not adequately illumine the draw camp exudes due to its unique nature. My study, grounded in participant perspective, found "camp is camp!" to be one of three major chords with powerful sub-themes. Rather than continuing the course set by the Herzberg theory, it might be more helpful (if we want to implement Chenery's goal) to plan studies that explore the attributes that make camp so unique from the perspective of young adults. For example, the same methods from my study could be used to identify motives of young adult staff at secular camps, longer-term camps, same-gender camps, and in outdoor centres in the UK and Commonwealth, thereby creating a rich picture that could stand up to a comparison study.

DeGraaf & Glover (2003) note "none of these studies [i.e. the motive studies prior to theirs] examined how the motivators of staff may impact their work performance or their satisfaction with their work experience once it is completed. Both these areas need further research in the future" (p. 18). I recommend this as being a priority in ongoing motive research. Studies could focus upon motives either during or after the work experience.

Finally, some of the 29 camp staff studies display discipline in methods and insight into a variety of young adult issues which the scope of this study constrained me from exploring. I recommend it is helpful at this stage in camp staff research for someone to investigate all 29 studies and sketch a picture of what we tentatively know thus far.

5.1.2 New directions for motive research in outdoor education

The rich descriptions that emerged from this small case study could provide a launching point for qualitative studies that continue to engage the Herzberg studies whilst exploring new motive questions. Each of the three chords could be used as a foundation for further inquiry. For example:

Purposeful growth: Why are young adults purposeful about their growth? What *kind* of growth? Are all young adults who work at camps and outdoor centres purposeful about their growth? Roark suggests young adults in the 20-21 age group found "opportunity for growth" more important than those over the age of 24 (2000, p. 56). Magnuson recognized a similar trend (1992, p. 41). Measuring different attitudes and definitions of "growth" could be helpful. *Camp is Camp!:* What are the elements of camp that make it unique and why are young adults drawn to them? Do different camps offer different "uniqueness" to young adults? Is "sense of place" a highly specific motivator or more generalized? *Spiritual Crossroads:* How do young adults define a "spiritual crossroads?" What are the elements of "spiritual crossroads" that young adults at different camps have in common?

My study did not have the scope to explore the effect of expectations upon motive. It could be a valuable contribution to investigate the role of expectations of organisation, friends, family and self upon young adult motives for working at camp. Are there "roots" to young adult motives for working at

camp? Secondly, examining the impact of spirituality on young adult motives remains an open area. As I noted, "spirituality" can mean many things. It would be helpful to first ask, "What is spirituality to you?" Then, "Is your spirituality a major player, a bystander, or nonexistent to motive?" Additionally, investigating spirituality's effect on motive at non-religious summer camps is a worthy topic.

Another concept open to research is the possibility that motive might undergo transformation. Does motive remain the same for each individual? If it changes, what kinds of transformations does it go through? An open definition of motive can be messy for researchers, but allows for a richer description of participant experience. Finally, it would be helpful to understand if there is a link between being a former camper or staff and motivation to serve the organisation.

5.2 Recommendations for young adult research

As suggested in the introduction to this chapter, a variety of fields are attempting to understand young adults. A meta-analysis that draws together current findings on young adults across the fields would be of value. It would also be helpful to understand connections between summer life and the nine months of the year at university (i.e. to what extent does working at camp affect choices at university and vice versa?). Burgeoning research in student life/affairs at university could inform such a study. Links between young adult

research in camping in the U.S.A. and outdoor education in the U.K. would contribute on a number of levels.   For example, are young adult motives for working at camp comparable to other "adventurous" choices in other cultures, including traditional expeditions, gap year journeys, and relationship choices?

Other questions from a sociological/psychological perspective remain: What role does working at camp play in young adult development? Does working at camp function as a "rite of passage" for young adults, affect identity formation, inform choice-making, launch careers, etc.? Do young adults share developmental commonalities with children who are campers? Researchers in psychology are well on their way in these areas (for examples, see Barry & Nelson, 2005; Waldinger, Diguer, Guastella, Lefebvre, Allen, Luborsky et al., 2002). Outdoor education and camping researchers could learn from their insights without leaning on their theoretical models. DeGraaf & Glover are one of the few camping researchers to suggest there was a positive connection for participants between working at camp and career choice (2003).

5.3   Recommendations for methods

I have already alluded to the need for discipline in research that matches appropriate tools to the problem. I found only three longitudinal camp staff studies (DeGraaf & Glover, 2003; Ferrari, Digby, & McNeely 2006; McNeely, 2004), and few open-ended, observational or participant-grounded studies (Bialeschki et al., 1998; Bocarro, 2005; DeGraaf & Glover, 2003; Dworken,

2004; James 2003; Waskul, 1998). Furthermore, there remains a dearth of literature regarding young adults in outdoor education in the UK and Commonwealth. This study grew from these multiple gaps in the literature.

Despite outdoor education's primary focus upon children, I recommend researchers use case study, interviews, observation, and longitudinal techniques to research the older "children" (young adults) who care for and instruct them. My study could be duplicated or expanded in a number of ways to answer a variety of questions (motive and other) related to young adults in outdoor education. Technology also provides new avenues for inquiry. Researchers could develop a more involved email interview system requiring multiple communications. Observation and personal interviews are the preferable "next steps" to determine whether participants exhibit motives fuelled by a desire for authenticity or are simply "talking the talk." Given more time and finances, I would certainly have included these in this study.

Ultimately, each of the limitations I describe at the end of the findings chapter can function as next steps in research. For example, my research focused on motives prior to arrival to work at camp. Other studies could explore motives during, after, or change in the process of motive over time.

Surrounding the three spheres of research activity above is a greater recommendation built point by point from the beginning of this paper to its conclusion. The outdoor education research community should intentionally

recognise young adults as a complex and unique group with significant roles requiring rigorous study. We can learn insights from other realms regarding young adults without leaning on their models. We can develop research tools that are trustworthy counterparts to the concerns raised by young adults.

5.4   Conclusion

Patterson et al. (1998) suggest "one possible interpretation . . . [is] people are actually seeking . . . stories which ultimately enrich their lives" (p. 449). In the case of young adult motivations to work in the outdoors, I propose that business management theory-based, scaled research -- though helpful in systematising participant answers – is not the only way to support the long-term growth of knowledge. This paper develops the argument that it is fruitful in the long term for outdoor education to focus on smaller, more descriptive studies grounded in experience and participant perspectives unique to our subject matter. By nature, a carefully focused master's dissertation can be an excellent vehicle for this type of inquiry.

Woodcock (2006) and Brookes (2003a & 2003b) suggest other realms have longer, richer, or more substantive traditions. We could recognise and use their insights for outdoor education and camping without borrowing their theories. As Chenery (1987) and Allison & Pomeroy (2000) advise, this focused discipline extends our unique offering to the wider world of research *and* develops theory unique to outdoor education and camping. It requires, however, a belief on my

part that it is okay for me to be a small piece of something much bigger. It requires a trust that my work is essential – not because of its claims – but because it rigorously matched the tools to the problem. In essence, it calls for confidence in the rigour of my work but humility in the nature of its place.

Mindful of this, I deliberately chose not to apply my findings to management goals or make generalising statements. Contrary to the seven previous camp staff motive studies, this dissertation submits recommendations for research but none to camp managers. Instead, I rest its *raison d'être* on Patterson, et al.'s three criteria and Allison & Pomeroy's suggestion: "yes, there are more and less appropriate research methods, depending on the question and the context in which the research is taking place" (2000, p. 95). If the reader can answer with conviction that my method matches the question and context, providing further knowledge with persuasion, insight, and practical utility then I have met my goal for the study.

Roark (2005) proposes, " . . . in regard to these top five considerations, counselors want camp positions that offer an opportunity to exhibit altruistic qualities, expand their social network, and challenge them personally" (p. 7). My study supports these three implications and triangulates his top five motivators. Participants in my study wanted to work at this particular camp because it was a unique experience that provided a spiritual crossroads on a journey with helpful friends. These findings substantiate the literature on

seasonal staff motives from a vantage point that provides greater clarity and detail.

This study offers an additional perspective. The participants were motivated by personal goals and chose with intentionality and after some reflection. In the words of one of the inter-raters: "They want an intentional experience where they grow in a deeper sense of who they are and how they can use their gifts for others."

A study founded on participant perspective should leave them the last word. Arthuro says it better than any phenomenological description. "[camp is] open and caring, desiring to see not only kids grow but staff grow, as well. The community that it builds is something I would not get from working a summer temp job . . . . I want to grow in my strengths as a leader, facilitator, and follower as well as develop a stronger character of patience."

Table One*

Literature Survey: Seasonal Camp Staff Research Foci**

Focus of Research	2005	2004	2003	2002-2001	Prior to 2001
Motivation	Roark, 2005				Servedio, 1981; Henderson, 1982; Becker, 1983; Magnuson, 1992; DeGraaf & Edgington, 1992; Preston 1999
Leadership (Includes Skill Development as Leaders)	Brandt, 2005;	Forsythe, et al., 2004; McNeely, 2004; Toupence, 2004;	Garst & Johnson, 2003; Powell, et al., 2003	Weese, 2002;	Purcell, 1996, Rossing & McIntee, 1998;
Job Performance					Lyons, 2000
Impact on the Individual	Ferrari, et al., 2006, Bocarro, 2005,	Dworken, 2004, McNeely, 2004	Powell, et al., 2003, James, 2003.	DeGraaf & Glover, 2002,	Waskul, 1998; Bialeschki, et al., 1998; Chenery 1994;
Transformation & Identity			James, 2003 (ages 18 through 50, focused on transformation)		Waskul, 1998 (ages 15-35, focused on identity formation)
Emotional Intelligence	Jacobs, 2004				
Longitudinal Studies	Ferrari, et al., 2006, McNeely, 2004 (with caveat that this was through alumni interviews)		DeGraaf & Glover, 2003;		
Open-Ended Questions and/or observation	Bocarro, 2005	Dworken, 2004,	James, 2003; DeGraaf & Glover, 2003		Waskul, 1998; Bialeschki, et al., 1998;
Staff Impact on Children					Chenery, 1981; Myers, 1978;
Informal Case Studies		Leiken, 2004			Santosuosso & Cullinane, 1976

All studies in this table can be found with full details in the reference section
Some studies share more than one spot on this table due to their multiple foci.

Table Two

Overview of Data Found in Table One
Seasonal Camp Staff Research Foci

- ☐ Leadership
- ☐ Motives*
- ☐ Impact on Individual
- ☐ Transformation and Identity
- ☐ Emotional Intelligence
- ☐ Longitudinal Studies
- ☐ Open-ended Questions
- ☐ Staff Impact on Children
- ☐ Informal Case Studies
- ☐ Job Performance
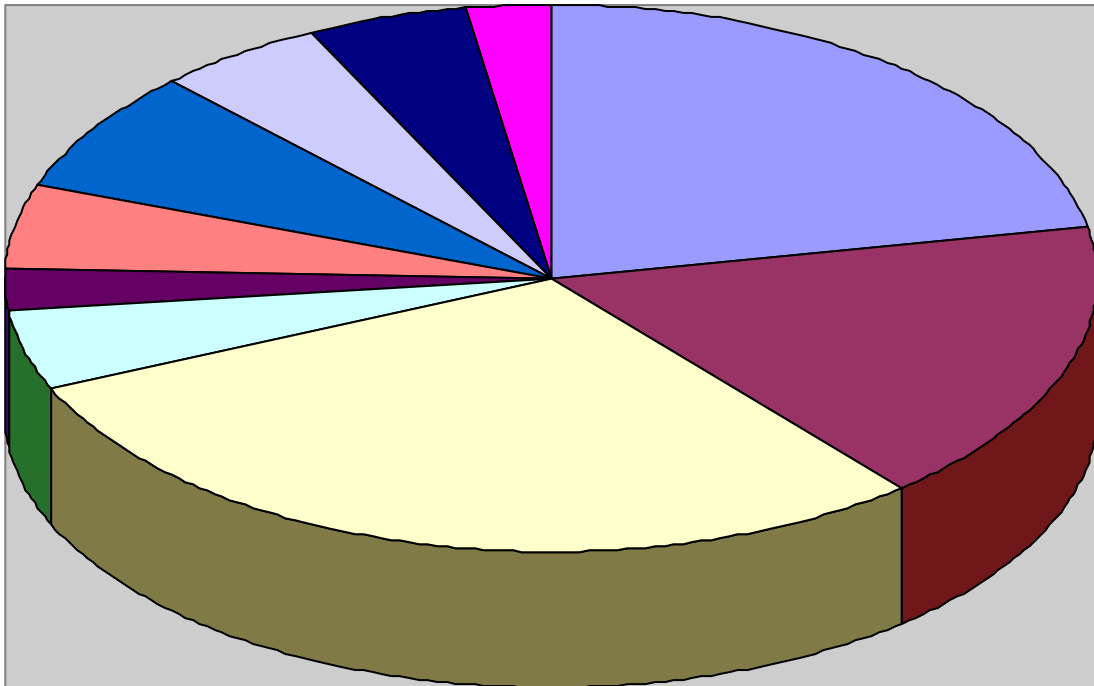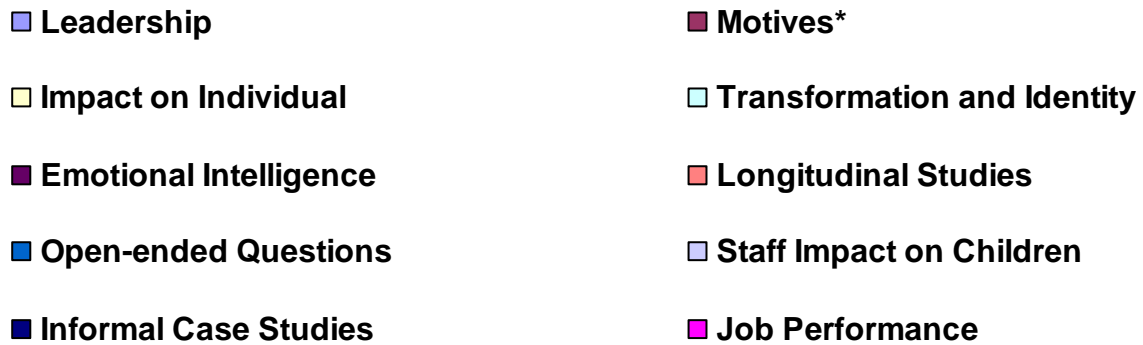
*Motive Research Relies on Management
Theory from the Business Realm*

Table Three

Impact on the Individual
Findings & Shared Themes
(In Chronological Order)

Study	Findings	Themes
Ferrari, et al., 2006	Δ Transferral of camp skills to other settings: student, employee, or community. Δ Leadership was observed as the most prominent skill applied to other contexts. Δ Other skills included communication, teamwork, organization, interpersonal, time management, flexibility/adaptability, and responsibility. Δ Responsibility at camp was seen as leading to personal growth.	Responsibility Interpersonal skills
Bocarro, 2005	Δ Staff believed they could translate many of the skills acquired to future careers. Δ The philosophy and consistency exhibited by key staff in full-time leadership positions continuously modelled "real examples." Δ The importance placed upon healthy relationships between staff and how staff felt supported through these relationships. (Staff felt physically and emotionally safe throughout their time because these relationships help them to experiment and grow professionally). Δ Staff felt empowered because they were bestowed with a sense of duty to create and build the community in which they lived. Thus, many staff constantly discussed feeling "ownership" over the community they lived and worked in.	Responsibility Interpersonal skills
Dworken, 2004	Primary findings: Δ Leadership skills, Δ Sense of responsibility, Δ Ability to relate to children, and, Δ Self-confidence. Secondary findings: Δ Conflict resolution skills, Δ Group or team skills, and, Δ Decision-making skills.	Responsibility Interpersonal skills
McNeely, 2004	"Positive" findings Δ High level in Teamwork and Social Skills, Δ Initiative, Δ Identity, and, Δ Interpersonal Relationships. To a lesser extent, they are reported having experienced basic skill development & adult networks. "Negative" findings Δ Low level of reported negative experiences, however, a little over ½ participants expressed dissatisfaction with cliques	Not responsibility, but close. Interpersonal skills
James, 2003	Δ Transformation was major theme o Opportunity to exercise leadership (i.e. responsibility) was a major factor in transformation	Responsibility
Powell, et al., 2003	Staff, children, and program all contribute to young adult staff ongoing learning processes (major focus of research was on staff training)	Not responsibility, but close. Interpersonal skills

DeGraaf & Glover, 2003	Relationships and "spiritual growth" considered important part of camp experience.
	
	Δ Increased their self-confidence,
	Δ Developed marketable life skills, in particular,
	    o Leadership
	    o Responsibility
	Δ Learning specific activity skills,
	Δ Learning about oneself,
	Δ Acquiring interpersonal skills, and,
	Δ Gaining an appreciation of nature.
	
	Camp is a "special experience" because of,
	Δ Its separateness or uniqueness
	Δ The ability to share in making memories for kids, and,
	Δ The experience of freedom.
	
	Key finding: over ½ the respondents had a lifelong relationship with the camp (former campers, and continuing relationship after employment).
		Responsibility
		Interpersonal skills

Waskul, 1998	Δ Staff ages 15 to 35 surveyed Δ Identity construction, maintenance, dissolution Δ Symbolic interactionist perspective	Interpersonal connections
Bialeschki, et al., 1998	Δ Self confidence, Δ Relationships with other staff and campers, Δ Appreciation of diversity, Δ Interpersonal skills, Δ Group cohesion, Δ Leadership and responsibilities, Δ Role modelling/mentoring, Δ Technical skills development, Δ Personal growth, Δ Administrative skills, and, Δ Teamwork Negative external factors: Δ Dealing with diversity, Δ Low wages, Δ Lack of time for self, Δ Negative perceptions of influential others, Δ Frustration with campers, Δ Cliques, and, Δ Lack of director support	Responsibility Interpersonal skills
Chenery 1994	(Similar to DeGraaf & Glover's findings) Δ Learning specific activity skills, Δ Learning about oneself, Δ Acquiring interpersonal skills (group living) Δ Having fun, and, Δ Gaining an appreciation of nature	Responsibility in all but name, Interpersonal skills

Table Four
Categorical Aggregation Table Master – All Emergent Themes

Theme	Description	Positive Examples	Tag
Integrity	Living out the values espoused by the organization in day to day interactions with excellence – also includes believing that one meets the expectations of the organisation.	"A willingness to make things happen according to LM values"	Integ.
Authenticity	Awareness & desire to develop quality in the self – giving the best of who you are, yet, remaining honest about your short-comings.	"I don't believe they expect you to be the 'best' camp counsellor or leader out there – but the best you can be as 'you'." "I may not be the best role model at all times, even though I'd like to be."	Auth.
Interior Struggle over money/self	Strong awareness of need to make money versus desire to achieve personal growth.	"Each year I revisit the struggle to go and work a temp job and make upwards to $15,000 over the summer, or return to camp."	Strug.
Money	Money as reason for working	" . . . the fact that I would make some money was a factor. I don't know if I would have volunteered my time."	Money
Growth -- generic	Expressed desire (either directly or in similar language) to develop the self	"I want to grow . . . ."	Grow
Growth – gifts	Expressed desire to grow in key strengths and/or gifting areas.	"For the last couple years I've not used that gift and I've grown to question whether I even have it. I want to find out if I do . . . and gain insight into how and where to use that gift."	Gift Grow
Relation-ship with God	Indication that this is an important part of motive and/or hopes and dreams for summer experience	"I want to . . . ooze my love of God and Jesus from every pore."	God
Friends	Friends suggesting "you should work at camp" & "making friends" and "meeting new people" a key reason for attending	"Honestly, until a couple of my friends mentioned it, I hardly considered working at camp."	Friend
Kids are Important!	Camp kids are what "its all about."	"Camp is looking for college students who . . . want to make a difference in kid's lives."	Kids
Stories	A love for stories causes the participant to desire new experiences	"I like to think about stories . . . I like to have experiences and meet new people. . . ."	Story

Lead	Opportunity to be involved in position of responsibility and take initiative.	"I want to lead a thought-provoking Bible discussion."	Lead
Love	Love for people – kindness, positive attitude, caring attitude.	"I love people, but especially kids, youth, and families."	Love
Cheer!	Joyful, friendly, enthusiastic, energetic, excited attitude is considered important.	"A staffer needs to be cheerful, with a positive attitude"	Cheer!
Flexible	A desirable quality for working at camp: includes ability to improvise, to be ready for anything, to listen carefully & collaborate. Occurs within context of leadership.	"Camp expects . . . the ability to collaborate with others and improvise on the spot."	Flex
Future	Uncertain future	"It was up in the air as to what I would do for the summer."	Fut
Uno Theme	An over-riding theme to emerge in each young adult's responses to camp's expectations and how they measure up to those expectations.	This particular theme is what jumped out from each person, so positive examples differ depending on participant.	Uno
Fun	Defined by each participant differently, but repeatedly used as a descriptive word.	"The stories and fun I would get from working at camp would be amazing."	Fun
Physical Activity	Opportunity to be active physically – even worn out physically!	"I want to hike for hours . . . ."	Phys.
Share Faith	Different from "God" tag because of purposeful desire to "share my faith" with others.	"I'm also hoping this summer will help me learn how to share my faith . . . I want to be able to do it on purpose instead of just random accidentness."	Faith
Find a Suitable Partner	Opportunity to meet person as romantic interest	"I want to find a wife. Ha! Just kidding . . ."	Romance
Tested	Desire to be pushed beyond limits, challenged, for purpose of learning to rest on a greater power than the self.	"I want to . . . be tested. I want to fall back on God's strength this summer."	Test

Christian Environment/ Community	Different from "God" & "Faith" tags in the desire to live and work with people who believe the same.	"I like college but it is so tiring . . . it will be uplifting and relaxing to be around people who believe the same things I do."	C.E.
Role Model	Opportunity to be an influence in the lives of young people	". . . how can you go wrong when you can . . . be a Christian role model and influence in their lives."	R. Model
Childhood	Desire to learn from children and engage in childhood activities	"I want to . . . learn as much from the kids as I hope they will learn from me."	Child
Outdoors	Desire to be outside	"I also really like doing outdoors things and I feel like I don't get enough of that."	Outdoors
Camp as a Kid	A desire--fostered by summer camp experiences during childhood--to be a camp counselor.	"As a kid I thought camp was so fun that I got it in my head that I really wanted to work at one someday."	CampKid
Meaning of Life	Asking questions about existence and the purpose of the self.	"Serving others . . . makes me think about why I do things and what is really important to me."	ML
"Servant heart"	More than just "service." *An attitude* that includes doing specific work without expecting anything back -- being "helpful" and "flexible" enough to deal with anything that comes up.	"Serving others helps me get in touch with God."	Serve
Re-grounded	A return to spiritual roots and deepening spirituality in the midst of a challenging university lifestyle.	"I want to read the Bible more and get grounded again."	Ground
Career	Opportunity to develop skills for a profession and fill out a resume	"I've grown to enjoy cooking . . . I've considered pursuing it as a career. Here is a chance to see one aspect of this profession. This is a testing time."	Career
Adventure	Opportunity to explore: to go somewhere new & exciting and do something new & exciting.	"I want adventure."	Advent
Music & Song	Opportunity to participate in singing and music	"I love the camp feel . . . . singing and worship. . ."	Song

Relax	Opportunity to learn to be more laid back	"I guess I am high strung by nature, but I am hoping I can learn how to relax."	Relax
Outside-Inside Community	A philosophy that the "naturalness" of living in the outdoors creates an attendant "naturalness" of self-expression that includes honesty and transparency with others.	"There's something incredibly good about being in the outdoors, where you don't have to worry about how you look . . . I like being 'camp dirty' . . . one of my favourite things about camp is the community this atmosphere creates."	Out-In
Family	Family connections to camp make it a place the participant wanted to work and live; family plans for the summer make working at camp attractive option.	"I'm looking forward to Lutherhaven, because my mom's experience there was so good."	Fam
Nothing Else Like It In the World!	A belief that there is nowhere/nothing else like "the camp experience" in the world, and a desire to participate based on the novelty and uniqueness of the experience.	"I'm sure this summer will be great – because *camp is camp!"* (italics mine).	Camp!
Mystical connections	Different from the "God" tag in that participant describes a relationship with God and world that includes mystical elements and a desire to apprehend the incomprehensible while at camp.	"I want God to be real the whole way through – real as in he doesn't let me even begin to confine him into a box, which is easy to do."	Myst
Independence	Similar to "re-grounded," with additional desire to make a break with the past and become more independent, beginning at camp.	"I want to have gained more independence from the people and life I have so far experienced."	Ind
Direction/Transition	Related to, but different from "re-grounded" and "independent" in being more future oriented: using the time/atmosphere of camp as a catalyst for understanding future direction for life and working on personal goals.	"I want to know . . .what exactly God's plan, or at least the right direction is, for my life."	Dir/Trans
Self Reflection	Not a motive per se, but an oft-repeated, undergirding theme: participants' reached a decision to apply to work at camp based on extensive self reflection on their life.	"The more I thought about it, the more I just <u>knew</u> I had to work at Camp . . . ."	Refl
Sense of Place	Clear desire to be at camp because of where it is and memories associated with the place.	"Plus, I am excited about being right on Lake Coeur d'Alene all summer . . . . my favourite place!"	Place
Faith Questions	Serious questions about spirituality and sees camp as a place where those questions might be answered.	"[I'm] . . . hoping to work out some things with my beliefs."	FQ's
Change	Desire to work at camp as a change from college life.	"I am also relieved to have a break from school stuff so camp was a good decision for me."	Change

Table Five

Categorical Aggregation – Participant Themes
I. Expectations from Others (i.e. Exterior Expectations of Role While At Camp)
Thematic Elements

Δ   The number beside the tag indicates how many times it was mentioned by the participant,
Δ   The "Total" column refers to how many of a total of 14 participants mentioned the theme.

I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	
Arthuro	Alexia	Basil	Brigitta	Pat	Carolina	Desiree	Dwight	Eloise	Francesca	Giselle	Horace	Irene	Jan-ella	To-tal
INTEG	INTEG.	INTEG. 2	INTEG.		INTEG.	INTEG.	INTEG. 2	INTEG	INTEG.	INTEG.	INTEG.		INTEG.	12
AUTH. 2	AUTH.	AUTH.	AUTH.			AUTH.	AUTH.	AUTH	AUTH.				AUTH.	9
GOD	GOD		GOD		GOD		GOD 2	GOD						6
FAITH	FAITH		FAITH	FAITH	FAITH	FAITH	FAITH 3	FAITH				FAITH		8
LOVE	LOVE	LOVE 3	LOVE 2	LOVE	LOVE 2		LOVE	LOVE 2		LOVE	LOVE			10
TEST														1
GROW										GROW		GROW		3
LEAD		LEAD	LEAD	LEAD	LEAD	LEAD	LEAD			LEAD		LEAD		9
	R. MODEL	R. MODEL 2	R. MODEL	R. MODEL 2	R. MODEL			R. MODEL						6
		FUN		FUN		FUN		FUN						4
ADVENT.												ADVENT.		1
SERVE 2			SERVE	SERVE	SERVE 5					SERVE			SERVE	6
		CHEER 4	CHEER	CHEER 2	CHEER	CHEER 2								5
				C.E.	C.E.						C.E.			3
				CAMP!	CAMP!									2
				CAMPKID										1
				FLEX	FLEX	FLEX	FLEX			FLEX		FLEX	FLEX	7
				KIDS 3	KIDS 2	KIDS					KIDS			4
				SONG										1
							MYST. 2							1
									PLACE					1
								SAFE			SAFE			2

87

II. Expectations of Self – Thematic Elements

I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	
Arthuro	Alexia	Basil	Brigitta	Pat	Carolina	Desiree	Dwight	Eloise	Francesca	Giselle	Horace	Irene	Janella	Totals
YES	*CON-FLICTED*	*YES*	*YES*	*YES*	*CON-FLICTED*	*YES*	*NO*	*YES*	*YES*	*YES*	*YES*	*YES*	*YES*	*Do I Match?*
LEAD		LEAD		LEAD 2		LEAD 2				LEAD				4
ADVENT.										ADVENT.		ADVENT.		3
TEST														1
GROW	GROW									GROW				3
FAITH	FAITH	FAITH	FAITH	FAITH	FAITH			FAITH	FAITH					8
LOVE		LOVE	LOVE 2	LOVE			LOVE 2	LOVE 3						6
	SERVE		SERVE 2		SERVE		SERVE 3							4
INTEG.	INTEG.	INTEG. 2	INTEG.	INTEG. 4	INTEG.	INTEG.	INTEG.	INTEG.	INTEG.				INTEG.	11
	AUTH.	AUTH.	AUTH.		AUTH 3	AUTH. 2	AUTH. 4	AUTH. 6	AUTH. 2	AUTH.			AUTH.	10
	GOD	GOD	GOD 2		GOD									4
	R. MODEL	R. MODEL		R. MODEL	R. MODEL									4
		CHEER 2	CHEER 4	CHEER	CHEER	CHEER		CHEER 4						6
			PLACE					PLACE						2
				C.E.			C.E.	C.E. 2	C.E.					4
				CAREER 2										1
				KIDS 4	KIDS			KIDS						3
				CHILD										1
		FLEX		FLEX		FLEX 2	FLEX	FLEX				FLEX		6
				GROW-GIFT			GROW-GIFT							2
						FUN		FUN 2						2
							GROUND 2							1
								SAFE						1
								CAMPKID 3						1
								REFL.						1
								OUTDOORS						1
								OUT-IN						1
										SERVE	SERVE			2
												F.Q.'S		1

Table Six

Categorical Aggregation – Participant Themes
Motives

Δ The number beside the tag indicates how many times it was mentioned by the participant,
Δ The "Total" column refers to how many of a total of 14 participants mentioned the theme.

I Arthuro	II Alexia	III Basil	IV Brigitta	V Pat	VI Caro-lina	VII Desiree	VIII Dwight	IX Eloise	X Fran-cesca	XI Giselle	XII Horace	XIII Irene	XIV Janella	Totals
STRUG. 2		STRUG.												2
C.E. 2	C.E.		C.E.	C.E. 2	C.E. 2		C.E. 3	C.E. 3	C.E.	C.E.			C.E. 3	10
R. MODEL	R. MODEL		R. MODEL	R. MODEL										4
DIR/TRANS.			DIR/TRANS.	DIR/TRANS.			DIR/TRANS.		DIR/TRANS. 2	DIR/TRANS.	DIR./TRANS.	DIR/TRANS.		8
REFL.		REFL.	REFL.		REFL.	REFL.	REFL.	REFL.	REFL.	REFL. 2				9
FAITH 2	FAITH 2	FAITH	FAITH 2	FAITH 3		FAITH	FAITH 2	FAITH						8
GROW	GROW		GROW 2	GROW	GROW	GROW	GROW		GROW	GROW	GROW 2		GROW	11
M.L.			M.L.		ML		ML 2		ML		ML			6
CAMP!	CAMP!	CAMP!	CAMP!					CAMP!	CAMP!	CAMP! 3	CAMP!			8
GOD 2	GOD 2		GOD 2	GOD 2	GOD 4	GOD	GOD 2	GOD 2	GOD 2	GOD			GOD	11
ROMANCE														1
INTEG.														1
LEAD	LEAD		LEAD	LEAD							LEAD			5
GIFT GROW			GIFT GROW	GIFT GROW	GIFT GROW	GIFT GROW	GIFT GROW 3		GIFT GROW					7
AUTH.	AUTH.		AUTH.		AUTH. 3	AUTH.	AUTH. 4	AUTH. 3	AUTH.			AUTH.	AUTH. 3	10

I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	
Arthuro	Alexia	Basil	Brigitta	Pat	Caro-lina	Desiree	Dwight	Eloise	Fran-cesca	Giselle	Horace	Irene	Janella	Totals
	SERVE		SERVE		SERVE									3
	OUT-DOORS		OUT-DOORS	OUT-DOORS	OUT-DOORS 2		OUT-DOORS			OUTDOORS		OUTDOORS		7
	MYST.	MYST.					MYST. 3	MYST.				MYST.		5
	OUT–IN							OUT-IN						2
	FRIEND	FRIEND 7	FRIEND 3	FRIEND	FRIEND	FRIEND 2	FRIEND	FRIEND	FRIEND 2	FRIEND			FRIEND 2	11
	PHYS.		PHYS.		PHYS.		PHYS. 2							4
	ADVENT.		ADVENT.	ADVENT.			ADVENT. 2	ADVENT		ADVENT.		ADVENT.		7
		FUTURE												1
		FUN 3	FUN		FUN	FUN 2	FUN 2	FUN		FUN	FUN			8
		CHILD		CHILD										2
		STORY 2												1
		MONEY 2												1
			TEST 2											1
			SONG				SONG							2
			CAREER	CAREER			CAREER 2			CAREER	CAREER			5
			KIDS	KIDS 2			KIDS	KIDS			KIDS	KIDS		6
			CAMPKID	CAMPKID				CAMPKID 3		CAMPKID				4
				GROUND 2			GROUND 2		GROUND				GROUND	4
						CHANGE								1
						FAM		FAM 4						2
							LOVE							1
							CHEER	CHEER						2
			PLACE				PLACE	PLACE		PLACE		PLACE		5

I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	
Arthuro	Alexia	Basil	Brigitta	Pat	Caro-lina	Desiree	Dwight	Eloise	Fran-cesca	Giselle	Horace	Irene	Janella	Totals
								SAFE						1
									INDEP.					1
											FLEX			1
												F.Q.'S		1

Table Seven
Expectations -- Emerging Themes
Top Six in Order from Most Occurrence to Lesser Occurrence

Expectations of (from) others	Expectations of Self --	Description of Theme (See Also "Master Categorical Aggregation Table")	Key Links: Congruities & Incongruities	Other Insights & Notes
Δ Integrity -- 12 Δ Love -- 10 Δ Authenticity -- 9 Δ Lead -- 9 Δ Faith -- 8 Δ Flex -- 7	Δ Integrity -- 11 Δ Authenticity -- 10 Δ Faith -- 8 Δ Love -- 6 Δ Cheer! -- 6 Δ Flex -- 6 Δ Lead – 4 (included for its connection to "flex")	Δ Integrity -- Living out the values espoused by the organization in day to day interactions with excellence – also includes believing that one meets the expectations of the organisation. Δ Authenticity -- A developing sense of "quality of the self" – giving the best you are while simultaneously honest about any short-comings. Δ Share Faith (actually) – different from "God" tag in a purposeful desire to "share my faith" with others. Δ Love for people – kindness, positive attitude, caring attitude. Δ Cheer! -- Joyful, friendly, enthusiastic, energetic, excited attitude is considered important. Δ Flexible -- A desirable quality for working at camp: includes ability to improvise, to be ready for anything, to listen carefully & collaborate. Occurs within context of leadership. Δ Lead -- Opportunity to be involved in position of responsibility and take initiative.	Δ Lead/Flex share enough similarity to make them a key congruence between the expectations Δ Participants believed they could be "cheerful!" whilst other elements mentioned for camp expectations tailed off . . . i.e. Serve, God, R. Model. Δ Lesser Incongruities: Serve, God, Role Model all drop off. Δ Love & Lead drop off ... points to participants' possible lack of confidence in how they measure up in these two areas.	Δ The high level of self confidence in how they measured up – i.e. *integrity* -- (11 out of 14 answered with a strong "yes." Two were yes but conflicted. Only one answered with a "no.") Thus, 13 out of 14 participants answered "yes" on some level – 93%. Δ Thus, participants' *concept of integrity was very person-specific*, sharing only the commonality that they all believed they "measured up" to their varying definitions of what camp management and they, themselves, expected. Δ "Authenticity" and "sharing my faith" were the ONLY crossover themes between "expectations" and "motives" sections.

Table Eight
Motives – Emerging Themes/"Strings" and Chords

Motive "Strings"	Description of "String" (See Also "Master Categorical Aggregation Table")	Aggregation Insights	"Chord" Insights
Δ God – 11	Relationship with God – Indication that this is an important part of motive and/or hopes and dreams for summer experience.	Δ Connections to Expectations part.	Strong sense of "working on the self" – combination of thematic strings weave a powerful chord . . . grow, gift-grow, dir./trans., grounded
Δ Grow – 11	Growth-Generic – Expressed desire (either directly or in similar language) to develop the self.		
Δ Friends – 11	Friends – influence of friends who suggest "you should work at camp," as well as desire to make friends and "meet new people."	Δ All those who mentioned "place" were also there for the "outdoors"	
Δ Christian Environment/ Community--10	Different from "God" and "Faith" tags in the desire to live and work with people who have the same beliefs/values.		
Δ Authenticity – 10	A developing sense of "quality of the self" – giving the best you are while simultaneously honest about any short-comings.	Δ Authenticity vs. integrity: for them, not an issue.	Strong sense of the "experience" that is camp
Δ Reflection – 9	Self-Reflection – not a direct motive per se, but an undergirding theme: participants reached a decision to apply to work at camp based on extensive self reflection on their life.	Δ Not crossing over from the "Expectations Aggregation:" flex, lead, love, cheer, integrity.	Sense of Place, outdoors
Δ Dir./Trans. – 8	Direction/Transition – Related to, but different from "re-grounded" and "independent" in being more future oriented. Using the time/atmosphere at camp as a catalyst for understanding future direction for life and working on personal goals.		
Δ Faith – 8	Share Faith (actually) – different from "God" tag in a purposeful desire to "share my faith" with others.		God/Faith/Community
Δ Camp! – 8	Nothing else like it in the world! – A belief that there is nowhere/nothing else like "the camp experience" in the world, and a desire to participate based on the novelty and uniqueness of the experience.		
Δ Fun – 8	Defined by each participant in his or her own personal way, but repeatedly used as a descriptive word for why he or she wants to work at camp.		Authenticity & Reflection
Δ Adventure – 7	Opportunity to explore: to go somewhere new and exciting and do something new and exciting.		Culture of Expectation
Δ Grow-Gifts – 7	Expressed desire to grow in key strengths and/or areas of gifting.		
Δ Outdoors -- 7	Desire to be outside (connected to sense of place – each participant who noted "place" as a motivator also noted the outdoors.).		"I've got a history here. I'm part of a tradition that gives meaning to my journey."

Table Nine
"Uno Theme"
Single High Quality Theme That Emerged
as Each Participant Described His/Her Motives

I	**Arthuro**	**"Grow" – across the spectrum from being a "leader" to being a "follower."**
II	**Alexia**	"Strive to live" – a passionate statement of her desire to improve
III	**Basil**	"Cheerful, positive attitude" – this is what camp wants and this is what I am – an optimist. "Friends and Fun" – this is what it's all about.
IV	**Brigitta**	"Enthusiasm" is what matters – being "excited" and getting others "excited" about what's going on.
V	**Pat**	"The kids are alright" – camp is all about kids and working with them. Desires to be remembered by the kids.
VI	**Carolina**	"Way more than my personal needs" – it's about contributing to the world rather than just making money or having fun.
VII	**Desiree**	"Enthusiastic leaders" – cheerful, honest, able to have fun, willing to listen.
VIII	**Dwight**	"Love – deep and multidimensional" – A mystical sense that everything connects back to God's love that surrounds us.
IX	**Eloise**	"Safe Space to Be Real" -- a place to 'be real' where there is space to ask questions about anything and "belong."
X	**Francesca**	"Being a Responsible Adult" – This means two major things: brutal honesty & taking responsibility for my actions
XI	**Giselle**	She had two: Expectations: "Hard worker" – focus on doing a good job Motive: "Camp Experience" – there's something special about the camp experience that I need right now in my life.
XII	**Horace**	"High standard" – I hold myself to a higher standard than what is expected
XIII	**Irene**	"Working through some questions" – not sure about some things regarding values and beliefs
XIV	**Janella**	Not expressive of a single core theme

Table Ten
Motives Chord Table

Chord	Chord Descriptions & Sub Themes	Strings & Notes
Purposeful Growth	**Working on an authentic self.** Participants are focused on the development of their personal selves, portraying intensity and a pre-thought, purposeful approach to their highly individualised goals. They are honest regarding areas in which they fall short, yet set goals based on an idyllic self (teleos authenticity). Their intentionality matched what they perceived as intentionality on the part of the camp organisation.	Grow, gift-grow, direction/transition, authenticity, regrounded, reflection.
	"Challenge on the high ropes wire of my life" This researcher's first person description: "My life is like a high ropes wire which stretches behind and before me. I know I won't be completely successful, but I'm taking this on because I want the challenge, I want to be stretched, I want to push forward while still making connections to my past, making meaning of my past. Camp is the "safe place" for this to occur, like being top-roped on a fear-full and challenging high ropes element."	Uno themes, Test, Authenticity, Dir./Trans., Flex., Lead, Adventure, Fun
	"Oh yeah, and I want to meet people who can help me." Participants readily acknowledge their need and desire for relationships. They show intentionality in searching for relationships with young adults who will help them in their journey.	Friends/Christian Environment, authenticity, reflection
"Camp is Camp!" (Nothing Else Like It)	**The experience that is camp.** Through a variety of expressions, camp is described as a fully immersed, intentional experience like no other in the world. It is an experience which participants find useful in their personal journeys.	Camp! Uno Themes, quality themes. Use of exclamation marks was one of the indicators.
	An outdoor place Being outside, and in particular at THIS camp outside is important . . . those who were compelled by a love for the outdoors found this inseparable from a sense of place.	All those who noted the "outdoors" as important also noted "place" as important.
	Tradition! Tradition! Participants who went to camp as children (12 of 14) saw themselves as participating in a heritage/tradition that was a positive and powerful player in their past, present, and future. Their relationships with people were inseparable from this tradition.	New emergent quality "string" towards end of interpretation process.
Spiritual Cross-roads	A relationship with God is inseparable from sharing one's faith in that relationship with others. Camp is the crossroads of relationships where all three converge for the participants, allowing new insights and new directions.	Often, words used to describe one are inseparable from the other part/s, occurring together in sentences or paragraphs: God-Self-Others. This is manifest in the top three strings (see graph on p. 47).

Table Eleven
Summary: The Process of a Trustworthy Interpretation

Phase	Title	Process	Description of Product
Pre-Read-ing	Prep Work	▪ Copied and pasted all participant answers into a single Master Data Document	1. Master Data Document with wide margins for highlights, notes, and tags.
One	Watching and Thinking Deeply	▪ Read Master Data Document seven times, using highlights and underlines. ▪ The right margin was reserved for notes. The left margin was reserved for tags. ▪ Any emerging themes, whether occurring once or multiple times were listed, defined, given a positive description, and a tag.	1. Data manuscript highlighted, underlined, noted, and tagged. 2. Master Categorical Aggregation Table. 3. Categorical Aggregation "Expectation" Totals Table. 4. Categorical Aggregation "Motives" Totals Table.

Two	Protocols into Units	▪ Top themes emerge and are tabulated in Summary Comparison Tables.	1. Summary Comparison Tables
			  1.1. "Expectations"
			  1.2. "Motives"
			2. "Chord" Table

Three	Units Transformed into Phenomenol ogical Concepts	▪ Re-read data manuscript with Summary Comparison Tables and Chord Table in hand with eye for "Quality" themes. Uno themes emerge.	1. Quality Themes amplify concepts in both the Summary Comparison Tables and Chord Table
Four	Strings and Chords	▪ Re-read data manuscript with Quality Themes and Uno Theme as interpretive guides	1. Major Strings draw together and Chords emerge
Five	Transfor-mations Tied Together into A Description	▪ More reading of data using the tables, strings and chords as guides.	1. Uno Themes Table 2. Beginnings of "findings" and "conclusion" chapters
Six	Verification Procedures	▪ Participant Debrief ▪ Investigator Triangulation ▪ Peer Review	1. Strings and Chords re-assessed with information from verification procedures 2. Findings as they appear in this paper

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Appendix A
Pre-Email for Survey

Dear Camp Lutherhaven Summer Staff:

You have a chance to help future camp staff, other young adults, and camps across the U.S. and the world! You will be receiving a survey via email from Rebecca Smith in two days.

Let me explain: I am an Outdoor Education Masters student at the University of Edinburgh, Scotland, doing Graduate Research into *summer staff interpretations of their involvement at camp*. I've also worked at Camp Lutherhaven in the past. Bob Baker, Executive Director of Camp Lutherhaven and Shoshone Base Camp, Inc., gave me the "green light" to ask you to participate in this study. The survey will arrive in two days, look for it in your inbox!

There isn't much research into young adult motivations for working at summer camp. My hope is to get beyond "surface" descriptions, and listen to your thoughts and stories connected to why you are motivated to work at camp.

A thoughtful response from you will give me a rich understanding of your interpretations and reasons for being involved at camp. It will also help other young adults, camps, and organisations around the world. *It might be helpful for your own thought process! A MAJOR REASON I'M CONDUCTING THIS STUDY IS I BELIEVE PEOPLE AREN'T LISTENING TO YOUNG ADULTS LIKE YOU, AND I WANT TO DO SOMETHING ABOUT IT.*
Here's what you can get ready for:

In two days you'll receive the survey in an email from Rebecca Smith, program director.
You *do not* have to fill it out. This is completely voluntary.
It *does not* affect your employment at Camp Lutherhaven.
In fact, the Camp Lutherhaven staff *will not see or handle* any of the returned questionnaires.
The questionnaire allows you to remain anonymous
You can skip any questions that you do not want to answer.
On the other hand, a *fully completed survey* would be very helpful to my research!
Remaining anonymous means that you should—hopefully—feel able to share all feelings, thoughts, and stories that you want.
You will send it directly to me at my email address. Easy!

If you choose to complete the survey (and I hope you do!), please give it as much time as you possibly can, and thoughtfully answer the questions to the best of your ability.
I hope you'll take the time to answer the survey accurately because . . .
You might learn more about yourself!
You want to share with a graduate researcher who actually cares, and,
You believe the data collected will be helpful to other young adults and camps in the future.
Thanks for reading this.
Look for the survey in the next two days!
Best Regards,
Dustin Kunkel
Graduate Researcher, Masters Programme
Moray House School of Education
University of Edinburgh
Scotland
dustkunkel@googlemail.com

Appendix B
Accompanying Letter with Survey

Dear Camp Lutherhaven Summer Staff:

You heard from me a couple of days ago, and now, here's the survey! My name is Dustin Kunkel (dustkunkel@googlemail.com) and I am a Masters student doing Graduate Research in Outdoor Education at Edinburgh University, Scotland. *I hope you take the time to really think about the questions -- it could be a helpful process for you personally.*

Please read the following directions before you fill out the survey!

Some Reminders:

You *do not* have to fill it out. This is completely voluntary.
It *does not* affect your employment at Camp Lutherhaven.
In fact, the Camp Lutherhaven staff *will not see or handle* any of the returned questionnaires.
The questionnaire allows you to remain anonymous
You can skip any questions that you do not want to answer.
On the other hand, a *fully completed survey* would be very helpful to my research!
Remaining anonymous means that you should—hopefully—feel able to share all feelings, thoughts, and stories that you want.
You probably already know this, but there are no "right" or "wrong" answers in this survey, just ones you consider to be authentic to you.
You will send it directly to me at my email address. Easy!

Five (Simple) Steps To Make Sure Dustin Gets The Survey

Hit the "reply" or "compose" or "answer back" button for your email program for this email.

Then, in the "To" box, erase Rebecca Smith's email address and, instead, type in my email address: dustkunkel@googlemail.com.

Answer the survey questions as thoughtfully as possible. Take your time! Write as much as you want! I'm looking for your authentic thoughts after each and every question. You'll notice there really aren't that many. *So, take your time!*

Double-check to make sure the entire survey is completed and relatively easy to follow!

 When you are done, hit the "send" button and I'll receive your survey in my inbox. (You probably didn't need direction number five! If you've gotten this far, you know how to hit "send!")

MY GRADUATE MASTERS DISSERTATION WILL BE AVAILABLE VIA THE LUTHERHAVEN WEBSITE THIS WINTER – THANKS TO YOU AND YOUR THOUGHTFUL ANSWERS!

Appendix C
Survey Tool
*I have left the space between the questions as it is in the actual email survey.
In an email, one can write as much as one wants; however, creating "space"
between questions was a tactic to invite participatory and reflective response*

Young Adult Summer Staff Survey
(Please type in all your answers)

The Basics
Sex:
Date of Birth (Day, Month, Year):
Were You a Staff Member at Any Camp (including Lutherhaven) Before This Summer?
Which camp/camps and in what ways?
Ever been to summer camp as a child?
Where?
How Often?

Part One
Please take as much space and time as you need to describe your authentic thoughts on every question.

This section is all about what *you* believe Camp Lutherhaven expects from its summer staff. The key thing is thinking about your personal interpretation of the question: "*What do I think Camp Lutherhaven expects from its summer staff?*" (for example, "honesty, etc.")

Now think about yourself. *Do you, personally, fit the description (or match the expectations) you wrote down above?* In what ways?

What do you think about how you "match up" to camp's expectations? *Please say as much as you want regarding your thoughts.*

Please add anything else you would like to mention right here:

Part Two
Please <u>use as much space and time as you need</u> to answer the following question about yourself.

"*Why am I coming to camp?" (*Consider all the reasons and motivations, the "back story" for why you chose to work at camp, maybe even reasons you won't share with most other people, or anything else at all that helps you describe why you are coming)

Part Three
The Last Question!
Please <u>use as much space and time</u> as you need to describe your thoughts.

Take a moment and consider your "hopes and dreams" for the coming summer. **What do you want out of your experience at camp this summer?**

+++THANKS FOR THOUGHTFULLY ANSWERING THESE QUESTIONS!

+++MY GOAL IS TO <u>REALLY HEAR WHAT MATTERS TO YOU</u> IN YOUR INVOLVEMENT AT CAMP. BUT I NEED YOUR HELP!

+++I WOULD LOVE IT IF YOU <u>WENT BACK AND READ THROUGH IT AND ADDED MORE</u> THOUGHTS IF YOU THINK THAT WOULD HELP YOUR DESCRIPTIONS.

When you're satisfied that you are finished, do these two things:

Make sure that the "send to" space has my email address in it (dustkunkel@googlemail.com), and,

Hit the "send" button! Thanks!

Appendix D
University of Edinburgh Required Ethical Statement

Ethical Statement -- excerpted, as required, from the document <u>*"Notes regarding the process of the MSc Dissertation (Outdoor Education) Moray House School of Education, The University of Edinburgh*</u>." Before answering the following questions, students should have read the British Educational Research Association Guidelines (available on-line at <u>www.bera.ac.uk/guidelines.html</u>) or those of an appropriate professional body - eg. British Psychology Society or the British Sociological Association.

> Will the research require the collection of information from or about individuals without their (or their parent/guardians) consent?

Yes   ***No***

If YES, the proposal should state what information will be collected and why consent will not be sought.

Does the proposal conform to accepted ethical guidelines?
          Yes   No

If No, the proposal should explain what guidelines are not being followed and why.

Student signature: ___***Dustin Kunkel***_____   Date: _October 21, 2006_____

Appendix E

Example: Member Check Email Response from "Basil"

Dust,

Looking back at the answers I gave at the end of my freshman year (now more than a year hence and with what little experience and wisdom a year has given), the same points that you came away with still hold true. In fact, some of the points are even more pertinent now.

First, I would point out that there is an intimate link in my faith between creation and God.

Second, I would highlight several of the key points, bringing stronger emphasis to them now, after working at camp for one year, and here at the beginning of a second.

• *A struggle between "making money" and a deeper fulfillment (represented by camp)*
This one has become a non-issue for me. I know that I do need money to survive in this world, but I also find that I have enough to do so. I have plenty of food and a roof over my head. Moreover, I feel that the Lord will show me a job to take when I need one. If not, I also find that I'm rather good at dishwashing.

• *A return to the innocence of childhood*

I don't think this one can be stressed enough. It's a childlike view of the world that becomes excited about the small things: a cool-looking mushroom, the sky, and a deep-seated desire to understand how and why things work.

• *A recognition that there is nowhere else and nothing else like camp and a desire to participate in that uniqueness*

• *An uncertain future and the perception that camp could be a helpful oasis to understanding that future*
I'd like to stress this one greatly, as well. Oddly, I found myself at almost the same place the beginning of this summer as last. I had a hard semester and ended with poor marks in my classes. The only difference between this summer and last is, at the beginning of last, I thought that I was going to be a Computer Science major. It was only through camp that I realised I should be doing something more like English.

Unfortunately, at the end of this past semester, I also had poor marks. Over all, not as bad as last spring, but not stellar. It has been decided that I am not going to go back for fall Semester of 2007, and will be on an indefinite break. Perhaps I should have taken this break after the end of High School — a year or longer — as I might not have been prepared to go to University directly after high school. In this time I might focus on the things that I find enjoyable. Perhaps I may take some technical classes and figure out how to be a proper network admin, or I would concentrate on writing and drawing. Interestingly enough, I found that once the decision had been made, I felt both more relieved (less anxious), and

immediately began to think about the things that I could do in that semester. I will see what I can do with the skills that God has given me, and travel down the path that He shows me. I'd like to see what happens.

• *An intimate link between loving God and sharing faith with others.*

• *A desire for authenticity of the self*
Though last, this one is probably the most important; the most vital. I will add that camp has, in fact, allowed me to loose inhibitions. I feel very comfortable being who I am. Apparently, others appreciate this personality, though crazy (only partially mad) it may be.
Thank you very much for replying,

In peace, "Basil" (Name changed to preserve anonymity)

Appendix F
First Inter-rater's Summary Analysis

Part One
1.   Love people with God's love the way He made you to be. Walk with God. Live with integrity. Step out and grow.
2.   Each sees themselves as being #1 but having much room for growth.
3.   There are expectations that L has set and they desire to live up to those expectations – but again, there is room for growth.

Part Two
The threads are:
1.   Desiring community centered on faith in Christ.
2.   Desiring to grow
3.   Liking the camp culture and its encouraging atmosphere
4.   Being in influence in others lives for the sake of Christ

Part Three
The threads are: They want to:
1.   Grow in their faith
2.   Serve and share faith with others
3.   Be challenged, be dependant on God, grow
4.   Develop character traits of various kinds

Major Themes = What drove them to camp?
1.   Prior experience
2.   perceived benefits
a.   Anticipation of a beneficial community
b.   The perceived Community of faith
3.   They desire to be challenged to move from what they are now to something else in their:
a.   Character
b.   Walk with God/Christ
c.   Ability to serve others
4.   They want to be with people in an intentional way and not in just a circumstantial way.
5.   They want a place where it is OK to talk about faith.

Appendix G
Second Inter-rater's Summary Analysis

Part One Observations

Expectations:
- Expect Servant Heart
- Be the best you can be as "you"
- Exceptionally caring…& wanting to serve others
- Strong walk with God
- Reflect God's love – love people with God's love

Do you fit the expectations?:
- Yes – willing to grow
- Hope so – friendly, love people, love to help others
- Have a ways to go – want to be surrounded by people and learn to love them

How do you think you "match up" to expectations?:
- Unsure if they match up
- Hope so
- Disturbing if I don't

Summary of themes: each participant was able to write clear expectations they felt the camp had for them but when asked if they matched those expectations they were not sure. No one seemed to know since it was not discussed with any of them prior to being hired for the season.

Learnings: The camp community is a strong draw for people of all ages and a place where people are willing to take risks, discover more deeply who they are, and serve others regardless of self. Organizational learnings include how the organization can clearly communicate the expectations so staff would be very certain why they were hired, what it is about them that contributes to the organization's success, and how the organization will support their growth and service.

Part Two Observations

Why am I coming to camp?:
- Fits my schedule
- Enjoy camp environment – mentioned by all three
- Be a Christian role model
- Not for the money
- Surrounded by others who share the same faith
- A place to learn to share my faith
- Like the community
- Test my gifts and strengths so as to further determine future work
- Learn to love God, relax, love others

Summary of themes: Obvious that the participants want to be part of the camp community not just for the others but also for their personal self discovery, growth, and enjoyment. Along the way, they hope to all contribute to the growth of others.

Learnings: People want to serve others. They are willing to learn, grow, make mistakes, and contribute to the growth of others.

Part Three Observations
What do you want out of your experience?:
- Find a wife!!!
- Grow as a leader, facilitator, and follower
- Make friends
- Grow in faith
- Laughter
- Sense of purpose
- Worship, be at peace with self
- Experience creation with self and others.

Summary of themes: Similar to the answers to the questions in Part Two. They want an intentional experience where they grow in a deeper sense of who they are and how they can use their gifts for others.

Overall Learnings:
No matter what the reasons for coming to camp, each person contributes to the overall community. The community is shaped by the members. Clearly defined and understood expectations for each member of the community will lead to the success, no matter how that is measured, of meeting those expectations. When that happens, the entire community will be blessed.

Appendix H
Example: Full Text of a Participant Reply ("Eloise")

The Basics
1. Sex: Female
2. Date of Birth (Day, Month, Year): June 2, 1987
3. Were You a Staff Member at Any Camp (including Lutherhaven) Before
This Summer? Yes
4. Which camp/camps and in what ways? Counselor, Camp Lutherwood (Oregon)
5. Ever been to summer camp as a child? Yes
6. Where? Camp Lutherwood
7. How Often? 5th grade - 9th grade, 11th grade

Part One

1.
Camp Lutherhaven expects its staff to be real with each other and with the campers. We're there to love on everyone around us, and to love with the reasoning that Jesus first loved us. Camp is a place where kids can feel like they belong, and that they matter. That someone thinks they're cool. Lutherhaven expects its staff to be positive roll models for the campers, and to share as much about Jesus as we can. And, naturally, we're supposed to play.

2.
I do fit the description/ match the expectations above. I love playing with kids, and it really matters to me that they (or even my peers) feel like I genuinely want to be around them. I also think it's incredibly important that they be provided a safe environment where they can ask all their scary/ confusing questions about God. I'm a pretty direct person - honest - so I do fit the expectation that the staff be real with each other and the campers.

3.
I think i match up to Camp's expectations very well. I loved my camp experiences at Lutherwood, and I really like the idea that I'm giving it back. Jr. High was horrible for me - I was scrawny and felt betrayed by my friends. I wasn't comfortable with being myself, but at camp I was loved just because, and my cabin that week in the summer after seventh grade was awesome. I made some good friends, and most importantly, I belonged. That was the year that I decided to become a counselor someday - because they're just so cool, and not afraid of being silly or happy, or of having fun. I think those things I saw in the counselors as a 12 year old are just what camps look for. Being silly is fun. Being silly with kids is even better. And happiness and funness are generally a part of who i am - I have a positive outlook on life. Since I was a counselor last summer, I know what it's like having campers, and also that I'm capable of sharing love and understanding with them as much as possible. As far as being real goes? I think that communication is best when people are direct and honest - open - with each other. I'm not saying that tact should be ignored, just that openness is key. Also, there's something incredibly good about being outdoors, where you don't have to worry about how you look, or how dirty you are, and the fact that I like being camp-dirty is another thing that makes me fit camp's expectations. Probably one of my favorite things about camp is the community that its atmosphere creates.

4. Please add anything else you would like to mention right here:

I think the rest of the survey covers everything.

Part Two

My mom worked at Camp Lutherwood when I was two years old. I was a camper there for just about forever, and then when I turned 18, just out of high school, I became a counselor. My mom also worked at Lutherhaven, where I'll be working this summer. Lutherhaven was not my first choice, because I love Lutherwood, as well as its returning staff who I bonded with. However, I put Lutherhaven as a second choice, not expecting to go there, but more like a hey, it wouldn't hurt type of gesture. Lutherwood had most of its staff reapply, and even though I did a good job, they told Lutherhaven to hire me because I was one of the staff with a second option, so that made it easier for them. Disappointing? Yes. But I know it's not because of any fault of my own. I'm looking forward to Lutherhaven, because my Mom's experience there was so good. My aunt worked there, too, when she was in college, so naturally the two of them are very excited that that's where I'll be. I'm looking forward to it because new things are good, and exciting, even though I will miss last year's staff. But I think God puts me where I need to go, even if I get confused along the way. I'm sure this summer will be great -because camp is camp! My one worry is probably the size of the staff -- 65ish. Lutherwood had about 20, which means you get pretty close to them. I'd like relationships like that at this camp, so I'm really hopeing the community factor will create those at Lutherhaven as well.

Part Three

I want to create relationships with the staff that matter. I want to give my campers the feeling that there is nowhere else I want to be but right there with them. I want them to know that I care about them - that they're cool just as they are. I want to give them the opportunity and safety to ask tough questions. And I want God to be real the whole way through - real as in he doesn't let me even begin to confine him into a box, which is easy to do.