Learning to Lead: How does camp counseling impact leadership ability?

An Honors Thesis (HONR 499)

By

Taylor Amelia Byrd

Thesis Advisor

Mitch Isaacs

Ball State University

Muncie, Indiana

December 2014

Expected Date of Graduation

May 2014
1. Abstract

We live in a world where the words “me” and “I” are used most frequently and the “other” is often forgotten. Despite this, many have found that in order to lead others and eventually get what you want, you must serve them and think about their needs first. This is a prevalent concept in the YMCA camping world. From my perspective, the counselors at Camp Tecumseh YMCA are held to high standards of servant leadership. I take a critical look at how camp counseling impacts a person’s servant leadership abilities through research, survey, and observation.

2. Acknowledgements

I would like to thank Mitch Isaacs for advising me through this project. His help was indispensable in my undertaking of this long and difficult task. I truly appreciate all of the help and guidance I have received from my many professors and advisors throughout my four-year college career.

I would also like to thank Alyssa, Kirstin, Abby, and Hayden for encouraging me throughout this arduous process, and a special thanks to Joel, Mike, and my Camp Tecumseh Family.
3. Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page</td>
<td>1</td>
</tr>
<tr>
<td>1. Abstract</td>
<td>2</td>
</tr>
<tr>
<td>2. Acknowledgements</td>
<td>2</td>
</tr>
<tr>
<td>3. Table of Contents</td>
<td>3</td>
</tr>
<tr>
<td>4. Human Subjects Information</td>
<td>4</td>
</tr>
<tr>
<td>5. Works Cited</td>
<td>5</td>
</tr>
<tr>
<td>6. Introduction</td>
<td>7</td>
</tr>
<tr>
<td>7. Review of Literature</td>
<td>8</td>
</tr>
<tr>
<td>8. Materials and Methods</td>
<td>16</td>
</tr>
<tr>
<td>9. Results</td>
<td>19</td>
</tr>
<tr>
<td>10. Discussion</td>
<td>44</td>
</tr>
<tr>
<td>11. Conclusion</td>
<td>48</td>
</tr>
</tbody>
</table>
4. Human Subjects Information

- IRB Human Subjects Research Application and Narrative
- Completion Report
- Refresher Completion Report
- Survey Questions
5. Works Cited


6. Introduction

The purpose of my project is to measure the impact of a camp counseling experience on servant leadership ability. I will show that having counseling and evaluation opportunities causes people to become better servant leaders. I chose to do this project because I have a passion for my job at Camp Tecumseh and I have seen how giving people opportunities to lead and impact children’s lives improves leadership ability. I also have a passion for community service and helping others. I believe that summer camp is a way for people of all ages to learn how to be a leader in a community.

For this project, I chose to pair the values of Camp Tecumseh and the concept of servant leadership because of their similarities. Camp Tecumseh is a value-based facility that offers a resident summer camp, which is my research focus area. The motto of the camp is “I am Third”. This means that, in order to live a balanced life, they promote placing God first, others second, and yourself third.
7. Review of Literature

Efforts to understand the concept of Servant Leadership and effects of camp counseling on leadership ability have been increasing throughout the years. Taking a look at both of these dimensions creates a well-rounded understanding of the topic.

In "Servant Leadership for Schools and Youth Programs" by Thomas F. Tate, he gives a background of leadership styles, specifically participative models and how they are more effective than hierarchical systems. He also emphasizes the idea that trust is a huge component of leadership and building relationships (35). Tate says, “It is one thing to establish a set of beliefs and guiding principles; it is quite another to implement a system in which employees feel recognized, valued, and heard (38).” The Covey leadership style, created by Stephen R. Covey, is characterized by its emphasis on principles rather than practices. Tate writes that Covey believes that “workers will become more skillful, creative, and willing to share responsibility for the direction of the organization” (33) under this particular style.

He then takes a look at leadership within Native American Culture. “Individuals possessing power were viewed as dangerous,” he writes, and they “viewed power as temporary, situational, and readily available to all within the tribal setting” (34). Contrastingly, he also talks about Positive Peer Culture, a youth program, and Starr Commonwealth. In Positive Peer Culture, “young people were expected to help one another develop healthy lifestyles through the exploration, experimentation, and internalization of thoughtful, pro-social value systems (34).” Starr Commonwealth changed their approach and worked towards a more cooperative leadership environment. Tate says that everyone “worked cooperatively to refocus its mission by establishing a set of principles that represented a moral compass to guide all interactions and
decision making (34).” This created an environment of “more expertise, creativity, and shared responsibility at all levels of the organization (34).”

These ideas are reiterated by Herman and Marlowe, who talk about the need for a “community” mindset when it comes to leadership in the article “Modeling Meaning in Life: The Teacher as Servant Leader.” This means that leaders stress helping others and look into taking a second look at the bigger picture as humans in a society (175). They go on to say that according to Human Motivational Theory, servant leadership should be natural for us as humans because of our “innate need to make meaning of life” (178).

Camp Tecumseh YMCA was founded in 1924 as a resource to serve YMCA facilities across the state of Indiana (“Proud to be a YMCA” 1). It is located in Brookston, Indiana. The YMCA organization focuses on three commitments to the community: Youth Development, Healthy Lifestyles, and Social Responsibility (“Proud to be a YMCA” 1). Camp Tecumseh took this a step further by introducing the “I am third” motto that they still follow today. The motto states, “God is first, the other person is second, and I am third (“Why Choose Camp Tecumseh?” 1).”

An intensive week of staff training takes place at Camp Tecumseh at the beginning of each summer. The main speaker at this Summer Staff Training session is Michael Brandwein, who speaks about leadership in the camping world. In his manual *Skill of the Day: What Great Leaders of Young People Do and Say*, he says that successful leadership is something that can be learned (9) and it can stem from the use of hundreds of leadership skills (15). The manual is all about teaching these skills and organizes them into the following two categories: Communication and Group Leadership. These closely resemble the characteristics of Servant Leadership
described by Larry Spears in his article “Character and Servant Leadership: Ten Characteristics of Effective, Caring Leaders.”

In Baldwin, Duerden, and Witt’s study that is presented in their article “The Impact of Counselor Training on New and Returning Camp Counselors”, they state that the purpose of staff training is to “ensure that staff are properly trained to supervise campers, offer camp activities, and adhere to camp policies and practices” (1). They utilized a survey to see the impact of staff training. They found that, while staff started out at varying levels of leadership, they ended training “with similar levels of competence” (Baldwin, Duerden, and Witt 1). Their study found two main things: staff training is “intentional and adequate for the purposes of preparing counselors for camp regardless of previous levels of experience” and that “the potential value of using veteran staff to help train those who are new to a camp by having them act as senior counselors during the training week” (Baldwin, Duerden, and Witt 1).

According to the staff manual for a summer camp counselor at Camp Tecumseh, a great counselor: “Calls each camper by name”; “Listens carefully and has good eye contact when a camper talks with him”; “Gives campers enough freedom that they do not feel ‘micro-managed’ but still has control enough that accidents do not occur”; “Is enthusiastic about camp activities and relates this in attitude and action with campers and other staff”; “Makes each camper feel special”; “Sees ‘the best’ in every camper and helps the camper know he feels that way”; “Is quick to spot danger whether it is physical danger or emotional/social danger”; “Makes even simple tasks fun”; “Makes an extra effort to love the ‘problem camper’”; “Has good things to say about everyone (fellow staff, campers, etc.)”; and “Tries to be the best role model possible of the ‘I’m Third’ motto” (Counselor Handbook np).
Camp Tecumseh recognizes and encourages many of the characteristics valued by the concept of Servant Leadership. Servant Leadership is many things. It is serving others so that they improve. It is leading by example. It is seeing the big picture and collaborating for creative ways to make it happen. It is all about facilitation and helping people help themselves. Richard F. Bowman explains it by saying that it involves creating and sustaining faculty-student relationships around a shared sense of purpose and accountability for the whole ("Teacher as Servant Leader" 259).

Servant Leadership is a term coined by Robert K. Greenleaf. Servant leadership is when the person in charge is a servant to others above anything else. In Servant-leadership: A journey into the nature of legitimate power and greatness, it says that Servant Leadership “begins with the natural feeling that one wants to serve. Then conscious choice brings one to aspire to lead. The best test is: do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society; will they benefit, or, at least, not be further deprived (Greenleaf, 2002 27)?”

Larry C. Spears, who wrote “Character and Servant Leadership: Ten Characteristics of Effective, Caring Leaders”, is a leading name in the Servant Leadership world. He studied under Robert K. Greenleaf and was President and CEO of The Robert K. Greenleaf Center for Servant-Leadership for seventeen years. He went on to create his own organization, The Spears Center for Servant-Leadership in 2009 (“Spears Center...” 1). According to his article, there are ten important characteristics that a true servant leader embodies (27). These ten characteristics are listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship,
commitment to the growth of people, and building community (Spears 27-9). The following are descriptions of the characteristics as understood by Spears and myself.

The characteristic of listening describes “a deep commitment to listening intently to others (Spears 27).” Through actively listening to people, a leader is able to understand the wants, needs, and goals of the people of their organization. Actively listening means paying attention to body language, as well as what is being said and using your own body language and voice to show interest in what is being said. Spears writes that, “Listening, coupled with periods of reflection, are essential to the growth and well-being of the servant leader (27).”

The characteristic of empathy consists of striving to understand where others are coming from and why they feel the way they do. Spears says that, “People need to be accepted and recognized for their special and unique spirits (27).” When you understand a person, you are able to do this and are therefore, better able to serve them. This characteristic touches on the importance of understanding and viewing people as persons rather than objects or commodities. It also goes hand-in-hand with being a good listener.

The characteristic of healing consists of the understanding that positive and meaningful relationships with others create a healing effect and causes people to be more productive. Spears writes, “Many people have broken spirits and have suffered from a variety of emotional hurts. Although this is a part of being human, servant leaders recognize that they have an opportunity to help make whole those with whom they come into contact (27).”

The characteristic of awareness consists of two parts when it comes to being a servant leader: self and organizational. Self-awareness means that you understand your own strengths and weaknesses, and how you fit into the world around you. Organizational-awareness means that you are aware and understand risks and issues that occur or may occur within your
organization. Spears says, “Awareness helps one in understanding issues involving ethics, power, and values (27).” It enables the leader to see things from all perspectives.

Servant Leadership emphasizes the characteristic of persuasion rather than the positional authority that traditional leadership models often emphasize. The characteristic of persuasion consists of understanding that a consensus is of the utmost importance in a group organizational setting. Consensus means that all people involved agree on and want to work towards the same goal. A good servant leader strives to persuade to a consensus.

The characteristics of conceptualization and foresight go hand-in-hand. Conceptualization is the ability to dream big and think outside the box. Spears says, “The ability to look at a problem or an organization from a conceptualizing perspective means that one must think beyond day-to-day realities (28).” This concept focuses on generating long-term goals and setting short-term goals as milestones in order to achieve them. Foresight comes into play when planning for and setting these goals. Spears says that it “enables the servant leader to understand the lessons from the past, the realities of the present, and the likely consequence of a decision for the future (28).”

The characteristic of stewardship is the basic concept of doing things for the greater good of society as a whole. I would say that this is the most important characteristic of a servant leader because it emphasizes that point of doing things for others and serving them.

Spears states that, “Servant leaders believe that people have an intrinsic value beyond their tangible contributions as workers (29).” The characteristic of commitment to the growth of people consists of being invested in the growth of every person in the organization on a personal and professional level. This characteristic goes along with that of healing. The servant leader
understands the importance of understanding and viewing people as persons rather than objects or commodities and wants to help each person be the best they can be.

The characteristic of building community consists of the understanding that a unit works best when it is cohesive and has a common goal. All of these goals are needed in the unique make-up of Servant Leadership.

The way we view leadership is affected not only by our teachers and the leaders we follow, but also by the media and its messages to the viewer. In "Empowering Adolescents as Servant-Leaders: Promoting Resiliency, Positive Networking, and Community Stewardship" by Tim Grothaus, he takes a critical look at how the media is affecting the way children view leaders. Grothaus says, “Our (media) culture indoctrinates males to measure masculinity in terms of toughness, independence, boldness, and success. Girls and young women are bombarded with messages that engender an overemphasis on appearance (“Empowering Adolescents as Servant-Leaders” 229).” Is this what we want for our children? He calls for action from servant-leaders that are close to home to combat the effects of the media when he writes, “Our youth need to experience support and expectations from their community to provide them with important connections (“Empowering Adolescents as Servant-Leaders” 229).”

In the book Educating for Character: How Our Schools Can Teach Respect and Responsibility, Thomas Lickona writes about the importance of teaching character in schools. Lickona writes, “Young people need inspiring examples of individuals making a difference in their own communities, too. Providing a wide range of positive moral role models is urgent in an age when television has for many children become the primary source of values (Educating for Character 308).” He quotes Phyllis Smith-Hansen, a middle school teacher in New York, when she says, “Kids don’t even understand the concept (of heroes) anymore. They pick TV
characters. Even Garfield the Cat. The closest they come to real persons is professional wrestlers like Hulk Hogan. They value money, being on TV, being strong, and being attractive. The deeper experiences and values of humanity are lost to these kids. Nobody is exposing them to those (Educating for Character 308).” In Principle-Centered Leadership by Stephen R. Covey, he says, “Our heroes are often people who make a lot of money. And when some hero… suggests that we can get what we want by living life by our own rules, then we listen to them, especially if social norms reinforce what they say (15).” He goes on to talk about the importance of keeping principles of humanity at the center of everything in order to change this (Covey 68-9).
8. Materials and Methods

For this project, I utilized a short pre-camp survey and post-camp survey that I generated with the online survey creator SurveyMonkey ("Create Surveys. Get Answers."). The surveys were almost completely identical (with the exception of an added question on the post-survey asking if the respondent took the pre-survey) and consisted of three sections. The first section was a consent statement explaining the project and their involvement. The second section contained 5 demographic questions and the third section contained 14 questions based on the ten characteristics of servant leadership (Spears 27-9). The responses for the third section were collected through a Likert scale (with the exception of question number 14, which was a multiple choice question) using the following labels: Almost never, seldom, sometimes, often, and almost always. Respondents, in accordance with IRB regulations, were not required to answer each question. All questions were carefully worded so as to not sway survey-takers one way or the other.

I first encountered the idea of using a survey to understand the affects of camp counseling on leadership abilities in the article "The Impact of Counselor Training on New and Returning Camp Counselors" by Baldwin, Duerden, and Witt. Their thought process was useful in determining how to go about my own survey and who to talk to and gather information from. They stated, “To be successful, camps must provide counselors training designed to help them fulfill their responsibilities in a manner aligned with stated camp goals (1).” The questions in my survey reflected things that could be learned through staff training, evaluations, and/or experience as a counselor.

The pre-camp survey was posted to the “Camp Tecumseh YMCA Summer Staff 2013” Facebook group on 20 May 2013, prior to staff training. Staff training consists of going to
sessions about camp activities, leadership, and understanding youth for seven days. Employees were encouraged to take notes and think about using what they learned throughout the upcoming summer. The Group has 146 members that are employees of Camp Tecumseh for the summer of 2013. All Surveys were completed by 29 May 2013. There were 36 respondents, 72.22% (26) female and 27.78% (10) male. The average age of respondents was 20.71, ranging from 18 to 27. Of the pool of respondents, 2.78% (1) considered themselves Asian, while 94.44% (34) considered themselves White. One survey-taker did not respond to this question. Of the 36 respondents, 25.00% (9) had never worked at this camp before, while 75.00% (27) were about to start their second or third year as a Resident Camp Counselor.

The post-camp survey was posted to the “Camp Tecumseh YMCA Summer Staff 2013” Facebook group on 18 September 2013, 5.5 weeks after the end of camp. All Surveys were completed by 19 September 2013. There were 19 respondents, 10 of which had completed the pre-camp survey. Of these 10, 70.00% (7) female and 30.00% (3) male. The average age of respondents was 20.90, ranging from 19 to 24. Of the pool of respondents, 10.00% (1) considered themselves Asian and 10.00% (1) considered themselves Hispanic or Latino, while 90.00% (9) considered themselves White. Of the 10 respondents, 30.00% (3) had never worked at this camp before, while 70.00% (7) were in their second or third year as a Resident Camp Counselor.

The percentages for the demographic questions were very similar. In the pre-survey, the respondents were 72.22% (26) female and 27.78% (10) male. In the post-survey, the respondents were 70.00% (7) female and 30.00% (3) male.
In the third section of the pre- and post-survey, survey-takers were asked 14 questions based on the ten characteristics of Servant Leadership as described by Larry Spears (27-9). Questions 1 – 3 were based on Listening. Questions 4 – 6 were based on Empathy. Questions 7 and 8 were based on Awareness. Questions 9 and 10 were based on Conceptualization. Question 9 was also tied to Healing. Question 11 was based on Foresight. Question 12 was based on Stewardship. Question 13 was based on Building Community. Question 14 was based on Persuasion and Commitment to the Growth of People.
9. Results

The first question, based on Listening, was:

Do you practice active listening and repeat what you hear back to the person speaking, ensuring comprehension and alignment? Example: When speaking with one of his co-counselors, Richard is careful to ensure he understands what they are saying: "John, let me make sure I understand what you're asking. I heard you say you need earlier notification of changes to the weekly schedule, ideally in writing. Is that right and if so, how far in advanced do you require notice?"

In the pre-camp survey, 0.00% of respondents answered “almost never”, 11.11% of answered “seldom”, 29.63% answered “sometimes”, 51.85% answered “often”, and 7.41% answered “almost always”.

![Pre-Camp Survey Results](image)

In the post-camp survey, 0.00% of respondents answered “almost never”, 0.00% of answered “seldom”, 14.86% answered “sometimes”, 28.57% answered “often”, and 28.57% answered “almost always”.

19
The second question, based on Listening, was:

Do you seek feedback from campers, parents, and coworkers? Example: In between formal performance evaluations, Vanessa makes it a point to check in with campers, read parent evaluations, and check in with her boss and co-counselor throughout the week. During each conversation, she is careful to ask how she is performing in their eyes and what she could do better.
In the pre-camp survey, 0.00% of respondents answered “almost never”, 7.41% of answered “seldom”, 29.63% answered “sometimes”, 51.85% answered “often”, and 7.41% answered “almost always”.

![Pre-Camp Survey Results](image)

In the post-camp survey, 0.00% of respondents answered “almost never”, 14.29% of answered “seldom”, 14.29% answered “sometimes”, 14.29% answered “often”, and 57.14% answered “almost always”.

![Post-Camp Survey Results](image)
The third question, based on Listening, was:

Do you seek to understand a situation fully before making critical decisions? Example:
Before deciding to take an issue between two campers to the village director, Aaron listens to all sides of the story to gain a better understanding what is the problem. This also helps him to decide whether or not this is a situation that he would need further assistance with.

In the pre-camp survey, 0.00% of respondents answered “almost never”, 0.00% of answered “seldom”, 14.81% answered “sometimes”, 25.93% answered “often”, and 59.26% answered “almost always”.

22
In the post-camp survey, 0.00% of respondents answered “almost never”, 0.00% of answered “seldom”, 0.00% answered “sometimes”, 42.86% answered “often”, and 57.41% answered “almost always”. 
The fourth question, based on Empathy, was:

Do you spend time understanding the surrounding circumstances for requests?

In the pre-camp survey, 0.00% of respondents answered “almost never”, 0.00% of answered “seldom”, 4.17% answered “sometimes”, 37.50% answered “often”, and 58.33% answered “almost always”.

Pre-Camp Survey Results
In the post-camp survey, 0.00% of respondents answered “almost never”, 0.00% of answered “seldom”, 0.00% answered “sometimes”, 42.86% answered “often”, and 57.41% answered “almost always”.

The fifth question, based on Empathy, was:

Are you willing to jump in for others when they need your help and complete tasks that are not necessarily your own? Example: Casey is with her cabin while her partner takes
one of their campers to the nurse. Another one of Casey’s campers gets sick. Casey asks you to entertain her cabin while she takes the sick camper to the nurse.

In the pre-camp survey, 0.00% of respondents answered “almost never”, 0.00% of answered “seldom”, 3.70% answered “sometimes”, 18.52% answered “often”, and 77.78% answered “almost always”.

![Pre-Camp Survey Results](image)

In the post-camp survey, 0.00% of respondents answered “almost never”, 0.00% of answered “seldom”, 0.00% answered “sometimes”, 28.57% answered “often”, and 71.43% answered “almost always”.

26
The sixth question, based on Empathy, was:

When dealing with performance issues, do you focus on the problem behavior rather than the person? Example: Sara is very energetic and loves to have fun with the campers. However, she is not very good at keeping them under control at meals. Her supervisor suggests that she is not doing a good job. In contrast, Sara’s co-counselors see her as
doing a pretty good job; she just needs a little help. Sara’s supervisor was distracted by the problem behavior and lost sight of Sara as a person.

In the pre-camp survey, 7.41% of respondents answered “almost never”, 18.52% of answered “seldom”, 25.93% answered “sometimes”, 26.63% answered “often”, and 18.52% answered “almost always”.

**Pre-Camp Survey Results**

![Pie chart showing survey results]

In the post-camp survey, 14.29% of respondents answered “almost never”, 14.29% of answered “seldom”, 14.29% answered “sometimes”, 42.86% answered “often”, and 14.29% answered “almost always”.

28
The seventh question, based on Self-Awareness, was:

Are you aware of your own weaknesses and attempting to compensate for them?

Example: Ryan is a relatively new counselor. As such, he hasn’t had a lot of time to meet all the staff. He is also somewhat shy. He recognizes this and sets a weekly goal to a three new people each week until he has met everyone.
In the pre-camp survey, 0.00% of respondents answered “almost never”, 3.70% of answered “seldom”, 14.81% answered “sometimes”, 48.15% answered “often”, and 33.33% answered “almost always”.

**Pre-Camp Survey Results**

![Pre-Camp Survey Results](image)

In the post-camp survey, 0.00% of respondents answered “almost never”, 0.00% of answered “seldom”, 14.29% answered “sometimes”, 57.14% answered “often”, and 28.57% answered “almost always”.

**Post-Camp Survey Results**

![Post-Camp Survey Results](image)
The eighth question, based on Organizational-Awareness, was:

Do you make an effort to identify and track risks and problems in the organization?

Example: Sally is famous for her uncanny sense of when something is about to go wrong. She makes it a point to make sure that activities are going smoothly and there are no issues that should be dealt with. Often, Sally uncovers growing risks through casual dialog and asking just the right questions.

In the pre-camp survey, 0.00% of respondents answered “almost never”, 7.41% of answered “seldom”, 22.22% answered “sometimes”, 51.85% answered “often”, and 18.52% answered “almost always”.

In the post-camp survey, 0.00% of respondents answered “almost never”, 3.70% of answered “seldom”, 14.81% answered “sometimes”, 48.15% answered “often”, and 33.33% answered “almost always”.

The results are shown side-by-side below.
In the post-camp survey, 0.00% of respondents answered “almost never”, 0.00% of answered “seldom”, 0.00% answered “sometimes”, 57.14% answered “often”, and 42.86% answered “almost always”.

![Pie chart showing pre-camp survey results](image)

![Pie chart showing post-camp survey results](image)
The ninth question, based on Conceptualization and Healing, was:

Do you create long-term goals that are still achievable, with measurable short-term goals as milestones? Example: Sandra wants to become a better public speaker. Each week she plans to participate in at least one skit or song performance at chapel or flagpole. She pushes herself to be more involved each week.

In the pre-camp survey, 0.00% of respondents answered “almost never”, 7.41% of answered “seldom”, 29.63% answered “sometimes”, 37.04% answered “often”, and 25.93% answered “almost always”.

In the post-camp survey, 0.00% of respondents answered “almost never”, 0.00% of answered “seldom”, 28.57% answered “sometimes”, 28.57% answered “often”, and 42.86% answered “almost always”.

Pre-Camp Survey Results

Post-Camp Survey Results
The tenth question, based on Conceptualization, was:

Do you spend more time reacting to situations rather than planning for the future?

In the pre-camp survey, 3.70% of respondents answered “almost never”, 22.22% of answered “seldom”, 33.33% answered “sometimes”, 37.04% answered “often”, and 3.70% answered “almost always”.

Pre-Camp Survey Results
In the post-camp survey, 14.29% of respondents answered "almost never", 57.14% of answered "seldom", 14.29% answered "sometimes", 14.29% answered "often", and 14.29% answered "almost always".

The 11th question, based on Foresight, was:

Do you seem perceptive when it comes to understanding the consequences current decisions will make on future outcomes?
In the pre-camp survey, 0.00% of respondents answered “almost never”, 3.70% of answered “seldom”, 14.81% answered “sometimes”, 55.56% answered “often”, and 25.93% answered “almost always”.

![Pre-Camp Survey Results](image)

In the post-camp survey, 0.00% of respondents answered “almost never”, 0.00% of answered “seldom”, 0.00% answered “sometimes”, 71.43% answered “often”, and 28.57% answered “almost always”.

![Post-Camp Survey Results](image)
The 12th question, based on Stewardship, was:

Do you treat resources as possessions? Do you make comments like "MY cabin" and "MY team" rather than "OUR team" and "OUR cabin"?

In the pre-camp survey, 14.81% of respondents answered “almost never”, 33.33% of answered “seldom”, 33.33% answered “sometimes”, 0.00% answered “often”, and 18.52% answered “almost always”.
In the post-camp survey, 14.29% of respondents answered “almost never”, 42.86% of answered “seldom”, 14.29% answered “sometimes”, 0.00% answered “often”, and 28.57% answered “almost always”.

The 13th question, based on Building Community, was:

Do you work to create community within the organization? Example: Cliff works to keep everyone in his unit involved through little notes and messages, as well as face-to-face
conversations each day. He makes sure that everyone feels that they are a valuable part of the group.

In the pre-camp survey, 0.00% of respondents answered “almost never”, 0.00% of answered “seldom”, 11.11% answered “sometimes”, 29.63% answered “often”, and 59.26% answered “almost always”.

In the post-camp survey, 0.00% of respondents answered “almost never”, 0.00% of answered “seldom”, 0.00% answered “sometimes”, 28.57% answered “often”, and 71.43% answered “almost always”.
The 14\textsuperscript{th} question, based on Persuasion and Commitment to the Growth of People, was:

Do you seek to build consensus or make many executive decisions? Example: Jared asks everyone's opinion before deciding what to do (Consensus), while Sarah makes decisions regardless of others' opinions (Executive).

In the pre-camp survey, 96.30\% chose “consensus”, while 3.70\% chose “executive decisions”.
In the post-camp survey, 71.43% chose "consensus", while 28.57% chose "executive decisions".
Results Side-by-Side

<table>
<thead>
<tr>
<th>Consensus</th>
<th>Executive Decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>71.43%</td>
<td>28.57%</td>
</tr>
<tr>
<td>96.30%</td>
<td>3.70%</td>
</tr>
</tbody>
</table>

Question 14 (Persuasion and Growing People)

Bar chart illustrating the changes in percentages before and after a camp for both Consensus and Executive Decisions.
10. Discussion

These results show one of two things: that survey-takers saw genuine improvement in their abilities as servant leaders or their understanding of servant leadership concepts changed. There is evidence that supports both throughout my work as a unit coordinator in the summer of 2013. Through this position, I was able to observe counselors frequently and held three separate evaluations throughout the course of the summer. These results, along with my experience, have led me to these conclusions.

Through survey results, as well as observation, counselors showed genuine improvement in their abilities to act as servant leaders. Actual improvement begins with the ability to be self-aware, which, ironically, is a characteristic of servant leadership. Within question 7, there was only a 1-3% change in each category, which leads to the assumption that survey-takers’ concept of self-awareness most likely did not change from survey to survey. Therefore, it can be understood that most believe that they are self-aware – they understand their shortcomings and how they compensate for them (see Question 7). This concept is addressed during staff training, but is not directly dealt with on a personal basis until the first evaluation.

Throughout the summer, three counselor evaluations were held. A large part of these evaluations was the prospect of feedback. During the first round of evaluations, counselors were reluctant to hear both positive and negative feedback. By the end of the summer, there was a more open line of conversation and counselors were willing to talk about what they were accomplishing and how they could improve. This implies an improvement in counselors’ active listening. They went from “listening” to understanding what supervisors had to say and turning it into a conversation for improvement overall.
At the beginning of the summer, I noted that Zach* had a high level of self-awareness and was very reflective of his actions and abilities. He often came up to directors to ask how he was doing and how he could improve. He knew that he did not like to compromise and often wanted to do things his own way instead of listening to the voices of others in order to come to a consensus. During his final evaluation and observation around that time, Zach had shown improvement in his listening and persuasion skills. He said that when he was excited about activities, the campers were too. Once he had gained their trust, they looked up to him and therefore, were easily persuaded through motivation. He had also come to build a community with expectations and standards within his cabin group. He said that his cabin philosophy was that all men have a “beauty to save, an adventure to have, and a fight to fight.” He gave his campers a universal starting place to grow from. The results imply that being a part of a closed community for an extended period of time increases the concept of building community and it’s importance. Approximately 22% of those surveyed believed they have increased their understanding of building community (see Question 13).

Results indicate that the survey-takers’ understanding of the concepts that are a part of servant leadership changed throughout the course of the summer. Commonly, counselors’ listening skills improved. In this instance, they improved as servant leaders. In my experience, I have found that active listening is a learned skill – the more you practice it, the better you become. These results show that counselors learned to utilize skills involved in active listening. Approximately 21% of those surveyed believed they have learned to consistently employ active listening (see Question 1). As I stated earlier, self-awareness is a large factor in a person’s probability for improvement. From looking at the results, you can see that there is a slight shift in

* Names have been changed
the number of people who choose to make executive decisions rather than building a consensus. Roughly 24% realized that they prefer making executive decisions to building a consensus from survey to survey. I think this comes from the possibility that they may know themselves and their leadership style better post-camp (see Question 14). I think survey-takers had one idea about themselves prior to the start of camp that changed as a result of being put into or being a part of certain situations. Many realized that they are actually more reactive than proactive. One of the topics during staff training, which occurred after the pre-camp survey, was the concept of setting SMART goals. I think this information may have been the cause of the change in results from survey to survey. I saw this in action with Sarah through observations and evaluations. At the beginning of the summer, she thought very highly of herself and her abilities. She had a slight misunderstanding of her abilities. She was not a good listener, which could be seen when she took praise as criticism. In her first evaluation, we discussed how she had so much potential because of her energy and enthusiasm, but sometimes she went too far and became the center of attention, taking it away from the kids. She took our advisements extremely hard and became deflated and apathetic. She also did not strive for consensus in any situation. She had her ways of doing things and that is how they would be done. For example, during a morning clinic, things were not going her way and she became angry, stomped her feet, and pouted. Towards the end of the summer, she began showing a new understanding of the concepts and her abilities in relation to them. She could see how her actions affected others and began to learn how to change them positively. These evaluations and her experience gave her the opportunity to see where she could improve.

Some of the results showed relatively no change. I think it shows that counselors already had these skills and they were rather well developed. This idea is backed by my observations.
Because of this, I think survey-takers' perspectives on the idea of empathy and how they relate to it stayed relatively the same over the course of the summer (see Question 4). This is a huge part of servant leadership: doing for others and leading by example. I have seen this concept in action during almost all camp activities and functions, but it is extremely visible during lake activity times. During these times, approximately half of the counselors are assigned jobs, while the others are considered to have free time or no job. Even when they are not assigned jobs, counselors frequently pitch in wherever they are needed to make sure that lake activities are started immediately to allow for the maximum amount of time doing the actual activities (rather than time spent on set up). Question 5 shows that about 70% of survey-takers, a percentage that barely fluctuated from survey to survey, believe that they have a high sense of empathy and are routinely willing to help others. From this it can also be theorized that personality has a lot to do with a person's ability and/or willingness to empathize with others. The majority of survey-takers also believe that they use active listening and take the time to understand a problem or situation prior to making any judgments. This is what I would consider an ideal among society: everyone thinks they listen completely before making decisions (see Question 3). These concepts hand in hand with the concept of stewardship and foresight, which the results indicated to also be well-developed skills among counselors.
11. Conclusion

This project has shown that a person's servant leadership ability is difficult to assess and often objective. I have found through my research that having a principle-centered leadership model may increase participation and creativity, among other things, in an organization. My efforts have also shown that the survey-takers either saw genuine improvement in their abilities as servant leaders or their understanding of concepts involved in servant leadership changed. Both of which are positive outcomes.

This project has broadened my educational experience within my major by helping me to see the key aspects in an environment that promote servant leaders. As a future English teacher, and hopefully House Representative someday, I want to know what it takes to encourage all people to want to be a part of and strive to make their community better. My project has caused me to gain a better-rounded knowledge of what it is to become a leader. I have also learned the process of the Institutional Review Board for Human Subjects Testing first-hand.

This project target audience is teachers, parents, and anyone else who is interested. I think they will learn about the positives of people being involved in positive communities and having good role models in their lives.
IRB Human Subjects Research Application & Narrative

PRINCIPAL INVESTIGATOR INFORMATION

The Principal Investigator (PI) MUST be a Ball State University Faculty, Staff, or Student.

Principal Investigator (PI):  Taylor Byrd
Departmen:  English Education
Email:  tabyrd@bsu.edu

Degree:  BA
Phone:  (765)427-8866

Affiliation (Pick one):

☐ BSU Faculty  ☐ BSU Staff
☐ BSU Graduate Student  ☒ BSU Undergraduate Student

Principal Investigator Research Experience:

1. Have you ever been a Principal Investigator?  ☐ Yes  ☒ No

2. How many years have you been conducting research in any capacity?  0  Years

3. Have any of your prior studies been suspended or terminated by BSU or a third party?  ☐ Yes  ☒ No

4. Have you or any member of your research staff ever been sanctioned for unethical behavior in research activities?  ☐ Yes  ☒ No

If yes, to #3 and/or #4, please explain:

FACULTY ADVISOR INFORMATION
If the Principal Investigator (PI) is a STUDENT (Graduate or Undergraduate) with Ball State University, a BSU Faculty member advising or supervising the research must be listed below.

Faculty Advisor: Mitch Isaacs
Department: Student Life
Email: meisaacs@bsu.edu
Degree: MA
Telephone: (765)285-2621

FACULTY ADVISOR ASSURANCE STATEMENT
As the Faculty Advisor for this study, I certify that I have reviewed and support this protocol and approve the merit of this research project and the competency of the investigator(s) to conduct the project. My involvement in this study is as follows (check one option):

☐ I will be involved in this project. My name is listed and my responsibilities (described in the Key Personnel section) include supervision and oversight of this project.

☐ I will be involved in this project. My name is listed and my responsibilities (described in the Key Personnel section) are limited (e.g. data analysis only). I affirm this investigator has the competency to conduct this research study without my supervision or that of any other faculty or staff Member of Ball State University.

A Faculty Advisor MUST electronically sign this study for all student research projects before the protocol is submitted to the IRB for review. When you sign this study as the Faculty Advisor, you are also agreeing to the terms in the Faculty Advisor Assurance Statement above and accepting responsibility for ensuring that the terms of the Principal Investigator Assurance Statement are met.

HUMAN SUBJECTS RESEARCH TRAINING

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI)

As of January 1, 2010, Ball State University policy requires that all PI’s, faculty advisors, and key personnel complete the CITI Training. To comply with the educational requirement, you (and all key personnel for this project, including faculty advisor) must have completed the online training modules on the protection of human subjects. For more information and link to CITI’s website please go to the Office of Research Integrity website: http://cms.bsu.edu/About/AdministrativeOffices/ResearchIntegrity/CITITraining.aspx

Have you and all Key Personnel completed the online training modules?

☐ Yes ☐ No
If no, please list who has not completed the CITI Training and a proposed date for completion:

*If this is your first BSU IRB submission, please include a PDF copy of your CITI Training certificates, along with other key personnel.

PLEASE NOTE: If this is a National Science Foundation (NSF) funded project, the PI and all key personnel must also complete the Responsible Conduct of Research (RCR) Training. The RCR training is located on CITI's website.

OTHER TRAINING

Are there any specialized training(s) required for your project (for example, certification for medical procedure, training in crisis response, etc.)?  
Yes  
No

If yes, please explain and state if key personnel have been trained:

KEY PERSONNEL
List all Key Personnel, other than the PI, who will have a role in the research project:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department/Other Institution, Organization, or School</th>
<th>Title (Co-PI, Research Asst., Faculty Advisor, etc.)</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Attach additional personnel, if necessary, as a separate document titled “Additional Key Personnel”

**Principal Investigator Agreement:**

I have read and understand Ball State University’s “Policy for the Protection of Human Subjects in Research” as stated in the Faculty and Professional Personnel Handbook, and I agree:

a. to accept responsibility for the scientific and ethical conduct of this research study,

b. to obtain IRB approval prior to revising or altering the research protocol or the approved informed consent text, and

c. to report immediately to the IRB any serious adverse events and/or unanticipated problems occur as a results of this study.

The Principal Investigator MUST electronically sign this study within IRBNet prior to submitting this protocol to the IRB for review. When you sign this study as the Principal Investigator, you are also agreeing to the terms in the Principal Investigator Assurance Statement above.

**CONFLICT OF INTEREST/CONFLICT OF COMMITMENT STATEMENT**

Have you (PI) and your BSU research team members (faculty, staff, or students) filled out the Annual Statement of Disclosure of a Conflict of Interest/Conflict of Commitment Form?

- [ ] Yes  - [ ] No

If no, please explain:

______________________________

- [ ] I and all applicable BSU research team members have reviewed the BSU “Policy on Conflict of Interest and Conflict of Commitment” and have filed all necessary paperwork (if applicable). This includes student
researchers. The policy can be found on pages 139-143 of the Faculty and Professional Handbook.

**EXPORT AND DEEMED EXPORT CONTROL**

The below questions are required by to be answered as part of Federal Export and Deemed Export Control Regulations and as part of Ball State University’s Export/Deemed Export Control Program. These regulations apply to any transfer of, release of, or access to, controlled technologies/organisms either to a foreign country or by a non-permanent resident foreign national in this country.

Key definitions:

**Foreign National:** A foreign national who is any individual who is not a natural-born US citizen or:
- (1) is granted permanent residence, as demonstrated by the issuance of a permanent resident visa (i.e., “Green Card”);
- (2) is granted U.S. citizenship; or
- (3) is granted status as a “protected person” under 8 U.S.C. 1324b(a)(3).

**Dual-Use:** The technology/organism has both civilian and military uses.

**Fundamental Research:** “...basic and applied research in science and engineering where the resulting information is ordinarily published and shared broadly within the scientific community.” (15 CFR §734.8) In general, for research to be considered “fundamental” it needs to have unrestricted access and/or dissemination (such as through publications, public presentations, available on the Internet, etc.). Proprietary results/data/products (or where these are will not be publically available) are generally not considered fundamental research.

**Released:** When technology or organisms are available to foreign nationals for visual inspection (such as reading technical specifications, plans, blueprints, etc.); when technology is exchanged orally; or when technology is made available by practice or application under the guidance of persons with knowledge of the technology.

**Technology:** Specific information necessary for the "development," "production," or "use" of a product.

**Use:** Specific information necessary for the operation, installation (including on-site installation), maintenance (checking), repair, overhaul and refurbishing of a product.

1. Does the research involve any of the below situations?

   - US Federally funded and the funder will control/restrict the release of research results/products.
   - Research is funded by and/or will flow through a foreign government.
   - Involves proprietary technologies and/or computer/communications source codes.
   - Uses technologies/organisms that are classified as “dual-use.”

   □ Yes (Complete this section)   ☒ No

(Skip to next section)

5/16/2012- v. 3   Page 5 of 15
• The research/data/product has (or will have) release and/or access restrictions (beyond a reasonable/customary review period).
• Research involves classified information/technology.
• Technology/software/data being used is under the exclusive control of the US Government.
• Involves controlled/restricted weapons, law enforcement, security/surveillance, and/or non-publicly available encryption technologies and/or information.
• Uses GPS technologies in a foreign country.
• Technology/software/information will be transferred to, released to and/or left in a foreign country.
• Involves items known to be on the Commerce Control List by the Government Printing Office (GPO). The file is updated every 48 hours. (http://ecfr.gpoaccess.gov)
• A member of the research team is a non-permanent resident foreign national (please also fill out question #3 below).

If yes to any, please explain:

2. Is the purpose/product of the proposed research to be “fundamental research? 
   □ Yes      □ No

3. Supplemental information about non-permanent resident foreign national research team member(s):
   a. Is the foreign national(s) in this country? 
      □ Yes    □ No     □ Working both here and abroad
   
   b. Has the foreign national(s) filed a new (revised) I-129 Form, or other appropriate Immigration form, with BSU’s Human Resources Office? 
      □ Yes      □ No    □ Do not know
   
   c. What is the foreign national’s country of citizenship?

If the research/data/product is classified as “fundamental research” or determined to be exempt from Federal Export Control or Deemed Export Control regulations then no special license(s) will be required. If controlled Exports/Deemed Exports are (or will be) involved, then specific Federal licenses may be required.

RESEARCH PROJECT INFORMATION

PROJECT TITLE:
Learning to Lead: How does camp counseling impact leadership abilities?

SUBJECT INFORMATION
Number of Subjects (Estimate 50 - 100)

5/16/2012- v. 3 Page 6 of 15
or Range): ________________

Sex: □ Male □ Female □ Both Male and Female

Age of Subjects- Minimum 18 Maximum ______ Age ______

SUBJECT POPULATION

☑ Normal Adult Population
☑ Students (≥ 18 years old)
☑ Minors/Students (≤ 17 years old)*
☐ Pregnant Women (for studies involving physical experiments, examinations, and medical research)*
☐ Prisoners*
☐ People with Diminished Capacities*
☐ Persons undergoing health, medical, rehabilitative, treatment/services, etc.*
☐ Persons undergoing Social/Psychological counseling*
☐ Other (explain):

*Protected Population: This will require either Expedited or Full Board Review. Please explain the purpose of using this population:

SUBJECT RECRUITMENT

Will the study be advertised on any media? □ Yes □ No

If yes, what media will be used? (Check all that apply)
☐ BSU Communication Center (Mass BSU Email)
☐ Radio
☐ Departmental Pool/Email
☐ Flyer/Print
☐ Television
☐ Social Media (Facebook, Twitter, etc.)
☐ Other (explain):

Please describe your recruitment procedures:

Interviewees are staff at Camp Tecumseh YMCA in Brookston, IN

SUBJECT INCLUSION/EXCLUSION CRITERIA

State any Inclusion Criteria that the subject must meet to be considered for the study:

Camp Staff

State any Exclusion Criteria that would eliminate the subject prior to the study or after the study has started (e.g., the subject experiences symptoms
that would put him/her at great risk, or the subject is not adhering to the protocol, etc.):
N/A

POTENTIAL RISKS/DISCOMFORTS TO THE SUBJECT
Will there be any anticipated potential risks or discomforts to the subject(s) during the study?
☐ Yes  ☒ No

If yes, indicate whether the study is minimal risk or greater than minimal risk and explain.
(The federal regulations (45 CFR 46) define minimal risk thusly: “...the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves that those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.”):
Minimal risk, subjects will fill out a survey

MINIMIZING THE SUBJECT(S) RISK
Describe the precautions and safeguards that will be in place to minimize the risks to the subject. For research involving the risk of physical injury, describe the available emergency care in the event of a research-related injury. For research involving psychological risks, describe any plans for intervention (including reporting that may be mandated by federal/state law or licensure) and the events or subject responses that would prompt the exercise of such plans:
Subjects have the option to opt out of questions that make them uncomfortable

SUBJECT AND STUDY BENEFITS
Describe any potential benefits of the research to the subject and/or to society. Incentives and enjoyment of the study should not be considered as benefits. Keep in mind that some studies may not involve direct benefits to the subjects, but instead benefits may be accrued to society rather than to the individual. If there are no benefits to the participant, then state, “no direct benefits.”
Society will learn how camp counseling impacts leadership abilities

PROJECT SITE LOCATION
(Location of data collection, interviews, or site where study will be conducted)

☐ Ball State University/Burris Laboratory School
  Building/Room
  Lab: ___________________ Number(s): ___________________

☐ Off-Site Location
  Location(s): ___________________
☐ Off-Site School
School Name and Location:

☐ Internet
☐ Social Media (Facebook, Twitter, etc.)
☒ Online Survey (Survey Monkey, Qualtrics, InQisit, Panel Provider, etc.)
☐ Other Internet Sites:

☐ IU Ball Memorial Hospital
Please contact Alfreda Bright- abright@iuhealth.org, BMH’s IRB to coordinate IRB review.

☐ International Countries
List Countries:

☐ U.S. Based Field Study

☐ Other (Explain):

PLEASE NOTE: For research conducted at non-BSU institutions or organizations, a Letter of Support may be required. The Letter of Support must be on the institution or organization letterhead and signed by a person of authority to grant access to the site (ex. Director, Manager, Principal, Superintendent, etc.). The Letter of Support is to be uploaded on IRBNet as part of your package. An email message is NOT sufficient to meet this requirement.

In cases where sites, agencies, etc. have not been identified yet, please indicate this in the narrative and make sure to upload these into your protocol once the letter is obtained. This is handled as a Modification process once the project has been approved.

COLLABORATIVE/MULTI-SITE RESEARCH PROJECTS

Will the proposed research project be conducted as collaborative research (i.e., research that involves two or more institutions/organizations that hold Federal Wide Assurances and have duly authorized IRB’s)?

*Federal Wide Assurance- An institution committing to Department of Health Human Services that will comply with the requirements in the HHS Protection of Human Subjects regulations at 45 CFR part 46.
Yes (If yes, please fill out the section below)  

Provide the name of the other institution(s) and IRB contact person(s) below:

Please check the items below that are applicable:

☐ All applicable IRB’s will be reviewing the protocol independently of one another.
☐ PI of record is requesting that BSU act as the IRB of Record for the proposed project. The other institution(s) will accept BSU’s IRB approval or will be defer IRB review to BSU. In the case of a deferral, please fill out and have all parties sign the IRB Deferral Request Form and submit that with the application package.

A complete and signed IRB Deferral Request Form is needed before final IRB approval can be granted.

☐ PI of record is requesting that BSU defer to another institution’s IRB (must be duly authorized and the institutions must have a currently active Federal Wide Assurance on record with OHRP). In the case of a deferral, please fill out and have all parties sign the IRB Deferral Request Form and submit that to the Office of Research Integrity for review.

☐ The other institution(s) does not have an IRB and/or a current Federal Wide Assurance.

**FUNDING**

Is the project currently funded?  ☐ Yes  ☒ No

Is funding being sought for this project?  ☐ Yes  ☒ No

If yes to either question, please answer the following questions:

List the agency(s) and/or sources:

☐ BSU Funded/Support

☐ Federally Funded

Name of Federal Agency (i.e., NIH, DHHS, NSF, etc.):

☐ Private (Corporate, Foundation or Individual Sponsor)

Name:

☐ Other (explain):
If the title of the grant application or contract differs from the title of the IRB protocol, also specify the grant/contract title:

**DATA CONFIDENTIALITY/ANONYMITY**

Describe the provisions for maintaining the privacy and confidentiality of the subject and data, as appropriate. Data is considered to be anonymous only if there are no means by which the researcher may identify the subject with his/her data at any time during the study. When coding the identity of the subject and his or her data by using personal identifiers, there exists a means for identifying the subject, and therefore the data is considered to be confidential.

Data is confidential, names (if given) will be replaced with letters

**DATA COLLECTION, STORAGE AND SECURITY**

1. Will any information regarding participant's identity (e.g., names, student IDs, etc.) be recorded?
   - [ ] Yes
   - [ ] No

   If yes, please explain why and what security measures will be taken:
   To compare pre- and post-surveys, names will be replaced with letters

   If yes, will the identifying information be stored with participant's responses?
   - [ ] Yes
   - [ ] No

2. Where will the data be stored during and after study is complete? (Check all that apply)
   - [ ] Locked Cabinet/Office
   - [X] Password Protected Computer/Flash Drive/CD/DVD
   - [ ] Home (Secure Location)
   - [ ] Other (explain):

   9 months

3. How long will you keep the data?

   If the data is being retained indefinitely, please provide an explanation for why and ensure that an easy to read version is also provided in the Informed Consent:

4. Who will have access to the raw data besides yourself? (Check all that apply)
   - [X] Faculty Advisor
   - [ ] Research Team
SPECIAL TYPES OF DATA

1. Will educational records or information found in educational records, as defined under the Family Educational Rights and Privacy Act (FERPA) be used? □ Yes □ No

   If yes, has the institution performed a FERPA assessment to determine if an exemption to the FERPA signed release authorization requirement been met, or will you get signed authorization for release information? □ Yes □ No

   If yes, please include a copy of the assessment (or letter from appropriate school official) or a copy of the authorization form to be used.

   If no, please explain:

2. Will health, medical or psychological records or information found in the medical records, as defined under the Health Insurance Portability and Accountability Act (HIPAA), be use? □ Yes □ No

   If yes, has the applicable institution’s Privacy Officer performed a HIPAA assessment to determine if an exemption to the HIPAA signed release authorization for research requirement exists, or will you get signed authorization for release of information for research? □ Yes □ No

   If yes, please include a copy of the assessment (or letter from appropriate Privacy Officer) or a copy of the authorization form to be used.

   If no, please explain:

3. Does this study involve any deception or coercion? (Please note that deception includes withholding information for the purpose of the study) □ Yes □ No

   If yes, please describe the nature of the deception or coercion and include a copy of the debriefing script:
COMPENSATION

1. Are subjects being paid or receive incentives for participating in the study? □ Yes  ■ No
2. Are subjects being reimbursed for expenses?
   □ Yes  ■ No
3. Will students receive extra credit for a course if participating in the study?
   □ Yes  ■ No
4. Will students receive class or departmental research credit for their participation?
   □ Yes  ■ No
5. Is there a completion bonus?
   ■ No  □ Yes
6. Will there be compensation for research-related injury?
   □ Yes  ■ No
7. Other (explain):

If you answered "YES" to any question, provide an explanation. If you are paying participants, provide the source of those funds:

If you are using BSU funds, you will need to contact the BSU Office of University Controller (765-285-8444) or visit their website for procedures and policies regarding tax information to be collected from participants.
http://cms.bsu.edu/About/AdministrativeOffices/Controller/Resources/APGI.aspx

SUBJECT FINANCIAL EXPENSES
Will subjects have any financial expenses to participate in the study? (i.e., travel/gas, food, hotel, etc.)
□ Yes  ■ No

If yes, please explain:

STUDY NARRATIVE/PROTOCOL

PURPOSE OF THE STUDY
State the objectives of the research and, when appropriate, any hypotheses you have developed for the research.

To see how attitudes toward servant leadership and camp counseling impact leadership abilities

RATIONALE
Explain the need for the research. Describe the data that the project is expected to provide and how the data will contribute to existing information in the field. Provide a concise description of the previous work in the field.
As far as I have found, there is no other research on this specific topic. My research would provide information about the value of participating in camps.

RESEARCH REFERENCES/CITATIONS
List any references/citations that you researched based on your study purpose and rationale for your project. If no references/citations not used, please explain.

Servant Leadership and Camp Tecumseh YMCA

METHODS AND PROCEDURES
Describe the study and design in detail and all procedures in which the subject will be asked to participate. If surveys and questionnaires are used for the study, how will be returned to the researcher? If the research involves more than one visit to the research location, specify the procedures to take place at each session, the amount of time for each session, the amount of time between sessions, and the total duration of the participation. If multiple researchers will be involved in the project, identify who will conduct which procedures.

Upload all surveys, questionnaires, interview questions, or any other study instruments to IRBNet as separate documents.

Subjects will be asked to take the same survey (via survey monkey) pre-camp and post-camp. Information from the surveys will be used to identify the impact that camp counseling has on leadership abilities.

INFORMED CONSENT

Please indicate what type of Informed Consent (IC) will be used for this study. (Check all that apply):

- [x] Adult
- [ ] Parental Permission (Minors)
- [ ] Child Assent (This needs to be written in age appropriate language)

Are you applying for an alteration of the IC process or a waiver of the IC signature requirement?
- [ ] Yes
- [x] No

If yes, check all that apply and explain:

- [x] Online Survey
- [ ] Phone Interview
- [ ] Signed Informed Consent will be the only piece of identifiable information collected and there are risks associated with identification.
- [ ] There are significant (additional) risks to participants by signing the Informed Consent.
- [ ] International/Cultural Taboo
- [ ] Participants are illiterate or literacy comprehension is a significant concern.
PLEASE NOTE: If English is not the primary language of the participants, then the IC form must also be written in the participants’ native language. Include the translated IC forms with your package and a statement as to how (or by whom) the IC’s were translated.

OTHER DOCUMENTS AND FORMS

List additional documents and forms required for your study. Make sure you attach the documents and forms with your IRBNet submission.

Survey Permissions and Questions

The new package created for submission for this Human Subjects Research Application and Narrative must be electronically signed within IRBNet by the Principal Investigator (and Faculty Advisor, when applicable). Your electronic signature indicates your certification that the information provided in this document is accurate and current.
CITI Collaborative Institutional Training Initiative

Social & Behavioral Research - Basic/Refresher Curriculum Completion Report
Printed on 5/10/2013

Learner: Taylor Byrd (username: tabyrd)
Institution: Ball State University
Contact Information: 2417 West Sherman Drive
Muncie, Indiana 47304 United States
Department: English Education
Phone: 7654278866
Email: tabyrd@bsu.edu

Social & Behavioral Research - Basic/Refresher: Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Social/Behavioral Research with human subjects.

Stage 1. Basic Course Passed on 05/10/13 (Ref # 10256212)

<table>
<thead>
<tr>
<th>Required Modules</th>
<th>Date Completed</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belmont Report and CITI Course Introduction</td>
<td>05/08/13</td>
<td>3/3 (100%)</td>
</tr>
<tr>
<td>Students in Research</td>
<td>05/08/13</td>
<td>9/10 (90%)</td>
</tr>
<tr>
<td>History and Ethical Principles - SBR</td>
<td>05/09/13</td>
<td>4/5 (80%)</td>
</tr>
<tr>
<td>Defining Research with Human Subjects - SBR</td>
<td>05/09/13</td>
<td>4/5 (80%)</td>
</tr>
<tr>
<td>The Regulations and The Social and Behavioral Sciences - SBR</td>
<td>05/09/13</td>
<td>4/5 (80%)</td>
</tr>
<tr>
<td>Assessing Risk in Social and Behavioral Sciences - SBR</td>
<td>05/09/13</td>
<td>4/5 (80%)</td>
</tr>
<tr>
<td>Informed Consent - SBR</td>
<td>05/09/13</td>
<td>4/5 (80%)</td>
</tr>
<tr>
<td>Privacy and Confidentiality - SBR</td>
<td>05/09/13</td>
<td>5/5 (100%)</td>
</tr>
<tr>
<td>Research with Prisoners - SBR</td>
<td>05/09/13</td>
<td>4/4 (100%)</td>
</tr>
<tr>
<td>Research with Children - SBR</td>
<td>05/09/13</td>
<td>4/4 (100%)</td>
</tr>
<tr>
<td>Research in Public Elementary and Secondary Schools - SBR</td>
<td>05/09/13</td>
<td>4/4 (100%)</td>
</tr>
<tr>
<td>International Research - SBR</td>
<td>05/09/13</td>
<td>3/3 (100%)</td>
</tr>
<tr>
<td>Internet Research - SBR</td>
<td>05/10/13</td>
<td>5/5 (100%)</td>
</tr>
<tr>
<td>Research and HIPAA Privacy Protections</td>
<td>05/10/13</td>
<td>4/5 (80%)</td>
</tr>
<tr>
<td>Vulnerable Subjects - Research Involving Workers/Employees</td>
<td>05/10/13</td>
<td>4/4 (100%)</td>
</tr>
<tr>
<td>Conflicts of Interest in Research Involving Human Subjects</td>
<td>05/10/13</td>
<td>5/5 (100%)</td>
</tr>
<tr>
<td>Unanticipated Problems and Reporting Requirements in Social and Behavioral Research</td>
<td>05/10/13</td>
<td>3/3 (100%)</td>
</tr>
<tr>
<td>Ball State University</td>
<td>04/29/13</td>
<td>no quiz</td>
</tr>
</tbody>
</table>

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be considered scientific misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Course Coordinator


Return
CITI Collaborative Institutional Training Initiative (CITI)

RCR FOR SOCIAL, BEHAVIORAL & EDUCATIONAL RESEARCHERS Curriculum Completion Report
Printed on 4/29/2013

Learner: Taylor Byrd (username: tabyrd)
Institution: Ball State University
Contact Information: 2417 West Sherman Drive
Muncie, Indiana 47304 United States
Department: English Education
Phone: 7654278866
Email: tabyrd@bsu.edu

RCR FOR SOCIAL, BEHAVIORAL & EDUCATIONAL RESEARCHERS: This course is for investigators, staff and students with an interest or focus in Social and Behavioral research. This course contains text, embedded case studies AND quizzes.

Stage 1. RCR Passed on 04/29/13 (Ref # 10256213)

<table>
<thead>
<tr>
<th>Required Modules</th>
<th>Date Completed</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ball State University</td>
<td>04/29/13</td>
<td>no quiz</td>
</tr>
<tr>
<td>Introduction to the Responsible Conduct of Research</td>
<td>04/29/13</td>
<td>no quiz</td>
</tr>
<tr>
<td>Research Misconduct 2-1495</td>
<td>04/29/13</td>
<td>4/5 (80%)</td>
</tr>
<tr>
<td>Data Acquisition, Management, Sharing and Ownership</td>
<td>04/29/13</td>
<td>4/5 (80%)</td>
</tr>
<tr>
<td>2-1523</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publication Practices and Responsible Authorship 2-1518</td>
<td>04/29/13</td>
<td>5/5 (100%)</td>
</tr>
<tr>
<td>Peer Review 2-1521</td>
<td>04/29/13</td>
<td>4/5 (80%)</td>
</tr>
<tr>
<td>Mentor and Trainee Responsibilities 01234-1250</td>
<td>04/29/13</td>
<td>5/5 (100%)</td>
</tr>
<tr>
<td>Using Animal Subjects in Research 13301</td>
<td>04/29/13</td>
<td>7/8 (88%)</td>
</tr>
<tr>
<td>Conflicts of Interest and Commitment 2-1462</td>
<td>04/29/13</td>
<td>5/6 (83%)</td>
</tr>
<tr>
<td>Collaborative Research 2-1484</td>
<td>04/29/13</td>
<td>4/5 (80%)</td>
</tr>
<tr>
<td>Human Subjects 13566</td>
<td>04/29/13</td>
<td>4/5 (80%)</td>
</tr>
<tr>
<td>The CITI RCR Course Completion Page</td>
<td>04/29/13</td>
<td>no quiz</td>
</tr>
</tbody>
</table>

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be considered scientific misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Course Coordinator
CITI Collaborative Institutional Training Initiative

Social & Behavioral Research - Basic/Refresher Curriculum Completion Report
Printed on 5/10/2013

Learner: Taylor Byrd (username: tabyrd)
Institution: Ball State University
Contact Information: 2417 West Sherman Drive
2417 West Sherman Drive
Muncie, Indiana 47304 United States
Department: English Education
Phone: 765-427-8866
Email: tabyrd@bsu.edu

Social & Behavioral Research - Basic/Refresher: Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in Social/Behavioral Research with human subjects.

Stage 1. Basic Course Passed on 05/10/13 (Ref # 10256212)

<table>
<thead>
<tr>
<th>Required Modules</th>
<th>Date Completed</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belmont Report and CITI Course Introduction</td>
<td>05/08/13</td>
<td>3/3 (100%)</td>
</tr>
<tr>
<td>Students in Research</td>
<td>05/08/13</td>
<td>9/10 (90%)</td>
</tr>
<tr>
<td>History and Ethical Principles - SBR</td>
<td>05/09/13</td>
<td>4/5 (80%)</td>
</tr>
<tr>
<td>Defining Research with Human Subjects - SBR</td>
<td>05/09/13</td>
<td>4/5 (80%)</td>
</tr>
<tr>
<td>The Regulations and The Social and Behavioral Sciences - SBR</td>
<td>05/09/13</td>
<td>4/5 (80%)</td>
</tr>
<tr>
<td>Assessing Risk in Social and Behavioral Sciences - SBR</td>
<td>05/09/13</td>
<td>4/5 (80%)</td>
</tr>
<tr>
<td>Informed Consent - SBR</td>
<td>05/09/13</td>
<td>4/5 (80%)</td>
</tr>
<tr>
<td>Privacy and Confidentiality - SBR</td>
<td>05/09/13</td>
<td>5/5 (100%)</td>
</tr>
<tr>
<td>Research with Prisoners - SBR</td>
<td>05/09/13</td>
<td>4/4 (100%)</td>
</tr>
<tr>
<td>Research with Children - SBR</td>
<td>05/09/13</td>
<td>4/4 (100%)</td>
</tr>
<tr>
<td>Research in Public Elementary and Secondary Schools - SBR</td>
<td>05/09/13</td>
<td>4/4 (100%)</td>
</tr>
<tr>
<td>International Research - SBR</td>
<td>05/09/13</td>
<td>3/3 (100%)</td>
</tr>
<tr>
<td>Internet Research - SBR</td>
<td>05/10/13</td>
<td>5/5 (100%)</td>
</tr>
<tr>
<td>Research and HIPAA Privacy Protections</td>
<td>05/10/13</td>
<td>4/5 (80%)</td>
</tr>
<tr>
<td>Vulnerable Subjects - Research Involving Workers/Employees</td>
<td>05/10/13</td>
<td>4/4 (100%)</td>
</tr>
<tr>
<td>Conflicts of Interest in Research Involving Human Subjects</td>
<td>05/10/13</td>
<td>5/5 (100%)</td>
</tr>
<tr>
<td>Unanticipated Problems and Reporting Requirements in Social and Behavioral Research</td>
<td>05/10/13</td>
<td>3/3 (100%)</td>
</tr>
<tr>
<td>Ball State University</td>
<td>04/29/13</td>
<td>no quiz</td>
</tr>
</tbody>
</table>
For this Completion Report to be valid, the learner listed above must be affiliated with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be considered scientific misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Course Coordinator
CITI Collaborative Institutional Training Initiative (CITI)

RCR FOR SOCIAL, BEHAVIORAL & EDUCATIONAL RESEARCHERS Curriculum Completion Report
Printed on 4/29/2013

Learner: Taylor Byrd (username: tabyrd)
Institution: Ball State University
Contact Information 2417 West Sherman Drive
2417 West Sherman Drive
Muncie, Indiana 47304 United States
Department: English Education
Phone: 7654278866
Email: tabyrd@bsu.edu

RCR FOR SOCIAL, BEHAVIORAL & EDUCATIONAL RESEARCHERS: This course is for investigators, staff and students with an interest or focus in Social and Behavioral research. This course contains text, embedded case studies AND quizzes.

Stage 1. RCR Passed on 04/29/13 (Ref # 10256213)

<table>
<thead>
<tr>
<th>Required Modules</th>
<th>Date</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ball State University</td>
<td>04/29/13</td>
<td>no quiz</td>
</tr>
<tr>
<td>Introduction to the Responsible Conduct of Research</td>
<td>04/29/13</td>
<td>no quiz</td>
</tr>
<tr>
<td>Research Misconduct 2-1495</td>
<td>04/29/13</td>
<td>4/5 (80%)</td>
</tr>
<tr>
<td>Data Acquisition, Management, Sharing and Ownership</td>
<td>04/29/13</td>
<td>4/5 (80%)</td>
</tr>
<tr>
<td>Publication Practices and Responsible Authorship 2-1518</td>
<td>04/29/13</td>
<td>5/5 (100%)</td>
</tr>
<tr>
<td>Peer Review 2-1521</td>
<td>04/29/13</td>
<td>4/5 (80%)</td>
</tr>
<tr>
<td>Mentor and Trainee Responsibilities 01234-1250</td>
<td>04/29/13</td>
<td>5/5 (100%)</td>
</tr>
<tr>
<td>Using Animal Subjects in Research 13301</td>
<td>04/29/13</td>
<td>7/8 (88%)</td>
</tr>
<tr>
<td>Conflicts of Interest and Commitment 2-1462</td>
<td>04/29/13</td>
<td>5/6 (83%)</td>
</tr>
<tr>
<td>Collaborative Research 2-1484</td>
<td>04/29/13</td>
<td>4/5 (80%)</td>
</tr>
<tr>
<td>Human Subjects 13566</td>
<td>04/29/13</td>
<td>4/5 (80%)</td>
</tr>
<tr>
<td>The CITI RCR Course Completion Page</td>
<td>04/29/13</td>
<td>no quiz</td>
</tr>
</tbody>
</table>

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be considered scientific misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Course Coordinator

Return

https://www.citiprogram.org/members/learners/I/crbystage.asp?strKeyID=F1A880BB-3A9B-4D1F-A06D-F2FCCA36504E-15282928&gradebook=40823