The Development and Understanding of Responsibility through the Role of Ohio 4-H Camp Counselors

THESIS

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Abstract

Camp programs have offered developmental opportunities for youth for over 150 years. Outcome research about teen 4-H camp counselors has recognized that they develop leadership, responsibility, and other life skills. Camp counselors take on many roles and adult leaders entrust these teens with many responsibilities. The Ohio 4-H Camp Counselor Work-Based Learning (CCWBL) project recently identified that teens are becoming more responsible through their role as a camp counselor. However, the process by which they developed responsibility remained unclear. Camps involve a considerable degree of risk, and therefore a high quality camping program depends on having responsible young people caring for not just themselves, but for campers. Thus, the process by which teens become responsible is important to adults who work with teens within the context of youth organizations.

The purpose of this study was to gain a greater understanding about the process of responsibility development that results from participation in the 4-H camp counseling program. The objectives were to (a) determine what contributes to teens becoming more responsible through their role as 4-H camp counselors, and (b) understand the role of adults in the development of responsibility in 4-H camp counselors. Five data sets were collected reflecting three different perspectives. A questionnaire provided both qualitative and quantitative data from 247 teens. Observations were conducted at training meetings

and during two days of the camp session of one Ohio 4-H county camp. Twenty-two teens from this county were interviewed after the camp session to gain further insight. Finally, 14 4-H professionals completed an e-mailed questionnaire.

The findings documented that teens clearly know what it means to be responsible and they recognize positive and negative consequences that may result through performing their role. Teens described a very complex and multifaceted role involving many challenging tasks that are intrinsically motivating to them. A number of conditions were identified that contributed to the process of developing responsibility, including the setting where it occurs, the interactions of the people involved, and the nature of the roles to be performed. Additionally, adults played an integral role in facilitating the process of responsibility in teens as they intentionally structured the camp training and planning that precedes camp. Adults provided emotional and instrumental support while balancing the conflicting needs of control and youth ownership. Two conceptual models were developed to represent the process.

Although time consuming, future studies should continue to use observational method to further understand the complex roles and responsibilities of camp counselors. Studies should examine the training and planning period prior to camp as it may serve as a key precursor to the development of responsibility. Furthermore, adults can better facilitate the development of responsibility if they are able to understand the process as it develops in teens. Implications for practice focus on developing workforce skills in youth through the unique camp setting where adult leaders balance program control and youth

ownership. This research documented one context in which youth can become responsible leaders that can serve as a model for other youth organizations.

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Vita

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Fields of Study

Major Field: Agricultural and Extension Education

Area of Emphasis: Extension Education

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Chapter 1: Introduction

Camp is an exciting time for youth as it brings about lifelong memories and experiences for both campers and camp counselors alike. Although camps have offered youth developmental opportunities in outdoor settings for 150 years, until recently "efforts to refine this delivery system have been largely guided by intuition" (Thurber, Scanlin, Schuler, & Henderson, 2007, p. 253). Over the past decade, both the "volume and rigor" of camp studies has increased (Garst, Browne, & Bialeschki, 2011, p. 74), including those related to camp counselors. Outcome research on 4-H camp counselors has recognized the development of leadership, responsibility, and other life skills (Brandt & Arnold, 2006; Carter, 2006; Digby, 2005; Duda, 2009; Garst & Johnson, 2005) as well as the transfer of these skills to other settings including 4-H experiences, home, school, and work (Digby, 2005).

Understanding the role of camp counselors is important, as youth campers identified supportive relationships with camp staff as central to quality camp experiences (American Camp Association [ACA], 2006). 4-H camp counselors take on many roles and hold many responsibilities in their position. Most notably, they take on significant responsibility to plan and teach camp activities in addition to supervising and caring for campers. The 4-H camp setting provides a unique setting to explore life skill development in teens as they take on pseudo-adult roles and experience many of the same

responsibilities as adults (Brandt & Arnold, 2006). At camp, teens take on responsibilities while working with adult leaders in the camp program. Camp programs provide supportive adult role models for youth (Henderson, Thurber et al., 2007) through the training, planning, and camp experience. Adults play a significant role in the 4-H camp counselor experience as they entrust teens with many responsibilities (Digby & Ferrari, 2007).

Recently, 4-H camp counselors reported that they recognized that camp counseling program helped to develop their leadership skills and they indicated that through their experience, they became more responsible. This analysis of data was from the first year of the Ohio 4-H Camp Counselor Work-Based Learning (CCWBL) project (Ferrari, Arnett, & Bateson, 2010). The counselors' responses to open-ended questions gave some descriptive data, but also raised some additional questions. Specifically, although camp counselors indicated they were developing responsibility, the process by which camp counseling fostered responsibility development was unclear.

With increasing emphasis on responsible youth program management, camp directors are expected to document the benefits and outcomes of their camping programs, which include those of camp counseling (Garst & Johnson, 2003, p. 1). Camp provides an opportunity for teens to become more responsible for themselves and to supervise and be responsible for the welfare of younger youth (Garst & Johnson, 2003). Because leadership and responsibility appear consistently in reports of camp counselor outcomes, a closer look at this aspect of camp counseling is warranted. Just as teens recognize their

development of responsibility, the process of becoming responsible is important to adult leaders in youth programs.

Wood, Larson, and Brown (2009) have proposed grounded theory on the developmental outcomes in youth programs. They identified a three-step process by which adolescents are active producers of their own development and recognized that responsibility is a common developmental outcome in youth programs (Larson, Jarrett, Hansen, Pearce, Sullivan, Walker, Watkins, & Wood, 2004). They proposed that youth come to see themselves as responsible by experiencing ownership for their actions, while making choices about the various demands within the structure of their youth program where expectations are clearly defined (Wood, et al., 2009). Furthermore, Wood et al. (2009) found that effective adult leaders of youth programs play an important active role in facilitating the development of responsibility by providing high expectations and a program structure promoting youth ownership.

Although a number of studies have identified that 4-H camp counselors have recognized their development of responsibility, none have focused on the developmental process. Therefore, there is a need to systematically understand the process of how teens actually develop responsibility through their camp counseling experiences. This study makes use of Wood et al.'s (2009) grounded theory on developmental processes by considering the unique setting of camp as a platform for understanding the process of developing responsibility and the role of adults in this process.

Problem Statement

4-H camp programs that use teen camp counselors to plan and conduct their camps must balance the needs of two audiences: the campers and the counselors. Camps involve a considerable degree of risk, and therefore a high quality camping program depends on having responsible young people caring for campers. This study is designed to explore an understanding of responsibility and the process of responsibility development as it relates to the participants in the Ohio 4-H camp counselor program. Such understanding is needed for professionals who are on the scene time after time in the context of developing this responsibility. Much can be learned from combining the reports of those directly involved – the youth and the youth development professionals – and those made by an observer.

Research Questions

This study builds on the Ohio 4-H Camp Counselor Work-Based Learning (CCWBL) project that began in 2009. A combination of quantitative and qualitative methods were used to collect and analyze data from 4-H camp counselors and 4-H professionals participating in the 2010 and 2011 CCWBL project. The purpose of this study was to gain a greater understanding of the process of responsibility development within the 4-H camp counseling program. To do so, the following research questions were addressed.

1. How does being a 4-H camp counselor contribute to teens becoming more responsible?

2. What role do adults play in the development of responsibility in 4-H camp counselors?

Definitions

4-H youth development. 4-H is a nationwide youth organization and program of the Cooperative Extension System. 4-H brings youth and adults together incorporating hands-on, experiential learning in a "learn by doing" approach through many delivery modes. 4-H helps youth "meet the diverse challenges of today's world, build self-confidence, learn responsibility, and make positive decisions" with support from 4-H professionals and adult volunteers (National 4-H Council, 2012).

4-H camp. Broadly defined, camps are those organized experiences in group living in an outdoor setting where trained leaders conduct camp with intentional goals (Henderson, Bialeschki, & James, 2007). Camp connotes both a physical location and the affective, cognitive, behavioral, physical, social, and spiritual experiences one has in that location during and after the camp (Garst, Browne, & Bialeschki, 2011). Although 4-H conducts both day and residential camps, for the purposes of this study, 4-H camps shall be defined as the four- or five-day residential experiences conducted through the county 4-H program under the supervision of the 4-H professional.

4-H camp counselors are the male and female youth who serve as teen volunteers at camp; they are generally ages 14 through 19. 4-H camp counselors have accepted the responsibility for teaching, supervising, and caring for young campers (Garst & Johnson, 2005). For the purposes of this study, 4-H camp counselors are those individuals who are

selected to plan and conduct the county-based 4-H camp program. They serve under the direction of the county 4-H professional.

4-H campers. For the purposes of this study, 4-H campers are those young people who participate in their county 4-H residential camp program. They are generally between the ages 9 through 13.

4-H professionals. 4-H professionals may be 4-H Extension educators, program assistants, program coordinators, and other staff who are employed by the Extension 4-H Youth Development program. For the purposes of this study, the 4-H professionals are those who also serve as the director of their county-based camp, regardless of their specific job title.

Life skills. Life skills are defined as "those competencies that assist people in functioning well in environments in which they live" (Norman & Jordan, n.d.). For the purposes of this study, life skills are those skills that 4-H professionals seek to help develop in youth through various program delivery methods including, but certainly not limited to, responsibility and leadership. Life skills are important for the transition of youth into adulthood and are a key outcome of the 4-H youth development program.

Responsibility. Responsibility is the quality of being someone who can be counted on to fulfill obligations (Winter, 1992). Responsible individuals are those who are dependable and accountable for their own behavior (Ball & Ball, 2004).

Leadership. MacNeil (2006) defines leadership as " a relational process combining ability (knowledge, skills, and talents) with authority (voice, influence, and decision making power) to positively influence and impact diverse individuals,

organizations, and communities" (p. 29). Leadership also "requires a willingness to accept responsibility" (Kraus & Scanlin, 1983, p.120).

Decision-making. Decision-making is the process of considering a variety of possible options to arrive at a desired outcome. Also, it encompasses the skill in thinking for one's self (Ball & Ball, 2004, p. 10).

Initiative. Initiative is the capacity to get things done by organizing one's efforts over time to achieve a goal (Larson et al., 2004, p. 544).

Teamwork. Teamwork refers to two or more individuals working together toward a common goal.

Workforce skills. Although similar skills are also referred to as life skills, workforce skills are those skills that are necessary for any job and may be categorized as thinking skills, communication skills, teamwork, leadership, initiative, and professionalism (Ferrari & Arnett, 2011).

Assumptions

Assumptions for the purpose of this study included:

1. Participants in this study responded to questions honestly and truthfully and not just in a socially desirable way.
2. 4-H professionals and camp counselors in this study were collaboratively engaged in the planning, organization, and implementation of a structured county 4-H program. Although each county may have its own way of organizing and conducting its camp, within the Ohio 4-H program, the experience of being a camp counselor is similar from county to county.

3. Data gathered from several perspectives will provide a more holistic picture on the topic of interest for this study.

Limitations

Limitations are "conditions that may weaken the study" (Bloomberg & Volpe, 2008, p. 79). Limitations recognized in this study included:

1. This study was limited to Ohio 4-H members serving as camp counselors as part of the CCWBL project and therefore may not be representative of the entire population of 4-H camp counselors. Likewise, the responses from 4-H professionals are limited to those adults who participated in the CCWBL project and may not be a representative of the entire population of 4-H professionals in Ohio. 4-H camp may be different in programming in other counties in Ohio as well as in other states. Therefore, the findings of this study cannot be generalized to all counties in Ohio or to other states.
2. This study used some existing data from the CCWBL. To counteract this limitation, additional research methods were used and additional data were collected to enable further exploration of the questions of interest.
3. Some of the data for this study were gathered from Fayette County 4-H camp counselors in a certain time frame and location based on the time commitments and proximity of the researcher and participants. Therefore, interview and observation data were collected when both researcher and participants were available in respect to the training, camp, and post-camp

assessment schedules. This may have precluded participation for some of the counselors.

4. Researchers conducting qualitative research may be unaware of biases they bring to the data analysis. Therefore, several measures were taken to ensure the trustworthiness of the findings.

Significance of Study

Much has been learned over the years about the benefits of 4-H youth development programs, including those benefits gained from participation as a 4-H camper. It is only within the last decade that there has there been more focus on studying camp counselor outcomes. Most recently, the CCWBL project has brought more attention to camp counselor outcomes by addressing the connection to workforce skills. Additional questions have been raised about how 4-H camp counseling programs might foster the development of responsibility in 4-H camp counselors.

Camp counseling serves as unique setting for observing the development and understanding of responsibility in adolescent youth serving as camp counselors. The study of camp counseling affords a unique opportunity to study life skill outcomes in youth in a setting that sets it apart from others: Because of its residential nature, it requires a 24/7 commitment, where leaving would involve shirking one's responsibility (Digby, 2005), and therefore would jeopardize the safety of the campers and the success of the program. Thus, this study is expected to contribute new knowledge in the camping and youth development fields.

This study has the potential to provide useful information to 4-H camp directors, in particular, because many states involve teen camp counselors in their camping programs. The results will likely be of use to those who work in other organizations that conduct camping programs. Understanding and being better equipped to facilitate the development of responsibility in youth will assist youth development professionals in their camp programming efforts. More broadly, the results may also be of interest to those who work with youth programs in general, as many youth organizations aim to develop responsibility as an outcome of participation.

Ultimately, young people will benefit by gaining self-awareness and insight into what they learned through their camp counseling experiences. Camp counselors who act responsibly will provide a better experience for the campers in their care. Understanding the development of responsibility in youth programs, specifically with 4-H camp, will allow for the promotion of the benefits of this high quality program to future employers of teens and young adults who have participated in the program as camp counselors. Therefore, the transfer of learning from the life skill outcomes of teens participating in camp counselor programs can reach beyond the camp setting (i.e., to the workforce).

In summary, 4-H, as a youth program, provides a unique context through the camp setting where teens have the added responsibility of caring for others; and therefore, makes for a compelling topic to study the development of responsibility in teens serving in the 4-H camp counseling role.

Chapter 2: Review of Literature

This chapter begins with an overview of organized camping in youth development programs and examples of youth camping outcomes. Next, the 4-H Youth Development program is discussed along with a discussion of studies linked to the development of life skills in youth as participants in the program. A review of 4-H and other camp research follows with a focus on camp counselor outcomes. Responsibility is discussed because it is one outcome of participation in youth and 4-H camp counseling programs. Next, the relationship of adults and youth in the context of the 4-H program, camping programs, and 4-H camping programs is discussed. Research on the role of adults specific to their role in the development of responsibility in youth is also explored. Finally, the Ohio 4-H Camp Counselor Work-Based Learning (CCWBL) project is explained as a program that has confirmed the development of responsibility in 4-H camp counselors and serves as the context for this study.

Camping

> Camp, if it is worthy, is one of the greatest socializing, humanizing, civilizing factors which can enter the life of a boy or girl. It is the social adjustment and the ability to live successfully and harmoniously with others; it is health, joy, strong physique; it is education of a type not found in schools; it is an appreciation of higher values. It is these things largely because of contact with fine campers and counselors in a doing environment, through the imitative tendency of humankind, the uniformizing process of society which makes the group ways the individual ways. (Mason, 1930, p. 248)

Organized camping celebrated its 150th anniversary in 2011 and has included private, organizational, and agency camps (American Camp Association [ACA], 2010b). This tradition of organized camping would "invariably touch more lives than any other social institution aside from public schools" (Van Slyck, 2006 as cited in Ramsing, 2007). Camp is an extension of traditional education settings and is comprised almost entirely of teachable moments (ACA, 2010a).

Camp provides a unique setting for youth development in that youth live outdoors rather than merely visiting it; youth attend camp for a period of time with intense experiences rather than shorter experiences spread out over time; staff and campers are with each other for long periods of time; and the ratio of camp staff to campers is low (Henderson, Thurber, et al., 2007, pp. 1-2). The ultimate outcome of participation in camp programs is for youth to develop into successful adulthood through deliberate programming led by well-trained staff. These outcomes include positive identity, positive values, social skills, and physical and thinking skills (Henderson, Bialeschki, Scanlin, Thurber, Whitaker, & Marsh, 2007). For most youth, camp can serve as a testing ground for independence, autonomy, and self-reliance, while at the same time it is also a laboratory for intense collaboration, community-building, and shared work toward common goals (Martin, 2007, p. xii).

When designed intentionally, the experiences youth have while at camp offer structure and opportunities that provide supportive relationships, a sense of belonging, and skill building (Henderson, Bialeschki et al., 2007). In addition to learning to appreciate the outdoors and developing specific skills, studies note that campers benefit

from their camp participation in a number of ways that enhance their overall development. For example, statewide studies of 4-H campers have found that they developed independent living skills (Baughman, Garst, & Fuhrman, 2009; Hedrick, Homan, & Dick, 2009), learned to act responsibly (Garton, Miltenberger, & Pruett, 2007; Baughman et al., 2009), made new friends (Arnold, Bordeau, & Nagele, 2005; Garst & Bruce, 2003) and did better at getting along with others (Baughman et al., 2009; Garton et al., 2007; Hedrick et al., 2009). In a national study conducted by the American Camp Association, campers reported significant growth in self-esteem, independence, leadership, friendship skills, adventure and exploration, and spirituality at the conclusion of their camp experiences (Henderson, Thurber et al., 2007). Moreover, independence and leadership skills had not only been maintained but had increased when measured six months later.

As camps have offered successful youth developmental opportunities in outdoor settings for over 100 years, understanding how and why these positive effects occur is important (Henderson, Bialeschki et al., 2007). Camp is more than just a location or program as it includes what happens to youth during and after the camp experience (Garst, & Johnson, 2003, p. 1). Garst, Browne, and Bialeschki (2011) noted that both the "volume and rigor" of camp studies have increased over the past decade (p. 74). Another trend is an increase in studies related to camp counselors. As with studies of campers, these studies have also found that camp counselors benefit in many ways from their camp experiences. The studies related to camp counselors will be discussed later in this chapter.

4-H

4-H is one of the youth development organizations that has incorporated camp as a context for programming. 4-H is considered a premiere youth organization and is perhaps the most recognizable part of the Cooperative Extension System (Radhakrishna & Sinasky, 2005). In 2010, the National 4-H Headquarters reported over 6,330,000 participants in the 4-H program. 4-H develops life skills in youth through projects and educational activities that are offered in many contexts including 4-H clubs, after-school programs, school-based enrichment lessons, junior leadership clubs, educational trips, club meetings, community service events, and camps.

The longitudinal 4-H Study of Positive Youth Development found that 4-H participants were more civically active and are 2.2 times as likely as youth in other out-of-school time programs to report higher grades and 2.1 times as likely as youth in other out-of-school time programs to report high engagement in school (Lerner & Lerner, 2012, p. 3). Additionally, 4-H participants made more civic contributions to their communities and were nearly two times more likely to plan to go to college.

Many studies of both current members and alumni support that the development of life skills is one of the outcomes of participation in 4-H. Studies of 4-H alumni (e.g., Anderson, Bruce, & Mouton, 2010; Digby & Ferrari, 2007; Fitzpatrick, Gagne, Jones, Lobley, & Phelps, 2005; Flynn, Frick, & Steele, 2003; Fox, Schroeder, & Lodl, 2003; Maas, Wilken, Jordan, Culen, & Place, 2004; Radhakrishna & Sinasky, 2005) and current members (see Mulroy & Kraimer-Rickaby, 2006, for a review) concluded that 4-H members have developed critical life skills through participation in the 4-H program,

including responsibility, decision making, communication, record keeping, problem solving, teamwork, leadership, self-esteem, planning and organizing, and cooperation. The results have been found not only by self-reports of members and alumni, but also by parents or volunteers of 4-H youth. Parents have noted that even the youngest 4-H members, 4-H Cloverbuds who are ages 5 to 8 years old, are learning how to learn, developing social interaction skills, and acquiring personal development skills (Ferrari, Hogue, & Scheer, 2004).

The acquisition of life skills has been documented for those who participated in specific 4-H projects such as animal science (Ward, 1996), in specific events such as livestock judging (Rusk, Martin, Talbert, & Balschweid, 2002), through specific delivery modes or settings such as camp (Ferrari & McNeely, 2007), and also as a result of members' long-term participation (Ferrari, Lekies, & Arnett, 2009). 4-H has influenced careers choices (Matulis, Hedges, Barrick, & Smith, 1988; Rockwell, Stohler, & Rudman, 1984), and alumni have continued to apply the skills they have learned through 4-H in their current lives (Digby & Ferrari, 2007; Pennington & Edwards, 2006). Furthermore, alumni have said that 4-H was more helpful to them in learning certain skills than their participation in other youth organizations (Maas et al., 2006; Radhakrishna & Doemekpor, 2009). Several authors have concluded that the development of life skills needed for the workplace should be promoted within 4-H programs and documented (Cochran, Catchpole, Arnett, & Ferrari, 2010; Ferrari & Arnett, 2011; Ferrari, Arnett, & Cochran, 2008; Lamm & Harder, 2009; Ward, 1996).

Camping and Camp Counselors in 4-H Programs

4-H camp is an important delivery mode for promoting life skill development in youth and has a long history with 4-H (McNeely & Ferrari, 2005). Although not an initial program in the early years of 4-H when club work served as the primary delivery mode of youth programs, camping soon found its place to accompany that of club work. Education was important in the role of early 4-H camping programs where camps focused on providing opportunities to develop leadership and extend teaching new farm methods to boys and cooking and canning methods to girls beyond what was being done through club work (Meadows, 1995).

Meadows (1995) also concluded that the purpose of today's 4-H camps includes 11 major goals:

1. To participate in educational, recreational and social experiences in outdoor living, away from home;
2. To meet and learn to get along with other people by living together;
3. To provide opportunities to take responsibilities for one's own actions and own decisions;
4. To explore new interests and new approaches to old interests;
5. To teach citizenship and the importance of being a good citizen;
6. To discover and provide opportunities for developing leadership skills;
7. To discover special talents and develop those talents;
8. To learn to meet individual and group responsibilities;
9. To enrich the on-going 4-H club program and to involve youth in unit 4-H clubs;
10. To have fun; and
11. To become inspired to practice better 4-H club membership. (p. 107)

The earliest 4-H camp-like activities took place as early as 1907 in Columbia, Missouri (Wessel & Wessel, 1982). The first county 4-H camp was conducted in 1915 (Meadows, 1995). West Virginia was one of the first states to formalize camps as a part

of the 4-H program with 25 counties including some form of camping into their activities by 1919 (Wessel & Wessel, 1982, p. 43). Camping in 4-H programs now generally ranges from primitive sites with tents and campfires to modern educational centers with amenities indoors (Wessel & Wessel, 1982, p. 277). In 2010, over 418,000 youth participated in 4-H camping programs across the United States (National 4-H Headquarters, 2010).

Camping in Ohio 4-H

The first 4-H camp in Ohio was held in 1919 in Summit County (Deel, 2002). Today, Ohio has one of the largest 4-H camping programs in the country (Ferrari & McNeely, 2007). In 2010, 23,620 youth participated in the 4-H camping program in Ohio where 80% of these participants were reported as attending residential camps (Ohio 4-H Youth Development, 2010). Over 2,500 teens are estimated to serve as volunteer camp counselors each year comprising most, but not all, of Ohio's 88 counties (McNeely, 2004).

Ohio 4-H camp programs use a county-based model for conducting camps. In a county-based camping model, younger 4-H members (typically youth ages 8 to 13) attend a residential camp for four to five days. The county 4-H camp is planned and organized by teens, who are generally between the ages 14 to 19, working under the supervision of 4-H professionals. Ohio teens are selected for their role through an application and interview process (Ferrari & Arnett, 2011). Although the camp counselor role is a volunteer position, teens have a job description with many responsibilities. They attend at least 24 hours of training, lead and serve on committees, plan and spend time gathering

supplies, and write lesson plans for workshops and sessions to be taught at camp. While at camp, teens are in charge of cabins and groups, live in cabins with campers, and teach a variety of workshops and educational sessions for campers. In this model, 4-H professionals are working to balance the youth development needs of two audiences – both the campers and the counselors (Ferrari & McNeely, 2007).

4-H and Other Camp Counselor Research

Until recently, studies of 4-H camp programs have not evaluated camp counselor outcomes (Ferrari & McNeely, 2007). Those who were interested in 4-H camp counselors noted there was little information on the intensive experience of 4-H teens serving in this role (Forsythe, Matysik, & Nelson, 2004, p. 2) and they began to address this gap. In the past decade, studies on various aspects of the 4-H camp counselor experience have been conducted in a number of states, including Ohio (Digby & Ferrari, 2007; Ferrari & McNeely, 2007; McNeely, 2004), Wisconsin (Forsythe et al., 2004), Virginia (Garst & Johnson, 2005; Garst, Franz, Baughman, Smith, & Peters, 2009; Genson, 2010), Oregon (Brandt & Arnold, 2006), Louisiana (Carter, 2006), and Florida (Duda, 2009).

4-H camp counselor research has included the perceptions of 4-H alumni as well as current members who have served or are currently serving in the camp counseling role. Most research on 4-H camp counselors has used surveys and focus groups to address the research questions or objectives of each study. Digby and Ferrari (2007) suggested that future researchers should consider using observation as a method for learning more about the camp experience. Most 4-H camp counselor research has focused on two major areas,

which could be classified as operations and outcome research (Henderson, Bialeschki, & James, 2007).

McNeely (2004) noted that only seven studies focused on camp and camp counselor research in Ohio prior to 2002. More specifically, camp counselor studies focused on topics such as recruitment, qualifications, applications, job descriptions, hiring processes and evaluation (Cacace, 1950 as cited in McNeely, 2004) and the selection evaluation and training of camp counselors (Verbeck, 1940 as cited in McNeely, 2004). Both of these studies focused on paid camp counselors. Hothem's (1971) research focused on the influence camp counselors had on a 4-H camp nature study (as cited in McNeely, 2004). Two studies focused on Ohio 4-H camp counselor training programs including improving the camp counselor training program in Ohio (Becher, 1964 as cited in McNeely, 2004) and the development of a camp counselor training program specifically for Camp Clifton (Ruff, 1963 as cited in McNeely, 2004). All 4-H camp counselor studies recognized in McNeely's review of literature were operational in nature. More recently, operational studies included camp counselor research that studied the components of the 4-H camp counseling program both in Ohio and Louisiana (McNeely, 2004; Carter, 2006).

More recent camp counselor research has focused on outcomes, reflecting a trend in youth development research in general. Outcome research includes studies on the developmental experiences of camp counselors (Brandt & Arnold, 2006; Digby, 2005; Carter, 2006; McNeely, 2004); the duration of the 4-H camp counseling experience (Garst et al., 2009; McNeely, 2004); and the learning experiences of 4-H camp

counselors (Forsythe et al., 2004). The impacts of training and orientation have also been studied (Forsythe et al., 2004; Duda, 2009). Five studies have focused on the development of leadership, responsibility, and other life skills including those for effectively working with children (Brandt & Arnold, 2006; Carter 2006; Digby 2005; Duda, 2009; Garst & Johnson, 2005). Garst and Johnson (2005) studied the positive impact camp counselors have on the campers they supervise and interact with. Digby (2005) studied the transfer of skills to other contexts, the impact of the camp counseling experience on career choice, and the unique aspects of the camp counseling experience as compared to other 4-H experiences. Additionally, the conditions of the camp environment that promote transformation in young adults have been studied (Garst et al., 2009). Most recently, Genson (2010) studied the motivations of counselors to return to camp each year.

4-H is not the only organization interested in the development of camp counselors. James (2003) studied the transformation of growth and experience of Girl Scout camp staff, while the Boy Scouts of America (2001) have studied the outcomes for Boy Scouts in the camp setting. A study at a Christian camp in Michigan identified former counselors' motivations and the personal and professional impacts of being a camp counselor that were evident five, ten, fifteen, or more years following camp (DeGraaf & Glover, 2003). In these aforementioned studies, although the studies examined the outcomes of camp counseling, the development of leadership and responsibility in camp counselors was rarely mentioned, if at all.

The unique roles camp counselors take on through their responsibilities at overnight camping programs, and the fact that most camp counselors are young adults, have allowed for the exploration of identity development (Johnson, Goldman, Garey, Britner, & Weaver, 2011). The concept of the "camp bubble" suggests that camp provides a safe, protected space where counselors take on a range of roles, from child-like expressions of silliness to adult-like responsibilities of caring for campers (Johnson et al., 2011, p. 292). In many cases, counselors acknowledged they had never taken on the amount or intensity of responsibility like they had at camp compared to anywhere else (Johnson et al., 2011, p. 271). Counselors in Digby and Ferrari's (2007) study expressed a similar sentiment, stating that they had "'the opportunity to laugh at yourself and you find out who you really are,' and you have the chance 'to be a completely different person if you want'" (Identity Development section, para. 2). Likewise, they also indicated that it was greater responsibility than any other aspect of their involvement in 4-H.

Responsibility

Someone, when asked, might not easily define responsibility; yet everyone knows what it is or knows when there is a lack of responsibility. Winter (1992) defines responsibility as the quality of being someone who can be counted on to fulfill obligations. According to Businessdictionary.com, responsibility is defined not only as a "duty or obligation to satisfactorily perform or complete a task (assigned by someone, or created by one's own promise or circumstances) that one must fulfill," but it also has a

"consequent penalty for failure." Unfortunately, this definition of responsibility lacks any reference to a positive consequence realized when acting out one's responsibilities.

Both youth and adults consider responsibility to be a central characteristic needed to consider oneself an "adult" (Arnett, 2000) and consider that it becomes increasingly important with age (Wood et al., 2009, p. 295). Responsibility is certainly important for success on the job (Barrick & Mount, 1991) and is recognized as a workforce skill that employers value (Casner-Lotto, 2006; Ferrari & McNeely, 2007). Furthermore, responsibility is also important for one's own personal growth, necessary for developing independence and work ethic at home and in communities. Given the importance of responsibility, the question arises: How does one come to be responsible?

Youth do not just become responsible—how do they get there? If one is to be considered responsible, it is not enough to understand what responsibility is, one must act responsibly. Can responsibility be taught through direct instruction? Or is it a byproduct of an experiential learning process that occurs over time? Learning to be responsible likely involves an individual actually doing something to learn it. Becoming responsible may include successfully and repeatedly carrying out one's responsibilities (Wood et al., 2009, p. 296).

Larson's Grounded Theory of Developmental Processes

Larson and his colleagues (2004) have undertaken a program of research where they sought to determine the developmental experiences of youth in high quality youth programs. It is also important to note that the role of adult leaders might have in facilitating these developmental experiences were of interest. These researchers used a

grounded theory approach, one in which the theory is "inductively derived from the study of the phenomenon it represents" (Strauss & Corbin, 1990, p. 23) as they sought to understand the underlying process of developing responsibility through grounded accounts of youth who were experiencing this change (Wood et al., 2009). They used intensive observation to observe "close up" how this development takes place (Larson, Hansen, & Walker, 2005, p. 164). They purposefully selected high quality youth programs, where there was greater likelihood of observing the phenomena of interest. Through this study of youth programs, five developmental processes were identified, including developing initiative, transforming motivation, acquiring social capital (i.e., the ability to connect with adults for information and resources), bridging difference (i.e., recognizing differences in people while building interpersonal relationships), and embracing newfound responsibility (Larson et al., 2004).

Responsibility emerged as a common theme across the youth programs studied (Larson et al., 2004). In these programs, participants were given the opportunity to develop responsibility through volunteering on their own or being asked by adult leaders. A three-stage process for the development of responsibility was identified. First of all, youth take on a task and are surprised by their capacity to be successful in meeting its demands. When the task is successfully completed, youth are often impressed with what they were able to accomplish (Larson et al., 2004, p. 551). Second, after youth see continued successes in taking on tasks of responsibility, they are less likely to be surprised at what they are able to accomplish. At this point, youth see their success as a characteristic of themselves being responsible in relation to their role in the youth

program and it becomes a "mode of behavior that youth are comfortable turning on when they are involved with the program but may not employ in other parts of their lives" (Larson et al., 2004, p. 552). The third stage of responsibility development identified by Larson et al. (2004) is that youth are able to generalize responsibility to other areas of their life beyond their role in youth programs (i.e., job, home, school) and by doing so they are able to "internalize a sense of themselves as responsible" (p. 552).

Wood et al. (2009) studied a total of 11 good quality youth programs. These rural and urban programs were selected based on nominations by youth development professionals of those programs with reputations of being high quality programs. Through feedback from youth development professionals, those programs that received multiple recommendations as being a high quality program were verified and used for this research study. Programs studied focused on arts, leadership, and service. The research team conducted interviews approximately every two weeks over several months of the program activity period. When analyzed in relation to responsibility, youth reported that they recognized that they became "more responsible," became "more mature," became "more self-disciplined," and had "more will-power" in relation to fulfilling obligations or tasks (p. 299). In one program studied, FFA members who planned a day camp for fourth and fifth graders to learn about agriculture identified that planning a successful camp was challenging, but they found that this challenge motivated them to persevere (Larson et al., 2004). Additionally, these FFA members recognized that they were developing initiative and responsibility through planning this day camp program. Youth in some of the programs studied realized their participation in the

program allowed for them to become more responsible, and thus realized a change in themselves.

Next, the researchers analyzed the youth's accounts of responsibility development to determine the role that demands and expectations played in the change process. Three types of demands were identified: *task demands, demands of program roles*, and *time demands*. *Task demands* included "challenges related to the achievement of group or individual projects within the program" (Wood et al., 2009, p. 300). *Demands of program roles* refers to those demands that were specifically related to formal and informal roles youth held within their program through which they learned responsibility. *Time demands* were described by many youth as playing a major role in their development of responsibility; these demands included time commitments, schedules, and deadlines. Successfully meeting these demands allowed youth to see themselves as more responsible (Wood et al., 2009).

Secondly, Wood et al. (2009) sought to determine that if demands were central to the development of responsibility, why did youth accept and carry out these demands. Three themes emerged through their analysis: *Carrying out one's commitments, anticipation of the consequences for others,* and *anticipation of consequences for oneself. Carrying out one's commitments* was a very popular response from youth, as they felt an obligation to do something. In many cases youth understood that their role had requirements when they accepted the job or position. In other cases, youth participated in programs knowing they would have to follow through with obligations, yet not knowing initially what that fully entailed. *Anticipating consequences for others* included the

realization of how their actions could affect others both positively and negatively. *Anticipating consequences for others* includes not only their peers, but also adult leaders in the youth program. Furthermore, completing tasks for oneself and to fulfill personal and program goals were identified through *anticipation of consequences for oneself.* Why did youth carry out demands? They did so because of their commitment and because they considered the consequences for not only themselves, but for others (Wood et al., 2009).

Finally, the program environment was considered and how it may help facilitate the process of developing responsibility. Wood et al. (2009) found that youth programs with high rates of responsibility development had certain program characteristics. These characteristics included *youth ownership,* where leaders structure the program so that youth were able to experience some form of control and consequently feel some sort of ownership; *a priori structure* where the program structure, rules, and deadlines are known ahead time, are often planned with or by adults, and need to be followed; and *high expectations and accountability* where expectations are clear and possibly linked to consequences (Wood et al., 2009).

In summary, youth need to see themselves as being responsible by experiencing ownership for their actions, while making choices about the various demands within the structure of their youth program where expectations are clearly defined. Recognition of consequences is also important. Therefore, Wood et al. (2009) derived grounded theory on the process of developing responsibility as their research documented that youth programs allow for adolescents the opportunity to develop responsibility. This theory can be useful to studying responsibility development in other examples of youth programs.

Youth Programs as Contexts for Development

Youth development programs are thought to be an ideal setting to develop adolescents' potential in a number of ways (Larson, 2011). To be successful and make the transition to adulthood, young people need to develop a variety of competencies. The goals and atmosphere of youth development programs not only build youth's competencies but also address developmental goals as well. Many goals of youth programs are to develop life skills in youth. Youth have reported that in order to develop skills, "it was not just a single experience but repeated experiences of negative (and positive) outcomes that helped them learn" (Larson & Angus, 2011a, p. 287).

> Youth development programs seek to enhance not only adolescents' skills, but also their confidence in themselves and their future, their character, and their connections to other people and institutions by creating environments, both at and away from the program, where youth can feel supported and empowered. (Roth & Brooks-Gunn, 2003, p. 180)

Youth development programs provide supports and opportunities for young people to develop the social, cognitive, emotional, and spiritual resources needed to meet the challenges of transitioning into adulthood (Garst et al., 2009). In their review of literature, Albright and Ferrari (2010) concluded that youth seek new and challenging activities where there are opportunities to hold leadership and other meaningful roles while also carrying out real responsibilities. Because participation in youth organizations is voluntary, the program organizers strive to cultivate youth ownership through activities that have purpose and structure, and therefore these activities are well-suited to developing personal and societal resources such as initiative, motivation, relationships with adults, and multicultural competency (Larson et al., 2004). Thus, "youth programs

serve as a context in which youth are active producers of their own development" (Larson et al., 2004, p. 541).

Responsibility Development in Youth Programs

Responsibility can be developed in many contexts, for example, home, school, and youth programs. Work is another context where youth may develop responsibility. However, although employers desire responsible employees, jobs for adolescents are not structured to achieve youth development goals. Employers likely do not consider it their responsibility to develop responsible teens – they expect such responsible behavior as a requirement of the job. Therefore, the consequence for teen employees who do not act responsibly may be losing their job. The experience of having a job, or of losing one's job, may – or may not – teach responsibility. However, teens reported that "responsibility is the most important thing they gained" by being a part of a work-based learning experience offered through a youth development program, where the goal of developing youth is embedded into the program design (Ferrari, Arnett, & Cochran, 2008, Table 9). Therefore, a youth program with goals of developing responsibility and other life skills in the context of their program design should offer opportunities for youth to develop such skills and to learn what it means to be responsible in a work setting.

There are many skills learned and many benefits gained through engagement in youth development programs that go above and beyond what is taught in schools where there is a focus on academics. Adolescent youth typically have many opportunities to participate in activities and programs outside of school and the home to develop responsibility and other life skills. Hamilton and Fenzel (1988) stated that something

good happens to adolescents who volunteer to take on roles in their communities. Some of these benefits include learning about oneself and how to work with others, learning to carry out responsibilities, and speaking skills (Hamilton & Fenzel, 1988).

Many youth programs promote the development of responsibility in their members. In a study of Boy Scouts of America (2001), 50% of boys said they are given an opportunity to lead others in an activity or service and when taking on leadership and responsibility, they are gaining self-esteem. In a study of 48 effective youth programs, 81 percent included the improvement of adolescents' character, which included the development of responsibility and self-control, in their major list of goals (Roth & Brooks-Gunn, 2003). Furthermore, Dworkin, Larson, and Hansen (2003) suggest that adolescents serve as agents of their own development and change, which includes their development of responsibility and leadership skills, while they are also developing valuable relationships with adults.

Responsibility in 4-H programs. In a synthesis of research, Mulroy and Kraimer-Rickaby (2006) reported that both 4-H alumni and current members indicated that activities designed to place youth in leadership roles were the activities that taught them the most life skills (e.g., holding an office, teaching others, serving as a committee member; p. iv). 4-H alumni and adult volunteers have both reported responsibility and leadership as life skills gained by youth as a result of participating in the 4-H program (Fitzpatrick et al., 2005; Radhakrishna & Doamekpor, 2009; Radhakrishna & Sinasky, 2005). Alumni also reported that 4-H club membership had the most influence on their development of responsibility (Fox et al., 2003).

4-H members develop responsibility through their involvement in 4-H. In one study, 4-H alumni identified that responsibility was among the top five skills influenced by their 4-H participation (Maass et al., 2006). 4-H alumni in Ohio indicated that 4-H had a real impact on their development of responsibility as a general work competency (Matulis et al., 1988). Those 4-H alumni who participated in animal science projects reported the ability to accept responsibility as a positive influence on their life skill development (Ward, 1996). Perhaps the actual experience of taking care of animals through project work and going beyond caring for oneself illustrates a specific and unique way in which responsibility and other life skills can develop. Furthermore, responsibility developed in the context of 4-H projects can transfer to another setting. 4-H members reported that they used the skills they had developed from raising 4-H animal projects at home, at school, and at work (Rusk, Summerlot-Early, Machtmes, Talbert, & Balschweid, 2003). Digby and Ferrari (2007) noted a similar transfer of skills for 4-H camp counselors.

Radhakrishna and Sinasky (2005) recommended that Extension educators should always look for innovative ways of teaching challenges and responsibilities to youth, as these sorts of experiences contribute to leadership and personal development. Additionally, Ferrari, Lekies, and Arnett (2009) suggested that youth development professionals should provide opportunities to youth where they can engage in progressively more challenging experiences where youth can hold responsible and leadership roles in order to increase the developmental value of their program participation.

Responsibility and camp programs. The camp counselor role encompasses many responsibilities. Counselors serve as a direct connection to campers and therefore have a huge influence not only on campers, but also on the effective operation of camp programs (Henderson, Bialeschki, & James, 2007). Teens serving in the camp counselor role may assume significant responsibility for planning and conducting a camp program for their younger campers (Ferrari & McNeely, 2007; Ferrari & Arnett, 2011). Camp counselor alumni have identified that leadership and responsibility are tangible work-related skills they have developed by leading campers (DeGraaf & Glover, 2003).

In their review of literature, Ferrari and McNeely (2007) identified that camp counselors experience similar benefits to those of campers as they also learn various life skills through their role in the camp environment. At camp, teens are in a setting where conditions allow for them to develop responsibility. The role of camp counselors does pose more challenges to the camp experience as they take part in the planning, supervision, leadership, and teaching roles while also serving as role models to campers. Although there are rules to follow, it is cognitively challenging because there are also many situations that require thinking on one's feet, and it is socially challenging because a successful camp depends on teamwork. Thus, Ferrari and McNeely (2007) concluded that there are additional development benefits for camp counselors through their experience in the camp program. Many studies have identified life skills as developed through participation in the camp counseling program including personal development, discipline, independence, leadership, and responsibility (Ferrari & McNeely, 2007; Anderson, Bruce, & Mouton, 2010).

Studies have shown that 4-H camp counselors are developing responsibility through their role at 4-H camp (Brandt & Arnold, 2006; Digby & Ferrari, 2007; Ferrari & Arnett, 2011; Ferrari & McNeely, 2007; Forsythe et al., 2004; Garst et al., 2009; Garst & Johnson, 2005). The more years teens have been camp counselors, the higher their leadership and responsibility (Ferrari & McNeely, 2007), which may be a function of both experience and maturation. Two primary areas of responsibility identified by camp counselors include supervision of campers in cabins and in activity groups (Ferrari & McNeely, 2007). Additionally, having the significant responsibilities associated with being a camp counselor places camp counselors into a new experience that they can "grow into and also grow from" (Digby & Ferrari, 2007, Conceptual Model section, para. 1).

The 4-H camp setting provides a unique opportunity to learn more about life skill development in teens. Teens, as camp counselors, take on a pseudo-adult role and experience many of the responsibilities of being an adult (Brandt & Arnold, 2006), such as meeting deadlines, fulfilling job expectations, producing high-quality work, and embracing feedback (Wood et al., 2009). With good communication and rapport between adult camp staff and camp counselors, teens report that they take their role more seriously because they are part of the adult structure at camp (Hines & Riley, 2005). The camp experience could thus provide camp counselors with an opportunity to grow into "fully functioning adults" (Garst et al., 2009, Developmental Impact of Camp Experiences section, para. 2). Powell (2004) states that professionals in the camp field know that many young adults who have spent time working at camp have gained the skills and

confidence that make major impacts in their personal lives, careers, and the leadership roles they may hold in their communities.

Is there something special about camp that makes it unique for developing responsibility? What about this unique context allows for youth development professionals to better facilitate the understanding and development of responsibility in youth? The 4-H camp counseling program appears to be a unique environment for learning leadership and responsibility and 4-H professionals have the opportunity to revise and develop their 4-H camp counselor curriculum to address these developmental goals. Further examination of this program setting provides an ideal context for understanding the process of developing responsibility in yet another good quality youth program.

The Role of Adults

In many youth development organizations, every youth has interacted in some way with an adult. "Adolescent development consists not only in the acquisition of new skills and dispositions, but also in the formation of personal relationships, including those with adults" (Larson et al., 2004, p. 547). Relationships with adults are important in "providing a safe and supportive environment for youth to take on new challenges and develop their skills" (Ferrari, Arnett, & Cochran, 2008, JET Program Model section, para. 2). Research also shows that youth are "capable of functioning at a higher level of planfulness and initiative when assisted by others" (Larson, Hansen, & Walker, 2005, p. 162).

Youth recognize that good relationships with adults do not just happen–they take time and work and require the active engagement of both participants (Spencer, Jordan, & Sazama, 2004, p. 360). This active engagement by both youth and adults suggests a partnership between both the youth and adults in youth organizations. Anderson and Sandmann (2009) recommend that adults working with youth should create youth-adult partnerships where there is a mutual understanding and adults take action to enable youth to implement leadership in an organization. Their idea of empowerment encourages adults to guide and coach to enable youth to be innovative in their plans to accomplish tasks. Spencer et al. (2004) noted that youth and adults must listen to each other and demonstrate shared respect to develop a strong relationship. A strong shared relationship exists between youth and adults in a youth-adult partnership when both youth and adults are able to make decisions and carry out tasks to manage the organization in a working relationship where such actions can lead to leadership and skill development (Anderson & Sandmann, 2009, A Model of Empowering Behaviors in Youth-Adult Partnerships section, para. 6).

In a study of effective youth programs, not only were developmental processes identified where youth are producers of their own development (as mentioned earlier in this chapter), but the role that effective adult leaders play in youth development was also examined (Larson et al., 2004). It was apparent to Larson and his colleagues (2004) that in the programs studied, adult leaders were active and intentional in enabling conditions for youth to create change in their development (p. 553). However, a "paradox" is created in that "if adult leaders completely stand back, learning can get *off* track, but if adult

leaders take control, youth will not experience the ownership and agency that drives the development changes" in youth (Larson et al., 2004, p. 553). Therefore, adult leaders must balance this or "thread the paradox" (Larson & Angus, 2011b, p. 2) skillfully for the success of developmental experiences in youth. Larson et al. (2004) suggested five techniques to sustain this balance to facilitate youth development experiences:

1. *Following youth's lead* (supporting goals and directions set by youth);
2. *Cultivating a culture of youth input* (creating norms that emphasize youth inputs and leadership);
3. *Monitoring* (keeping youth on track);
4. *Creating intermediate structures* (create structures and manageable tasks for youth);
5. *Stretching and pushing youth* (encourage, provoke, and push youth to explore new ideas and roles). (pp. 553-556)

Not only is facilitating youth experiences by balancing these aforementioned techniques recommended as a way to guide and support the development of youth, but adults should also support youth ownership (Larson et al., 2004). Adult leaders appear to undergo a decision-making process in order to determine whether they should provide freedom or assistance to youth (Larson & Angus, 2011b). Adult leaders must link goals that are important to youth with the shared expectations or demands of the experience in order to expect positive outcomes, while also allowing youth to take ownership and demonstrate meaningful tasks and roles (Wood et al., 2009). In some cases, adult leaders may "lead from behind" where they find ways to "simultaneously respect youth's rights, ownership, and voice, while using their professional knowledge to provided measured assistance as needed" (Larson & Angus, 2011b, pp. 15-16). In summary, Larson et al. (2004) state:

> Effective adult leaders are active as well and play important roles in facilitating this dialectic process. On one hand, they are representatives of the adult world. They translate, help articulate constraints, or intervene to keep youth's engagement on track. On the other hand, they support youth's ownership of their work in ways that facilitate youth's active process of development. (p. 558)

Clearly, the shared relationship between youth and adults in youth programs is valued and important in fostering the developmental experiences in youth. However, youth development professionals often juggle competing demands from the individual, organizational, and societal levels and must exercise judgment in how to respond appropriately (Larson & Walker, 2010).

Adults and the 4-H Program

Adult volunteers are the foundation of the 4-H program as they work with 4-H professionals in providing support to the program needs and goals. Adults and 4-H professionals contribute to the development of youth in all delivery modes of the 4-H program including clubs, after-school programs, school-based enrichment lessons, junior leadership clubs, educational trips, community service events, and camps. 4-H studies reveal that adults must consider how to approach their role when working with youth as youth have reported both positive and negative experiences with volunteer leaders (Albright & Ferrari, 2010). 4-H clubs have been found to have autonomy and control-oriented leaders. "4-H members from autonomy-oriented clubs reported learning speaking skills, responsibility, and social skills" compared to other types of clubs studied by Astroth (1996). Leadership style will therefore affect youth 's experience in the program.

Adults in the 4-H program must be mindful of providing enough support, but not taking too much control, as it can discourage continued participation in the program (Albright & Ferrari, 2010). Armstrong (2010) stated that "adults' roles are to provide a safe learning opportunity for youth to feel comfortable and try new things in club and residential camping experiences" (p. 57). Furthermore, it is the role of the adults that allow for youth to maximize positive youth development through these 4-H experiences.

Adult Role in Youth Camping Programs

For the past 150 years, the outdoor camp experience has brought together both youth and adults nationwide each year. In addition to safe environments, educational experiences, and opportunities for ventures in the outdoors, camp programs have provided supportive adult role models (Henderson, Thurber et al., 2007, p. 1). For campers, the counselors serve as these role models, developing a mentoring relationship with the campers (Garst & Johnson, 2003). For counselors, it is the adult staff who nurture their development while they simultaneously develop and manage the camp counselor recruitment and training (Garst & Johnson, 2003), as well as oversee the camp itself.

Adult role in 4-H camping programs. In Ohio 4-H camping programs, teens plan, organize, and deliver the camp experience in cooperation with adults. Like California 4-H camping programs, Ohio's county-based 4-H programs "engage a team of adult volunteers and teenage staff members who work throughout the year to organize camp activities, promotion, and logistics" (California 4-H Camping Task Force, 2007,

p. 3). Teen camp counselors lead most of the camp program with support from adult staff and 4-H professionals.

The role adults play in the 4-H camp counselor experience is a significant one, as they entrust teens with responsibilities to supervise campers and lead and teach activities to them (Digby & Ferrari, 2007). Camp counselors report that they take on the role as a caring adult to their campers as they listen, talk, encourage, support, and empathize with them (Garst & Johnson, 2003, p. 3). 4-H alumni indicated that "counselors are just as important as adults, and it feels good to have that kind of responsibility" (Digby & Ferrari, 2007, Skill Development and Transfer section, para. 6.). Therefore, Digby and Ferrari (2007) recommended that adults need to give ownership to teens over their roles and responsibilities while providing the appropriate structure and guidance in the camp counseling experience.

Responsibility and the Role of Adults

Many youth programs turn responsibilities over to youth. Youth may either volunteer or are recruited by adult leaders to complete the task at hand. Larson et al.'s three-stage developmental process of responsibility, described earlier in this chapter, depends on the "youth's commitment to the goals of the program and the support they receive from the adult leaders and other youth" (Larson et al., 2004, p. 552).

Additionally, youth often take their tasks more seriously if they wish to do well for the adult leader and their peers who are involved. There is an element of accountability and high expectations, which is set by adult leaders (Wood et al., 2009). The role of adults in developing responsibility in youth is one that is "nurtured and

directed" by adult leaders who motivate and guide youth to act responsibly (Larson et al., 2004, p. 552). Adult leaders "encourage youth to take ownership over demanding tasks and roles, thus providing conditions for youth to demonstrate they could be depended on in meaningful situations" (Wood et al., 2009, p. 306). Larson et al. (2004) observed that youth seek their adult leaders as resources to the adult career world in order to develop as responsible individuals as they become adults.

Having too much ownership for responsibilities could pose challenges. Larson and colleagues (2004) found that if sole responsibility is offered to youth, their tasks could come to a halt or become disorganized which can "undermine their motivation and success" of the project or program (p. 175). Consequently, if adults take total control over the program, "youth will not learn" (Larson et al., 2004, p. 175). Therefore, adults need to use their expertise and various techniques to balance the art of providing ownership to youth in order to facilitate the development of youth and success of the program.

The Ohio 4-H Camp Counselor Work-Based Learning Project

The Ohio 4-H Camp Counselor Work-Based Learning (CCWBL) project was established in 2009 to create a more intentional approach to camp counseling by making connections between what was learned as a camp counselor and workforce skills that would be valued later by employers in the workforce (Ferrari & Arnett, 2011). This three-year pilot project initially included 11 Ohio counties that agreed to test the implementation of a work-based learning approach in the camp setting. 4-H professionals made minor changes to their camp counselor trainings where they incorporated both specific lessons on workforce skills and reinforced the concept of camp counseling being

a job throughout the training and planning leading up to the camp. In addition, a performance appraisal process was used; teens completed self-assessments and supervisor assessments were also completed. Additional counties were added in the following years; 7 counties participated for two years and 4 counties participated for all three years of the project. Altogether, 29 of Ohio's 88 counties participated at some point in the project.

4-H professionals found that it was relatively easy to incorporate this work-based learning approach into their camp counselor training programs and it did not require much change to do so (Ferrari & Arnett, 2011). As a result of the 2009 and 2010 CCWBL project with Ohio 4-H camp counseling programs, teens said they were significantly improving their workforce skills in all five areas measured including thinking skills, communication skills, teamwork and leadership, initiative, and professionalism (Ferrari & Arnett, 2011). Responsibility was included as an aspect of professionalism in this assessment.

Data have been collected each year from both camp counselor youth, through their completion of the self-assessment, and through feedback from participating 4-H professionals from assessments of their counselors and from focus groups at the end of each camping season. Teens stated they had gained an awareness of skills that they were developing, appeared to take their job as a counselor more seriously, had improved performance, and realized how skills they developed would help them now and in the future (Ferrari & Arnett, 2011).

Furthermore, 4-H professionals participating in the 2010 CCBWL project came together to review, categorize, and synthesize counselors' responses to several open-ended questions from the youth self-assessment. Through that analysis, it was evident that the teens recognized that they have become more responsible through serving as a counselor, but they did not go so far as to state *how* they became more responsible. Because counselors were asked more generally what they had gained through their participation, this question did not elicit how responsibility was learned. Therefore, further examination of how responsibility is developed in youth as participants in youth programs is warranted as youth development professionals seek to prepare youth for adulthood.

Summary

Organized camping has historically offered developmental opportunities for youth, providing them with supportive relationships while developing skills in both campers and camp counselors. 4-H is one youth development organization that has integrated camping as a context for delivering program goals for over 100 years. Research has been conducted on 4-H camper and camp counselor outcomes, but far fewer studies have looked at the development of camp counselors. Existing 4-H camp counselor studies have focused on the development of life skills including leadership and responsibility (Brandt & Arnold, 2006; Carter, 2006; Digby, 2005; Duda, 2009; Garst & Johnson, 2005). However, none of these studies implemented observation as a method in their research design.

Responsibility is a common outcome identified in camp research for both campers and camp counselors as identified by parents, camp counselors, camp directors, and camp counselor alumni. It is a life skill important for the role of being an adult and one that employers value. Developing into a responsible person is a process where youth serve as active producers of their own development (Larson et al.'s, 2004). Wood et al. (2009) concluded that youth need to see themselves as being responsible by experiencing ownership for their actions where they are often making decisions about the various demands and expectations structured in the program design.

Responsibility continues to be found as an outcome of 4-H participation and specifically in 4-H camp counselors through accounts of current members and alumni (Ferrari & Arnett, 2011; Ferrari & McNeely, 2007). Although recent studies of camp counselors have identified that camp provides them with an opportunity for the development of responsibility, but the process by which responsibility develops is unclear.

Furthermore, the relationship between adults (i.e., 4-H professionals) and youth is important in fostering their development of leadership and responsibility. Adults walk a fine line providing developmental experiences for youth by facilitating the experience with appropriate structure and techniques. Larson and colleagues (2009) found that adults should support youth ownership while setting high expectations in order for youth to demonstrate meaningful tasks and roles of responsibility. 4-H programs are very much structured by adults with cooperation of youth through deliberate program design, including the 4-H camping program. Studies show that camp counselors are developing

responsibility at camp. Therefore, the role adults play in the process of developing responsibility is important to the camp training and planning process which fosters this developmental process in youth.

Most recently, the Ohio 4-H Camp Counselor Work-Based Learning (CCWBL) project found that camp counselors are developing responsibility. This intentional approach to camp counseling provides a unique setting to apply Wood et al.'s grounded theory on the development of responsibility in youth programs in a different, yet similar, context. Using Wood et al.'s grounded theory can show its applicability to other similar youth programs. Comparing the process of developing responsibility in youth across different contexts that are similar can provide youth development professionals with a better understanding of how to facilitate their role and potentially enhance the implementation of their programs. Additionally, examining the adherence to demands and the relationship youth have with their adult leaders, as facilitators, to the development of responsibility in the program will be further studied as recommended by Wood et al. (2009, p. 307).

Chapter 3: Methods

The study was designed to examine teens' development of responsibility through the experience of serving as a 4-H camp counselor and the role adult leaders play in this process. This chapter outlines the research design and describes the population of camp counselors and 4-H professionals who participated in this study. Next, the instruments used for data collection are described. I consider issues related to trustworthiness and validity. Finally, the plan for data analysis is reviewed.

Research Design

A non-experimental design incorporating both qualitative and quantitative methods was used for this research. Numerical data obtained through quantitative methods allow the researcher to generalize data (Lichtman, 2010). In this study, survey research was one method used to gather information about camp counselors. Survey research allows the researcher to measure and summarize the attitudes and opinions of participants (Ary, Jacobs, & Razavieh, 2002). The questionnaire used in this study also collected qualitative data. Qualitative methods allow the researcher to gain insight on the context to better understand behavior (Ary et al., 2002, p.22). Furthermore, observation and interviews, both qualitative methods, were used in this study. In observation methods, the researcher makes observations of a setting without altering the situation in any way because the goal is to observe and study behavior as it naturally occurs (Ary et

al., 2002, p. 27). Finally, camp counselors responded to open-ended questions that were asked through focused interviews designed to gain responses on the topic of this study.

The current study was designed to build on what had already been learned through the initial analysis of the first two years of the Ohio 4-H Camp Counselor Work-Based Learning (CCWBL) project. Data for the current study were obtained as part of the CCWBL project, which was designed to analyze an intentional approach that blended camp counseling with workforce preparation (Ferrari & Arnett, 2011). In this project, 4-H professionals used the principles for quality work-based learning programs to incorporate workforce skills into camp counselor training and instituted a performance appraisal process. Qualitative and quantitative data were collected through camp experience assessments completed by counselors during the 2010 CCWBL project (Year 2). This project was designed to analyze the intentional approach to camp counseling through integrating workforce preparation into the training and implementation of the camp program, which included a process of applications, interviews, planning and training, performing the counselor role, and performance appraisals. The 2010 CCWBL project was approved as exempt research by The Ohio State University's Office of Responsible Research Practices (Protocol Number 2010E0131). Selected qualitative and quantitative data related to camp counselors' responsibilities were used to address the research questions in the current study.

Additional qualitative data were collected in one of the participating counties through direct observation of counselor training sessions and on-site during the camp program and through interviews with 4-H camp counselors. Finally, 4-H professionals

who elected to participate in the 2010 and 2011 CCWBL project (Year 2 and Year 3) were asked to respond to an electronic questionnaire containing open-ended questions to define responsibility and describe how they facilitated responsibility development. Approval to conduct exempt research was obtained from the Ohio State University Office of Responsible Research Practices (Protocol Number 2011E0255).

Combined methods were selected to best address research questions identified for this study. Ary et al. (2002) state that both qualitative and quantitative methodologies are valuable in educational research. The use of mixed methods and data from different perspectives made for a stronger research design.

Population and Sample

The population for the study consisted of the 4-H program staff, both teen camp counselors and the 4-H professionals who participated in the 2010 CCWBL project and were involved with the planning and implementation of camp. A total of 437 teens from 15 of Ohio's 88 counties participated in the project; 247 of them returned the project questionnaire (57% response rate) and comprised the sample for the current study. Because of the relatively small number of counties involved, a census of the 4-H professionals from these 15 counties as well as those 4-H professionals who were new to the project in 2011 was used. Of these 19 professionals, 14 returned the study questionnaire (74% response rate). Participation in the CCWBL project was voluntary.

Camp Counselors

Teens were selected to serve as camp counselors through an application process in their respective counties. Prior to camp, teens participated in a minimum of 24 hours of

camp counselor training and were instrumental in the camp planning process. During 2010, data were collected from 247 teens that served as camp counselors in the counties that elected to participate in this project.

Sixty-two percent of the camp counselors who participated in the 2010 CCWBL project (Year 2) were female and 38 percent were male. The average age was 15.6 years, with the age range between 13 and 19 years (males: 13-18 years old; females: 14-19 years old). They had been a camp counselor for an average of two years; the range was from 1 to 7 years (males: 1-5 years; females: 1-7 years). The number of years as a 4-H member was between 1 and 14 years, with the average being 9.2 years. Counselors had spent anywhere from 1 to 11 years as a camper, with the average being about 5 years. These data are summarized in Table 1.

CCWBL Camp Counselor Data	Males	Females	Total
	Mean (*SD*)	Mean (*SD*)	Mean *(SD)*
Age (Years)	15.6 *(1.1)*	15.7 *(1.3)*	15.6 *(1.2)*
Number of years as a 4-H member	8.7 *(2.8)*	9.5 *(2.2)*	9.2 *(2.5)*
Number of years as a camper	5.0 *(2.5)*	5.7 *(2.4)*	5.5 *(2.5)*
Number of years as a camp counselor	2.1 *(1.1)*	2.1 *(1.4)*	2.1 *(1.3)*

Table 1. 2010 Work-Based Learning Pilot Project (Year 2): Camp Counselor Demographics

Approximately 4 in 10 of the camp counselors were first-year camp counselors (see Table 2). Another 29.4 percent were in their second year as a counselor. The remaining counselors were in their third through seventh year in that role.

Number of years as a camp counselor	Males		Females		Total	
	F	*n*	*f*	*n*	*f*	*n*
1	38.7%	36	44.1%	67	42.0%	103
2	32.2%	30	27.6%	42	29.4%	72
3	18.3%	17	12.5%	19	14.7%	36
4	6.5%	6	9.2%	14	8.2%	20
5	4.3%	4	4.6%	7	4.5%	11
7	0.0%	0	2.0%	3	1.2%	3
Total:	100 %	93	100%	152	100%	245

Table 2. 2011 Work-Based Learning Pilot Project (Year 2): Number of Years as a Camp Counselor

In addition, I selected one county for follow up and collected data in 2011 (Year 3 of the CCWBL project). Fayette County has participated in two of the three years of the CCWBL project. This county had one of the larger groups of camp counselors; there were 34 teens participating in the 4-H camp counseling program with an average of 1.9 years as a 4-H camp counselor *(SD*=0.9). In 2011, with 34 camp counselors, Fayette County comprised 9 percent of the total responses in Year 3 of the CCWBL project.

Table 3 presents the demographic data describing the Fayette County 4-H camp counselors who participated in the 2011 CCWBL project. Similar to the entire sample, 62 percent of Fayette County 4-H camp counselors who participated in the 2011 CCWBL project were female and 38 percent were male. The average age was 15.8 years, with the age range between 14 and 18 years (males: 14-18 years old; females: 14-17 years old). They had been a camp counselor for an average of 1.9 years; the range was from 1 to 4 years (males: 1-4 years; females: 1-3 years). The number of years as a 4-H member was between 4 and 13 years, with the average being 8.5 years. Furthermore, counselors spent

anywhere from 1 to 9 years as a camper, with the average being about 4.4 years. These data for Fayette County 4-H camp counselors are summarized in Table 3.

Fayette County Data	Males	Females	Total
	Mean *(SD)*	Mean *(SD)*	Mean *(SD)*
Age	16.4 *(1.0)*	15.4 *(1.0)*	15.8 *(1.1)*
Number of years as a 4-H member	9.2 *(2.0)*	8.1 *(2.4)*	8.5 *(2.3)*
Number of years as a camper	5.0 *(2.2)*	4.0 *(2.5)*	4.4 *(2.4)*
Number of years as a camp counselor	2.5 *(1.0)*	1.5 *(0.7)*	1.0 *(0.9)*

Table 3.Work-Based Learning Pilot Project (Year 3): Fayette County Camp Counselor Demographics

4-H Professionals

In their respective counties, 4-H professionals facilitated camp counselor recruitment, selection, and training; directed the camp program; and evaluated its outcomes. These 4-H professionals were asked to respond to an electronic questionnaire to gain their perspective on counselors' responsibility development. Fourteen 4-H professionals had volunteered to participate in Year 2 (2010) of the CCWBL project (12 females and 2 males), but due to personnel changes, two female professionals were no longer working at the time this survey was conducted. An additional seven 4-H professionals (all female) who had participated in Year 3 (2011) were included. This allowed for a total population of 19 4-H professionals. Of the 19 4-H professionals, 17 were females and 2 were males. These 4-H professionals serve as the youth development professionals who are responsible for conducting the 4-H camp at the county level.

Instrumentation

Multiple methods were used to collect data for the study including both quantitative and qualitative measures.

Camp Counselors' Questionnaire

The Your Camp Experience Assessment (Appendix A) was created for and administered as part of the Ohio 4-H CCWBL project (Ferrari & Arnett, 2011). The instrument consisted of both fixed-response and open-ended questions designed to measure planning responsibilities, camp responsibilities, engagement, and experiences working with adults and to collect demographic data. In 2010, 4-H camp counselors completed a Your Camp Experience Assessment at the end of their camp season. The items I selected to use from this instrument were those that measured various aspects of responsibility. These data provided important contextual information that was useful for understanding the nature and extent of responsibilities assumed by camp counselors.

Training and planning responsibilities. Four questions addressed responsibilities that camp counselors had during the camp training and planning time. Counselors responded "yes" or "no" to these questions, and provided the appropriate number of committees they were involved in and the amount of time spent in these committee roles.

1. Did you have responsibilities to lead a committee or group of counselors to lead or plan a specific activity for the campers?

2. Did you have responsibilities to serve on a committee with other counselors to plan a specific activity for the campers?

3. Did you spend any additional time in training and preparing for your responsibilities as a camp counselor? If so, how much time did you spend and what did you do?

4. Were you asked to prepare a written lesson plan for any of the topics that you taught?

Camp responsibilities. Three questions addressed responsibilities that camp counselors had during the actual time camp was in session. Counselors responded "yes" or "no" to these questions and provided the appropriate number of campers they worked with in these at-camp roles.

1. While at camp this year, did you have responsibilities to work with a group of campers assigned to your cabin? If so, how many campers did you work with?

2. While at camp this year, did you have responsibilities for working as a group leader with a group of campers? (Such as teaching or leading activities or as a "tribe leader"). If so, how many campers did you work with?

3. Did you have assignments at camp to teach campers? (For this question, *teach* means where you have to show the campers how to do something or learn something new. For example, how to do a craft, how to fish, how to make a rocket, etc.).

Other items related to different aspects of responsibility on the Your Camp Experience Assessment provided additional quantitative data. Two items related to interactions with adults, two items related to effort and initiative, two items related to decision-making, and five items related to leadership and responsibility, for a total of 11 responsibility-related items as listed in Table 4. Response options were on a 5-point scale (1 = *hardly at all* to 5 = *a whole lot*).

Aspect of Responsibility	Items
Adult Interaction	The adults give me important responsibilities.
	The adults trust me to complete project tasks.
Effort and Initiative	I put a lot of effort into being a camp counselor.
	As a camp counselor, I took initiative to get the job done.
Decision-Making	Camp counselors had opportunities to make important decisions about activities.
	Camp counselors had opportunities to decide what to discuss at meetings.
Leadership and Responsibility	Camp counselors had opportunities to take the lead in carrying out activities.
	Camp counselors had opportunities to manage and direct activities.
	Camp counselors had opportunities to serve in leadership roles.
	Camp counselors had opportunities to lead groups of youth.
	Camp counselors had opportunities to take responsibility for the success of activities.

Note: Complete survey is included in Appendix A.

Table 4. Responsibility-Related Items from the Your Camp Experience Assessment

Each of the areas of the Your Camp Experience Assessment questionnaire also allowed for written comments that provided additional qualitative data recognizing the development of leadership and responsibility by teens serving as 4-H camp counselors. In addition, responses to one open-ended question from the Your Camp Experience Assessment provided data for this study. I selected this question to gain insight on responses specific to the role of adults.

1. Please share any comments about your experiences working with adults as part of the camp counseling program in your county. You may share overall comments, something about one individual that is different from the rest of your experiences, or both.

Observations and Interviews

Because many of the open-ended responses from 2010 included references to responsibility, I decided to explore this topic in greater depth to better understand the

process of developing leadership and responsibility that occurs within the camp setting. To do so, one county was selected for follow up. In 2011, additional data were collected through observations and interviews of youth and adults during their training and planning period prior to camp and during the camp experience itself.

Observations. To gain further insight beyond the existing data that were collected from the 2010 CCWBL project, teens were observed during several county camp training and planning sessions. Additionally, teens were observed during their week of camp when they were actually performing their role and responsibilities as a 4-H camp counselor. Observation data were collected through written field notes, paying particular attention to the actions and statements of camp counselors that demonstrated leadership and responsibility through their presentation of self, skills, abilities, and behavior. Furthermore, field notes were also recorded that paid particular attention to the actions and statements adults made through their role as a 4-H professional with respect to the development of leadership and responsibility of camp counselors.

Interviews. Camp counselors were asked additional questions during brief individual or group interviews following their camp session (Appendix B). These questions centered around the perspectives and experiences of the camp counselor through the planning process and at camp as it related to their development of responsibility and leadership. In almost all cases, individual interviews took place; only a few camp counselors participated in a group interview. The interview questions were meant as a guide; based on responses given by the counselors, follow-up probes were used for clarification.

4-H Professionals' Questionnaire

4-H professionals participating in the 2010 and 2011 CCWBL project were asked to respond to a brief questionnaire to gain their perspective on responsibility development. These questions were developed specifically for this study. The following questions were sent to 4-H professionals through an e-mailed questionnaire.

1. How do you define responsibility?
2. If you say a camp counselor is being responsible, what are they doing?
3. What types of tasks develop responsibility in camp counselors?
4. How do you think camp counselors develop responsibility?
5. How do you facilitate responsibility in camp counselors?
6. Is there anything that makes camp counseling a unique setting for developing responsibility?

Procedures

Camp Counselors' Questionnaire

4-H professionals served as key personnel for the 2010 CCWBL project. They provided camp counselors' parents with a letter explaining the project (Appendix C) and obtained parent permission for using the project data for the research study (Appendix D). At the conclusion of the camp session, they distributed instruments to the camp counselors and obtained their verbal assent (Appendix E). Data were de-identified and returned to the State 4-H Office for analysis.

Observations and Interviews

One county was selected for follow up. Again, the 4-H professional in this county served as the key personnel who obtained parent permission or consent for the study

measures. Parents received a letter describing the nature of the project (Appendix F) and a permission form (Appendix G). Those who were 18 years or older also received a letter (Appendix H) and provided consent for themselves (Appendix I).

My direct observation of the counselors engaging in planning sessions prior to camp and in the camp session itself took place during the months of May and June 2011. The camp session observed took place from June 5th through June 9th. I made written field notes to record my observations and later created a Word document to enable further analysis. In particular, I paid attention to interactions of adults and teens to gain insight into the role adults play in the development of responsibility in teens that serve as camp counselors.

Additional questions about leadership and responsibility were asked as a semi-structured group and individual interviews to camp counselors in Fayette County. In almost all cases, individual interviews were conducted. Furthermore, a few camp counselors participated in a semi-structured group interview. Interviews were conducted with 22 of 34 teens serving as 4-H camp counselors in Fayette County. Assent was obtained prior to beginning the interviews by reading the Camp Counselors' Interview Assent Script (Appendix J). Upon review of the assent script, interview questions were asked. Responses were audio recorded and later transcribed for data analysis.

4-H Professionals' Questionnaire

Nineteen 4-H professionals who participated in the 2010 and/or 2011 CCWBL project were asked additional questions about leadership and responsibility through a short questionnaire. SurveyMonkey, an on-line survey and questionnaire tool, was used

to collect their responses. Furthermore, three scheduled reminders were sent to 4-H professionals who had not responded following the initial e-mail invitation (Appendix K). Responses were obtained from 14 of 19 4-H professionals for a 73.4% response rate.

Trustworthiness

Qualitative researchers propose several criteria for evaluating what would be in quantitative research referred to as validity and reliability. Instead, qualitative researchers propose that those undertaking this sort of research consider credibility, dependability, and transferability.

Credibility

In this study, credibility was established in several ways. First of all, the researcher recorded field notes to monitor data that were collected openly and honestly. According to Bloomberg and Volpe (2008), "prolonged involvement in the field facilitates a more in-depth understanding of the phenomenon under study" (p. 77). Data in this study were gathered through observed settings where teens and 4-H professionals were active in the field. Also, data were collected by triangulating methods including interviews, observations, and open-ended and fixed-response questions from surveys. Competing viewpoints were also recorded. Additionally, data were collected from multiple sources to ensure valid measurement of the research objectives and extend credibility. Data sources included teens, 4-H professionals, and the researcher acting as the observer. One way to clarify biases is to establish the researcher as self, which is discussed in the next section.

Researcher as self. Due to the qualitative nature of this study, the researcher is the "filter" through which the data pass through when being analyzed. As the researcher, I served as the means to collect, organize, categorize, and interpret qualitative data. Although an assumption for quantitative research, revealing the self as a researcher is critical to the work of qualitative research according to Lichtman (2010). Revealing myself, as an expert in this research on the subject of camp counseling, is important just as revealing what I have learned about the sample studied plays an important role in understanding the characteristics of the people in this qualitative research design. Therefore, it is important for me to describe my experiences related to camping and camp counseling.

I have had personal and professional experience working with three camping programs. In high school, I served as a camp counselor for sixth graders attending Camp Michindoh in Michigan for two years. I also attended this camp as a sixth grader. As a camper, I attended Ohio FFA Camp for four years in high school. Additionally, I was active in the Ottawa County 4-H program where I attended camp as a camper for one year and a camp counselor for three years. Furthermore, I extended my professional experience of residential camping programs through my position as a 4-H program assistant for a year and a half in Ottawa County following my college graduation. My experience allows me to have insight into the 4-H camping program as a former camper, camp counselor, and 4-H professional.

Looking back on my camp experiences, I certainly have learned a great deal about the camp experience through my roles as a camper, counselor, and staff member.

Although my role as a camp counselor and staff member may have been challenging at times, they were positive learning experiences in regard to skill development in youth. At Camp Michindoh, I certainly observed challenges for peer camp counselors as they had not gone through formal camp counselor training as I had as a member of the 4-H camp counseling program. I can certainly attest to the fact that hours of training and program planning qualify the experience for both counselors and campers. Furthermore, I believe that coupled with pre-camp training programs, understanding what it takes to be a successful camp counselor for any camp program is through the "learn by doing" approach that the camp setting uniquely provides. My experiences have given me what Strauss and Corbin (1990) refer to as theoretical sensitivity, or the "ability to recognize what is important in the data and give it meaning" (p. 46). I have both personal and professional experience with 4-H camping programs, which have given me insight and understanding that can be applied to this study.

Dependability

Dependability refers to tracking the processes and procedures used to collect and interpret data (Bloomberg & Volpe, 2008). Data collected are extensively reported in Chapter 4 of this study. Furthermore, to ensure consistent coding, my advisor and I jointly coded qualitative data and were able to discuss any potential differences as they occurred.

Transferability

Transferability allows for the reader of this study to understand the depth of processes and whether or not similar work can be done in other contexts (Bloomberg &

Volpe, 2008). “Thick descriptions” were used to provide detailed information regarding the background of this study.

Data Analysis

I used quantitative data from Your Camp Experience Assessment to provide a standing point for a description of the camp counselor role and associated responsibilities. The Statistical Package for the Social Sciences (SPSS) was used for computing descriptive statistics (e.g., frequency distributions and means) as appropriate and the results were displayed in table format.

For qualitative data, first, observation notes were expanded into a readable form and interviews were transcribed and organized for analysis. Line numbers were added to transcripts to enable retrieval of data chunks and quotes. Next, the responses from the camp counselors interviews and 4-H professionals surveys were reviewed and coded line-by-line using open coding techniques. Open coding is the “process of breaking down, examining, comparing, conceptualizing, and categorizing data” (Strauss & Corbin, 1990, p. 61). This coding process involved peer review by my advisor.

In the final round of analysis, data were classified into categories and summarized by recognizing connections among identified categories as suggested by Ary et al. (2002). Tables were used to organize and summarize categories. The findings were then reported in narrative form to address each research question.

A summary of methods and corresponding analysis is summarized in Table 5 for each research question addressed in this study.

Research Question 1: **How does being a camp counselor contribute to teens becoming responsible?**		
Research Question	**Method and Data Source**	**Analysis**
Definition of responsibility	Qualitative Camp counselor interviews 4-H professionals' survey	Open coding
Camp counselor responsibilities (job description)	Qualitative 4-H professionals' survey Camp counselor interviews	Open coding
	Quantitative Your Camp Experience Assessment Planning responsibilities (Questions 3-11, 13, 19) Camp responsibilities (Questions 14-18, 53, 55, 66-72)	Frequency distributions
Motivation of camp counselors to undertake their role	Qualitative Camp counselor interviews	Open coding
How is responsibility learned; How camp counseling teaches responsibility	Qualitative Camp counselor interviews Observation	Open coding
Research Question 2: **What role do adults play in the development of responsibility in 4-H camp counselors?**		
Research Question	**Method/Data Source**	**Analysis**
What do 4-H professionals do to facilitate responsibility?	Quantitative Your Camp Experience Assessment (Questions 34-35)	Frequency distributions
	Qualitative Your Camp Experience Assessment (Question 39) Camp counselor interviews 4-H professionals survey Observations	Open coding

Table 5. Summary of Methods and Data Analysis

Chapter 4: Findings

The chapter is organized by the two research questions addressed in this study: (a) how being a camp counselor contributes to teens' development of responsibility and (b) the role that adult leaders play in this process. The findings reported in this chapter are based on the findings from five data sources. First, quantitative and qualitative data were collected from a questionnaire completed by 247 Ohio 4-H camp counselors who participated in the 2010 4-H Camp Counselor Work-Based Learning (CCWBL) project. Qualitative data were also collected through observations and interviews of camp counselors from Fayette County who participated in the 2011 CCWBL project. Furthermore, a questionnaire provided additional data from the 4-H professionals' perspective. Finally, a summary of results concludes this chapter.

The camp counselors' open-ended responses from the Your Camp Experience Assessment (Appendix A) were assigned a response number for coding. Each counselor who was interviewed was given a code consisting of a letter and number. Line numbers were added to the transcripts of the counselor interviews to aid in establishing credibility of the researcher's portrayal of the participants' responses. An example of this format is K20-1234, identifying first the counselor and then the line number in the transcript where the data chunk or quotation appears. The 4-H professionals' open-ended responses were

grouped by question and line numbers were added to this transcript, again to aid in establishing credibility.

Research Question 1

How does being a 4-H camp counselor contribute to teens becoming more responsible?

Defining Responsibility

First, it is necessary to define responsibility in order to understand the process by which responsibility develops. Camp counselors provided qualitative responses through camp counselors' interview data that could provide grounds for defining responsibility. Additionally, 4-H professionals provided description for defining responsibility as well.

Teens define responsibility. Camp counselors noted a number of things in response to what it means to be responsible. Their definitions contained the idea that responsibility involves being in charge and following through (S06-105, D07-109, M09-122, S12-135, J19-157). When put in charge, they are in charge of something or for getting something done (M09-120, G10-125, M16-148). Sometimes they do what is asked and other times they do a task without being asked. Following through involved doing the right thing of what needs to be done (A15-145, G17-152, H05-98, G10-125, M11-131, S12-134) and doing it right and in a fashion that is appropriate (C03-91, T04-95, M16-148).

Being responsible also means not doing the wrong things or "goofing off" (S12-135). Doing what is asked also involved accepting consequences of their actions (D07-109) and being honest (S12-135). This takes effort (S06-105), initiative (T04-94), and

hard work (A15-146). They may need to stretch themselves and "step outside their comfort zone" (C03-90), as sometimes it takes "going the extra mile" (C03-91) and doing "everything in their power" (B14-141) to get the job done. One counselor even noted that sometimes responsibility is "taking on a challenge that is bigger than you itself" (C03-90). Another counselor even briefly mentioned that there are levels to responsibility (S06-101) but did not elaborate. The following quotations from camp counselors' interviews represent their views of the term of responsibility:

> I guess taking responsibility for your actions for carrying through with your actions and implementing them, not just saying you are going to do something, actually doing and putting the necessary work that you need into it. (S06-103)
>
> Making sure they're [the campers] okay before I'm okay. (J08-115)
>
> Making sure all the little things get done. (J08-120)
>
> Being able to take charge of things when needed and being able to make sure they are completed well. And also, just be able to make sure things go smoothly with everyone else and have their opinions be taken in. (M16-148)
>
> It means that being able to do stuff by yourself and not rely on other people to tell you what to do. (H21-165)

Responsibility "is the most important part of being a camp counselor" (B22-267). Teens describe the magnitude of importance as "hugely important" and it is "like being a parent" (S06-191). They do not want to let down others who put them in charge or are expecting them to be in charge and know that they need to be reliable because others are counting on them, including their peers with whom they share counselor responsibilities (M09-219, J19-255, K20-258). Finally, teens stated that they have to be organized in

order to carry out their responsibilities and recognized this as being important to their role as a camp counselor (H05-187, Z13-231).

Further examination determined that their responses could be grouped into three categories: being responsible for oneself, being responsible for others, and being responsible to others (those who put them in charge or who they work with). The most frequent response was recognizing that it is important to be responsible for not just themselves, but for others, that is, the campers (C03-179, K20-258, H21-264, M16-241, B18-251, S12-228, B14-234, N08-211, J08-214, T04-183, J08-206). Representative responses illustrating these categories are detailed in Table 6.

Responsible for Self:	Responsible for Others:	Responsible to Others:
• Going to meetings (A15-146) • Being responsible for their own things (H05-97) • Being on time (C02-87, T04-94, H05-99, Z13-137, B14-142, K20-160) • Being prepared (C02-88) • Being "organized and ready to go" (H05-98, K20-162)	• Being a "good role model to the kids" and others (Z13-137, J19-158) • Looking out for campers (safe) (B22-169, K20-160, C02-86, J08-114, N08-117, J08-119, Z13-138, A15-144, B18-155) • "Making sure they are okay before I'm okay" (J08-115) • Making sure campers are having fun (J08-119, Z13-138, B18-155) • Making sure they (campers) are included (J08-120)	• Doing something "when someone asks you to." (M11-131, B14-141, A15-144) • Making sure things go smoothly (M16-149) • Not disappointing those who put them in charge (G17-152) • Being there for their group (K20-162) • Trust (parents) (B22-170) • Doing it by themselves and not relying on others to tell them (H21-165)

Table 6. Camp Counselor Responses of Responsibility Categorized For Self, For Others, and To Others

When asked to respond to why it is important to be responsible as a camp counselor, teens recognized that there are good consequences to being responsible while

also being mindful that if they are not responsible, there are negative consequences. If camp counselors are being responsible, they are doing the right thing for themselves, the campers, and the program/organization while being mindful of the safety of all (S12-228, C02-174, B14-234, D07-199, A15-238, G17-248, M11-225). If they are responsible, the campers are in good care, have fun, and want to return to camp in the future (H05-311, D07-317, B18-362, K20-367, C03, 304). Counselors want the campers to be "in the same shape that they were when they [the campers' parents] left them" when they are at the end of the week of camp (B18-251).

If teens are responsible, it benefits them as they will receive good recommendations, feel good, better their skills, be trusted (T04-308, M09-327, G10-370, M11-333, S12-2335), receive a bigger workload (B14-347), and the adults will look at them as adults (B22-374). Counselors stated that when they do their job, it helps camp run smoothly (C03-275, H05-281, S06-284). Overall, the entire camp and 4-H organization will have a good reputation (B18-362) and the camp be productive and will run smoothly (J08-322, H05-311, S06-314, D07-317). The idea of positive outcomes is perhaps best illustrated by these camp counselor responses:

> People will trust you and they will give a bigger workload. They'll encourage you to do a lot more and they'll expect a lot out in the end like in the long run that is a good thing. Because you build relationships with people and they can go to you whenever they need something. (B14-347)

> Your plan follows through, you get good results, and you kind of set a good example for all the campers and other counselors. (G17-359)

When asked to expand on negative consequences of not being responsible, teens were very aware that bad things could happen, which indicates they had listened to the

messages communicated by adults throughout the training and camp program. As illustrated by the counselor who noted that "if something happens to them [your campers] it is going to come back on you, on the program, and on the whole organization" (A15-238), negative consequences could be separated into those that affected the campers, the counselors, and the camp program, as well as the larger 4-H organization. If counselors are not responsible, the most frequent response was that the care of the campers would be in jeopardy and that they could get hurt or be put in an unsafe situation (J08-401, B14-425, M16-432, B18-439, C02-380, D07-394, G17-436, H21-450).

Negative consequences categorized for the counselors included they could get in trouble (A15-429), be dismissed from camp (C03-383, G10-411, A15-429, B18-439), and not be invited back as a counselor (M09-408, G10-411, B22-452). Counselors could be stressed (J08-403), unprepared (K20-446), and not be trusted (S12-416, Z13-419, J19-432, B22-452), which may affect their personal reputation and be a negative view on themselves. Teens also recognized that if they were not responsible in their role as camp counselors, it might affect their future (T04-387, M09-409) in regard to their future jobs and college plans. Overall, teens recognized that if they are not responsible, the camp will not be fun for campers or counselors alike (M11-414) and camp as a whole will not go well (H05-389, D07-395, N08-399, B14-405, M16-433, G17-435, K20-445). Additionally, some teens recognized that some types of consequences, due to lack of responsibility, could lead to legal repercussions for the entire camp program (C02-381, S06-392, A15-429).

4-H professionals define responsibility. The term responsibility takes on both concrete and abstract meaning according to 4-H professionals. When asked how they would define responsibility, 4-H professionals indicated that responsibility is following through (lines 11, 28, 23, 33) with something that they are taking on (line 28). When one is responsible, they are "doing" something (lines 14, 16, 28) that they are capable (line 28) of doing. Responsibility assumes that one is accountable for not only themselves, but for others (line 12). While one is "doing" they are using good judgment for themselves and for others as they assess the situation (lines 18-19) and make decisions (line 11) all while being a "good person" (line 8) and "doing the right thing" (line 18). Being a "good person" considers elements of character (line 32) including making positive choices (line 31) with honesty and trustworthiness (line 8). How you conduct yourself when you are "doing it" is also a matter of "being" responsible – taking initiative without being asked (lines 16, 33) or reminded (line 35). Furthermore, responsibility is very much related to leadership (lines 3, 21, 28-29) where one is "in charge" (line 21) and takes ownership of "doing something."

4-H Camp Counselors' Responsibilities

The role of the camp counselor is rather multifaceted as it includes a range of roles and responsibilities. The next sections in this chapter include quantitative results from the Your Camp Experience Assessment. Because the data from this questionnaire are somewhat limited in scope, gathering interview data from teens and the 4-H professionals allowed for an expanded view of the multifaceted range of roles and responsibilities of teens serving in this role. Finally, my observations provided further

description of 4-H camp counselors as they interacted during the planning, training, and camp periods with their campers, their fellow counselors, and the adult leaders.

Quantitative Data

Training and planning responsibilities. Four questions on the Your Camp Experience Assessment addressed responsibilities that camp counselors had during the camp planning time. Counselors responded with "yes" or "no" to these questions. Nearly all of the camp counselors (94.7%) reported serving on a committee but only 83 percent reported leading a committee. Eighty-nine percent of camp counselors reported spending time prior to camp preparing in some way, but only about one-third (35.4%) of camp counselors said they spent time actually writing a lesson plan. These planning responsibilities are reported in Table 7.

Planning Responsibilities	***N***	***f***
Committee Service		
Serve on a committee	234	94.7%
Lead a committee	204	82.6%
Preparation		
Spend time preparing	217	88.6%
Prepare a lesson plan	87	35.4%

Table 7. Planning Responsibilities Reported by Camp Counselors

Table 8 summarizes the responses of 4-H camp counselors of questions asked on the Your Camp Experience Assessment. Nearly all of the camp counselors (96.7%) were involved with gathering supplies prior to camp. Additionally, the majority of camp counselors also reported that they assisted with shopping for supplies (83.7%) and made decorations and/or nametags for their cabins/campers (77.7%). Additionally, about three-

fourths of the camp counselors stated they attended planning meetings with their committees prior to camp (75.5%) as well as spent time preparing to teach or lead activities (72.6%). Less than half of the camp counselors (47.1%) attended additional training beyond what was offered in their county. It is important to note that additional tasks may have been completed prior to camp that were not asked on this questionnaire.

Pre-Camp Planning Tasks	**N**	***f***
Gathering supplies or equipment	231	96.7%
Shopping for supplies	200	83.7%
Making decorations, nametags, etc.	185	77.7%
Attending camp committee meetings with other counselors with whom they share responsibilities	179	75.5%
Preparing on their own for teaching or leading camp activities	175	72.6%
Attending additional training beyond their county (e.g., Teen Conference College, State Camp Counselor Workshop – MXC)	112	47.1%

Table 8. Pre-Camp Tasks Reported by Camp Counselors

About half of counselors (53.9 %) reported that they spent up to 15 hours of additional time in training and preparing for the camp counselor responsibilities. Another one-third of camp counselors (33.7%) stated that they are spending between 15 and 30 hours of additional time preparing for camp beyond their meetings and trainings led by the 4-H professional. Additional data on time spent on preparation of tasks prior to camp is reported in Table 9.

Time	N	*f*
0 hours	2	0.8%
1 – 5 hours	66	27.4%
6 – 10 hours	44	18.3%
11 – 15 hours	18	7.5%
16 – 20 hours	24	10.0%
21 – 25 hours	31	12.9%
26 – 30 hours	26	10.8%
31 – 35 hours	11	4.6%
36 – 40 hours	4	1.7%
41 – 45 hours	4	1.7%
46 – 50 hours	2	0.8%
50 or more hours	9	3.7%

Table 9. Amount of Time Camp Counselors Spent Preparing for Tasks

Camp responsibilities. Three questions on the Your Camp Experience Assessment addressed the responsibilities that camp counselors had while at camp. Counselors responded "yes" or "no" to these questions. Interview data from the perspectives of teens and 4-H professionals also supported the tasks that identify camp responsibilities. Furthermore, field notes from the observer also supplemented these results.

On the Your Camp Experience Assessment, all but one camp counselor reported supervising a cabin group. They reported a range of 4 to 26 campers for the size of group that was assigned to their cabin. It is important to note that some cabins were dorm-like and multiple counselors worked together in the same cabin. The average number of campers that a camp counselor was responsible for in their cabin was nine. Additionally, the vast majority of camp counselors worked as a group leader during the camp. They reported a range of 8 to 41 campers for the size of group where they may have been

teaching or leading activities. The average size of a group was 16 campers. These data are summarized in Table 10.

Camp Responsibilities	**N**	***f***	**Number (Range)**	**Number (Mean)**
Work with campers in cabins	245	99.6%	4-26	9.4
Work as a group leader	228	92.7%	8-41	16.4
Teach campers	216	88.2%	--	--

Table 10. Camp Responsibilities Reported by Camp Counselors

Additional questions asked on the Your Camp Experience Assessment provided quantitative data on the camp counselor experience related to responsibility. Two items related to effort and initiative, two items related to decision-making, and five items related to leadership and responsibility, for a total of nine responsibility-related items. The responses options were on a 5-point scale: (1 =*hardly at all* to 5 = *a whole lot*).

At camp, teens recognize that they are developing skills of leadership and responsibility. Nearly all (97.5%) teens reported having *quite a bit* to *a whole lot* of opportunities to lead groups of youth as well as having opportunities to serve in leadership roles (97.2%). Furthermore, 93.4 percent of teens reported *quite a bit* to *a whole lot* in regard to having opportunities to take the lead in carrying out activities while 95.9 percent and 95.1 percent of teens responded to having *quite a bit* to *a whole lot* of opportunities to take responsibility for the success of activities and manage and direct activities, respectively. Responses related to leadership and responsibility on the teens' Your Camp Experience Assessment are detailed in Table 11.

Leadership & Responsibility	1	2	3	4	5
Camp counselors had opportunities to lead groups of youth.	0.4%	0.0%	2.0%	19.8%	77.7%
Camp counselors had opportunities to serve in leadership roles.	0.0%	0.0%	2.8%	24.7%	72.5%
Camp counselors had opportunities to take the lead in carrying out activities.	0.4%	0.0%	6.1%	25.8%	67.6%
Camp counselors had opportunities to take responsibility for the success of activities.	0.4%	0.4%	3.3%	31.7%	64.2%
Camp counselors had opportunities to manage and direct activities.	0.4%	0.8%	3.6%	33.2%	61.9%

1= Hardly at all, 2 = A little bit, 3 = Somewhat, 4= Quite a bit, 5= A whole lot

Table 11. Leadership and Responsibility Camp Counselor Opportunities

Table 12 documents effort and initiative items on the camp experience assessment as reported by teens. Ninety-six percent of teens reported putting a lot of effort into being a camp counselor through responses of *quite a bit* or *a whole lot.* Taking initiative to get the job done was also reported by 93.9% of teens responding with *quite a bit* or *a whole lot.*

Effort and Initiative	1	2	3	4	5
I put a lot of effort into being a camp counselor.	0.0%	0.0%	4.0%	23.1%	72.9%
As a camp counselor, I took initiative to get the job done.	0.8%	0.0%	5.3%	29.3%	64.6%

1= Hardly at all, 2 = A little bit, 3 = Somewhat, 4= Quite a bit, 5= A whole lot

Table 12. Effort and Initiative Camp Counselor Opportunities

Two questions on the camp experience assessment completed by teen 4-H camp counselors provided data on decision-making opportunities as documented in Table 13. Although camp counselors reported their opportunity to make decisions about activities

(92.6% responding with *quite a bit* or *a whole lot*), only 7 out of 10 camp counselors stated they had the opportunity to decide what was discussed at meetings.

Decision-making	**1**	**2**	**3**	**4**	**5**
Camp counselors had opportunities to make important decisions about activities.	0.8%	0.8%	5.7%	38.5%	54.1%
Camp counselors had opportunities to decide what to discuss at meetings.	1.2%	5.3%	23.8%	32.0%	37.7%

1= Hardly at all, 2 = A little bit, 3 = Somewhat, 4= Quite a bit, 5= A whole lot

Table 13. Decision-making Camp Counselor Opportunities

Qualitative Data

Additionally, qualitative data were gathered from both teens and 4-H professionals through interviews as well as through observations. Analysis of these data provided further description and details of the tasks of camp counselors engage in during the training and planning periods of the camp program.

Tasks related to developing responsibility. The interviews from teens revealed their experiences related to developing responsibility that occurred outside of the camp context. Teens described general tasks through home, school, and other experiences as helping them become more responsible and in many cases required them to learn how to multi-task (M16-1329). These tasks included caring for pets (H05-1236), chores (H05-1236), cleaning house (H05-1236), babysitting (H05-1237), working (S06-1244), school work (S06-1244, J08-1299), caring for livestock (M16-1328), and 4-H projects (M16-1328). It is important to note that teens recognized tasks that from other life experiences also helped them to develop responsibility.

Teens reported a number of tasks related to their development of responsibility before and during camp, while some tasks overlap both periods of time. 4-H professionals also provided specific tasks as well. Table 14 summarizes tasks before camp reported by teens and 4-H professionals through interview responses categorized. Table 14 shows that there is overlap in the responses of teens and 4-H professionals, as well as some unique responses.

Teens' Perspective	4-H Professionals' Perspective
Attending meetings (M11-1313) Being on time for meetings (K20-1345)	Attending meetings on time (line 103)
Planning a schedule or day or whole camp (H05-1240, G17-1332, J19-1342)	Planning a schedule (line 137)
Planning programs (S06-1244)	Planning programs (lines 113, 130) Planning campfire (lines 106, 113) Planning vespers (line 106)
Planning activities (D07-1263)	Preparing activities (line 103) Planning cabin activities (line 126)
Planning games (B22-1352)	Planning games (line 105)
Learning things to teach others (M11-1314)	
	Writing lessons plans (line 118)
	Following deadlines (lines 137-138) Following rules (line 115)

Table 14. Tasks That Develop Responsibility in Camp Counselors Before Camp: Teens and 4-H Professionals' Perspectives

Qualitative data from teens and 4-H professionals provides much more detail for the tasks completed by 4-H camp counselors during camp. Specific tasks during camp identified by both groups are summarized in Table 15. A review of Table 15 shows that both teens and 4-H professionals recognize many of the same tasks and skills that develop responsibility.

Teens' Perspective	4-H Professionals' Perspective
Caring for campers (H05-1238, S06-1247, J07-1271, D07-1281, M09-1305, B18-1338, K20-1346) Helping campers (M09-1306) Getting campers ready for meals & activities on time (C02-1224, D07-1283, J07-1290)	Caring for others (line 101) Helping campers (line 114) Managing homesickness (line 114)
Supervising campers in cabins and tribes (B18-1338)	Supervising campers in cabins and tribes (lines 113-114, 123, 128)
Leading games (T04-1233, H05-1242, D07-1281) Leading workshops (B18-1338) Leading songs (T04-1231, D07-1281) Leading tribe or group (T04-1233, H05-1242) Being in charge of an activity (T04-1231, T04-1234, B22-1352)	Leading songs (line 113)
	Managing camper behaviors (line 116)
	Teaching workshops (lines 113, 123) Teaching flags (line 113)
Videotaping (G17-1331)	
Caring for - self (S061245)	
Being on time to activities (T04-1232, K20-1345)	

Table 15. Interview Responses of Tasks That Develop Responsibility in Camp Counselors During Camp

Skills reported during both the training and planning period as well as during camp are listed below in Table 16.

Teens' Perspective	4-H Professionals' Perspective
Organization (S06-1244, S06-1247, J07-1269)	Organization (line 98)
Leadership (H21-1349)	Leadership (lines 123, 128)
	Creative thinking (line 98) Critical thinking (line 98) Decision-making (line 95)
	Teamwork (lines 107-108)
	Teaching (lines 118, 123, 128)
Stress management (S06-1256)	
Multi-tasking (S06-1257)	
Initiative (T04-1234, H05-1241, D07-1280)	
Time management (C03-1227, D07-1283, G10-1308, B14-1323, K20-1345)	

Table 16. Interview Responses of Skills That Develop Responsibility in Camp Counselors

Additionally, there are many tasks and aspects of responsibility that were identified by teens and 4-H professionals which could be said to take part during both the training and planning as well as camp periods. These tasks are summarized in Table 17.

Teens' Perspective	4-H Professionals' Perspective
Organizing activities (S06-1244, S06-1247, J07-1269)	Working on teams or groups (lines 105, 118, 126) Serving on committees (line 103)
Leading (H21-1349) Following (H21-1349)	
	Mentoring (line 99)
	Managing interpersonal issues (line 114)
Following through (D07-1263, B14-1322) Doing things correctly (C03-1227)	
Show up (A15-1326)	

Table 17. Interview Responses of Tasks That Develop Responsibility During Training, Planning, and Camp

Teens provided additional insight on the tasks associated with being a camp counselor through these interview responses:

> If you are late once, you don't want to do it again! (D07-1285)
>
> Doing things you don't like to do and doing them well. (J08-1299, N08-1303)
>
> Planning the whole thing helps you become responsible and if you've done anything wrong you need to be responsible for the things you've done (J19-1342)
>
> Just being a leader and also being a follower can give you responsibilities by others relying on you to do tasks. (H21-1349)

4-H professionals added that being responsible for tasks allows camp counselors to take ownership (line 96) and serve as the "point person" in charge (line 128). Camp counselors serve on teams (lines 103, 105, 118, 126) to complete tasks while also developing skills. There are often deadlines (lines 137-138) in order for camp counselors to prepare, plan, and "do" camp (line 130).

Roles of camp counselors. Understanding the multiple roles of camp counselors will later help determine how this role develops responsibility in teens. According to 4-H professionals, camp counselors take on various roles (line 128) including, supervisor (line 123), leader (lines 123, 128), teacher (lines 123, 128), and caretaker (lines 101, 130). Camp counselors take on multiple roles at one time and it is "continuous" (H05-1116, S06-1005) and those reported by teens through camp counselor interviews are listed in Table 18. The number of teens that stated a particular role over the course of camp counselor roles is also noted in Table 18. Teens describe their role of being a camp counselor in these ways:

As Many Roles: At camp, I see myself in a role as a mentor to the campers as well as a friend at the same time a supervisor, and a leader, and a teacher at the same time. (S06-1005)

As a Leader: You can take on a role of being a leader through having to put on all of the activities. Each counselor normally has a different duty even if it is behind the scenes and still requires a lot of leadership and to become a leader. (H05-1122)

As a Leader: At camp you have to be a leader all the time, whether it's a leader that is up at the front of the group talking and giving directions or whether it's a leader that's kind of behind the scenes getting ready, preparing things I think being responsible and being a leader go hand in hand. (K20-1211)

As a Friend: Like as a friend, you are expected to be there for them and just relate to them and be a friend to them. (S06-1126)

As a Teacher: As a teacher, you are expected to teach them and help them grow as a person as well as learn new things. (S06-1128)

Camp Counselor Roles at Camp	Number of Teens	Reference
Leader	12	C02-1100, T04-1110, H05-1122, D07-1131, M11-1175, S12-1179, B14-1189, A15-1193, G17-1200, K20-1211, H21-1216, B22-1219
Mom/dad/parent	7	T04-1112, J07-1143, N08-1165, M09-1169, M11-1175, J19-1209, H21-1217
Caretaker for campers	6	C03-1103, T04-1113, J07-1143, G10-1173, M11-1176, B22-1219
Older sister/sibling	4	J07-1161, J08-1167, M09-1169, J19-1209
Role model	3	T04-1109, H05-1118, N08-1165
Team player/member	3	D07-1132, M16-1197, G17-1201
Friend	3	S06-1006, S06-1127, J07-1144, M09-1169
Speaker/Communicator (give directions)	2	S12-1182, K20-1212
Teacher	2	S06-1006, S06-1128, B18-1207
Babysitter	1	H05-1121
Cook (hobo dinner)	1	D07-1152
DJ	1	D07-1151
Fashion consultant	1	J07-1155
Follower	1	C02-1099
Guide	1	S12-1180
Hair stylist	1	D07-1153
Handyman	1	D07-1159
Mentor	1	S06-1006
Motivator	1	B14-1190
Nail polisher	1	D07-1158
Party planner	1	D07-1150
Spider killer	1	D07-1159
Supervisor	1	S06-1006

Table 18. Camp Counselor Roles at Camp Reported by Teens

Teens were also asked to describe how the role of being a camp counselor is different from other times when they have had to be responsible such as at school and at home. Nearly all teens reported the roles and responsibilities as a camp counselor are different from those they experience at school and or at home. The most frequent response was that teens are responsible for themselves at school and at home (H21-1467,

B14-1432, M16-1444, B18-1455, J19-1459, K20-1463, C02-1358, C03-1362, G10-1413, M11-1417, Z13-1427), but at camp they are responsible for younger campers and in charge of others (H05-1380, D07-1385, J08-1401, M09-1409) and serving in more of an adult-like role (T04-1369). At school and at home someone is there to help you whereas at camp you are "on your own" (T04-1372, B22-1470).

The responsibilities of teens were "smaller" at home and at school compared to those at camp where teens were planning a whole day for others (H05-1377), making decisions on their own (S06-1382), doing multiple things at once (D07-1390, S12-1421), and keeping themselves on task and being more self-regulated (S12-1424). Furthermore, the role at camp is a volunteer role as one teen elaborates through this response:

> I'd say camp counseling is different because you volunteer for it. You are not required to do it like at school and you are doing it mostly for fun for yourself but you are also doing it for the campers, most importantly. That's how it's different. (A15-1436)

On the contrary, a few camp counselors did not see the responsibility of being a camp counselor differently than other experiences such as at home or school. Some teens noted that being active at school through sports and other activities and holding various roles at school was not that much different than leading campers and counselors at camp as detailed by this response:

> It's really not that different. I am very active so camp counselors just gets me away from everybody else but allows for me to be the way I am. Because at school I play multiple sports and I'm leaders on those which is kind of the same as camp counselor because when you are a camp counselor you are a leader for all the younger campers and sometimes the other counselors. (G17-1449)

Job description. As mentioned previously by accounts of teens and 4-H professionals, teens take on many responsibilities and roles as early on as the planning and training process (before camp) as well as through the duration of camp for the entire camp program. Understanding the role of camp counselors is best understood by considering the training, planning, and camp periods to outline the roles and responsibilities of camp counselors. Responses from 4-H professionals provided a detailed job description of 4-H camp counselors. In summary, one 4-H professional described the role of a camp counselor as:

> Supervising their campers, interacting with campers, planning and teaching workshops, working in teams to carry out programming responsibilities, monitoring campers to identify homesickness, interpersonal issues and address early, learning their campers names and helping to learn each others' names, attending camp counselor training and planning sessions, actively contributing to planning camp, they put the campers needs and interests before their own. (Lines 58-63)

Motivation of 4-H Camp Counselors

Another aspect to consider is what motivates camp counselors to do what they do. Camp counseling is challenging with the extensive list of tasks and roles that teens take on – so why do they do it?

Teens' perspective. Broadly speaking, camp counselors responded that they participate as a camp counselor for others (the campers) and not just themselves – they do it simply put, "for the kids" (B22-82) with all intrinsic related responses. The most frequent response to question of why teens serve as camp counselors is that they enjoy it and it is fun (C02-4, T04-12, H05-15, S06-18, G10-42, S12-49, Z13-52, G17-67, J19-72). It is not just fun for them, they do it for others to have fun (T04-12) and even though they

recognize that because camp counseling is a challenge (C03-9, M09-38, G10-42, B14-55, B18-69, K20-75), that is what makes it fun (G10-42).

Teens often return to camp as camp counselors because they want to give back as a result of prior experience as a camper and being there for others (C02-4, T04-12, S06-18, D07-24), because of their own camper memories (G17-67). Teens serve as camp counselors because they want to experience camp in a different way (M11-44), they want the learning experience (M16-61), and they like working with kids (C03-9, Z13-52, B22-82). Teens value the ownership of the experience (T04-12) and experience enjoyment from planning and using their skills (S06-18). Many teens reported that they enjoyed being a camp counselor because they liked working with others and meeting with others (who are often their friends) (H05-15, S06, 20, D07-26, M09-38, S12-49, M16-61, G17-65, J19-72, H21-79). Finally, a few counselors stated that they participate in the camp counselor program noting the experience will prepare them for their future careers (C03-8, K20-77).

Observations of the Camp Experience

Observations of camp planning. Observations made by the researcher also support the results of teens developing responsibility during the training and planning periods of the camp program. Although the camp counselor trainings prior to camp seemed to be heavily structured by the 4-H professional, teens do have the opportunity to participate, learn new things, teach others, and be responsible. During the trainings, I observed teens teaching peers (i.e., how to make friendship bracelets) and leading songs in order to teach songs to their peers, as they would be expected to lead songs at camp.

Aside from the information that is covered in the training portion of the evenings, the remainder of the evenings was used for program planning, which was very much conducted by the teens. Each group of teens was comprised of both males and females and they were in charge of planning a day of the camp program. Leaders of each group were selected by the members of that group. Program planning involved discussion on plans to bring supplies to camp and tasks assigned to each teen in the group including but not limited to who is leading songs, who is going to carry flags, who is going to be on the microphone, who is coordinating music, and who is leading the activity. The time period for each activity as well as the details of those activities were all discussed by teens in the program planning period. Logistics, ideas, and plans were discussed among all camp counselers. During the program planning process, I observed teens doing things that demonstrated working together (teamwork), organization, communication, leadership, and taking responsibility.

The 4-H professional structures the time to be used for planning at training sessions. On one occasion, when five minutes of planning turned into twenty minutes, I wondered if groups planning programs for an entire day were too large and this may have affected the amount of time it took for program planning that evening. I also wondered about the size of these groups and the ability for teens to explore leadership and responsibility for tasks to their full potential. Were only a few teens actually handling everything for the whole day? Were there some who sat quietly and didn't take an active role? At the conclusion of programming planning, day plans were discussed amongst all of the camp counselors; if there were traditional activities missing from the schedule or

some that needed to be rearranged, it provoked quite the discussion invoked among the teens.

The training period prior to camp also allowed for the demonstration of how to make some of the camp crafts. Counselors were expected to learn how to make the crafts so they could assist the campers when they were actually at camp. On one occasion, I noticed a lack of responsibility on behalf of the teens after learning how to make a craft. Although the 4-H professional held everyone up at the door before dismissing them that evening, only three counselors finished picking things up for others, showing a lack of initiative and responsibility by most, yet they stood there not even realizing it.

At the conclusion of another training meeting, I observed one teen working on the logistics of the raft building activity that required large amounts of cardboard that needed to be hauled to go to camp. An ensuing discussion involved conversations with fellow camp counselors and adult staff about how they were going to make this happen between finding enough cardboard and also hauling all of the material safely to camp. This interaction illustrated the relationship teens have with adults in relation to planning programs for camp. They recognized that they need to see the adults as a resource in order to conduct some of their activities most efficiently, productively, and safely. The role of adults as observed in the planning and training as well as camp periods will be discussed later in this chapter.

Observations of the camp session. As an observer, I had the opportunity to attend camp for two days, which allowed me to observe instances of teens being responsible and also not being responsible. I had the opportunity to observe two days of

the five-day camp, so the observations provided here are certainly only a snapshot of the entire camp experience. Basic camp responsibilities of teens observed included (but are certainly are not limited to) maintaining the schedules of medications for campers if they are needed, actively participating in camp counselor meetings, conducting cabin meetings (with agendas provided by adult staff), providing a camp tour with campers after they settle in, and explaining table setting and cleanup responsibilities to campers. Detailed observations are also included hereafter.

On the opening day of 4-H camp, a meeting was held for all camp counselors before campers arrived. The 4-H professional opened the meeting by saying, "We are going to look like the most awesome 4-H camp ever, right? That means you need to be on your game!" Without actually using the word, perhaps this was another way of saying that the camp counselors were going to need to be responsible, and set the tone as what they had been preparing for months was about to begin. Schedules were reviewed and teens were informed that if something needed to be changed further in the schedule, it would be important to announce this change at the mess hall. I observed this to be their responsibility to keep campers, counselors, and adult staff informed of any schedule changes.

Teens were responsible for being in their cabins when the campers and their parents arrived at camp to introduce themselves, as they will be the person in care of their child for the week. Teens were responsible for going over all camp rules once all campers had arrived, as the 4-H professional stated, "You are responsible for campers knowing the camp rules." The 4-H professional reminded camp counselors that everyone is to

remain in cabins at night after lights out and that too goes for the counselors, leading to the fact that the teens are responsible for the campers and cannot be leaving on their own accord.

At the mess hall, seats were assigned after the first dining function. Teens were reminded that this is important because it allows them to account for all campers. The no cell phone rule was discussed as well as what to do in emergencies once again – which had also been discussed during the orientation training prior to camp. Upon dismissal to cabins to await camper arrival, teens visited the nurse's cabin. The 4-H professional stated that she was amazed at how many counselors did not know what cabin number they were in on the first day of camp as teens were dismissed numerically by cabin.

After the camp counselor meeting, although time still remained before campers were scheduled to arrive, campers had already arrived. If the counselors were not back to their cabin when they were supposed to be, it was their fault if campers were already moved in to the cabins even though they were not supposed to be. This is one example that illustrates that camp counselors needed to take responsibility for being where they need to be at the right time.

Camp counselors were in their cabins welcoming campers. Once all of their campers arrived, teens were responsible for leading a camp tour. Rather than simply walking through the camp, I observed one teen leading a song with her campers on the way back to their cabin. Singing a song would be a way to make the campers feel welcome and start to view camp as fun, which counselors viewed as part of their responsibility. She also asked her campers who wanted to be a table setter, which showed

that she was thinking ahead to her responsibilities at the dining hall later in the day, which would further engage them in the camp experience. This example illustrates the complex nature of camp counselors' roles. On the one hand, leading a camp tour is easy to observe: either you have done it or not. However, the tasks involved in making campers feel welcome and helping them to learn their part in the camp community are many and varied, and there are many ways to go about this aspect of the camp counselor role. Leading a camp tour is a more concrete aspect of the counselors' role, while creating a welcoming environment is more ambiguous and abstract.

I visited various cabins before the first activity began. Teens were going over the camp rules and making sure that their campers are getting ready for the swim test. One counselor insisted that campers use sunscreen, which signified that the teen recognized the safety of the campers by stating this. I did notice that some teens were faced with the challenges of parents still remaining in the cabins when they were trying to get their campers ready for the first activity. This caused them to be late to the first activity. A camp counselor from another cabin visited this particular pair of camp counselors and said that they should move campers along even if the parent has not left in a way to try and encourage the parent to leave. Teens were helping campers by moving suitcases and spraying on sunscreen. All of this clearly addressed their responsibility of caring for campers showing that this happens as soon as the campers set foot on camp. At this point, an adult staff member arrived at the cabin noticing that there were campers still not at the pool where they were supposed to be. This all was a result of the parent still being in the

cabin. The adult staff member informed the entire cabin that if they do not get to the pool, they would miss the swim test.

At the pool, the camp director informed all camp participants of the rules at the pool. These rules were the responsibility of both campers and camp counselors alike. During swim time, I observed that some camp counselors, rather than swimming, were gathered together and discussing their plans for vespers, a part of the program that was to take place later that evening. It was not obvious to me that they were also focused on the task at hand of watching campers in the pool and therefore could be ignoring one responsibility in favor of another. Teens were confirming details, costumes, and timeframe with each other. In another case, I observed a number of counselors who were not swimming, but were talking with one another. I questioned whether or not they were helping to keep an eye on the pool of all campers – there was no reason not to for the safety of all and definitely one of the most important places at camp for all teens to be responsible given the potential risks at the pool.

At the mess hall, the dining room protocol was covered prior to the start of dinner. As role models, it was the responsibility of teens to follow the rules and procedures of the dining hall and also to help their campers follow suit. The mess hall was a common place for songs and a number of songs began and continued throughout dinner. At one point, I noticed that with the amount of singing going on, campers stopped eating due to the distraction. The camp counselors were then responsible for cutting back on the number of songs and prompting campers to finish their meals. At the mess hall, teens had the responsibility for working with table setters, getting their own food, making sure campers

got their own food, making sure all are eating healthy and drinking plenty of fluids, getting the kids excited and involved, leading songs, reviewing schedules, and engaging campers in helping to clean up after the meal. After campers were dismissed from the mess hall, I noticed some counselors were left to clean up their tables because their campers did not stay as well as a large amount of food was wasted. Both of these things do go back to the idea of responsibility in that they need to work with the campers to help them be more responsible, but also remind them to not be wasteful when taking food. Ensuring that others complete their responsibilities is an added responsibility of the counselor role. At this time, I also observed the adult staff discussing that they needed to remind teens to go over the schedule in greater detail at the mess hall for the campers – to discuss restroom breaks and remind campers about cleanup. Meanwhile, I noticed one teen that was still in the mess hall helping more campers clean up their tables which was beyond her own responsibility. She was taking initiative to get the job done regardless of it being specific to her own tables.

After dinner, campers reported to the blacktop area before the next activity. I observed a number of "lost" campers, who wandering as if they did not know where they were supposed to be. I questioned where their camp counselors were and why they were not including them or informing them of where they needed to be. I realized the campers depended a great deal on their camp counselors in order for them to know where they needed to be and enjoy camp. While campers gathered along with their camp counselors, I observed the teens in charge of the day's programs going over details for the next

activity. At this same time, I noticed one cabin of girls was missing and obviously late. Counselors in another cabin were counting campers to be sure all were accounted for.

The next activity was vespers, which was a time where campers and counselors had the opportunity to reflect on what has happened that day or throughout the week at camp. At the conclusion of the first vespers, the 4-H professional went over the camp rules again. She also informed the campers about the big schedule of events that the camp counselors have planned for them for the week and that they had been planning since January. Teens asked campers what they were looking forward to during the week of camp and responses included scavenger hunt, hobo dinner, high ropes, snowball dance, meeting a new girl, laser tag, dog court, making new friends, and the talent show. This question asked by teens definitely showed their interest in the campers and prepping them for the week of fun that they had planned. Vespers did not take up as much time as planned, so teens moved on to filling the time with songs before the next activity. Here, teens had to be flexible in their plans and think quickly on their feet to keep the attention of the entire group of campers. This example again illustrates the challenging and complex nature of the camp counselor role.

During the dance, one teen made the effort to encourage her peers to spread out and teach campers some dances. At this point, I observed every single camper was participating. One of the adult staff members stated that this teen was very good at speaking on the microphone and giving directions. The teen announced to the campers that if they do not know a dance, that they should find a counselor to help them learn it. Another adult staff member noticed that all campers were participating at the dance and

stated, “This is awesome, I’ve never seen all of them participate!” The 4-H professional responded, “It has everything to do with who is on the mic.”

On my second day of observations during 4-H camp, I arrived and learned from the 4-H professional that the teens had to learn about flexibility the previous day. The camp photographer had to reschedule and one of their program speakers was late, so there were many things that the teens had to shift around in their day. Additionally, teens recognized when there were problems around the camp facility and that they were responsible for reporting those. An example of this was when one male counselor who reported that there was something wrong with a handle in the showers keeping them from being able to shut the water off.

The teens experienced how when some do not fulfill a responsibility, it can lead to challenges for others. Because some teens had not ensured that enough supplies were at camp for the raft building activity, teens had to improvise what to do instead. One teen was leading a number of new songs and teaching them to the campers during this same time. While this is going on, another teen recognized how she was glad that her fellow counselor made the effort to learn new songs and said that she was good at it.

The adult staff conducted cabin checks in the cabins each morning. It was a way for them to see that the teens were being responsible and teaching the campers to also be responsible for getting their cabins cleaned up and organized. Throughout the day I also observed the camp counselors having responsibilities to entertain, have fun, keep everyone safe, clean with their campers (inside and outside of their cabins), include

campers, encourage campers to make a wise choice of shoes (shoes versus flip flops for hiking), secure supplies for games, and fill time with games.

An adult staff member provided feedback to one teen by stating, "Good job with planning games on the fly." The teen responded, "The biggest problem was counselors not knowing how to play or explain the games to their groups even though they've played them a hundred times." I observed responsibility demonstrated by this teen, but also his frustration that his peers' actions could have negatively influenced the outcome. He demonstrated initiative in making it a successful activity.

For the talent show, I observed teens planning skits with their entire cabins. They took initiative to be sure that all of the campers were included and could participate in such an activity even if they could not sing or dance like most talent acts. As campers finished talent acts, I noticed their counselors telling them "good job" when they returned to sit with their cabins. Another camp counselor reminded all to be quiet and respectful for those who were performing in the talent show. One camper was going to do a gymnastic act and had brought mats with her. Another gymnastics act was going to follow but did not have mats and was not going to use any. I observed a teen making the decision to ask the other camper if it would be okay for the next camper to use her mats as she identified that it would be a safer situation. Another camper who was singing and struggling looked at her camp counselor for words. The camp counselor started clapping and getting the audience to start clapping for encouragement. A group of male counselors followed her act and got the entire group of campers excited – they were all having fun.

The water games took place in the afternoon and I noticed that most of the adult staff left it to the teens to conduct these games, showing their trust in teens' ownership of the activity. Some teens were getting out of hand themselves while other relay areas were running out of water to lead their activities. Campers appeared to be getting bored as they were standing around or sitting on the ground and some teens were not being responsible (i.e., spraying each other with the hose, not paying attention to campers). One adult staff member told teens that they could have their fun later, reinforcing to them to be more responsible and to be there for the campers first and foremost at that time. During some of the water relays, I observed one teen having a conversation with the adult staff member. The adult staff member stated that the camp counselors needed to be paying attention to their campers playing in the relay. The teen followed by saying, "Camp counselors need to be participating with their tribes." Following the water games, all adult staff were back together discussing what had taken place. The 4-H professional said, "They forget their purpose," a statement that recognized that the teens were not doing what they should – they were not being responsible.

The hobo dinner was an exciting time at camp for both campers and camp counselors. It was a huge responsibility for the teens, as they had to work with their campers to prepare meal packs for their entire cabin, make sure the food was cooked, and be mindful of safety with the charcoal fire in which they were cooking the hobo meals. After the dinner, campers were enjoying recreational activities. One camper got hurt and was brought to the adult staff for treatment. The adult staff asked if there were other

counselors down the hill where a number of campers are and the counselor responded, "Not really. It's getting really hard to supervise."

Conditions for Developing Responsibility

Clearly, a number of tasks contribute to teens becoming more responsible through their numerous roles as a camp counselor. But what contributes to an individual becoming responsible (in general) – how does being a camp counselor teach teens about responsibility? A number of conditions were identified through interview responses from teens and 4-H professionals.

Teens' perspective. Teens were asked a number of questions through interviews that could elicit the conditions of developing responsibility. First, their responses in other settings beyond camp are discussed. Next, teens reported how they believe they became more responsible through the 4-H camp experience. Finally, teens reported how they become responsible in more general terms.

Teens often referred to their ability to be responsible stemming from the way that they were raised through the influence of their parents or home (T04-557, M11-650, B14-661, B22-689, K20-771, C03-463, S06-474, S12-502, Z13-506, B12-538). One teen stated that if responsibility is not learned at home it is something that can be learned elsewhere (B22-689). Teens recognized that responsibility develops over a period of time, as they indicated they are more responsible now being older than they were as a younger child (C03-43, H05-618, B22-538, B14-661). They elaborated to the point that it was taught to them as a child (S06-474, D07-630) and has continued to be taught to them as older youth (S06-475). By learning responsibility at home and through parents, teens

said they were taught “if you start something, you should always follow through” (D07-483), they were given jobs (T04-558), and sometimes they were asked to do things and were compensated with money (D07-568). Having to care for animals while they were growing up also taught teens how to be responsible (H05-620). Teens indicated that they learn to become responsible through school whether it was through meetings, activities, sports (C02-457), homework, and other school programs (S06-474, M16-668). Furthermore, teens generally recognized that their participation in the 4-H program has taught them to be more responsible through the role of their advisors (S12-503) and their 4-H projects (M16-516, M16-669).

As a camp counselor, teens said that they became responsible before camp starting with training (C02-457). During this pre-camp period, teens were preparing for camp when they needed to be on time for meetings, plan activities, get supplies, and practice (M16-933, A15-930, B14-926, T04-865, H05-871, D07-881, G10-912). At training, expectations were shared and knowing these expectations helped them become responsible (H05-470). Being organized and prepared develops responsibility in camp counselors even if it is hard for teens (H05-470, J08-487). Showing up on time with the necessary paperwork is also part of the camp counselor experience that develops responsibility (C02-547).

Then, at camp, teens said that they become responsible because they are responsible for themselves and others and it grows with time (C03-465). One teen said, “If you do it long enough, it’s just natural” (A15-514). By having responsibilities (like camp counseling), knowing what the tasks are and what to do, and actually doing it by

following through on things teens develop responsibility (S06-476, A15-512, M11-583, B18-524, H05-562). At camp, teens take on challenges (C03-552) and leadership positions (C03-552), which they identified as helping them become more responsible. Generally speaking, camp counselors said they are developing responsibility through multitasking (T04-868, K20-955), all while taking care of themselves and others (the campers). At camp, teens say they develop responsibility because they have to take charge, look out for others in their cabins and in their tribes (groups) (M16-933, A15-930, B14-926, C02-854, C03-858, T04-865, D07-881, M09-908, G10-912, Z13-922, G17-942, B18-948, J19-951, H21-961, B22-964). One teen even stated that "you may not make it if you don't measure up" to the responsibilities expected of camp counselors. Ultimately, what happens at camp is dependent on camp counselors preparing, doing it, and following through with tasks (J08-899, J08-905, N08-903, M09-908, M11-915, G17-942).

The demands or expectations of camp counselors are a balancing act of multiple tasks, and often competing demands (D07-1026), including being responsible for the safety of campers (C02-972, H05-996, N08-1037, Z13-1065, B14-1068, A15-1070) and making sure they have fun (C02-972, H05-996, N08-1037). Teens are put in charge (M09-1046, M11-1056, Z13-105, M16-1072) to plan camp (C03-977, H05-996, S12-1061) and make sure everything runs smoothly (C03-977, H05-996, S12-1061). Teens are expected to use their skills (G10-1051) and sometimes that may require them to go out of their comfort zone (J08-1039). Following the rules is demanded of camp counselors (D07-1026, B18-1078). Teens also recognized that an element of time

management was expected of them by not only being on time (B04-986, D07-1023, G17-1075), but being in the right place at the right time (T04-986, D07-1026, B18-1078).

Generally speaking, teens reported that they became more responsible after making a decision to do something (K20-531, C02-606, S06-623, D07-627, J08-635, K20685) and when they are doing what they are told to do (M11-585). It is something that can be learned through a learning experience (D07-482) and they are not born with it. Knowing what responsibility means, teens indicated that they became more responsible by "doing it" – thus acting out their definition of responsibility (J08-487, M09-493, G10-495, M11-497, M16-517, G17-520, H21-535).

Teens recognized that being responsible takes self-discipline (D07-480), self-motivation (S12-592, S12-655), and sometimes sacrifice (J08-572) where they might have to give up something or do something they normally would not do (M09-579). Becoming responsible takes practice (D07-480, D07-570, J08-639) and sometimes it takes making mistakes and learning from them (T04-467, T04-557, T04-614). Becoming more responsible may also come from learning by example from others (J19-528, D07-630, Z13-658). Finally, teens recognized that being responsible brings about an element of character for oneself (N08-491, B18-674) and they recognized that to be responsible, there is a realization (D07-481) that they are responsible and that this is valued by others (S12-592). One teen even reported that being responsible gives them a sense of self-pride (B14-508, B14-820). The following quotations from teens capture their understanding of their development of responsibility:

> I think responsibility takes practice and it takes self-discipline because you have to kind of realize I am in charge of this thing and I need to make sure it happens.

> It's kind of a learning experience you have – I really don't know how I got to be responsible. It's kind of like just from a young age my parents have always been like if you start something you follow through so it's more like teaching yourself if it's your responsibility. It's just up to you. (D07-480)
>
> You have to put it upon yourself and take pride in what you do 'cause if you don't and you don't care what's going on you are not going to be responsible and make sure everything gets done on time. (B14-508)
>
> I guess no one can really teach you responsibility. It's more of what you've grown up with - it's what your virtues are. I guess responsibility is a decision or like what each person decides to do and you're not so much just born with it. (K20-531)
>
> In order to become responsible, you need to get responsibilities. (D07-566)

Recognizing oneself as being responsible was another aspect discussed in the camp counselor interviews. The majority of camp counselors interviewed stated that they know they are responsible when they were responsible (i.e., knowing they did it and they did what they were supposed to do) H05-705, S06-709, D07-713, J08-720, M11-740, B22-777, S12-745, M16-755, G17-759, B18-762, B18-835, J19-765, K20-768). Teens recognized that they were on time and prepared (C02-694, J08-720) and things went the way they were supposed to (C03-700, N08-725, J08-727, B14-749, K20-768). Teens do not want to let anyone down and want others to rely on them (C02-694, J19-765, H21-775). They said that another way that they know they are responsible is when they are not getting in trouble (C02-694, A15-752, G10-732, B18-762).

Furthermore, teens say that no one has to tell them that they are being responsible (T04-786) because they know when they get things done (A15-825). They recognize that they are responsible when they observe the reactions of others (e.g., campers' smiles) (K20-840) and as a result of how they feel about what they have accomplished (C02-782,

H05-792). They are aware of what they have accomplished on their own (G17-830) and might even feel a sense of pride (B14-820). Teens know that they are responsible when they do something they know they don't have to (D07-798). Although it wasn't necessary for someone else to notice, one teen noted that it helps (S06-794), and being told that they are responsible made them feel good about what they did (K20-840). One teen stated that others' feedback is helpful because it is possible to be unaware that one is being responsible.

> Sometimes it is hard to recognize that you are responsible unless you get an acknowledgement from other people because apparently I rate myself too hard when you take those self-evaluations and other people see me differently than how I saw myself. Apparently I rate myself really hard so it's good to have others' inputs. (G17-830)

Teens were asked how they measured responsibility and their responses indicated another conditional aspect. The majority of camp counselors interviewed stated they would measure their responsibility by the challenge of the task (C03-1565, T04-1570, D07-1580, J08-1587, G10-1598, S12-1602, Z13-1607, M16-1620, B18-1629, J19-1631, K20-1634, B22-1641), considering also the difficulty of that task (H05-1574) and the quality of the job one does (J08-1587, B14-1611). A number of teens believed that the quantities of task were a consideration, but it often depended on the situation (C02-1561, S06-1577, D07-1579, M11-1600, Z13-1607, H21-1638). Teens sought more than one opportunity or experience (CO2-1561, D07-1579, M09-1594, Z13-1607, A15-1616) as well as multiple types of responsibilities (C03-1568, B14-1611), but understood that individuals should know their limits so that they did not take on more than they can

handle (J08-1589). One teen captured the thought of measuring responsibility by both the challenge of the job and the quantities of task by the following statement:

> I think you can do a little of both 'cause obviously if someone's going to know you are responsible, they are going to give you a bigger job and hope that you do it right because they know you're responsible. Also, they might give you a little small task to do because you are a responsible person. (B14-1611)

Additionally, it cannot go unnoticed that the amount of experience of camp counselors had served as another condition in the development of responsibility in teens. Experience plays a role in the development of responsibility. Many teens stated that they are expected to do more if they have more experience (C02-1647, T04-1657, B14-1702, M16-1710, G17-1714, B18-1721, H21-1732, B22-1737), assuming one knows more (B18-1721) as a result of this experience. With experience, teens stated they might be responsible for more people (N08-1673), which may also include other counselors (A15-1706). With more experience there are higher expectations (M09-1675) and teens say they need to do more things (G10-1680, Z13-1699, K20-1727). One teen recognized that experienced camp counselors might have different responsibilities than inexperienced camp counselors:

> Most of the time they give the people who are more responsible the harder tasks just 'cause they know they will get done and they know from experience that they will do it when the younger kids [counselors] who are more inexperienced they may be responsible or not as responsible but the task demands of them. Usually, the smaller responsibilities are given to the younger, more inexperienced counselors just because they don't know where their level lies. It could be high enough or it could be low enough. They [adults] kind of do that to test it. (G17-1714)

Teens also stated that there are some things you have to do regardless of their experience because it is part of the job (H05-1569) and being less experienced does not mean one is less responsible (S12-1692, J19-1724). One teen recognized that they become more responsible by learning from mistakes and it does not necessarily mean that they are more responsible because of experience:

> You have experience that is good you know that you can do things but if you are given a task that requires more experience to someone who doesn't have experience, they'll become more responsible by learning that – like they'll make mistakes but they'll always learn from that. (M11-1684)

Camp counselor also made observations of their peers during the camp counseling that should be noted. Teens recognized most of their peer camp counselors were indeed responsible (D07-1757, J07-1797). Teens noted that at camp, they noticed their peers interacted with campers, helped other counselors "step up," made good use of their time, followed the rules, adapted to situations, and did not hang out with other counselors (D07-1757). They also balanced (J07-1790) responsibilities, teamwork, and the skills of others (S12-1852). Teens recognized that some counselors even "stepped up" to help and mentor younger counselors (S06-1752, J19-1896, K20-1902). At camp, teens were "surprised" at their peers because their behavior was not always what they expected (S06-1747). It was also a time when they could see whether or not their peers were "serious" about their role or not (H21-1916).

Teens were quick to notice when their peers were not being responsible. They noticed that some lacked initiative – they helped out when asked, but if they weren't asked, they weren't "doing anything" (M09-1804). Some even noticed a lack of judgment

in their peers (G10-1809), where they might have recognized a disregard for the camp rules (e.g., cell phone use) (B18-1889). One teen stated noted the connection between those peers who may not have paid attention at meetings and therefore they were not able to do their job well at camp (M11-1813). Another counselor stated that although it may not have been evident at trainings, it comes out at camp as far as noticing whether or not their peers are being responsible (G17-1876). Camp appears to be the proving ground for camp counselors to demonstrate their responsibility. Teens stated that recognizing the mistakes of themselves or others helped them observe and learn about responsibility in their role as a camp counselor. The age of the camp counselors perhaps plays a role in acting responsibly, as teens stated that the younger counselors may not have stayed on tasks while also recognizing that younger counselors may have not known and training helps (A15-1856, M16-1874). Finally one teen stated that they need the challenge and opportunity to be responsible:

> Well I noticed with the younger members they have the ability to be responsible just no one is challenging them a lot of the times and I as an older member would try to give the tasks when they worked in out day groups because we'd have to plan things so I think that everyone has the potential to do, they just need the opportunity to just have some kind of responsibility. (B17-1850)

4-H professionals' perspective. As revealed in the responses of 4-H professionals defining responsibility, clearly there is an "act" of being responsible where camp counselors are "doing something." First of all, camp counselors are fulfilling expectations of the camp counselor role "doing what I've asked them to do" (line 47), making appropriate preparations by "having what they need" (line 90) and following through (lines 52, 65, 68). The fulfillment of expectations is implied that there are shared

expectations where camp counselors should know what they are supposed to be doing (line 68) as these were conveyed to them in their pre-camp trainings and likely also included in a (written) job description (lines 58-63).

When viewed as "acting responsibly" camp counselors are "doing things" in a "proper way" (line 76) according to "rules and regulations" (lines 76, 91). Perhaps the most identified expectation of camp counselors is that they are taking care of others (i.e., the campers), putting others needs above their own (lines 62-63) while "considering safety and risk" (lines 66, 80).

Additionally, part of being a camp counselor is taking on an active role, where they are being "inquisitive" and "asking questions" (lines 78-79, 83, 91), "actively directing" (line 72), "actively contributing" (line 62), "participating" (line 91), and adapting to different situations (line 87-88). The act of responsibility goes beyond oneself as camp counselors are "helping others complete their tasks" (line 65) and "including others" (line 50) to "benefit the whole group" (line 84). Furthermore, they are putting "others needs above their own" (lines 62-63). Finally, as a person, responsible camp counselors are mature (line 52), serving as a "good role model" (line 70), "showing respect" (line 54), and "leading by example" (line 49).

4-H professionals most frequently stated, "Just do it" as they considered how camp counselors develop responsibility (lines 144, 157, 169, 171, 173, 175). Teens are "actually doing things, versus talking about them" (line 169) and need to "step up" and take initiative (lines 176, 183). Perhaps this question was best answered by this 4-H professional's response:

> Counselors develop responsibility through taking on new roles which require a higher level of commitment and preparation, being given a chance to either "step-up" to those commitments or fail to meet them, seeing the consequences of their actions (either a success or lack of success), and being given a chance to discuss how their actions contributed to the success or lack thereof, and what if anything they might change another time around. (Lines 182-186)

Throughout the camp planning and training process, there continues to be opportunities for camp counselors to practice (lines 158, 179), apply (line 158), and evaluate (line 179) the small tasks that lead up to the camp itself. This is a continuous process and also happens at camp.

The camp planning and training process is also a period of time (lines 147, 166) where camp counselors can develop responsibility over time by repeating small tasks which lead to larger tasks that require more commitment and preparation (line 183) and thus, experiencing success (line 166). By meeting expectations and accomplishing tasks, camp counselors experience confidence and pride (line 167) and the desire to succeed (line 159).

In addition to teens assuming responsibility by taking on the role of camp counselor, 4-H professionals stated that the influence of the environment in which the teens have grown up with has also helps them develop responsibility. "Throughout their life" (line 146) and by the way "they were brought up" (line 165), some teens have and some have not had opportunities to develop or learn to be responsible (line 162) recognizing they each have grown up with different experiences relative to responsibility.

The environment of camp specifically lends itself to being a unique context for developing responsibility according to 4-H professionals. As one 4-H educator stated,

"The very nature of camp requires counselors to develop responsibility" (Line 262). The training, planning, and camp experience allows for teens to develop life skills (lines 252, 268, 302). According to 4-H professionals, camp provides a unique setting for the development of responsibility as teens are in a "parenting role" (line 274) here they are caring for (lines 248, 250, 254-255, 262-263, 274, 279, 291-292, 295-296) "real live kids" (line 279). Caring for children can serve as a motivator for being responsible, as parents trust teens (lines 296-297) to take care of their children while at camp.

Although caring for campers was the most frequent response, the nature of the camp setting provides other unique aspects that contribute to the development of responsibility. This includes the length (line 263) and location of camp (line 257), the lack of usual supports (line 256), and the fact that camp is residential. The potential risks inherent in camp (lines 266-267) may also serve as a motivator to teens to be responsible (lines 266-269). "Every situation that might arise cannot be thought of or planned for" (lines 275-276). Finally, camp is a setting of immersion where camp counselors need to "think on their feet" (line 276) or "sink or swim" (line 271).

Another unique aspect of the camp environment is the various relationships that exist in the camp program. These relationships exist between counselor to counselor where they must work together with others (line 281), between adults and counselors (line 303), and between counselors and campers (line 275). Teens serve as role models to campers (line 255), which may serve as a "driving force" (line 266) to act responsibly. More on the relationships between camp counselors and adults will be addressed in the next section of this chapter.

Summary for Research Question 1

An understanding the term of responsibility is important for teens and adults to conceptualize before they can explain the process by which responsibility is developed. Through accounts of teen and 4-H professionals, it becomes clear that both perceive that being responsible involves doing something and doing something in the right way. Responsibility involves meeting expectations and using good judgment. At its simplest, responsibility is doing what you are told and being responsible for yourself. However, it can go beyond that, as when an individual takes the initiative to recognize when something should be done, without being told or reminded. Another aspect involves not only being responsible for oneself, but being responsible for others. The fact that camp counselors are responsible for campers' well-being increases the amount of responsibility they must exhibit.

The tasks and roles associated with being a camp counselor cultivate the development of responsibility. The role of being a camp counselor is multifaceted as it includes quite a range of roles and tasks associated to their development of responsibility. Teens are well aware of their responsibilities in their role throughout both the training and planning as well as the camp period. Teens recognize that there are tasks from other life experiences beyond their camp counselor role that helped develop their responsibility. The list of task and roles of a camp counselor appears almost endless; this study has only begun to describe the details of each individual task expected of each teen. Although interview and assessment data provided specific tasks of responsibilities for camp counselors during the training and planning period, the observation data also

provided documentation of some of the shortcomings when camp counselors not being responsible. As one teen stated, "planning the whole thing" makes teens become more responsible. Serving on teams, taking ownership to complete tasks while considering deadlines all contributes to their development of responsibility. Leadership, initiative, and decision-making are reported by both teens and 4-H professionals as contributing skills to the development of responsibility. Camp counselors take on multiple roles at one time and it is "continuous." Nearly all teens reported the roles and responsibilities as a camp counselor are different than those they experience at school and or at home. The various roles and responsibilities of serving as a camp counselor lead to a very complex role for teens that is perhaps best summarized by this 4-H professional:

> Supervising their campers, interacting with campers, planning and teaching workshops, working in teams to carry out programming responsibilities, monitoring campers to identify homesickness, interpersonal issues and address early, learning their campers names and helping to learn each other's' names, attending camp counselor training and planning sessions, actively contributing to planning camp, they put the campers needs and interests before their own. (Lines 58-63)

Camp counseling is challenging with an extensive list of tasks and roles that teens take on. Teens are very much intrinsically motivated in this volunteer role as they are motivated by fun, the experience, the challenge, and for the sake of doing it for others because they love it. Teens also enjoy the camp counseling experience starting with the ownership of experience during the training and planning period.

Clearly a number of tasks contribute to teens becoming more responsible through their numerous roles as a camp counselor. These tasks and roles are combined with a number of conditions identified by teens, 4-H professionals, and the observer in this

study, which contribute to the process in which teens develop responsibility. Considering how teens were raised and that they come from a variety of experiences is the first condition that teens have walking into the camp counseling experience. Other conditions include: Responsibility can be learned, it is learned over time, it can be learned in numerous settings, it is a reaction to shared expectations, and it involves multitasking and using existing skills to make decisions. Additionally, the act of becoming more responsible takes practice and a realization that one is responsible whether it is by the one being responsible or through feedback from others. Quite frankly, "in order to become responsible, you need to get responsibilities" (D07-566) as one teen stated. Camp certainly appears to be a proving ground for camp counselors to demonstrate their competency in being a responsible person. Additional conditions recognized by 4-H professionals include teens making appropriate preparations and taking an active role for the benefit of others and not just oneself. Two important conditions in this study is the context of camp as a setting for the development of responsibility along with the role adults play in this process.

Research Question 2

What role do adults play in the development of responsibility in 4-H camp counselors?

Role of Adults

What do 4-H professionals do to facilitate responsibility? Results from teens, 4-H professionals, and the observer confirmed that adults play a major role in the development of responsibility in camp counselors.

Teens' perspective: survey data. 4-H camp counselors responses on the Your Camper Experience Assessment (Appendix A) consisted of quantitative data, with response options on a 5-point scale: (1 = *hardly at all,* 2 = *a little bit,* 3 = *somewhat,* 4 = *quite a bit,* 5 = *a whole lot*). These responses are documented in Table 19. Nearly all the teens (92.3%) reported that the adults trusted them to complete tasks *quite a bit* or *a whole lot,* while somewhat fewer (82.1%) stated the adults gave them important responsibilities.

Adult Interaction	**1**	**2**	**3**	**4**	**5**
Adults trust me to complete project tasks.	0.4%	0.8%	6.5%	39.6%	52.7%
Adults give me important responsibilities.	0.4%	3.3%	14.2%	48.8%	33.3%

N= 247
1= Hardly at all, 2 = A little bit, 3 = Somewhat, 4= Quite a bit, 5= A whole lot
Table 19. Adult Interaction from Camp Counselors' Perspectives

Teens' perspective: open-ended responses. Qualitative data were also gathered through open-ended responses on the 2010 Your Camp Experience Assessment (Appendix A). These data provided an expanded view of teens' perceptions of the adults they worked with in the camp program. Overall, camp counselors had a positive attitude about these adults, saying they were great (Response # 1, 46, 72, 73, 86, 102, 142, & 165), caring or nice (Response #8, 9, 22, 25, 47, 67, 123, 124, & 146), wonderful (Response #133), amazing (Response #85), and awesome (Response #7). The most popular response was that the adults were helpful (Response #1, 9, 10, 15, 20, 29, 41, 52, 54, 58, 63, 67, 72, 73, 75, 104, 112, 121, 133, 136, 141, 142, 147, 156, & 169), while

keeping the camp counselors moving (Response #15) and encouraging them (Response #3, 75, 132, 133, 147, & 159). Like encouragement, the camp counselors felt that the adults supported them (Response #6, 18, 52, 137) by motivating (Response #18), inspiring (Response #132 & 133), and being understanding (Response #136), while also telling them they were doing a good job (Response #4, 22, 34, 117, & 119) which gave them confidence (Response #34). Camp counselors stated that the adults explained things well (4, 22, 117, & 119) and they learned from them (Response #21, 107, 133, 140, & 146). More specifically, two camp counselors recognized that the adults taught them about responsibility:

> They have taught me skills and responsibilities that have helped me out not only at camp, but in my job. (Response #107)
>
> The adults have taught me how to be responsible and show kids you can learn and have fun at the same time. (Response #113)

In reference to the camp planning, training, and camp itself, camp counselors recognized that the adults were interested in what they had to say (Response #5, 8, 9, 12, 16, 112, & 119) and listened to their opinions and ideas (Response #12, 21, 81, 122, & 130). The adults were accepting of the ideas of the camp counselors (Response #129) and allowed them to make decisions (Response #21 & 78), carry out plans (Response #78), lead, make changes (Response #88), and be more creative (Response #95). A few camp counselors recognized that the relationship with adults is a balance of letting the camp counselors be in charge (in control) and giving them freedom (Response #43) while also assisting when needed (Response #78):

> A great balance between letting us prepare and develop the camp but also stepped up when help was needed. (Response #10)
>
> They knew when to help us and give us their opinion but knew when to step back and let us make our own mistakes because as a counselor this is useful as well. (Response #62)
>
> [The adults] allowed us to step up and be in charge of the camp, which is very important. (Response #41)

According to the teens, the adults encouraged camp counselors to "give what they could" (Response #6) while giving them tasks (Response #20) and showing them what to do (Response #146). Furthermore, the adults helped the camp counselors think through their plans by adding in different perspectives and raising potential problems (Response #63). The adults helped solve problems (Response #16) and recognized if something was going wrong to inform and help the camp counselor make changes (Response #3).

Camp counselors recognized the efforts the adults made to make them feel happy (Response #5), important (Response #119), comfortable (Response #108), and included (Response #9, 20, & 81). Also, the adults made a difference for them (Response #97) by treating them like adults (Response #6 & 30), respecting them (Response #140 & 142), and having complete trust in them (Response #132 & 140). Camp counselors recognized the adults as leaders (Response #21 & 136) who were very responsible (Response #124), worked hard (Response #24 & 100), were prepared and organized (Response #76), were always trying to improve things (Response #129), and worked with them (Response #124). Camp counselors recognized their relationship with adults as a partnership where they all work together (Response #46 & 78) to get along (Response #7 & 97), to help run a smooth camp (Response #100), and make camp fun (Response #8, 121, 123, & 146).

Communication (Response #7) and safety (Response #47) were also important concepts that camp counselors recognized in their relationship with adults.

Only a few camp counselors responded with somewhat negative thoughts. One camp counselor thought that the adults were hard on them and that the discipline received from the adults was unnecessary and their words discouraged him or her (Response #117). Some camp counselors recognized that some adults were difficult to work with (Response #104) and others were strict (Response #116 & 145). Finally, one camp counselor noticed that some adults just sat around and did nothing (Response #158).

Overall, camp counselors viewed the relationship they have with adults as a positive one (Response #52) and said that they enjoyed working with them (Response #114, 117, & 152). One camp counselor expressed appreciation of the adults' role (Response #52) at camp while another that stated 4-H camp would not be such a success without our adults (Response #84).

Teens' perspective: interview data. Interview data from the Fayette County teens provided additional qualitative data regarding to the role adults play in their development of responsibility. This role started at the camp counselor trainings where they teach and share camp experiences (C03-1479) and emphasize risk management (B18-1541). They served as role models to teens (H21-1552) and trusted teens with tasks, or as one teen said, "believing we can do it" (J08-1507, J19-1545). Adults gave deadlines and timeframes (M16-755) for the completion of tasks while providing supervision by guiding, setting lines (B22-1555, S12-1522), providing advice (M16-1534, J19-1545), and helping if teens were having trouble (G17-1538). Adults also reminded teens of tasks

or deadlines (S06-1490, A15-1531). In contrast, because of the nature of the camp environment, adults were not always available for guidance and supervision. One teen stated "you don't have someone watching your every move" at camp (B22-964) and another said you are "forced to make decisions on your own" (S06-1382).

By telling them of their responsibilities, expectations, or demands (K20-1084), adults provided some structure that helped camp counselors become more responsible. One teen stated the adults set high expectations of them (M11-1516) and they expected them to be more responsible (H05-1488). The adults told the teens what to do by giving tasks (Z13-1526, N08-1505, J08-1500, T04-1483, D07-1493), putting the teens in charge (N08-1498), and giving them ownership (D07-1493).

Aside from the demands of caring for campers, the teens reported there were a number of demands on them to conduct a successful camp; these demands were placed on them by themselves, the camp program, and the adult leaders. Some adults even encouraged teens to set goals (K20-1548, K20-1087, G10-1514), which was important to youth. Teens were expected to set and reach goals as this camp counselor stated:

> I know the adults expect a lot of us at camp. We pretty much develop the entire camp and they are kind of just like our supervisors for it. They have expectations and demands of us and they ask us to write down goals for ourselves and those goals just are to be reached we have to be responsible and do everything we say we'll do. (K20-1084)

Providing opportunities (B1401529, G17-1537) to teens was a reported by camp counselors as adults asked teens to do anything and more things (M09-729, M16-755). Youth recognized adults are extending opportunities to them to take ownership, as is reflected in these two responses from teens:

> She [4-H Educator] could have planned the whole camp. She could have done everything. She could have like only made us counselors and go there and be like here's what you have to do, do it. But instead we got to plan camp so it kind of makes us feel…we got to be in charge for one day…so it makes us feel like we contributed to it. (J08 & N08-1500)

> The adults give us the opportunity to lead and they help us plan through things if we are having trouble with it. They'll help us out if we ask for it, but they let us discover on our own to make sure that we get the experience that we need. (G17-1537

Teens recognized that sometimes the adults' role is more of an indirect role. Teens said they need to make decisions on their own and take whatever consequences there are that comes along with those decisions even if the adults are not always there (S06-875). There is not someone there showing them what to do at every moment (B22-964) and teens say "you do it" knowing adults are there, but they are expected to be responsible (J08-890).

> Adults are supervising and stuff, but you have to make decisions sometimes like without [them]. You can't ask to double check to make sure you are making the right decision, so you have to make the decision based on what you know and then you have to take responsibility for that decision if it was the wrong one and even if it was the right one. (S06-876)

Providing positive feedback was a popular response in relation to how adults make teens become more responsible. Adults told teens they are responsible (C03-698, S06-709, S12-746) by stating "good job" (K20-773) or "great job" (K20-1548). One teen noted that they "don't have to be told, but it helps" (S06-794). Teens also stated that adults encouraged them (H05-1487, S06-1490, J08-1507, B14-1529) and "pushed" them to do well (M09-1510).

Summary of camp counselor perspective. In summary, across two different methods of data collection, a picture of the adult role in facilitating teens' responsibility emerges. The support provided by 4-H professionals can be classified as both instrumental and emotional support (Eccles & Gootman, 2002). They provided instrumental support by serving as a resource for planning the camp program, helping the counselors set goals, and setting expectations. Emotional support was demonstrated through encouraging words.

Teens overwhelmingly viewed their relationship with the adults in a positive light. Such a relationship forms the foundation needed for the teens' engagement in the camp counselor role. A positive relationship with adults allows youth to feel empowered and trusted to complete tasks and full expectations.

4-H professionals' perspective. 4-H professionals established "high" expectations (lines 234-235, 237) for teens serving in the camp counselor role. One of these expectations is holding teens accountable (line 219) "based on how the commitments are completed" (lines 239-241). Through the camp planning and training process at meetings (line 220), teens had the opportunity to "test drive" by completing simple tasks and gradually taking on more complex tasks that required more critical and creative thinking skills. Adults want their camp counselors to succeed but do not necessarily want to provide the "absolute direction on how they must complete a task" (line 230). They want teens to take initiative and set goals while the adults "actively place them in the middle of everything" (line 210) taking on "real roles" (line 223).

The 4-H professionals, as adults, take on an active role in the development of responsibility in camp counselors by providing them with "tools," "resources," and "feedback." The adults' roles included providing assistance, support, or coaching (lines 195, 197, 223) by "gentle redirection" (line 217), "asking questions" (line 217), promoting self- and peer monitoring (lines 213-214), having one-on-one conversations (line 217), and offering encouragement (lines 225, 231). The 4-H professionals reviewed "specific scenarios" (line 219) and talked about problems before camp (lines 220-221) with the camp counselors. Furthermore, the adults worked with each camp counselor individually and collectively after camp for evaluation (line 226). Ultimately, the 4-H professionals wanted the development of responsibility in their camp counselors to become a lifelong habit and goal (line 235).

The 4-H professionals recognized that adults play an important role in the development of responsibility in camp counselors. Adults supported camp counselors in many roles as termed by providing assistance (line 152) or a safety net (line 179); coaching (line 155); providing guidance (line 163), recognition (line 159), and encouragement (line 175); providing "redirection and reinforcement" (line 162); and furthermore, overseeing the consequences of camp counselors not doing their job (lines 184-185). Adults "help them to succeed without doing it for them" (line 158) as they provide feedback to counselors through the entire planning, training, and camp process.

They stated that prior to camp, training allows for 4-H professionals to provide camp counselors with the "tools for success" (line 277). The success of camp depends on the camp counselors and they know that (line 258). An expectation of the camp counselor

role is responsible behavior (lines 292-293). Adults help prepare teens for camp where they provide "adult-like roles" (line 300) where "they are very much in charge" (line 279) under "guided authority" (line 284). Camp is "up to them and they know it" (line 258). One 4-H professional summed up the importance of the adult-teen relationship:

> I believe that the unique adult-teen relationships that develop through the camp counselor program provide a "best case scenario" for developing responsibility and leadership skills. Other jobs teens participate in do not generally have this mentoring type relationship for youth. (Lines 303-307)

In summary, the 4-H professionals' view of their role is that of intentionally creating an environment that promotes positive youth development. They set high expectations for youth in a clearly defined role. 4-H professionals want to see youth succeed and develop their skills of responsibility. They help facilitate this process by providing the "tools for success" during the course of the entire training and planning period by providing opportunities for teens to practice realistic tasks so they are more prepared for the greater responsibility at camp. Furthermore, adults consider the individual and the situation to help facilitate their techniques of fostering responsibility in youth.

Observer's perspective. As an observer in this study, I am able to add my observations with respect to the development of responsibility in camp counselors. I had the opportunity to attend three camp counselor trainings, which included program planning time as well as a camp orientation. Much of the field note data from camp counselor trainings was connected to the role of adults in the camp program.

Observations during training. Throughout my observations of the training sessions, I observed teens asking adults questions. For example, one teen asked the 4-H professional who was going to be teaching dances and if she (the 4-H professional) was going to bring in an outside instructor again this year. The 4-H professional suggested that the teen contact this instructor, putting the responsibility back on the teen knowing they would be quite capable of handling this task. Likewise, I observed the 4-H professional using a series of questions to help the teens learn what they needed to do as well as to teach teens to consider some details to their program plans that they may have overlooked. Some questions from 4-H professionals that guided the development of responsibility in teens included: "Who wants to teach?," "What happens when hands go up?," and "What happens with hats?" In some cases, the 4-H professional reminded teens of activities and other things that needed to happen better or differently from last year. She also asked teens to demonstrate their activities (if possible) during the planning period.

At training sessions prior to camp, the 4-H professional or another adult staff member would handle housekeeping items. Often, this was a reminder to counselors to submit forms or pay fees that needed to be done prior to camp. This observation exemplified the guidance adults must sometimes give to teens even for follow up on the smallest, simplest tasks expected of 4-H camp counselors. In this case, the 4-H professional said, "If you don't turn in items by Friday, you won't go to camp." The 4-H professional was clearly reminding teens of the consequence and that it was their responsibility by saying, "I have no time to call and remind you, it is your responsibility."

A similar situation was observed at a second training that I attended in regard to forms and camp fees. Perhaps this suggests that sometimes teens can fail to exhibit responsibility for even the simplest type of tasks.

Trainings can often be a less exciting time in the camp counseling experience for teens. At trainings, I observed the 4-H professional engaging teens in warm-up activities such as asking them to lead songs and also being sure all camp counselors stand and participate. On another occasion, the 4-H professional asked for volunteers to teach fellow counselors the art of making friendship bracelets during the training. Although this was only at the training, the 4-H professional was using the teens to set an example, because it is similar to what they will need to do at camp with campers. One aspect of this concept is being sure to include all campers in activities and making sure they are all able to participate at camp when they are acting out their role in the camp setting.

During the program planning portion of the trainings, I witnessed the 4-H professional being rather hands-off while teens were planning their day programs. She did however monitor the time and reminded them of what must be done at the conclusion of this time period. Prior to this training, the 4-H professional did provide a template to groups in order to plan their day. One key guideline was that there was to be no duplication of songs or activities planned between any other days in the camp program plan. Therefore, groups did have to communicate with one another in order to avoid this situation. The 4-H professional also provided resources to try new songs and other activities at camp some of which included websites and books.

During this time period, very few teens approached the 4-H professional for ideas or feedback. In fact, there was only one camp counselor that did. Perhaps this was due to previous training times where program planning took place. The 4-H professional informed me that there had been four other occasions prior to this training where teens were able to meet in their groups. At this point as an observer, I questioned how much the 4-H professional had been involved in the program planning process prior to that training. At the conclusion of this training, the 4-H professional reviews program plans to see if they are "boring" or not. She also asks how long activities will last as each program plan is reviewed. If the 4-H professional felt as though not enough time would be filled with the activity she would offer suggestions but also said, "Do you want them up all night? You want to wear them out!" There were points during the training that the 4-H professional would explicitly remind camp counselors of their responsibilities. For example, the 4-H professional stated, "You guys are totally, totally, totally, responsible for cleaning up water balloons and equipment" mentioning that she and the adult staff would not be doing that at camp.

Another adult at the training stated to the teens that they have so much in planning the programs and activities. "Don't just throw these schedules away, come to camp and follow through with them and you will have the potential to be one of the best camps in Ohio." The 4-H professional followed up by saying,

> You guys are teams, it is important that you act as teams and you may have to help out other teams. There is nothing more frustrating than when you get to camp and people are standing around because people forget what they have planned and how many meetings they have met to plan and spent all this time to figure out what they are doing.

Training is often led predominantly by the 4-H professional to cover necessary topics such as safety, risk management, types of child abuse. Through the instructional training it appears that teens' major responsibility is to actively participate. It is through these sessions that they are learning concepts and acquiring the necessary foundation knowledge for carrying their later responsibilities to help them be more responsible camp counselors. Though these topics may seem far less interesting to teens than leading songs and games (although I am not saying they are any less important), the 4-H professional provided examples from previous camps, and whether these examples were good, bad, or indifferent – they related to the actual camp experience and the role of previous camp counselors. Particularly during the discussions of rules of camp and topics of child abuse and risk management, the 4-H professional strongly emphasized the consequences that can come back on the camper, counselor, adult staff, 4-H program, and camp program if things are not handled responsibly and according to the rules. This was later reinforced by comments from teens in their interviews as they were very aware of the negative consequences if they were not responsible, as mentioned earlier in this chapter.

The 4-H professional told teens that their number one role at camp was camper safety: "Think, think, think! You are responsible for the campers, their lives, and their well-being." She reminded camp counselors that camp is one of the most dangerous things we do in 4-H, opening the risk for accidents to happen, but they needed to do their best to prevent them. She stressed they must take their job as camp counselors seriously.

The 4-H professional continued to emphasize her expectations of teens in their role. "You are totally responsible for what happens in the cabins. You are responsible for

following the rules and leading by example." In return, she asked that they come to her if there is a problem and said that she will respect them more if they come to report the problem rather than letting it go by if someone is not following the rules.

Positive feedback was also observed during one of the trainings. The 4-H professional provided positive feedback to one teen who went out of her way to learn new songs and dances for camp this year, recognizing the extra effort this teen put into the camp planning process. This illustrates the role adults play in recognizing youth being responsible for their role as a camp counselor. Although in their interviews teens indicated that such recognition is not necessary, they do appreciate it when they receive it, and it may serve to motivate future responsible behavior.

During an orientation training at the camp site prior to camp week, the 4-H professional planned to go over a number of things including flag ceremonies. She provided guidance for this activity by asking an extensive set of questions of the teens that allowed them to be engaged during the process. She also allowed the teens to teach each other without the 4-H professional explaining the details herself. The series of questions included: "Who wants to demonstrate flag raising/lowering? What is said and done? What obstacles does the color guard face during flag raising? What do we do once the flags are up? Who is doing this? Do we do the pledge at lowering? What is the procedure here? Can you explain how the flag is folded? Who carries it back? How is the 4-H flag folded?" After this series of questions, the 4-H professional provided feedback by saying "good job" and started clapping and offered the chance for other camp counselors to practice. After flags, a number of songs were practiced, led by teens who

volunteered. The 4-H professional wrapped up by saying, “Each of you should use your talents. I know some of you can sing and others are in the band so incorporate that into your talents into your camp program.”

A tour of the camp soon followed the practicing of songs in which the 4-H professional asked teens “Who wants to lead?” As counselors led the tour of the camp, they are teaching their peers and demonstrating leadership skills. A camp tour is also something they will be expected to do with campers once they are actually implementing their camp. Other counselors added to the discussion of the tour if a memory came to mind that was important for all teens to know. The 4-H professional would also add in comments but only if needed, and often they were specific to the rules of camp, such as reminding them, “Don’t do something stupid that will hang with you the rest of your life. Think. Your reputation is valuable, don’t ruin it.” The 4-H professional provided a realistic approach when speaking to the teens as she spoke at their level so that they would understand the ramifications if they were not responsible. The 4-H professional recognized that the lack of judgment and lack of responsibility of teens could affect their reputation and character. Teens also recognized this as a consequence in their interviews. Throughout the tour of camp, I recognized the teaching style of the 4-H professional in that she used a series of questions asked of the teens for them to derive answers and reasoning not only because they had experiences to share having been past camp counselors, but they had experiences to share for the new 4-H camp counselors as well.

The final training before camp allowed for last minute details. Costumes were needed for one activity and a counselor asked the 4-H professional what to do if they

were having trouble getting something together. The 4-H professional encouraged him to have a "Plan B" and "for everyone to help him out."

The 4-H professional reviewed camp counselor standards at the training. These perhaps could also be termed as camp counselor expectations and had also been distributed to teens at the beginning of their term of serving as camp counselors. The 4-H professional set the expectation high saying that she takes these standards very seriously and summed up by saying that it would not be fair to them when they come to camp and their post-camp assessments if they were not aware of what her expectations were of them in their role. One important note was that these standards did include initiative and responsibility.

The topic of child abuse and neglect was also covered and the 4-H professional stressed the importance of this subject. Covering this in the training not only informed teens but coincides with the standards of behavior signed by all teens serving as camp counselors. Although this topic may not be popular or engaging to teens, the 4-H professional included them by putting them into scenarios and asking how they would handle difficult situations. Should difficult situations arise in relation to disciplining campers, the 4-H professional insisted they contact the adult staff to manage the situation. The policies and procedures of camp were also covered in which the 4-H professional enforced "walk the talk, and enforce the rules." Another statement from the 4-H professional recognizing the responsible role of teens as 4-H camp counselors was, "If something happens at camp, you are responsible for the actions you take if something happens. Do not give an excuse." Other topics covered at the training included bullying

and teasing, camper hygiene, eating and drinking plenty of fluids, homesickness, and sleep.

Observations at camp. The role of adults and the roles and responsibilities of camp counselors were also observed during camp. At camp, adults monitored cabins and handled any discipline if needed for inappropriate behavior. During the camp counselor meeting on the opening day of 4-H camp, the 4-H professional encouraged teens by saying, "I want this to be fun for all and you need to have fun too. We want you and the campers to come again. You may get a job someday doing this!" She reminded them to be mindful of (i.e., responsible for) their behavior and the behavior of their campers.

Most observation data recorded from the camp setting was specific to the roles and responsibilities of teens and less directly that of adults. Perhaps this is due to the fact that once camp is in session, the 4-H professionals allow teens to take ownership of their program plans and other responsibilities and trust them to do their job after all they have learned throughout the training and prepared for during program planning process. Further examples specific to the camp experience are discussed next that illustrate the relationship between teens and adults.

In between scheduled activities at camp, I observed teens approaching the adult staff for feedback and suggestions. After the counselor skit, one teen approached the adult staff and asked what had gone wrong with the introduction of camp counselors. The adult staff shared with the teen that there needed to be more explanation about the skit to the campers, as it seemed as though they "didn't get it" during the activity itself. Another teen sought advice from adult staff because they were running ahead of schedule. The

adult staff suggested filling time with mixers as the campers will not want to spend two hours dancing – which was the last activity for the evening.

When I returned for my second day of observations, three days of camp had passed. The adult staff and teens seemed to be well established in their "camp routines." The adult staff had a conversation about a male counselor who had really stepped up this year. They believed that this was due to purposefully splitting him up from his friends in making group and cabin assignments as well as having a "heart to heart about responsibility" at one of the camp trainings. After this discussion between the teen and the 4-H professional, the teen had really stepped up and took an active part in his role as a camp counselor. This example demonstrates the role of adults in structuring the program design and relationships between teens to help them become more responsible. I would conclude that had the 4-H professional not done this, the teen maybe would not have stepped up as he should and had.

Finally, on another occasion, one male camp counselor approached the adult staff stating his co-counselor was not holding up to his duties (i.e., responsibilities). He asked that the adult staff not step in, but to observe the situation for now. He respected his co-counselor by saying, "He isn't a bad camp counselor, he just needs some work," recognizing that he may just need to learn to be more responsible for himself and for the campers in their cabin as well as assist with other camp counselor responsibilities. This also suggests that this teen wanted to help his fellow camp counselor be a better camp counselor before the adults stepped into help.

Summary for Research Question 2

In order to balance the needs of both campers and counselors, 4-H camp operates through significant direction of the 4-H professional. Teens have reported the influence of adults on their roles as 4-H camp counselors. Through data collected from teens, 4-H professionals, and the observer, the role of adults can be summarized in this way in Table 20:

Adults Do:	Adults Are:	Adults Offer:
Emotional		
Encourage Support Motivate Inspire Understand Recognize	Interested Listeners Accepting	Respect Trust
Instrumental		
Guide Supervise Coach Assist Monitor	Helpful Teachers	Opinions Advice Resources Tools Structure Expectations Opportunities

Table 20. Summary of the Roles of Adults

Teens and 4-H professionals both recognized that relationships they have with respect to the 4-H camp program is one of balance that could be characterized as a shared youth-adult partnership. Teens recognize that they could not do their job without the support of adults. Adults realize that they adequately prepare youth to assume such significant responsibilities of being a camp counselor. Ownership plays one of the most

important roles in this partnership. Adults give ownership to teens to be responsible. In fact, once they get to camp, teens must take ownership as they "don't have someone watching your every move" and they are "forced to make decisions on their own." The training and planning process allows for a period of time to prepare for a more intense sense of ownership of the camp program. Ultimately, the 4-H professionals want the development of responsibility in camp counselors to be a lifelong habit and goal (line 235). One 4-H professional summarizes the relationship with adults as a "best case scenario" for developing responsibility and leadership skills as teens may not have this type of mentoring relationship with other adults and in other contexts (i.e. work).

Adults provided structure for the trainings by planning what needs to be covered or taught as well as informing the teens of the agenda for that particular training. Prior to camp, adults provided structure for the camp program including but not limited to pairing teens up for cabins, grouping teens for planning days, grouping teens for leading tribes, handling camper registration and cabin assignments, covering emergency procedures, and instructing on necessary camp counselor topics.

The role of adults is also very complex and multifaceted. 4-H professionals take on various roles as they facilitate the development of responsibility in youth. Adults utilize the training period to set the teens up to be responsible by telling them what they need to know and offering realistic scenarios for them to practice. Providing ownership to tasks and allowing youth to make decisions throughout the camp program is also important in fostering the development of responsibility in youth as they need the opportunity to be responsible in order to be responsible.

The Developmental Process of Responsibility

The process by which responsibility develops combines the findings of both research questions: How does being a 4-H camp counselor contribute to teens becoming more responsible? And, what role do adults play in the development of responsibility in 4-H camp counselors? Reviewing and comparing the accounts from the teens' and 4-H professionals' perspectives helps to summarize this process.

Teens' perspective. The majority of teens stated that responsibility can be learned (C02-605, C03-609, T04-613, H05-618, D07-633, J08-638, M09-641, G10-644, M11-649, S12-655, M16-668, G17-672, J19-678, K20-681), it comes with experience (C03-609), and it happens over time (C02-605, C03-609, B14-661, K20-681, H21-687) and a pattern develops. The pattern of developing responsibility comes when they get more responsibilities (C03-609, M09-641, B14-661, K20-681), where teens work up to it, have done well, and earn it. Teens recognize that being responsible takes practice (T04-613), they learn responsibility from others by example (Z13-658, B22-689), and they sometimes learn from mistakes (T04-613). Teens identified that they have developed responsibility for basic things like homework (M16-668) that carries over into their experience as a camp counselor. Finally, some teens stated that being responsible is a conscious choice (S06-623, M11-649) where they need to make a decision or be motivated (S12-655) to be responsible because they want it.

> You can learn responsibility but sometimes people learn it in different ways. (G17-672)

> You can learn it but it's more, maybe your morals. You either have responsibility or you kind of don't. I guess you can somewhat learn it and improve on it but the base of responsibility has to be in you, I guess. (B18-674)

> I believe that you learn it from at home and by whom you are around but I guess if you are raised differently than that is something you could change if you choose to yourself. (B22-689)

Figure 1 illustrates the process by which teens conceptualized their development of responsibility through the camp counselor experience. Teens walk into the role as a 4-H camp counselor having a preconceived idea of what responsibility means. They consider their experiences of being responsible at home or at school and how this has set them up to being capable of taking on the role of being a camp counselor. During the period of time when they are training to become a camp counselor, teens are doing a number of things to help them develop responsibility including observing others, making mistakes and learning from them, having actual responsibilities and carrying those out, as well as acknowledging that they have either successfully been responsible or perhaps they were not responsible. This is a continuation of tasks throughout the training period where they are continually given more responsibilities and then flows into the camp setting where they are able to transfer what they know. Additionally, teens recognize that what they learn to be responsible through their role as camp counselors also transfer to other experiences in their life beyond camp after the camp period. An overlying condition to this process of development during the camp period is that adults guide the process. Teens would recognize this illustration of their development of responsibility because it is with their words – their "training model" as it is how they conceive themselves as becoming a responsible camp counselor. What they learn in the training scenario is what they are actually going to transfer into the setting of camp.

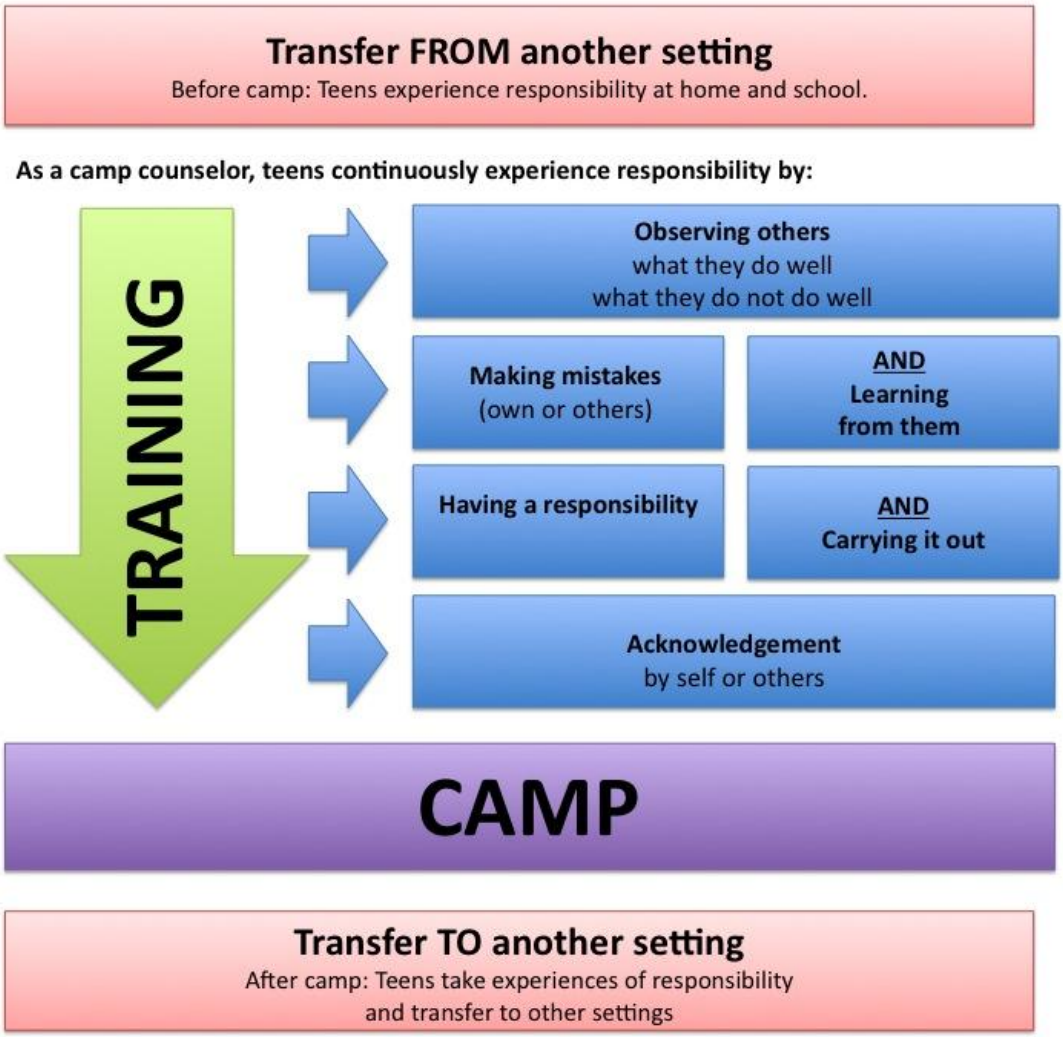

Figure 1. Teens' Process for the Development of Responsibility in Camp Counselors

4-H professionals' perspective. In their descriptions of the tasks undertaken, 4-H professionals revealed a process through which camp counselors are developing responsibility and how they intentionally facilitate this process. First, camp counselors are told what is expected (lines 133-134), including tasks that are fun, meaningful (line 95), and challenging. Second, camp counselors are prepared with the appropriate skills

and knowledge. Third, the 4-H professional must trust (line121) the camp counselors where then they let them do it (i.e., the task), all while providing feedback (lines 134-135) to the camp counselors throughout this process. Many 4-H professionals also noted that they give camp counselors small tasks and increase to larger tasks (lines 120, 131-132, 138), which provides a gradual assumption of responsibility where they can "test" their skills and build up to harder roles and the camp experience. By design of the camp counselor training process prior to camp it allows for tasks to be broken apart intentionally. Finally, 4-H professionals note that camp counselors need to be "allowed the opportunity to be responsible…in order to develop that responsibility" (line 108-109).

As conceptualized by the responses by 4-H professionals, the process by which camp counselors develop responsibility can be illustrated in Figure 2. Responsibility is an experience of practiced patterns. There is a process of practicing a number of tasks leading up to camp where teens can apply and be evaluated on their continuous efforts. This begins in the training period of the camp counselor program where they have the opportunity to "test drive" by completing simple tasks and gradually take on more complex tasks. A key aspect is allowing teens to experience success through their accomplishments of tasks in order to see themselves as being responsible. Open communication through a series of questions and two-way feedback enables teens to grow and learn from their experiences.

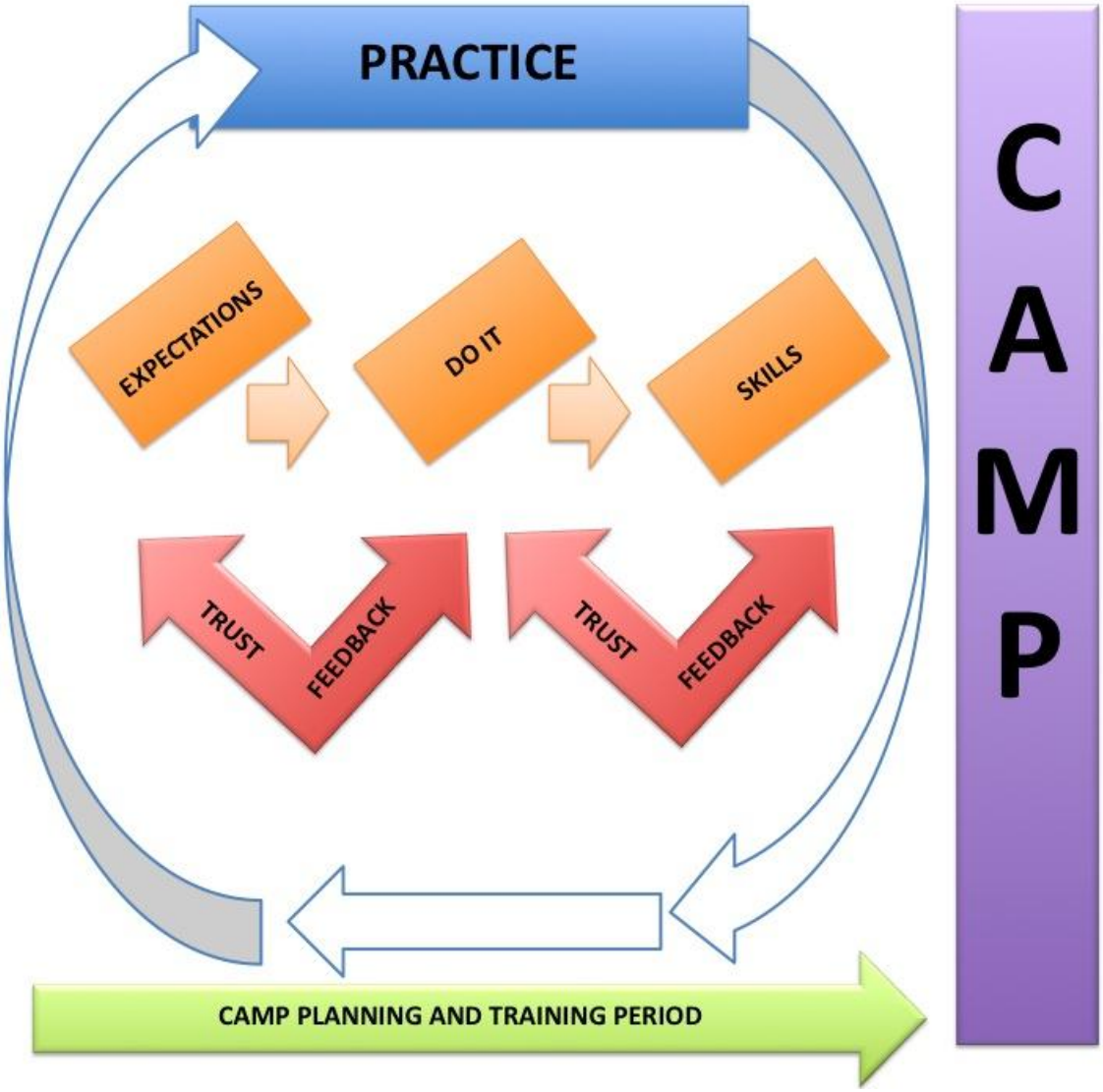

Figure 2. 4-H Professionals' Process for the Development of Responsibility in Camp Counselors

A greater understanding of the process of developing responsibility is a significant finding. Teens and 4-H professionals are very aware of the roles and tasks associated with the camp counselor role. Teens might not be able articulate the process as illustrated in Figure 2 and say "yes, I do that," as they perhaps are too involved in the

“process” to notice. However, 4-H professionals could look at the illustrated process of developing responsibility and say “yes, I do that” as they are very active in intentionally structuring the camp program for teens.

Chapter 5: Discussion and Recommendations

The overall purpose of this study was to investigate the understanding of responsibility and the process of responsibility development within the 4-H camp counseling program. The specific objectives of this study were to: (a) determine what contributes to teens becoming more responsible through their role as 4-H camp counselors, and (b) understand the role of adults in the development of responsibility in 4-H camp counselors. This chapter discusses the findings of this study; reviews limitations; and proposes implications for theory, future research, and practice.

Study Summary

The goal of many youth programs is to develop life skills in youth with the support of caring adults. Camp is often a delivery mode used by youth programs to provide youth with an opportunity to experience new things and build skills. 4-H is one youth development program providing these experiences to both campers and camp counselors. Only within the last decade has there been a focus on camp counselor studies including operational and outcomes research. Outcome research has focused on documenting the development of leadership, responsibility, and other life skills as perceived by 4-H camp counselors and 4-H camp counselor alumni.

Responsibility is a common outcome of youth development programs including the 4-H program. Specifically, 4-H camp has served as a context for the development of

responsibility, yet the process through which it develops remained unclear. The grounded theory proposed by Larson and colleagues (2004) may be useful for understanding this process. Not only have they identified a three-step process by which adolescents experience developmental outcomes (Larson et al., 2004), but they also recognized specifically the demands and expectations as well as motivations that contribute to the development of responsibility in youth (Wood et al., 2009).

The development of responsibility is also connected to the role of adults who work with youth program participants. The role of adults is a challenging one in that they walk a fine line between balancing control of the program with youth ownership. Meanwhile, adults are very much influencing the development of responsibility through structures they intentionally build into the program design. Programs that define clear expectations and hold youth accountable were also found to foster responsibility development.

The purpose of this quantitative and qualitative study was to explore the development of responsibility as a life skill outcome in Ohio 4-H camp counselors participating in the 4-H Camp Counselor Work-Based Learning (CCWBL) program. The counselors' responses to open-ended questions during the initial analysis of the CCWBL program gave some descriptive data on camp counselor outcomes, but also raised some additional questions. Specifically, although camp counselors indicated they were developing responsibility, the process by which camp counseling fostered responsibility development was unclear. Therefore, this study sought to investigate the process that

takes place as teens become more responsible as well as the roles adults play in this process.

To address the research questions of this study, a qualitative and quantitative study was designed to examine teens' development of responsibility through their experience of serving as a 4-H camp counselor. This study built on what had already been learned through the initial analysis of the first two years of the CCWBL project. Five data sets were collected reflecting three different perspectives. Questionnaires were completed by 247 youth who participated in the 2010 CCWBL project providing quantitative data on the responsibilities of camp counselors as well as qualitative data on the role of adults in the camp program. Observations were conducted at one Ohio 4-H county camp in 2011 identifying both the responsibilities of camp counselors as well as the role of adults. To follow up, individual and group interviews were conducted with 22 camp counselors, which provided insight to their roles and responsibilities during the training, planning, and camp experience. Finally, 14 4-H professionals completed an e-mailed questionnaire to obtain their perspectives on responsibility development.

One of the significant findings identified in this study is that teens were well aware of what it means to be responsible in general and in the camp context. They understood the consequences, both positive and negative, that may result from how they perform their role. This study also clearly revealed that being a responsible camp counselor is very complex and multifaceted, involving many challenging roles and tasks. Despite the significant challenges, teens are very intrinsically motivated to engage in the many roles and the varied tasks associated with planning and conducting a residential

camp. Additionally, it became clear that a number of conditions exist that contribute to the process of developing responsibility, including the setting where it occurs, the interactions of the people involved, and the nature of the roles to be performed.

Additionally, it was evident that adults played an integral role in facilitating the developmental process of responsibility in 4-H camp counselors. The 4-H professionals in this study intentionally structured the camp training and planning that preceded the actual camp session. They provided emotional and instrumental support while balancing the often conflicting needs of control and youth ownership. Their role was a combination of doing things, being things, and offering things to youth. 4-H professionals and camp counselors engaged in a collaborative learning process that depends on creating a youth-adult partnership, where adults provided structure to the program yet offered opportunities for youth to take ownership. The experience was built on a foundation of positive relationships between youth and adults.

Furthermore, what emerged from combining the perspectives of teen camp counselors, 4-H professionals, and an observer was a complex process that supports the development of responsible camp counselors. A number of conditions influenced the development process. Prior experiences with responsibility transferred to the camp counselor experience. Youth had to realize that becoming more responsible required an action on their part. The 4-H professionals appeared to exercise more control in how they structured the training, balanced control and ownership during the planning phase, and facilitated youth ownership once camp was in session, which was the culmination of the process. The teens became more responsible over the duration of the training period and a

continuous cycle of practice, performance, and feedback, first with small tasks to build trust, and working up to the large task of conducting camp itself.

Discussion

Multiple sources of data were used to examine camp counselors' responsibility development and the role that adults played in the process. As noted by Brandt and Arnold (2006), there is a need for camp counselors to serve as leaders and demonstrate responsibility. Similar to previous research (Brandt & Arnold, 2006; Carter 2006; Digby, 2005, Duda, 2009; Ferrari & McNeely, 2007; Garst & Johnson, 2005), the present study found that 4-H camp counselors developed responsibility as an outcome of their involvement in the camp counselor program. In a project designed to assess workforce skills, Ohio 4-H camp counselors indicated that they gained responsibility (Ferrari et al., 2010), but their accounts were not very specific. The current study extended previous research by gathering data from several sources to more closely examine the specific tasks and roles associated with being a camp counselor and the role that adults play in facilitating camp counselors' responsibility development. The results are discussed according to four major themes that emerged from the analysis.

Camp Counselors Become Responsible Because of Their Numerous Roles

Overall, teens described their experience in positive terms. Their descriptions of the camp counselor role illustrated that it is a very multifaceted, complex one that is full of responsibilities, both large and small. Teens are aware of their complex role of responsibilities when they choose to serve as a camp counselor and do so because they want to, not because they have to – they are intrinsically motivated, often by their past

experiences as a camper and the challenge of the job. This agrees with Digby's (2005) finding that teens say being a camp counselor is challenging, but also rewarding.

The teens were well aware of what responsibility means, and they understood the variety of roles and tasks involved with becoming a camp counselor. This study confirmed that camp counselors learned new skills and tried on new roles, as did counselors in other studies (Brandt & Arnold, 2006). Caring for others was perhaps the distinguishing aspect of being a camp counselor, which was one of the roles Johnson et al. (2011) also identified in their study of college-age seasonal camp staff. Taking on the responsibility of taking care of children was an adult-like role, which required them to take on tasks normally completed by parents. Teens also take on programming roles, which was also similar to the counselors in Johnson el al.'s (2011) study. Similar to the findings of Duda (2009), this study found that teens have responsibilities that require them to take on roles such as serving as leaders and managing groups. What Johnson and colleagues (2011) did not report on were the roles associated with the training and planning period of the camp program, as the camp counselors in their study were seasonal employees. With the inclusion of the pre-camp training and planning phases that characterize Ohio's county-based model, the role of "planner" was an additional role not seen in Johnson et al.'s study. The whole camp program in 4-H is structured to include camp counselors in the training and planning period as the opportunity for promoting youth development outcomes includes more than just the residential portion of camp itself.

Quantitative results from this study provided only a small slice of the more formal roles that camp counselors take on, such as committee chair. However, qualitative data extended this thought by recognizing that both formal and informal aspects characterize the role. Being a camp counselor is a complex and multifaceted role. Additionally, teens take on many informal roles that can be situational and unpredictable. Wood et al. (2009) also found that youth take on formal and informal roles in the variety of youth program they studied. Complex roles are able to provide teens with skills and experiences to needed function as adults in a complex world (Larson, 2011).

Camp Counselors Become Responsible Because of Their Numerous Tasks

Very discrete tasks are embedded in the complex role of being a camp counselor. The results of study identified an extensive list of the tasks associated with being a 4-H camp counselor. The greatest tasks for teens serving as camp counselors that were identified in this study were those associated caring for campers, which relates to findings by Digby (2005) and Johnson et al. (2011). Some of the tasks were very detailed, while others were very ambiguous and teens had to think on their feet. Much of what camp counselors are expected to do is complete tasks simultaneously. Similar to Johnson et al.'s (2011) findings, this study found that teens in the camp counselor role are always in charge of people while also planning activities. Many of the tasks expected of camp counselors are rather large and need to be broken down either by the teens themselves or with help from adults.

Being Responsible Assumes the Acceptance of Consequences

Teens were able to explain both the positive and negative consequences they might experience as a camp counselor if they successfully – or unsuccessfully – performed their role. Teens in this study recognized that by being responsible they were anticipating positive and negative consequences for others and for themselves was identified by Wood et al. (2009).

Teens sometimes lost focus, which is not uncommon when they are working on complex tasks (Larson et al., 2005). Sometimes they did not always act responsibly. Why are teens not acting responsibly when they can identify what it means to be responsible and think of themselves as being responsible? One possible explanation is that although they have the ability to handle complex processes and thinking, on the other hand, those capabilities are not fully developed in adolescents (Luna, Garver, Urban, Lazar, & Sweeney, 2004). Being a camp counselor is not that simple, it is a very complex role. Teens may not be responsible because they are not as advanced in their cognitive processes. Their brains are still developing and there is no prescribed response to handling multiple tasks and roles at one time. Their brains develop over time through a series of situations. Adults can play a role in fostering this development as they place teens in anticipatory settings with real life scenarios to practice. However, no amount of practice is a substitute for the real thing – actually "doing it." Adults structure programs to provide optimal conditions for teens to have opportunities to be responsible. An example of this includes preparing teens with a great deal of information (i.e., child abuse

and neglect, risk management) during the training period to prepare them for their large responsibility of caring for campers at camp.

Adults are Essential to the Development of Responsibility in Youth

Theories of development (Larson & Walker, 2005), practitioners' experience, and common knowledge all recognize the important relationship between adults and youth. Both teens and 4-H professionals recognized that to make the 4-H camp counseling program happen, they needed adults. Adults structure the program, allow teens to complete tasks by providing ownership, set expectations, and provide feedback, as it is a youth-adult partnership pursuing shared program goals. In this study, although they wanted to do things for themselves, teens recognized that they needed the support of adults. Adults serving as 4-H professionals are clearly providing opportunities to teens to take ownership of tasks. They are also communicating their high expectations to teens as early as the first training period while also recognizing that they will hold teens accountable for their actions. Furthermore, adults are providing a structure through which developmental outcomes can occur for teens serving as camp counselors.

In the training period, adults exercise more control, as there are certain requirements that have to be met and there is certain content that counselors need to know in order to do their job. Walker and Larson (2006) indicate that this sort of adult-driven approach is appropriate when needing to teach specialized skills, because it draws on adults' greater knowledge and expertise, making it possible for them to "guide program activities expediently and purposefully" (p. 17). There are training topics prescribed by 4-H and by the American Camp Association based on established standards

and principles of positive youth development. Counselors may get the opportunity for more ownership and decision making before camp, when they are given responsibilities for planning the camp. Although the planning is still guided by the adults, they must balance the need for youth ownership with the need to produce a product (i.e., a camp program).

Duda (2009) recommends that adults should allow camp counselors to help plan camp. They are given more responsibility to come up with certain activities. But where they get to exercise their responsibility and freedom to make decisions being mindful of certain expectations is during camp with safety being a big one. Adults need to provide the right amount of challenge given the personalities and capabilities known of their camp counselors to entice them to step up and take the responsibility and embrace the challenge. Youth need opportunities to lead and take on tasks; youth programs can provide such opportunities that might otherwise be lacking with other areas of their life.

Camp is a context for collaborative learning structured to foster the development of responsibility and other life skills in youth. The camp program considers the training and planning periods as well as camp itself. The training period seems to be more adult driven due to the need of covering content to help prepare teens for their role. The planning period offers more opportunities for youth to make decisions and take ownership, but the adults are very much still involved because the stakes are too high to leave it all to youth – there is an element of risk involved and therefore, the adults still need to balance some control. The camp period is more youth driven as teens are implementing the camp program activities and caring for campers, amongst other tasks.

Knowing what conditions exist for developing responsibility in youth, adults can better facilitate this experience. Despite the influence of adults on this complex process of developing responsibility, they must do their best to prepare teens with anticipation, give strategies, help scaffold their thinking, and give them tools on what they need to do. If teens need to go to "Plan B," sometimes they are able to think on their feet and other times they are not. Adults need to decide whether or not it is a time to respond or it is a time where they should let teens think of what to do. It is a balance of adults being continually cognizant of each teen's personality, skills, and abilities in managing their interactions and support of youth. Ultimately, this is "more of an art than it is a science" (Larson et al., 2004, p. 557). The role of adults is dynamic and constantly changing as they learn to balance the need to control against that of youth ownership.

Responsibility is a Complex Process of Task, Role, and Time Demands

Developing responsibility is a dynamic, ongoing process. Teens pointed out that they come into the camp counseling program with previous knowledge and experiences of being responsible in other settings (e.g., home, school). They also recognize that what they learn at camp can be built on and used in other settings. This study illustrated the conceptual process by which teens recognize their development of responsibility in the context of camp.

There are specific conditions of the context of camp - a more intense setting over a period of time - that might contribute to the development of responsibility. This study identified a number of conditions that contribute to the developmental process in teens as illustrated in Figures 1 and 2 described in Chapter 4. The opportunity for teens to practice

skills, like those related to responsibility, allows them to change their level of ability to perform these skills, as Duda (2009) found. Clearly, it is a very complex process and the progression of becoming more responsible is continuous. Even though adults play a major role in structuring the process, ultimately, teens see themselves as agents of their own development as Larson et al. suggest (2004), in that they have to "do it" in order to "feel it" or "be it." Teens are understanding that camp counseling is a series of interactions with different people and tasks where they can reflect, draw conclusions, and establish new criteria for future experiences. Even though they knew they were learning the process, they knew they were part of the process as a result of their actions. It was not something that someone did to them, they had to do something and by doing it, it made them responsible. This relates to teens taking on a sense personal agency identified by Wood et al. (2009).

The training and planning aspects of the county-based program camp program structure offers a unique context for studying the development of responsibility in youth. Similar to programs studied by Wood et al., (2009), camp counseling appears to support the development of responsibility by providing substantial demands. Understanding the process of developing responsibility as a series of learning experiences over time in which one continues to experience opportunities of being responsible successfully leads to their recognition of transferring this skill to other settings.

Limitations

No research project is without limitations. To acknowledge the limitations inherent in qualitative research, steps were taken to enhance trustworthiness.

Existing quantitative and qualitative data from the CCWBL project only partially addressed the research questions. Therefore, to counteract this limitation, additional data were collected through camp counselors' interviews; a survey of 4-H professionals; and observations of camp planning, training, and the camp itself. By obtaining multiple perspectives, this research portrays an in-depth understanding of camp counseling and the development of responsibility.

The sample used in the quantitative portion of this study included only those Ohio 4-H members serving as camp counselors in the counties that were part of the 4-H Camp Counselor Work-Based Learning (CCWBL) project. County 4-H professionals self-selected into this project and therefore camp counselors and 4-H professionals may not be representative of the population as a whole. Because of this limitation, the results cannot be generalized beyond the group who participated in this study. However, the purpose of this study was to describe the phenomenon of interest rather than to generalize to the larger population.

Observation is a time consuming method of data collection, and this may explain why previous studies have not employed it. The rich description obtained through these observations extends the available research on this topic. However, because only one county 4-H camp was observed, the results of this study should be considered preliminary. Despite this, the data collected through observation was congruent with that collected by other methods. The use of multiple methods provided greater depth of understanding of the camp counselor experience.

Implications

This study has several implications for theory, future research, and practice.

Implications for Theory

Larson and colleagues' (2004) grounded theory regarding the process of developing youth is useful in understanding the development of responsibility. Their developmental theory conceptualized developing responsibility as a three-stage process and helped to gain perspective on examining how teens come to be responsible in a wide context. Specifically, this study focused on the first stage of taking on a task and meeting its demands specific to a program, 4-H camp counselors. Youth conceivably learn to become responsible in a slightly different way as recognized by this study in that youth take on numerous, complex tasks often at one time, which in turns allows for them to become more responsible. This study also looked only at youth once they were engaged in the camp counselor role where the expectation was to be responsible.

Wood et al.'s (2009) findings are closely related to the findings of the present study. Their findings of task, role, and time demands are useful in conceptualizing the complex, challenging roles of camp counselors. Their additional findings related to the important role of adults as they help facilitate the development of responsibility. 4-H professionals function in a similar manner as the leaders in the high–responsibility programs. They focus on the direction of program outcomes by establishing a framework for the training, planning, and camp periods. They aim to promote developmental outcomes in youth and therefore offer ownership of tasks in a balanced fashion conducive

to the timing and goals of the program and in relation to the capabilities of youth involved.

Furthermore, the transfer of learning (e.g., Mayer & Whitrock, 1996) and experiential learning processes (e.g., Kolb, 1984) popular in the field of youth development would help adult leaders recognize that responsibility is a "learn by doing" event in any context. Understanding these theoretical frameworks that relate to the process of developing responsibility can build effective camp counselor programs and youth development professionals can implement these strategies into their trainings.

Implications for Future Research

The study generated additional questions to be explored that would add to the body of research about 4-H camp counseling programs. First, this study clearly identifies the importance of the camp counselor role of teens from the perspectives of teens, 4-H professionals, and an observer. Further investigation should be done from the campers' perspective concerning what they perceive in a good camp counselor. Next, based on the rich data obtained from observations, continued observations are recommended as the findings in this study have only begun to scratch the surface of this complex role. This study illustrates the importance of the camp counseling role in fostering the development of responsibility in teens. Very little research was found addressing the actual process by which youth come to be responsible and therefore, much can be learned in future research. Further investigation should be done related to other contexts of youth programs that are instrumental in the development of responsibility as desired outcomes for program participants. Specifically, one should examine the training and planning

period of the camp program as a precursor to larger responsibilities at camp as a grounds for developing responsibility in youth. Overall, this would strengthen the role adults play in facilitating the development of responsibility in youth if they are better able to understand the process.

Implications for Practice

This study has several implications for practice. First, developing responsible youth is valued by future employers and therefore providing them with opportunities to develop workforce skills, like at camp, is important. Second, camp offers a unique setting for fostering the development of responsibility which would be valued by youth development professionals and camping professionals.

Next, 4-H professionals can develop better practices to foster the development of responsibility in youth recognizing it as a complex process for both teens and adults. It is simply not a matter of turning over tasks to teens. They must consider their role as part of the developmental process. One thing to consider is whether or not adults are offering programs for youth to develop skills of responsibility and leadership prior to their role as camp counselors. Are these prior-camp experiences helping to qualify responsible teens to be prepared for the complex role of being a camp counselor? The challenge for 4-H professionals is providing enough opportunities during the training process to allow teens to experience the act of taking on small responsibilities leading up to camp, recognizing this takes time. Another challenge for 4-H professionals is balancing their control over program structure and tasks to be completed with what is handed over to teens to take

ownership over. Clearly, with experience, 4-H professionals can develop strategies and techniques to best master this "paradox" as described by Larson and colleagues (2004).

Additionally, the findings of this study can be applied to other youth programs. If the goal of the program is to develop responsible youth leaders, youth development professionals should have a good understanding of the process by which responsibility develops, which may be rather similar to that found in this study or perhaps as suggested in Larson et al.'s (2004) three-stage process.

Finally, it is important to communicate these findings to stakeholders that camp is not just fun for campers and camp counselors but it is an opportunity to become more responsible through an intense experience of complex multifaceted roles while simultaneously caring for younger youth.

Conclusion

The current study focused on the development of responsibility in 4-H camp counselors as well as the role of adults in facilitating this process. This comes at a time when employers are seeking qualified personnel to take on positions in a very complex world where workforce skills are valued. Additionally, programs such as 4-H Youth Development are having to prioritize their goals and outcomes to be achieved based on the desired impact they wish to have on youth in preparing them to become successful adults.

Camp provides a context for positive youth development for both campers and camp counselors. Teens and 4-H professionals participating in this study were very much aware that responsibility is characteristic of the role of camp counselors and that it is full

of challenging tasks and roles. Teens and 4-H professionals both recognize that there is a complex process to developing responsibility and that it takes the individual to take on a task and actually do something in order to develop responsibility. Teens recognize that the role of adults is important to their role as a camp counselor while adults recognize they need to facilitate a balance of control and youth ownership for the optimal outcomes of responsibility and other life skill development. Moreover, teens continue to serve in such challenging roles "because they love it."

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Appendix A: Your Camp Experience Assessment (2010)

Your Name: _____ Due Date: _____

Your Camp Experience Assessment

Instructions
Thank you for your assistance. Please complete this assessment based on your experience with **your county's 4-H camp** and return to your county 4-H professional by the date requested.

We estimate it will take approximately **15 to 20 minutes** for you to complete this assessment. Your responses will be added together with those of other camp counselors in order to evaluate the success of this program in achieving its goals. Your responses will be kept private, and no one else will know how you responded.

When we talk about **camp counseling** in this survey, we mean your ***entire*** experience as a camp counselor this year. This includes the application, interview, planning, and training that you do to become a camp counselor, as well as the time that you actually spend at camp.

Please mark your responses clearly.

1. Name of your **county**

_____

(Write in the name of your county.)

A. Amount of Camp Experience

2. How many years have you been a **4-H camp counselor** (including this year and including years as a counselor-in-training [CIT])? Please mark ***one*** response.

1 2 3 4 5 6 7

B. Camp Planning Experiences

Check the response that best represents your experience planning for your <u>county's 4-H camp</u> this year. Please mark ***one*** response for each question.

3. Did you have responsibilities to **lead** a committee or group of counselors to lead or plan a specific activity for the campers?	**Yes**	**No**
4. Did you have responsibilities to **serve** on a committee with other counselors to plan a specific activity for the campers?	**Yes**	**No**
5. Did you spend any **additional time in training and preparing** for your responsibilities as a camp counselor? (This time is in addition to meetings or trainings planned and led by the county 4-H professional; do not include activities such as packing your clothes, toiletries, and bedding.)	**Yes**	**No**

If you indicated in Question #5 that spent additional time in training and preparing to be a camp counselor, **what did you do?** Remember this is time ***in addition*** to the training and planning time that is led by the county 4-H professional.

Preparation Activities		
6. Gathering supplies or equipment that you have at home or another place	**Yes**	**No**
7. Shopping for supplies	**Yes**	**No**
8. Making decorations, name tags, etc.	**Yes**	**No**
9. Attending camp committee meetings with other counselors with whom you share responsibilities	**Yes**	**No**
10. Preparing on your own for teaching or leading of camp activities	**Yes**	**No**
11. Attending additional training beyond your county (e.g., Teen Conference, Counselor College, State Camp Counselor Workshop - MXC)	**Yes**	**No**
12. Other (describe):		

13. Approximately **how much time (how many hours)** did you spend doing the tasks you identified in Questions #6 to 12. Please mark ***one*** response.

0 hours 1-5 hours 6-10 hours 11-15 hours 16-20 hours 21-25 hours

26-30 hours 31-35 hours 36-40 hours 41-45 hours 46-50 hours

more than 50 hours

C. Your Experiences at Camp

Mark the response that represents your experience at <u>your county's 4-H camp</u> this year. Please mark ***one*** response for each question.

14. While at camp this year, did you have responsibilities to **work with a group of campers** assigned to your cabin?	**Yes**	**No**
15. **If yes, how many** campers did you have in your cabin this year? Write in the **number** of campers in the box to the right.	Number:	
16. While at camp this year, did you have responsibilities for **working as a group leader** with a group of campers? (Such as teaching or leading activities or as a "tribe leader")	**Yes**	**No**
17. **If yes, how many** campers did you have in your group this year? Write in the **number** of campers in the box to the right.	Number:	
18. Did you have assignments at camp to **teach** campers? (For this question, *teach* means where you have to show the campers how to do something or learn something new. For example, how to do a craft, how to fish, how to make a rocket, etc.)	**Yes**	**No**
19. Were you asked to **prepare a written lesson plan** for any of the topics you taught?	**Yes**	**No**

D. Camp Counseling Work Connections

Remember that camp counseling means your ***entire*** camp experience this year, including applications, interviews, planning, training, and the actual time spent at camp.

Mark the response that best represents what you think. Please mark only ***one*** response for each question.

As a result of my experience as a camp counselor this year…					
20. I learned about the skills that employers value in the 21st century.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
21. I developed a better understanding of the world of work.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot

22. I looked at my role as a camp counselor as a job or work experience.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
23. I thought of a specific way that I can use my camp counseling skills right away. (For example, at school, in my club, at home, at another job).	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
24. I thought about how my skills learned as a camp counselor will help me in the future.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot

25. In what way has being a camp counselor helped you think about work and the future? Please describe.

E. Experiences with Adult Leaders

When you answer these questions, remember that camp counseling means your ***entire*** camp experience this year, including applications, interviews, planning, training, and the actual time spent at camp.

The following statements describe the adult leaders in the program. **Think of your overall experience with the adult leaders** (for example, the adult leaders may be the 4-H professional or the adult volunteers who work with camp). Mark the response that best matches your thoughts about the adults who you work with in this program. Please mark only ***one*** response for each question.

Adults in the camp program…					
26. The adults listen to what I have to say and take my ideas seriously.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
27. The adults encourage and support me to do my best.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
28. The adults expect too much of me.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
29. The adults understand my point of view.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
30. The adults make me feel good about myself and my contributions.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
31. The adults make decisions without asking my opinion.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
32. The adults care about me.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot

33. The adults get upset if I make mistakes.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
34. The adults give me important responsibilities.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
35. The adults trust me to complete project tasks.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
36. I have learned new things from the adults.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
37. The adults have learned new things from me.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
38. The adults help all youth to feel included.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot

39. Please share any comments about your **experiences working with the adults** as part of the camp counseling program in your county. You may share overall comments, something about one individual that is different from the rest of your experiences, or both.

F. Your Feelings, Thoughts, and Actions Related to Being a Camp Counselor

Remember that camp counseling means your ***entire*** camp experience this year, including applications, interviews, planning, training, and the actual time spent at camp.

In my experience as a camp counselor this year…					
40. I was bored when I was a camp counselor.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
41. I really enjoyed camp counseling.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
42. Camp counseling held my attention.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
43. I would describe camp counseling as very interesting.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
44. Being a camp counselor was fun.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
45. I enjoyed learning new things as a camp counselor.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
46. I felt good when I'm a camp counselor.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot

47. Comments:

In my experience as a camp counselor this year…					
48. I tried to come whenever we have meetings and activities related to camp counseling.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
49. I tried hard to do well as a camp counselor.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
50. I participated in activities with my fellow camp counselors and adult leaders.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
51. I was focused when we had camp counselor meetings and activities.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
52. I did my best as a camp counselor.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
53. I put a lot of effort into being a camp counselor.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
54. When it comes to being a camp counselor, I followed all the rules.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
55. As a camp counselor, I took initiative to get the job done.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot

56. Comments:

In my experience as a camp counselor this year…					
57. Camp counseling really used my talents and skills.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
58. I learned new things as a camp counselor.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
59. Camp counseling provided the right kind of challenge for me.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
60. I thought about how to apply what I've learned as a camp counselor.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
61. Camp counseling gave me opportunities to explore new interests.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
62. Camp counseling gave me opportunities to be creative.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot

63. I was willing to do what it takes to be a good camp counselor.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
64. I have gotten better over time as a camp counselor.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot

65. Comments:

G. Opportunities Available Through Camp Counseling

Remember that camp counseling means the ***entire*** camp experience this year, including applications, interviews, planning, training, and the actual time spent at camp.

For this question, think about whether you had the **opportunity** to participate in the types of activities listed, not whether you are good at it. For example, think about if you had opportunities to speak in front of a group as part of your camp experience, ***not*** whether you are good at speaking in front of a group. Then mark the response that best represents what you think. Give only ***one*** response for each question.

In my experience as a camp counselor this year…					
66. Camp counselors had opportunities to make important decisions about activities.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
67. Camp counselors had opportunities to decide what to discuss at meetings.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
68. Camp counselors had opportunities to take the lead in carrying out activities.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
69. Camp counselors had opportunities to manage and direct activities.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
70. Camp counselors had opportunities to serve in leadership roles.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
71. Camp counselors had opportunities to lead groups of youth.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
72. Camp counselors had opportunities to take responsibility for the success of activities.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot

In my experience as a camp counselor this year…					
73. Camp counselors had opportunities to make important decisions about money.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
74. There were opportunities to receive feedback on my work as a camp counselor.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
75. There were opportunities for camp counselors to work together in groups with youth.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
76. There were opportunities for camp counselors to speak in front of a group.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot
77. There were opportunities for camp counselors to use writing skills.	Hardly at all	A little bit	Somewhat	Quite a bit	A whole lot

78. Please share any **other comments about your experiences** as a camp counselor this year.

H. Information About You

Please mark *one* response for each question, unless otherwise indicated.

79. Your **age** as of January 1, 2010:
12 13 14 15 16 17 18 19

80. Your **grade** in school in the 2009-2010 school year:
7 8 9 10 11 12

81. Your **gender**: ____ Male ____ Female

82. What is your **ethnicity**: _____ Hispanic _____ Not Hispanic

83. What is your **race** (*check **all** that apply*):
_____ White/Caucasian _____ Black/African American
_____ Alaskan/American Indian _____ Asian
_____ Hawaiian/Pacific Islander

84. How many years did you attend 4-H camp as a **camper** (including this year - 2010)?
0 1 2 3 4 5 6 7 8 9 10

85. How many years have you been a **4-H member? (**Include this year and include the years you were a Cloverbud.)
0 1 2 3 4 5 6 7 8 9 10 11
12 13

Appendix B: Leadership and Responsibility Interview Questions for 4-H Camp Counselors

2011 Camp Counselor Work-Based Learning Project

Introduction

I would like to ask you some questions about your experience as a counselor and preparing to be a camp counselor so far this year. I am really interested in learning more about how counselors develop responsibility and leadership. Therefore, what you have to say is very important to me. There are no "right" or "wrong" answers to these questions. I am really just interested in learning more about being a camp counselor from *your* perspective and what it means to you. If you don't want to answer a particular question we can skip over it.

Read Assent Script here (Appendix E).

Interview Questions

1. Camp counseling is challenging—it's not always easy…why do you do it?
2. What does it mean to be responsible? Or…What does "responsibility" mean to you?
3. How important is it to be responsible as a camp counselor?
    a. Why is that important?
    b. What "good" things will happen if you are responsible?
    c. What "bad" things will happen if you're not responsible?
4. How do you come to be responsible?
    a. What is it you have to do to become responsible?
    b. Do you view responsibility as a skill that you can learn? Or do you view it in some other way?
5. How do you know you are responsible?
    a. Does someone have to tell you that you are responsible for you to know?
6. How does camp counseling develop responsibility? Or…How does being a camp counselor get you to become responsible?
    a. What types of demands contribute to developing responsibility?
    b. What types of roles contribute to developing responsibility?
    c. What types of tasks contribute to developing responsibility?
7. How is the role of camp counselor different from other times when you've had to be responsible (for example, in school or at home)?

Appendix C: Parent Permission Letter (2010)

Ohio State University Extension
4-H Youth Development
Nationwide & Ohio Farm Bureau 4-H Center
2201 Fred Taylor Dr.
Columbus, OH 43210
614-297-8164
Fax: 614-292-5937

Date

Dear Parent,

In 2010 your child is participating in the 4-H camp counselor program in ____<insert name>___ County. We know from experience that 4-H camp counselors are developing many of the skills that employers value in the 21st century. Camp counselors complete an application and interview process much like that for paid employment. Even though camp counselors are not paid, they are developing workforce readiness. Because of this, ___<insert name>_____ County is one of several counties that has agreed to participate in a pilot project to learn more about the workforce skills developed by camp counselors. This project is being led by Theresa Ferrari, 4-H Youth Development Specialist in the State 4-H Office, and Nate Arnett, 4-H Educator, who are providing leadership to the Ohio 4-H Workforce Preparation Initiative.

In order to do this, I will be conducting performance appraisals for each camp counselor at the end of the camping season. The performance appraisal will include a self-assessment by the camp counselor. It includes 24 questions as well as an opportunity to write comments. I will complete a similar form. The camp counselors will also complete another self-assessment titled *Your Camp Experience* that will ask them to describe their camp experience in more detail (including their roles at camp and the training they received about workforce skills). I will set up a time to meet with each counselor and review these assessments. This process is designed to give constructive feedback to the counselors on what they did well and how they can improve in the future. These assessments will help us to learn more about the camp counseling experience. We estimate that it will take about 15 to 20 minutes to complete each of the assessments. The questions are typical of those we would ask to evaluate our 4-H programs. Your child will benefit by gaining self-knowledge and an experience he or she can use to prepare a

resume for future employment. Ultimately, what we learn will benefit the overall camping program in Ohio 4-H.

We would like your permission to use the information that will be collected from your child as part of the camp counselor program. However, before I submit the information to the State 4-H Office, I will be removing names from these documents. This will protect the confidentiality of your child's responses. This information will be combined with that from the other counties participating in this project. You can decide that you do not want you child's information to be used in this manner and there will be not be any consequences regarding his or her participation in the camp counselor program.

If you have any questions, please do not hesitate to contact me. You can also contact the two 4-H professionals who are leading this project: Theresa Ferrari (614-247-8164; ferrari.8@osu.edu) or Nate Arnett (937-278-2601; arnett.67@osu.edu).

Sincerely,

4-H Educator
_____ County

Appendix D: Parent Permission Form (2010)

Ohio State University Extension
4-H Youth Development
Nationwide & Ohio Farm Bureau 4-H Center
2201 Fred Taylor Dr.
Columbus, OH 43210
614-297-8164
Fax: 614-292-5937

Parent Permission
Ohio 4-H Camp Counselor Work-Based Learning

I have read the information provided about the 4-H Camp Counselor Work-Based Learning project. I give permission for my child's camp counselor evaluation information to be part of the 4-H Camp Counselor Work-Based Learning Project.

_____

Signature of Parent or Guardian Date

Principal Investigator:
Theresa M. Ferrari, Ph.D.
Extension Specialist, 4-H Youth Development
614-247-8164
ferrari.8@osu.edu

Co-Investigator:
Nate Arnett
Extension Educator
Workforce Preparation Initiative
937-278-2601
arnett.67@osu.edu

Appendix E: Camp Counselors' Assent Script (2010)

Ohio 4-H Camp Counselor Work-Based Learning Project

Assent for 4-H Camp Counselors (age 14 and older)
(To be read prior to completing self-assessments)

Our county is one of several counties that have agreed to participate in a pilot project to learn more about the workforce skills developed by camp counselors.

As part of this project, we will be conducting performance appraisals for each camp counselor at the end of the camping season. The performance appraisal will include a self-assessment by you, the camp counselor. It includes 24 questions as well as an opportunity to write comments. I will complete a similar form. You will also complete another self-assessment titled *Your Camp Experience* that will ask you to describe your camp experience in more detail (including your roles at camp and the training you received about workforce skills). At the end of the camping season, I will set up a time to meet with each counselor and review these assessments. This process is designed to give constructive feedback to counselors on what they did well and how they can improve in the future. These assessments will help us to learn more about the camp counseling experience. They contain questions that are typical of the kinds of questions we ask to evaluate our 4-H programs. We estimate that it will take about 15 to 20 minutes to complete each of the assessments. You will benefit by gaining knowledge about your workforce skills and experience you can use to prepare a resume for future employment. Ultimately, what we learn will benefit the overall camping program in Ohio 4-H.

Your parent is being asked to sign a permission form so that we can use the information that will be collected from you as part of this evaluation process. We are also asking for your assent (in other words, your agreement) to participate. All of this information will be combined with that from the other counties participating in this project. Before I submit the information to the State 4-H Office, I will be removing names from these documents. This will protect your confidentiality; that is, no one will know how you responded to the questions on the assessments. You can decide not to include your information as part of this project, and it will not affect your participation in the 4-H camp counselor program.

Do you have any questions?

Appendix F: Parent Permission Letter – Including Observation and Interviews (2011)

Ohio State University Extension
4-H Youth Development
Nationwide & Ohio Farm Bureau 4-H Center
2201 Fred Taylor Dr.
Columbus, OH 43210
614-297-8164
Fax: 614-292-5937

Date

Dear Parent,

In 2011 your child is participating in the 4-H camp counselor program in Fayette County. We know from experience that 4-H camp counselors are developing many of the skills that employers value in the 21st century. Camp counselors complete an application and interview process much like that for paid employment. Even though camp counselors are not paid, they are developing workforce readiness. Because of this, Fayette County is one of several counties that has agreed to participate in a pilot project to learn more about the workforce skills developed by camp counselors. This project is being led by Dr. Theresa Ferrari, 4-H Youth Development Specialist in the State 4-H Office, and Nate Arnett, 4-H Educator, who are providing leadership to the Ohio 4-H Workforce Preparation Initiative.

In order to do this, I will be conducting performance appraisals for each camp counselor at the end of the camping season. The performance appraisal will include a self-assessment by the camp counselor. It includes 24 questions as well as an opportunity to write comments. I will complete a similar form. The camp counselors will also complete another self-assessment titled *Your Camp Experience* that will ask them to describe their camp experience in more detail (including their roles at camp and the training they received about workforce skills). I will set up a time to meet with each counselor and review these assessments. This process is designed to give constructive feedback to the counselors on what they did well and how they can improve in the future. They can also provide feedback to me about the camp program. These assessments will help us to learn more about the camp counseling experience. We estimate that it will take about 15 to 20 minutes to complete each of the assessments. The questions are typical of those we would ask to evaluate our 4-H programs. Your child will benefit by gaining self-knowledge and

an experience he or she can use to prepare a resume for future employment. Ultimately, what we learn will benefit the overall camping program in Ohio 4-H.

This year, we are particularly interested in learning more about the responsibility and leadership skills that camp counselors develop. To do this, a graduate student working with Dr. Ferrari will come to observe one or more of our camp planning meetings and will also visit for a while when our camp is in session. She will also ask some of the counselors questions in a short interview. These questions are designed to learn more about responsibility and leadership skills from the counselors' perspective. The counselors' responses will be audio recorded and transcribed so that we can capture what they are saying and pay attention while they are talking.

We would like your permission to use the information that will be collected from your child as part of the camp counselor program so that we can share the results of our program with others at conferences and in articles that we would submit for publication in professional journals. However, before I send the information to the State 4-H Office, I will be removing names from these documents. This will protect the confidentiality of your child's responses. Their information will be combined with that from the other counties participating in this project. You can decide that you do not want your child's information to be used in this manner and there will be not be any consequences regarding his or her participation in the camp counselor program.

If you have any questions, please do not hesitate to contact me. You can also contact the two 4-H professionals who are leading this project: Theresa Ferrari (614-247-8164; ferrari.8@osu.edu) or Nate Arnett (937-278-2601; arnett.67@osu.edu).

For questions about your rights as a participant in this study or to discuss other study-related concerns or complaints with someone who is not part of the research team, you may contact Ms. Sandra Meadows in the Office of Responsible Research Practices at 1-800-678-6251.

Sincerely,

4-H Educator, Fayette County

Appendix G: Parent Permission Form (2011)

Ohio State University Extension
4-H Youth Development
Nationwide & Ohio Farm Bureau 4-H Center
2201 Fred Taylor Dr.
Columbus, OH 43210
614-297-8164
Fax: 614-292-5937

Parent Permission Form
Ohio 4-H Camp Counselor Work-Based Learning

I have read the information provided about the 4-H Camp Counselor Work-Based Learning project. I give permission for my child's camp counselor evaluation information to be part of the 4-H Camp Counselor Work-Based Learning Project.

_____

Signature of Parent or Guardian Date

Principal Investigator:
Theresa M. Ferrari, Ph.D.
Extension Specialist, 4-H Youth Development
614-247-8164
ferrari.8@osu.edu

Co-Investigator:
Nate Arnett
Extension Educator
Workforce Preparation Initiative
937-278-2601
arnett.67@osu.edu

Appendix H: Consent Letter – Includes Observation and Interview (2011)

Ohio State University Extension
4-H Youth Development
Nationwide & Ohio Farm Bureau 4-H Center
2201 Fred Taylor Dr.
Columbus, OH 43210
614-297-8164
Fax: 614-292-5937

Date

Dear Camp Counselor,

In 2011 you are participating in the 4-H camp counselor program in Fayette County. We know from experience that 4-H camp counselors are developing many of the skills that employers value in the 21st century. Camp counselors complete an application and interview process much like that for paid employment. Even though camp counselors are not paid, they are developing workforce readiness. Because of this, Fayette County is one of several counties that has agreed to participate in a pilot project to learn more about the workforce skills developed by camp counselors. This project is being led by Dr. Theresa Ferrari, 4-H Youth Development Specialist in the State 4-H Office, and Nate Arnett, 4-H Educator, who are providing leadership to the Ohio 4-H Workforce Preparation Initiative.

In order to do this, I will be conducting performance appraisals for each camp counselor, including you, at the end of the camping season. The performance appraisal will include a self-assessment that you will complete about yourself. It includes 24 questions as well as an opportunity to write comments. I will complete a similar form. You will also complete another self-assessment titled *Your Camp Experience* that will ask you to describe your camp experience in more detail (including your roles at camp and the training you received about workforce skills). I will set up a time to meet with you and review these assessments. This process is designed to give constructive feedback to you about what you did well and how you can improve in the future. You can also provide feedback to me about the camp program. These assessments will help us to learn more about the camp counseling experience. We estimate that it will take about 15 to 20 minutes to complete each of the assessments. The questions are typical of those we would ask to evaluate any of our 4-H programs. As a counselor, you will benefit by gaining self-

knowledge and an experience you can use to prepare a resume for future employment. Ultimately, what we learn will benefit the overall camping program in Ohio 4-H. This year, we are particularly interested in learning more about the responsibility and leadership skills that camp counselors develop. To do this, a graduate student working with Dr. Ferrari will come to observe one or more of our camp planning meetings and will also visit for a while when our camp is in session. She will also ask some of the counselors questions in a short interview. These questions are designed to learn more about responsibility and leadership skills from the counselors' perspective. The graduate student will record your responses so that she can capture what you are saying and pay attention while you are talking to her.

We would like your permission to use the information that will be collected from you as part of the camp counselor program so that we can share the results of our program with others at conferences and in articles that we would submit for publication in professional journals. However, before I send this information to the State 4-H Office, I will be removing names from these documents. This will protect the confidentiality of your responses. Your information will be combined with that from counselors in the other counties participating in this project. You can decide that you do not want your information to be used in this manner and there will be not be any consequences regarding your participation in the camp counselor program.

If you have any questions, please do not hesitate to contact me. You can also contact the two 4-H professionals who are leading this project: Theresa Ferrari (614-247-8164; ferrari.8@osu.edu) or Nate Arnett (937-278-2601; arnett.67@osu.edu).

For questions about your rights as a participant in this study or to discuss other study-related concerns or complaints with someone who is not part of the research team, you may contact Ms. Sandra Meadows in the Office of Responsible Research Practices at 1-800-678-6251.

Sincerely,

4-H Educator, Fayette County

Appendix I: Consent Form – for Counselors 18 and Older (2011)

Ohio State University Extension
4-H Youth Development
Nationwide & Ohio Farm Bureau 4-H Center
2201 Fred Taylor Dr.
Columbus, OH 43210
614-297-8164
Fax: 614-292-5937

Camp Counselor Consent Form
Ohio 4-H Camp Counselor Work-Based Learning

I have read the information provided about the 4-H Camp Counselor Work-Based Learning project. I give my consent for my camp counselor evaluation information to be part of the Ohio 4-H Camp Counselor Work-Based Learning Project.

_____

Signature Date

Principal Investigator:
Theresa M. Ferrari, Ph.D.
Extension Specialist, 4-H Youth Development
614-247-8164
ferrari.8@osu.edu

Co-Investigator:
Nate Arnett
Extension Educator
Workforce Preparation Initiative
937-278-2601
arnett.67@osu.edu

Appendix J: Camp Counselors' Interview Assent Script

Camp Counselors' Interview Assent Script
2011 Camp Counselor Work-Based Learning Project

(To be read prior to completing interviews)

Your county is one of several counties that have agreed to participate in a pilot project to learn more about the workforce skills developed by 4-H camp counselors.

As part of this project, I would like to ask you some questions about your experience as a counselor and preparing to be a camp counselor so far this year. I am really interested in learning more about how counselors develop responsibility and leadership. Therefore, what you have to say is very important to me. There are no "right" or "wrong" answers to these questions. I am really just interested in learning more about being a camp counselor from *your* perspective and what it means to you.

Your parent is being asked to sign a permission form so that we can use the information that will be collected from you in these discussions. If you are 18 or over you can give consent for your own participation. We are also asking for your agreement to participate. All of this information will be combined with that from the other counties participating in this project. We will share the results of this project with others at conferences and in professional journals so that they can learn from what we have done here in Ohio. Your name will not be used anywhere on our reports. This will protect your privacy; that is, no one else will know how you responded to the questions. You can decide not to include your information as part of this project, and it will not affect your participation in the 4-H camp counselor program.

You can think about this decision and ask questions if you need more information. Do you have any questions about what I'm asking you to do?
For questions about your rights as a participant in this study or to discuss other study-related concerns or complaints with someone who is not part of the research team, you may contact Ms. Sandra Meadows in the Office of Responsible Research Practices at 1-800-678-6251.

Appendix K: Email Invitation and Reminders to 4-H Professionals

Introductory Email Sent to 4-H Professionals Participating in the Work-Based Learning Project (2011 & 2012)

To: Nineteen 4-H Professionals
From: Theresa Ferrari
Subject: Please Assist with this Survey

Leslie Risch is a master's student working to complete her thesis on the topic of understanding camp counselors' developments of responsibility. Leslie will be using data from the camp counselor research project for her thesis. Another part of her data will be collected from 4-H educators who participated in the project. I wanted to give you a "heads up" that very shortly you will receive a link via e-mail to a short survey with questions about camp counselors and the development of responsibility. I hope you will take the time to answer this short survey, and please let me know if you have any questions.

Email to 4-H Professionals Participating in the
Work-Based Learning Project (2011 & 2012) with Link to Questionnaire

To: Nineteen 4-H Professionals
From: Theresa Ferrari
Subject: Camp Counselors' Development of Responsibility

We would like to ask you some questions about your experience working with camp counselor. Based on what we have found in the first two years of our project, we are really interested in learning more about how counselors develop responsibility and leadership. Your perspective as someone who works directly with them is very important. Your feedback, combined with that from camp counselors themselves, will give us a more complete picture of this process.

This is brief a survey about responsibility and camp counselors. Your participation in voluntary, so your response to the survey indicates your willingness to participate. There is no consequence to you if you choose not to participate. We estimate it will take approximately 10 minutes to complete the survey.

Using the link in this e-mail, please respond by March 26th, 2012. This link is uniquely tied to this survey and your e-mail address, so please do not forward this message. This will allow us to target reminders only to those who have not responded; once you answer the survey you will not receive the reminders.

Here is a link to the survey:
https://www.surveymonkey.com/s.aspx?sm=xssPQ3MgJDyN6SHNI3azzg_3d_3d

Thanks for your participation!

If you have any questions about this survey please contact Theresa Ferrari (ferrari.8@osu.edu) or Leslie Risch (risch.23@osu.edu).

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.
https://www.surveymonkey.com/optout.aspx?sm=xssPQ3MgJDyN6SHNI3azzg_3d_3d

Reminder Email (#1) to 4-H Professionals Participating in the Work-Based Learning Project (2011 & 2012) with Link to Questionnaire

To: 4-H Professionals (who have not responded)
From: Theresa Ferrari
Subject: Survey Reminder: Camp Counselors' Development of Responsibility

A short survey link about camp counselors was sent to you via e-mail on March 16, 2012. As of today, you have not responded and we would greatly appreciate your feedback!

We would like to ask you some questions about your experience working with camp counselors. Based on what we have found in the first two years of our project, we are really interested in learning more about how counselors develop responsibility and leadership. Your perspective as someone who works directly with them is very important. Your feedback, combined with that from camp counselors themselves, will give us a more complete picture of this process.

This is brief a survey about responsibility and camp counselors. Your participation is voluntary, so your response to the survey indicates your willingness to participate. There is no consequence to you if you choose not to participate. We estimate it will take approximately 10 minutes to complete the survey.

Using the link in this e-mail, please respond by March 26th, 2012. This link is uniquely tied to this survey and your e-mail address, so please do not forward this message. This will allow us to target reminders only to those who have not responded; once you answer the survey you will not receive the reminders.

Here is a link to the survey:
https://www.surveymonkey.com/s.aspx?sm=xssPQ3MgJDyN6SHNI3azzg_3d_3d

This link is uniquely tied to this survey and your e-mail address. Please do not forward this message. Once you respond, you will not receive additional reminders.

If you have any questions, please contact Theresa Ferrari (ferrari.8@osu.edu) or Leslie Risch (risch.23@osu.edu).

Thanks for your participation!

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.
https://www.surveymonkey.com/optout.aspx?sm=xssPQ3MgJDyN6SHNI3azzg_3d_3d

Reminder Email (#2) to 4-H Professionals Participating in the Work-Based Learning Project (2011 & 2012) with Link to Questionnaire

To: 4-H Professionals (who have not responded)
From: Theresa Ferrari
Subject: Camp Counselors' Development of Responsibility

This is a final reminder to request your feedback on a short survey about the development of responsibility in camp counselors. The initial survey was sent to you via e-mail on Friday, March 16th, 2012. As of today, you have not responded and we would greatly appreciate your feedback!

The survey will be closing soon. Your response would be greatly appreciated.

Here is a link to the survey:
https://www.surveymonkey.com/s.aspx

This link is uniquely tied to this survey and your e-mail address. Please do not forward this message.

Thanks for your participation!

Please contact Theresa Ferrari (ferrari.8@osu.edu) or Leslie Risch (risch.23@osu.edu) if you have any questions.

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.
https://www.surveymonkey.com/optout.aspx

Reminder Email (#3) to 4-H Professionals Participating in the Work-Based Learning Project (2011 & 2012) with Link to Questionnaire

To: 4-H Professionals (who have not responded)
From: Theresa Ferrari
Subject: Last Call! Survey Reminder on Camp Counselors and Responsibility

LAST CALL! We will soon be shutting down the survey on the development of responsibility in camp counselors. As of today, you have not responded and we would greatly appreciate your feedback!

This brief survey is about responsibility and camp counselors. Your participation is voluntary, so your response to the survey indicates your willingness to participate. There is no consequence to you if you choose not to participate. We estimate that it will take approximately 10 minutes to complete the survey.

Here is a link to the survey:
https://www.surveymonkey.com/s.aspx?sm=xssPQ3MgJDyN6SHNI3azzg_3d_3d

This link is uniquely tied to this survey and your email address. Please do not forward this message.

Thanks for your participation! PLEASE REPLY BY APRIL 4, 2012.

If you have any questions, please contact Theresa Ferrari (ferrari.8@osu.edu) or Leslie Risch (risch.23@osu.edu).

Please note: If you do not wish to receive further emails from us, please click the link below, and you will be automatically removed from our mailing list.
https://www.surveymonkey.com/optout.aspx?sm=xssPQ3MgJDyN6SHNI3azzg_3d_3d