THE RELATIONSHIP AMONG PERSONALITY AND JOB EFFECTIVENESS IN PEDIATRIC
SUMMER CAMP COUNSELORS


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ABSTRACT

THE RELATIONSHIP AMONG PERSONALITY AND JOB EFFECTIVENESS IN PEDIATRIC SUMMER CAMP COUNSELORS

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Pediatric summer camping is a comparatively recent development within the camping industry. These camps are designed to give chronically ill children, who are unlikely to be able to participate in a more traditional camping environment, a chance to experience what many children in American culture experience every summer. Every year a large population of young adults applies to work these seasonal positions, and the year around staff have the daunting task of selecting those young adults best suited for this unique and challenging position. Although many techniques are utilized, there is still a wide variance in the performance of the counselors. It is reasonable to assume that this variance could be accounted for by the personality of the individuals. The Five Factor Model of Personality has been used to explain variance in many different occupations. In the present study the Five Factor Model was compared to the effectiveness scores of counselors as reported by their supervisors.

CHAPTER ONE: INTRODUCTION

For countless children, summer camp is a rite of passage and a step toward independence. Camp provides a safe environment where children can exercise their individuality away from their parents while still being supervised. According to the American Camp Association (2008), over 11 million children and adults seek this experience each year. Summer camp is such a huge phenomenon that there are over 12,000 camps in the U.S. alone (American Camp Association, 2008). Though all camps share some characteristics, there are many different schools of thought as to how summer camps are run, and this leads to a number of different possibilities beyond of what many would consider a "traditional" camp. Camps vary in session length, some as short as a week, and some as long as the entire summer. Children may reside at the camp for an entire session, or may only be on the campus for a few hours. Some camps are very rustic and are strict regarding technology, asking campers to leave electronics at home, while others may encourage certain forms of electronic entertainment. The camp's location could be in a remote area of a mountain range, in the middle of a city on a college campus, or in the local YMCA. In addition, many camps are designed to teach specific skills. These skills range from specific sports camps to camps designed to teach specific arts and sciences. Some sports camps even accept entire teams as campers in order to build sportsmanship in addition to skills. There are also camps for certain populations such as a designated religious group, children with behavioral or social problems, or children of military personnel. The sheer number and wide variety of camps in addition to the vast number of children attending them leads one to wonder what it is about this experience that drives the industry. While many children appreciate being away from parents and meeting new people, the benefits appear to extend well beyond a week of freedom and a few new friends.

Henderson, Whitaker, Bialeschki, Scanlin, and Thurber (2007) created 10 constructs based on previous research to measure the positive change in youths who attended a summer camp. The 10 constructs measuring positive change were: positive identity, independence, leadership, making friends, social comfort, peer relationships, adventure/exploration,

environmental awareness, positive values/decision making, and spirituality. The participants were recruited from an assortment of different camps. The researchers compared parents' ratings of their children using the constructs above before, immediately after, and six months after the camps session ended. In addition, the researchers also compared the youth's perceptions of change in themselves to the parents' perceptions of their children's change. They found significant increases within all of the constructs listed when comparing pre- and posttest scores from parents, with the strongest effect sizes in the areas of positive identity, independence, making friends, peer relationships, and adventure/exploration. When comparing pretest measures and the six month measures, significant increases were maintained or improved in the areas of positive identity, leadership, peer relationships, positive values/decision making, and spirituality. The researchers found a moderate positive correlation between parent and child reports. This study highlights some of the positive outcomes that not only parents observe, but that the children who attend the camps observe as well. Perhaps the most important aspect of this study is that it does not measure only one area of improvement. The 10 constructs they used tap into social, personal, physical skill and even spiritual aspects of life. One would expect physical skill improvement in a sports camp, or spiritual growth during a camps sponsored by a religious group, but bear in mind that these camps were varied in purpose and style. Regardless of the focus, summer camp is intended to be much more than a place free from parental intervention; it is an opportunity for positive growth in many areas of a child's life.

Although there are many camps that cater to specific groups of children, children with persistent medical conditions are often overlooked. Chronically ill children face exaggerations of the challenges their healthy peers face in addition to their unique challenges. Burns, Sadof, and Kamat (2006) discuss the specifics of these inflated challenges that are common regardless of the child's disease group. Some of these struggles are: delayed puberty, educational difficulties (often related to missing school due to hospital stays), increased risk for eating disorders, limited range of available activities (impacts self esteem and efficacy), and a higher risk for depression. In addition, many risk-taking behaviors common among healthy

teens, such as drugs, alcohol, and sexual activity, can have consequences for chronically ill children that are much more severe than the consequences for the typical teen. All of these distinctive difficulties are often compounded by or contribute to feelings of loneliness, isolation and unwanted "uniqueness," especially in children with rare conditions who may never meet another in their condition.

Certainly if camp can elicit positive growth among healthy children who face similar challenges in life to a lesser degree, it can bring about especially helpful changes in children who are aware of their limitations. However, children with moderate to severe chronic illnesses and disabilities often miss out on the camping experience because of the physically challenging and demanding environment that is often an integral part of the traditional program. Many of these children require so much care and hospitalization that their parents and doctors cannot imagine leaving them outside of their supervision for a few hours, much less an entire week. Fortunately, many individuals and organizations have recognized the importance of camp in a child's life and have initiated pediatric camping programs to meet the specific needs of these extraordinary children.

An essential part of camp life is the counselors who dedicate the majority of their summer to watching after the campers. Camp staffing is distinct from staffing in other industries. Because of the nature of the job and the often low wages, there is, typically, a high turnover rate among camp staff, requiring an extensive hiring process before each summer begins. Frequently, this leads to hiring many employees who have little or no experience working in the camping industry (Waskul, 1998). Although most counselors are similar in age, typically in the last years of high school or college students, they often come from wide range of backgrounds, experience levels, and geographic locations. Working as a camp counselor requires an individual to spend an astonishing amount of time with their coworkers, despite these differences. Unlike other jobs, co-counselors often share accommodations, meals, and even leisure time. In order to counter inexperience and prepare employees for this demanding lifestyle, there is often a week or two prior to the arrival of campers, often referred to as "orientation" or "staff week," in which the newly formed staff reside at the facility and are taught

the particulars of how that individual camp is run. In addition to teaching the new employees how to be a camp counselor, this orientation period also serves as time to promote cohesion as a staff despite the menagerie of personalities, interests, and expectations. The challenge of the staff recruiter is to select a group of people who not only show potential in the area of child care, but who can also live harmoniously under such demanding conditions.

Effective counselors must not only be able to endure challenging living conditions, but also have excellent management and interpersonal skills. Because each of these young adults will serve as a surrogate parent for each of their campers, and, at least, a role model for the other campers in attendance, making accurate, informed decisions during the staffing process is crucial to the quality of the camper's experience. When working for a pediatric camp, staff selection in this area becomes even more important. Besides the typical duties such as keeping order in the cabin and ensuring each child maintains proper hygiene during the week, these counselors have duties that border on those of a nurse. Often these young people are asked to change diapers of children who may not be much younger than themselves and assist in many other personal care duties, all while making the camper feel at ease and "normal." It truly requires a unique set of skills that the camp can do its best to teach, but often these skills are not as much taught as they are nurtured. All of the different duties expected of pediatric camp counselors lead to a long continuum of effectiveness. Because of the amount of interpersonal interaction involved, it is reasonable to assume that the personality characteristics of each counselor may play a role in determining how effective they will be. For this reason, it has long been a tradition for camps not only to require a paper application, but also at least one phone interview. The purpose of the present study is to use a widely accepted model of human personality to describe differences in effectiveness among counselors. For the purposes of this study, counselor effectiveness is defined as the ability to create positive psychosocial changes in campers as well as the ability to care for the physical needs of the campers. Results may help to develop more effective selection processes in the future for this important job.

CHAPTER TWO: REVIEW OF THE LITERATURE

Although there is limited quantitative research done in the area of the outcomes of pediatric camps, what has been done appears to support their mission. One of the most prominent quantitative studies in this area was done by Briery and Rabian (1999). The researchers found that at the end of the camp session participants reported a better attitude toward their illness and decreased levels of trait anxiety. Besides effectively bringing about changes in areas that are universal to all children, such as anxiety, pediatric camping also targets the feelings of social isolation specific to this population. Meltzer and Rourke (2005) conducted a study at an oncology summer camp examining differences in social comparison. The adolescents with various types of cancer completed a self-perception questionnaire on the last day of camp, once using their peers at home as a comparison group and once using their camp peers. The researchers' results showed that the adolescents reported higher levels of self-competence in the areas of physical appearance, social acceptance, and global self-worth when comparing themselves to their camp peers.  This study indicates that by providing children with a group of peers who they are more similar to may increase their feelings of self-competence. Without this similar comparison group, many children with special needs experience a sense of remoteness and inferiority, leading to a lower perception of self.

Most research concerning these camps has been done with a more qualitative methodology. Goodwin and Staples (2005) found three strong themes in their data collected from campers with various disabilities who had attended a segregated camp for adolescents with disabilities in Canada. They found that their nine participants, though they were of different genders, ages, and faced different disabilities, all felt that this camp gave them a chance to not feel alone, to be independent, and to have a chance to discover. Another study by Kiernan, Guerin, and MacLachlan (2005) was done in conjunction with a camp in Barretstown, Ireland, that accepted campers from all over Europe. This camp was a member of the international organization, Hole in the Wall Gang Camps, dedicated to providing a camping experience to children with chronic illnesses within a medically safe environment. The largest proportion of participants in this study reported benefits such as improved social

skills, ability to make friends, ability to cooperate and communicate with others, learning the importance of fun, and, finally, a more positive attitude toward their illness.

The current research project is based on two assumptions. First, it is reasonable to assume that the outcomes of the camp experience will be at least partially related to counselor effectiveness. Second, counselor effectiveness will be at least partially related to the individual personality traits of the counselor.

Previously, research has lacked a consistent framework for assessing people's personalities. Over the past 20 years, however, a consensus has emerged concerning one specific trait model of personality, The Five Factor Model. The Five Factor Model, developed by McCrae and Costa (1987), provides a useful framework for examining inherent differences in individuals, and will be used in this study to determine trait patterns in camp counselors. This section provides an introduction to the theory, stability, and usefulness of the model.

*The Five Factor Model of Personality*

The Five Factor Model (FFM) of personality is a theoretical perspective on personality based on the idea that there are five global personality traits (factors) that are stable throughout a person's lifetime. Each of these global traits is represented on a continuum bounded by two poles. The name of each factor is taken from one of the poles. For instance, the factor of Extraversion ranges on a scale from extraversion to introversion. Neither end of the pole is considered a negative trait; there are positive and negative qualities at either end of the continuum. The five factors included in this model are: Extraversion, Agreeableness, Consciousness, Neuroticism, and Openness to Experience. Within each of the five global traits the model includes six narrow facets that are components of the broader global trait. This helps to pinpoint more specific features of the traits. This model has grown in popularity in part because of its ability to remain applicable across cultures and lifespan (Costa & McCrae, 1992; McCrae, Costa, Ostendorf, Angleitner, Hřebíčková, Avia, Sanz, Sánchez-Bernardos, Kusdil, Woodfield, Saunders, and Smith, 2000). Because of this, it supports the idea that personality is more than just a pattern of behaviors shaped by environment and consequences. It is, at least in part, inborn and dictates the way we react and adjust to stimuli.

It is the model's assumption of inborn traits that allows us to use it in the explanation of counselor effectiveness. It asserts that certain personality types deemed more likely to be effective or ineffective can be identified prior to hiring and will not change as a result of training or experience (McCrae & John, 1991).

*Extraversion*

The first global trait is Extraversion, this trait encompasses one's quality and intensity of interpersonal interaction, activity level, need for stimulation, and capacity for joy (McCrae & Costa, 1987). The first facet, and the one most relevant for interpersonal issues, is Friendliness. The higher one is on this scale, the more warm, affectionate, and friendly they are. They also have a genuine like for people and a tendency to form close attachments. Those low on this facet are not necessarily hostile or lacking in compassion, but are generally more formal, reserved, and distant than those on the upper end of the scale. The second facet, Gregariousness, assesses the preference for the company of others. Those who are more gregarious enjoy the company of many people, whereas those less gregarious do not seek, or possibly avoid, social stimulation. Assertiveness is the next facet and gauges assertiveness and passiveness in interpersonal situations. People who are dominant, socially ascendant, and speak without hesitation are high assertiveness; they also tend to emerge as group leaders. The next facet is Activity Level, which appraises one's physical pace. Those with high Activity Level keep a rapid tempo, have vigorous movement, lead fast-paced lives, and have a need to keep busy. People with lower Activity Level pursue a more leisurely and relaxed life style, but are not necessarily sluggish or lazy. The Excitement-seeking facet refers to the need for stimulation outside oneself. If a person is high in Excitement-seeking, they tend to crave excitement and stimulation, and they also enjoy bright colors and a noisy environment. Those who are low in Excitement-seeking feel little need for thrills and prefer a life that those who are high in this facet would probably find boring. The final facet is Cheerfulness. This facet assesses the tendency to experience positive emotions like joy, happiness, love, and excitement. Those high in Cheerfulness laugh easily and often and are

typically cheerful and optimistic. Individuals who are low in cheerfulness are not necessarily

unhappy, but are less exuberant and high spirited (McCrae & Costa, 1987).

*Agreeableness*

Agreeableness is the second global trait and gauges the quality of one's interpersonal

orientation from antagonism to compassion regarding their thoughts, feelings and actions.

Those high in Agreeableness are characterized as soft-hearted, good-natured, trusting,

helpful, forgiving, gullible, and straightforward. People who are low in Agreeableness are

typically cynical, rude, suspicious, uncooperative, vengeful, ruthless, irritable and manipulative

(McCrae & Costa, 1987). Trust, the first facet rates the amount of interpersonal trust an

individual displays. People who have a disposition to believe that others are honest and well

intentioned are in the upper area of this facet, whereas those in the lower area of this facet

tend to be cynical, skeptical, and assume others may be dishonest or even dangerous.

Morality, the second facet of Agreeableness, evaluates one's straightforwardness and

honesty, relative to other people. Those high in this facet are frank, sincere, and genuine in

their interactions with others, but those low in this facet are willing to manipulate others

through a variety of different means, may stretch the truth, and are often guarded in their

interactions. The next facet is Altruism, which appraises an individual's willingness to help

other people.  Those who have a high amount of Altruism have an active concern for other's

welfare, and display this concern through generosity, consideration of others, and a

willingness to help others. At the opposite end of this range are people who are more self-

centered and reluctant to get involved in the problems of others. The facet of Cooperation

takes into account one's compliance during an interpersonal conflict. Those with personalities

leaning in the direction of high cooperation tend to defer to others, inhibit their aggression and

are inclined to forgive and forget.  Individuals with a lower level of cooperation are aggressive,

prefer to compete rather than cooperate, and do not hesitate to express their anger when

necessary. Modesty is a facet closely related to the idea of narcissism, only at the complete

opposite end of the spectrum. Individuals high in Modesty are humble and self-effacing,

although they may not be lacking in confidence or self-esteem. Those low in Modesty believe themselves to be superior people and often come across as arrogant and conceited to others. Sympathy, the last of the Agreeableness facets appraises a person's tender-mindedness, sympathy and concern for others. Those high in sympathy are generally moved by others needs and tend to emphasize the human side of social policies. Individuals low in sympathy tend to be more hard-hearted and less moved by appeals to pity. They also are typically realists who make rational decisions based on cold logic rather than emotions (McCrae & Costa, 1987).

*Conscientiousness*

Conscientiousness is the third of the five factors. As a global trait it conveys an individual's degree of organization, persistence, and motivation in goal-directed behavior. People who are high in this trait are characterized as organized, reliable, hard-working, self-disciplined, punctual, scrupulous, neat ambitious and persevering. Conversely, those low in Conscientiousness are typically aimless, unreliable, lazy, careless, lax, negligent, hedonistic, and weak-willed (McCrae & Costa, 1987). Self-efficacy, the first facet measured in this factor, indicates the level of perceived competence, that is, that one is capable, sensible, prudent, and effective. It also relates to one's self-esteem and locus of control. Those high in this facet tend to see themselves as well-prepared to deal with life, while those at the lower end of the range have a lower opinion of themselves and admit to being often unprepared and inept. The next facet measured is Orderliness. Those higher in this facet tend to be neat, tidy, well-organized, and like to keep things in their proper places; in the most extreme cases, those scoring exceptionally high may have compulsive personality traits or even a disorder. People at the other end of the spectrum find it difficult to get organized and may describe themselves as unmethodical. Dutifulness is the third facet included in this factor, and describes the extent to which one is "governed by conscience." Individuals at the upper end of the spectrum adhere strictly to their ethical principles and scrupulously fulfill their moral obligations. Those who are toward the lower end are typically more casual about conscience and morality and may be somewhat undependable or unreliable. The Achievement-striving facet looks at one's

aspiration levels, sense of purpose, diligence, and an overall sense of direction in life. Individuals who are in the upper extreme of this facet have the potential to invest too much in their careers and become workaholics; individuals who score in the lower portion of this facet are characterized as lackadaisical, lazy, lacking in ambition, not driven to succeed, and may appear aimless, though often content. Self-discipline, the next facet, assesses the ability to begin tasks and finish them, despite boredom and distractions. Those high in Self-discipline typically have the ability to motivate themselves to finish a job, but those low in Self-discipline tend to procrastinate in being work, become easily distracted, and are often eager to quit. Cautiousness is the final facet under Conscientiousness, and it assesses deliberation and the tendency to think before acting. Those high in Cautiousness are careful and deliberate in their actions and speech, while those low in Cautiousness often act and speak without thinking about consequences. Individuals at the lower end of this facet are also often described as making snap decisions and being spontaneous (McCrae & Costa, 1987).

*Neuroticism*

Neuroticism, the fourth global trait, evaluates adjustment against emotional instability and identifies people prone to psychological distress, unrealistic ideas, excessive cravings and urges, and maladaptive coping responses. The closer to the higher end of the Neuroticism scale one is, the more they tend to be worried, nervous, emotional, insecure, inadequate, and hypochondriacal. At the other end of the scale, a person is more calm, relaxed, unemotional, hardy, secure, and self-satisfied. Anxiety, the first facet, does not measure specific fears or phobias. However, the further toward the upper end of the scale a person is, the more likely they are to have such fears as well as more free-floating anxiety. Those higher on the scale are more apprehensive, fearful, prone to worry, nervous, tense, and jittery. The lower a person is on this facet the more calm and relaxed they are and less likely to dwell on things that might go wrong. The facet of Anger exhibits a tendency to experience anger and its related states like frustration and bitterness. The higher a person is on this continuum the more ready they are to experience anger, although not necessarily to express it. The more easygoing and slow to anger one is, the lower they are in this facet. Depression is the third facet and measures

normal individual fluctuations in tendency to experience a depressive affect. Those high in Depression are prone to feel guilt, sadness, hopelessness and loneliness. They are also easily discouraged and often dejected. People low in depression rarely experience depressive feelings, but are not necessarily cheerful. The next facet is Impulsiveness and it refers to the inability to control cravings and urges, which should be distinguished from spontaneity, risk taking, and rapid decision time. If someone is high on Impulsiveness, desires are often experienced as irresistible, though they may be regretted later. Those low on Impulsiveness resist temptations easily and have a high tolerance for frustration. Vulnerability is the last facet and refers to one's vulnerability to stress. People high in Vulnerability feel unable to cope with stress, often becoming dependent, hopeless, or panicked in emergency situations. Those low in Vulnerability perceive themselves as capable of handling themselves in difficult situations (McCrae & Costa, 1987).

*Openness to Experience*

The final of the five factors is Openness to Experience. As a broad, global trait, it encompasses the tendency to seek and appreciate experiences for their own sake and a toleration for and exploration of unfamiliar things. Those that are high in this trait tend to be curious, original, imaginative, untraditional, and exhibit broad interests. People who score at the lower extreme are often described as conventional, down-to-earth, inartistic, unanalytical, and tend to have a narrower field of interests (McCrae & Costa, 1987). The first facet of Openness is Imagination. The facet of Imagination describes a person's openness to fantasy. Those high in Imagination not only endorse imagination as worthwhile, but also have an active fantasy life and vivid imagination. They often daydream, not out of boredom or as an escape, but because they enjoy it. Those at the lower end of this facet tend to be more prosaic and prefer to keep their minds on the task at hand. Artistic Interest is the next facet and it deals with one's openness to art and beauty. Although this facet measures an interest in fine arts, where a person falls on this scale does not necessarily indicate how much talent they possess. A higher amount of Artistic Interest indicates an appreciation for art and beauty and an ability to be moved by poetry, music, and art; whereas a lower amount indicates a tendency

to be relatively insensitive and uninterested in art and beauty. The third facet, Emotionality, denotes the extent to which one is receptive to their own feelings and emotions and the degree to which they consider them an important part of life. For persons high in Emotionality, emotions tend to be deeper, more differentiated, and felt more intensely than others experience. Those low in Emotionality appear to have somewhat blunted affects and do not place much importance on the state of their emotions. Adventurousness is the facet that taps into a person's openness to things such as different activities, new places, and unusual foods. People who are high in Adventurousness typically prefer newness to familiarity and routine and may engage in many different hobbies. Those at the opposite end of the spectrum tend to find change difficult and prefer to stick with "tried and true" methods. The next facet, Intellect, describes a person's amount of intellectual curiosity. In other words, it is the extent to which one pursues intellectual interests for their own sake and their open-mindedness to new ideas. A person higher in this facet does not necessarily have a high amount of intelligence, although it is possible that this facet could contribute to the acquisition of knowledge. Those that have a high level of Intellect tend to enjoy philosophical arguments and brain teasers, but those that have a low level tend to have a more limited curiosity and a more narrowly focused area of interest. The final facet under Openness is Liberalism. Those who more readily re-examine social, political, and religious values are on the upper extreme of this facet; whereas, those who tend to accept authority and honor tradition are found at the lower extreme. This facet measures these characteristics regardless of political party affiliation; a given party affiliation could be found at any point throughout the continuum (McCrae & Costa, 1987).

*The Five Factor Model and Job Performance*

In addition to measuring non-pathological personality, this Five Factor Model has been used in many correlation studies regarding job performance. Barrick, Mount, and Judge (2001) summarized 15 different meta-analytical studies in their article reviewing the history and progress of using personality to predict job performance. These meta-analyses were conducted independently from one another and covered a wide range of occupations from managerial positions, to salesmen and police officers.

Barrick et al. (2001) found that these meta-analyses yielded consistent results regarding the five factors and their prediction of job performance. When reviewing the data concerning Conscientiousness, they found that its validity is able to be generalized across all of the occupation types studied, regardless of the criterion used to define performance. It was also helpful in predicting teamwork and training performance. The researchers also found that it had the strongest validity among the factors. The only other factor that produced such global results was the factor of Emotional Stability (the reverse scored trait of Neuroticism), though its validity is not as strong. In addition to a global validity, it also emerged as a valid predictor of teamwork. Emotional Stability was, however, was strongly related to some specific occupations such as police work, when the occupations were considered separately. The meta-analyses also agreed that the remaining three factors (Openness to Experience, Agreeableness, and Extraversion) were not useful in the prediction of overall performance across jobs and criterion; they were, however, useful for predicting some specific aspects of certain occupations. For instance, Extraversion and Openness to Experience predicted job training performance well, and Agreeableness was able to predict teamwork reasonably well. Barrick et al. concluded that the results of the 15 meta-analyses were consistent and therefore, that some of the domains of the Five Factor Model can be used to predict general job performance across occupations.

Some have contended that studies regarding the Five Factor Model and job performance have been limited in generalization, because the populations are mostly from Canada and the United States. Salgado, Moscoso, and Lado (2003) began to answer these contentions in the form of a study that tested the validity of two personality inventories. These two inventories, the Hogan Personality Inventory (HPI) (Hogan & Hogan, 1995) and Inventario de Personalidad de Cinco Factores [Five Factors Personality Inventory] (IP/5F) (Salgado, 1996, 1998b) were designed for use in the workplace based on the Five Factor Model. The study used participants from the European Union. Upon factor analysis, the researchers found that the items from both inventories loaded into five factors able to be identified as the factors from the Five Factor Model. This study's results suggest a high convergent validity between

the two inventories and the factor analysis supports the consistency of the Five Factor Model

across cultures. Because one of the inventories (the HPI) was developed in the United States,

this study also suggests that similar instruments, though developed in the U.S., can be used

overseas despite cultural differences.

Especially relevant to this present study is the work of Mount, Barrick, and Stewart

(1998) that looks at the Five Factor Model and job performance, specifically in jobs involving

interpersonal interaction. Mount et al. conducted a meta-analysis of 11 studies that used the

Personal Characteristics Inventory (PCI; Mount & Barrick, 1995b), an instrument based on the

Five Factor Model, to assess the personality of the participants. These 11 studies used

samples from jobs requiring teamwork and those providing dyadic services. The first four

samples required teamwork and were taken from work groups that were well established and

required members to "determine and interpret" work procedures. The remaining samples

involved occupations offering dyadic services. They included residential counselors, resident

hall advisors, customer service representatives in grocery stores, newspaper chains, and

banks, and telemarketing representatives. The performance measure in all job conditions was

the supervisor's rating of overall performance. The researchers found that the studies were

consistent in their findings on two accounts. First, the studies agreed that, averaging across all

job situations, there was a positive correlation between performance and three of the five

factors of the model, Conscientiousness (.26), Agreeableness (.21), and Emotional Stability

(.18). In addition, the researchers also found that the studies were reliable in their findings

concerning the stronger positive correlation between Agreeableness (.33) and Emotional

Stability (.27) and performance in jobs requiring teamwork rather than in jobs offering dyadic

services (.13 and .12, respectively). These results are particularly important to this present

study because of the extended amount of time a camp counselor, especially those in a

pediatric setting, spends in interpersonal relationships and the amount of teamwork it takes to

make a camp run smoothly.

*Personality and Pediatric Camp Counselors*

Despite the large body of research concerning job performance and the Five Factor Model of personality, there is no research using the Five Factor Model of personality to predict effectiveness among pediatric camp counselors. There are, however, some studies that are closely related. Taniguchi, Widmer, and Duerden (2007) performed a qualitative study drawing participants from an at-risk youth outdoor adventure program. These youth identified eight attributes that they observed in their counselors that were not present in their other adult role models. The youth reported that their counselors exhibited: ambition, orientation toward service, hard work, identified goals, an interest in others, unselfishness with time, a fun-loving attitude, and a sense of perceived freedom to accomplish what they wanted to. The researchers also reported that the youth recognized their counselors as role models, and as a result, reevaluated their own potential.

Loveland, Gibson, Lounsbury, and Huffstetler (2005) conducted a quantitative study using the Five Factor Model of personality and correlating it to three types of effectiveness among 145 female camp counselors. The researchers measured Social, Task, and Overall performance in the counselors based on the ratings by the supervisors for each counselor and correlated them with the broad and narrow traits identified in the Researchers Associates Personality Style Inventory (PSI; Lounsbury & Gibson, 2001). This inventory measured most of the broad factors found in the Five Factor Model, with the exception of Openness to Experience, and some of the narrow traits as well. These traits included Agreeableness, Conscientiousness, Customer Service, Emotional Resilience (the inverse of Neuroticism), Extraversion, Nurturance, and Work Drive. Extraversion was found to be a statistically significant predictor of both Social (.360) and Overall Performance (. 274), and Emotional Stability was found to be significantly related to Task (.169) and Overall Performance (.176). Their study also corroborated previous meta-analyses in that Conscientiousness and Agreeableness were significantly related to all three types of performance (Task= .269 Social= .218, Overall= .270 and Task= .224, Social= .288, Overall= .282, respectively). The two narrow traits found to be significantly related to the three measures of effectiveness were

Work Drive (Task= .330, Social= .183, Overall= .286), which has been found to be related to job performance before, and Nurturance (Task= .221, Social= .191, Overall= .229), which has not previously been used to predict performance in child-care before. When a step-wise regression was performed, Extraversion and Agreeableness emerged as the best predictors for Social Performance ($R = .360$, $p < .001$, $R^2 = 13\%$ and $R$ raised to .400, $R^2$ change = 3%, $p < .05$, respectively), and the narrow trait of Work Drive was the only significant trait predicting Task Performance ($R = .330$, $p < .001$).

Fiala (2005) conducted a study using the Five Factor Model of personality to examine differences between volunteers at a pediatric summer camp and non-volunteers. The non-volunteers group was drawn from 325 undergraduate university students. These students were screened for other forms of volunteerism in order to form a more valid comparison. This screening resulted in the comparison group being reduced to 305. The researcher used Goldberg's 100 Unipolar Markers (Goldberg, 1992) to measure the personality factors of the volunteers against those of the non-volunteers comparison group. A 2-group MANOVA was conducted to compare camp volunteers to non-volunteers. The MANOVA showed a significant multivariate effect, $F(7, 364) = 4.353$, $p < .001$, $\eta^2 = .077$. Univariate analyses were used to identify which variables were different between the two groups. The ANOVAs found that the volunteers were significantly higher on Agreeableness than non-volunteers ($F(1, 370) = 7.633$ $p < .006$, $\eta^2 = .021$). Differences were also found in the volunteer's slightly higher levels of Consciousness and Openness to Experience when compared to the non-volunteers ($F(1, 370) = 5.161$, $p < .024$, $\eta^2 = .014$ and $F(1, 370) = 4.054$, $p < .044$, $\eta^2 = .011$, respectively).

*Statement of the Problem*

Because camping is such an importance experience to so many children in the United States as well as internationally, many organizations have developed programs to ensure that every child, regardless of physical limitations, has the opportunity to participate in such activities. These specialized pediatric camps are just beginning to enter the public eye and draw the attention of researchers.

An essential element of these camps is the staff of counselors who dedicate their time to provide individual care to each child who enters the gate. The sheer number of people required to staff such a facility suggests that there is some variability in the performance of the staff members. In addition, it is reasonable to assume that a part of this variance is accounted for by individual personality characteristics. A widely accepted model of inherent personality characteristics, such as the Five Factor Model, may be a helpful tool in explaining such individual characteristics. Unfortunately, there is little research done on the personality characteristics of camp counselors in general, much less on those counselors involved in pediatric camps. This type of research could be beneficial by providing information to create a more effective and reliable screening tool to be used during the staffing process.

While previous studies provide a good place to begin formulating a framework for study, none of them are specifically directed at examining the effectiveness of pediatric camp counselors in relation to their personality as described by the Five Factor Model. This research aims to fill that gap in the literature, and provide a useful tool to be used in selecting counselors. Based on the review of literature above, the following hypotheses are offered:

1. Counselor effectiveness will be positively correlated with Extraversion. Because camp counselors are required to maintain a high energy level, be direct and assertive with campers, and participate in multiple events, it is reasonable to assume that those with a more extraverted personality would be more effective in this particular job position.

    a. Total Counselor Effectiveness will be positively correlated with the factor of Extraversion

    b. Counselor Effectiveness subscale E (items 3,7,9,10,11,15,16,20,26, and 27) will be positively correlated with the factor of Extraversion

2. Counselor effectiveness will be positively correlated with Agreeableness. Camp counselors typically live in close quarters and work with many different people. Individuals high in Agreeableness embody traits that enable them to handle these interactions gracefully and become more effective in their position.

   a. Total Counselor Effectiveness will be positively correlated with the factor
      of Agreeableness

   b. Counselor Agreeableness subscale A (items 4,18,19,21,22,23,24,25,28,
      and 29) will be positively correlated with the factor of Agreeableness

3. Counselor effectiveness will be positively correlated with Conscientiousness. An
   effective pediatric camp counselor must be able to efficiently manage multiple
   schedules for children with varying degrees of independence as well as multiple
   medical needs. Individuals high in conscientiousness possess the characteristics
   that make this type of management possible.

   a. Total Counselor Effectiveness will be positively correlated with the factor
      of Conscientiousness

   b. Counselor Agreeableness subscale C (1,2,5,6,8,12,13,14,30,31, and 32)
      will be positively correlated with the factor of Conscientiousness

4. Counselor effectiveness will be negatively correlated with Neuroticism. Effective
   camp counselors must be able to handle disagreements, sudden changes in
   plans, and criticism from superiors and peers; those individuals high Neuroticism
   are not typically equipped to handle such challenges.

5. The five factors as a model will significantly predict counselor effectiveness.

CHAPTER THREE: METHOD

*Participants*

There were 37 participants in this study, seventy-three percent of the participants were female and twenty-seven percent were male. The participants ranged in age from 18 and 32 (M = 21.05, SD = 2.25). These participants had already been hired as a summer counselor at a pediatric summer camp and varied in educational level and occupation. They also came from many different places within the United States. An email was sent out from the director of the camp inviting each summer staff member to participate in the study. The email included information on how to access the personality survey. There was no compensation offered for their participation.

*Instrumentation*

**Consent Form**

Because the personality questionnaire was filled out online, the page preceding any items on the questionnaire explained the purpose of the study and the confidentiality of the responses the participants provided. The participants confirmed their understanding and consent to participate by entering their identification number in a field, thereby granting them access to the questionnaire. The identification number consisted of their initials coupled with their birth date. See Appendix A.

**The M5-336 Questionnaire (McCord, 2002)**

This questionnaire has 336 items and aims to provide information about an individual's personality within the framework of the Five Factor Model. The researcher made this instrument assessable to the participants online following the informed consent page. After completion, the questionnaire provided a score for each of the five factors (Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness) as well as scores for each of the six more narrow traits within each of the factors.

**Counselor Effectiveness Questionnaire**

This questionnaire is a modified form of an instrument already used at the camp to rate the counselor's effectiveness. It is a combination of two feedback sheets designed by the

camp director. Each item on the feedback sheet was evaluated and modified as necessary to avoid compound and ambiguous questions. The statements were then modified so that they can be answered on a Likert scale with 1 representing "Not Effective" and 7 representing "Very Effective." The questionnaire is designed to tap into several areas of effectiveness in counselors including, ability to work with co-counselors, rapport with children, and attitude toward the weekly volunteers. See Appendix C. This questionnaire was also rationally divided in to three subscales reflecting the three personality factors hypothesized to play a role in counselor effectiveness. The items within their respective subscales are presented in Table 1.

Table 1
*Counselor Effectiveness Subscales and items*

| Subscale | Items |
|---|---|
| Counselor Effectiveness- Extraversion Scale | Perform needed tasks<br>Initiate needed action<br>Know their campers well<br>Relate well with their campers<br>Be "kid-friendly"<br>Make down time fun<br>Get involved in activities<br>Be clear about camp rules<br>Praise others' actions<br>Praise others' efforts |
| Counselor Effectiveness- Agreeableness Scale | Follow other team members<br>Interact with other Summer Staff<br>Interact with Weekly Staff<br>Relate well with peers<br>Approach conflicts maturely<br>Be humble<br>Be empathetic<br>Talk with campers on their level<br>Work out disagreements<br>Work out misunderstandings |
| Counselor Effectiveness- Conscientiousness Scale | Know his/her strengths<br>Know when to use his/her strengths<br>Pitch in under all circumstances<br>Anticipate needed action<br>Be on time<br>Be camper-centered<br>Show patience with campers<br>Demonstrate knowledge of their role<br>Ask for help<br>Be honest<br>Be respectful |

*Procedure*

Each member of the summer staff was invited to participate via an email sent out by the director in their acceptance packet. Each consenting staff member then proceeded to the website and provided their identification number, indicating that they consented to participate. Once the participant entered their identification number, the site proceeded to the M5 Questionnaire. At the end of the summer, the supervisors used the Counselor Effectiveness Questionnaire to rate each staff member. The supervisor then returned these questionnaires to the researcher using the ID numbers, not the names of the counselors. This ensured that the researcher was not able to associate names with effectiveness ratings.

CHAPTER FOUR: RESULTS

*Counselor Effectiveness Questionnaire*

The internal consistency of the revised Counselor Effectiveness Questionnaire was tested using the Reliability Analysis function on SPSS. The scale produced a very acceptable Cronbach's Alpha of .989 establishing the reliability of this measure. Each individual subscale was also tested using the Reliability Analysis. Each subscale produced alpha levels similar to that of the total scale (Extraversion Subscale, $\alpha$ = .972, Agreeableness Subscale, $\alpha$ = .978, Conscientiousness Subscale, $\alpha$ = .967).

*Personality and Effectiveness*

A bivariate correlation was run to test for any existing correlations between the factors, their facets and the counselor's mean effectiveness scores; results are presented in Table 2. Of the Big Five Factors, only Conscientiousness produced a statistically significant correlation ($r$ = .341, $p$ < .05). Within the Conscientiousness Factor, the Self-Discipline facet also produced a significant correlation ($r$ = .367, $p$ < .05) with the counselor's mean effectiveness score. Following the bivariate correlations, two sets of multiple regressions were run. The first set tested the Five Factors as predictors of effectiveness. The overall model including the Five Factors was not significant, discrediting the statistics for each of the individual factors. It is interesting to note, however, that Conscientiousness emerged as a significant predictor ($\beta$ = .55, $p$ < .036) followed by Agreeableness ($\beta$ = -.45, $p$ < .053), which approached significance. Secondly, the six facets of Conscientiousness were tested. Again, the model was not significant, however Self-Discipline approached significance ($\beta$ = .58, $p$ < .069). In addition, bivarate correlations were run between each Counselor Effectiveness Subscale and its respective personality factor score. Only the Conscientiousness factor produced a significant correlation with its respective subscale ($r$ = .332, $p$ < .05).

Table 2

*Pearson Correlations for the Five Factors and their Facets and Mean Counselor Effectiveness*

| Factor/Facet | Pearson Correlation |
|---|---|
| Anxiety | -.053 |
| Anger | -.168 |
| Depression | -.299 |
| SelfConsciousness | -.193 |
| Immoderation | -.095 |
| Vulnerability | -.250 |
| Friendliness | .122 |
| Gregariousness | .186 |
| Assertiveness | .195 |
| ActivityLevel | .206 |
| ExcitementSeeking | .052 |
| Cheerfulness | .131 |
| Imagination | -.200 |
| ArtisticIntrest | .070 |
| Emotionality | .059 |
| Adventerousness | .099 |
| Intellect | -.008 |
| Liberalism | -.318 |
| Trust | -.155 |
| Morality | .026 |
| Altruism | -.009 |
| Cooperation | .057 |
| Modesty | -.132 |
| Sympathy | .057 |
| SelfEfficacy | .250 |
| Orderliness | .241 |
| Dutifulness | .113 |
| AchievementStriving | .232 |
| SelfDiscipline | .367[*] |

| | |
|---|---|
| Cautiousness | .251 |
| Neuroticism | -.221 |
| Extraversion | .192 |
| Openness | -.092 |
| Agreeableness | -.046 |
| Conscientiousness | .341[*] |

*Effectiveness Items and Conscientiousness*

Because the factor of Conscientiousness emerged as a significant predictor of effectiveness, bivariate correlations were run with the individual items of the effectiveness questionnaire and the factor of Conscientious to see which items were most strongly connected to this factor. Results are presented in Table 3 below.

Table 3
*Pearson Correlations for individual items on Counselor Effectiveness and Conscientiousness*

| Item # | Item Text | Pearson Correlation |
|---|---|---|
| 1 | Know his/her strengths | .245 |
| 2 | Know when to use his/her strengths | .289 |
| 3 | Perform needed tasks | .346[*] |
| 4 | Follow other team members | .217 |
| 5 | Pitch in under all circumstances | .355[*] |
| 6 | Anticipate needed action | .182 |
| 7 | Initiate needed action | .333[*] |
| 8 | Be on time | .206 |
| 9 | Know their campers well | .371[*] |
| 10 | Relate well with their campers | .280 |
| 11 | Be "kid-friendly" | .404[*] |
| 12 | Be camper-centered | .348[*] |
| 13 | Show patience with campers | .353[*] |
| 14 | Demonstrate knowledge of their role | .206 |
| 15 | Make down time fun | .398[*] |
| 16 | Get involved in activities | .470[**] |
| 17 | Take care of themselves | .181 |
| 18 | Interact with other Summer Staff | .198 |

| 19 | Interact with Weekly Staff | .218 |
|----|----------------------------|------|
| 20 | Be clear about camp rules | .258 |
| 21 | Relate well with peers | .192 |
| 22 | Approach conflicts maturely | .295 |
| 23 | Be humble | .316 |
| 24 | Be empathetic | .330[*] |
| 25 | Talk with campers on their level | .331[*] |
| 26 | Praise others' actions | .312 |
| 27 | Praise others' efforts | .322 |
| 28 | Work out disagreements | .341[*] |
| 29 | Work out misunderstandings | .327[*] |
| 30 | Ask for help | .309 |
| 31 | Be honest | .344[*] |
| 32 | Be respectful | .336[*] |
| *. Correlation is significant at the 0.05 level (2-tailed). | | |
| **. Correlation is significant at the 0.01 level (2-tailed). | | |

CHAPTER FIVE: DISCUSSION

The results of this study support the conclusions of the previous research discussed in the literature review. Because Conscientiousness has been shown to be a predictor in job performance across many job types, regardless of the measure used to determine performance (Barrick, Mount, & Judge, 2001), it is not surprising that it emerged as a significant correlation, as well as a possible predictor of mean effectiveness. This indicates that a counselor's Conscientiousness score can be suggestive of their effectiveness. It is also not surprising that the factor of Agreeableness approached significance within this model. Studies have found that Agreeableness was associated with success in jobs involving interpersonal interaction (Mount, Barrick, & Stewart, 1998). The position of a pediatric camp counselor requires extensive interpersonal interaction on many levels, and with many types of people, from parents and children to volunteers and co-staff.

Within the factor of Conscientiousness, the facet of Self-Discipline showed a significant positive correlation with the effectiveness score of the counselors. This suggests that qualities attributed to people who are high in the facet of Self-Disciple such as self-motivation and the ability to complete tasks in a timely manner, are likely to be qualities that allow a person to be effective as a camp counselor for children with chronic illnesses. These outcomes suggest that incorporation of items measuring Conscientious as a whole, as well as the facet of Self-Discipline could be helpful in the selection of staff members. This type of screening may also be useful in targeting potential leaders and role models within the staff and bringing to light some staff members who may need more supervision in order to be successful.

It was predicted that Neuroticism would be a major factor in determining a counselor's effectiveness. While this hypothesis was not supported, there is a plausible explanation as to why this particular factor did not emerge as a predictor. It is possible that when working with chronically ill children, it is of some benefit to be particularly vigilant, accounting for the lack of a significant correlation.

Finally, the comparison of the effectiveness items to the Conscientiousness factor may help the supervisors to sort through the items and determine which should the most priority in determining the overall effectiveness of a staff member. Overall these results agree with previous research and provide valuable insights and tools for those staffing these unique summer programs.

*Limitations*

While this study was able to draw some guidelines that may be useful for selecting staff members, there could be improvements to the design that could yield more precise and definitive results. This study was conducted at only one pediatric camp, therefore, it can only provide a guideline for other institutions and its results cannot be reliably generalized. In addition, this study included only 37 of approximately 80 staff members, considerably limiting the range of participants and decreasing the impact of the results. This could have been improved by including a number of pediatric programs. Furthermore, the initial questionnaire was administered using an online format. This required any participants to take initiative to begin, and finish, the lengthy survey. This could have resulted in a self-selection process producing a pool of highly conscientious and self-disciplined participants. In order to acquire a more diverse pool, it would be beneficial to partner with the directors of several such programs to incorporate this survey into their training or application packet so that each staff member would be more likely to complete the questionnaire. Finally, the effectiveness measure used in this study was taken from an existing instrument used by the program. This instrument has not been tested for validity against other measures of effectiveness and could be improved by establishing a more concrete definition of counselor effectiveness. Also, the subscales were rationally rather than statistically derived due to the low number of participants. In addition, the exceptionally high Crobach's Alpha produced by the scale as a whole as well as the individual subscales indicates that there may have been a "halo effect," indicating that the scale may not pickup on nuances within each counselor's effectiveness.

*Directions for Future Research*

Although the present research provides some additional tools and guidelines that may aid in staff selection, the selection process remains a long and labor intensive process. It would be even more helpful to critically examine some of the most commonly used techniques and evaluate the role they play in determining a candidate's success in such a demanding environment. By determining which of these techniques are the most powerful, a more streamlined system for selection can be formed cutting down on the time and expenses spent during this part of the hiring process.

Essential to the job of a camp counselor is the ability to work in teams. By examining the personalities of these counselors, the door is opened to research what combinations of personalities produced the most effective work teams in this environment. This knowledge could aid in preventing personality conflicts that could be damaging to the work of an otherwise effective counselor. While research on work teams has been explored, the researcher believes a job of this specificity warrants a closer examination.

Finally, it would be beneficial to examine what sort of impact a counselor has on the children they serve and whether or not this could be used as a measure of effectiveness in the future. This type of research could also influence the evaluations of these programs by ensuring that the results take into account the sources of change other than the camping program. This would facilitate a better understanding of what program characteristics produce change, and which changes in campers can be promoted through staff selection. In addition, by providing facts to reinforce anecdotal evidence, the effect of these camps will become more tangible and could encourage already generous donors to contribute more so that these programs can grow.

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APPENDIX A: INFORMED CONSENT

You are invited to participate in a research project entitled "Personality and Job Effectiveness in Pediatric Summer Camp Counselors," designed to study the correlation between personality traits and pediatric summer camp counselor effectiveness. This study is being conducted by Sara Soyars from the Department of Psychology at Western Carolina University.

This portion of the study contains the M5-336 Questionnaire, designed to measure individual differences among normal personality, and three questions designed to access an aspect of personality known as "implicit theory." This portion of the study should take about an hour to complete. The second portion is completed by your supervisors at the end of the summer. You must be 18 years or older to participate in this study; if you are under 18, please do not continue.

Your participation in this study is completely voluntary, and there will be no penalty if you decide not to participate. You may chose not to answer any question or discontinue the questionnaire at any time without penalty. All of your answers will be kept confidential and will not be connected in any way with your name. Finally, there are no immediate benefits to you for participating in this study; however, you will be contributing to a study designed to improve staff selection. Should you have any questions concerning this study, you may contact Sara Soyars at (336)312-0369 (or srsoyars1@catamount.wcu.edu). Also if you have any ethical concerns regarding this study, you may contact the office of the IRB, a committee that oversees the ethical dimensions of the research process. The IRB office can be contacted at (828)227-3177. This research project has been approved by the IRB.

**By submitting you identification number in the box below, you are indicating your consent for use of your responses in the study described above.**

APPENDIX B: M5-336 QUESTIONNAIRE

# M5-336 Questionnaire

**David M. McCord, Ph.D., Western Carolina University**

**Name: _____ Age: ____ M F Date: _____**

**Phone: _____ Email: _____ Ethnic identity: _____**

This is a personality questionnaire, which should take about 30-40 minutes. There are no right or wrong answers to these questions; you simply respond with the choice that describes you best.

If you feel that you cannot see the pages appropriately because of sight difficulties, cannot use a pencil well because of hand-motor problems, or know of any other physical, emotional, or environmental issues which would affect your performance on this test, please notify the testing administrator now.

The *M5 Questionnaire* is used primarily for research purposes, though in certain cases individual results may be shared with the test-taker through a professional consultation. In general, results are treated anonymously and are combined with other data in order to develop norms, establish psychometric properties of these scales and items, and to study various theoretical and practical issues within the field of personality psychology.

By proceeding with the process and responding to these questionnaire items, you are expressing your understanding of these terms and your consent for your data to be used for research purposes. You are also agreeing to release and forever discharge *Western Carolina University* and *David M. McCord, Ph.D.,* from any and all claims of any kind or nature whatsoever arising from the assessment process.

- Without spending too much time dwelling on any one item, just give the first reaction that comes to mind.

- In order to score this test accurately, it is very important that you answer *every* item, without skipping any. You may change an answer if you wish.

- It is ultimately in your best interest to respond as honestly as possible. Mark the response that best shows how you really feel or see yourself, not responses that you think might be desirable or ideal.

| M5-336 Questionnaire | | Innacurate | Moderately Innacurate | Neither | Moderately Accurate | Accurate |
|---|---|---|---|---|---|---|
| 1 | Worry about things | O | O | O | O | O |
| 2 | Am hard to get to know | O | O | O | O | O |
| 3 | Have a vivid imagination | O | O | O | O | O |
| 4 | Distrust people | O | O | O | O | O |
| 5 | Complete tasks successfully | O | O | O | O | O |
| 6 | Get angry easily | O | O | O | O | O |
| 7 | Prefer to be alone | O | O | O | O | O |
| 8 | Believe in the importance of art | O | O | O | O | O |
| 9 | Use flattery to get ahead | O | O | O | O | O |
| 10 | Like order | O | O | O | O | O |
| 11 | Seldom feel blue | O | O | O | O | O |
| 12 | Take charge | O | O | O | O | O |
| 13 | Seldom get emotional | O | O | O | O | O |
| 14 | Make people feel welcome | O | O | O | O | O |
| 15 | Break rules | O | O | O | O | O |
| 16 | Am easily intimidated | O | O | O | O | O |
| 17 | Like to take it easy | O | O | O | O | O |
| 18 | Prefer variety to routine | O | O | O | O | O |
| 19 | Have a sharp tongue | O | O | O | O | O |
| 20 | Go straight for the goal | O | O | O | O | O |
| 21 | Rarely overindulge | O | O | O | O | O |
| 22 | Love excitement | O | O | O | O | O |
| 23 | Am not interested in abstract ideas | O | O | O | O | O |
| 24 | Dislike being the center of attention | O | O | O | O | O |
| 25 | Find it difficult to get down to work | O | O | O | O | O |
| 26 | Panic easily | O | O | O | O | O |
| 27 | Am not easily amused | O | O | O | O | O |
| 28 | Tend to vote for liberal political candidates | O | O | O | O | O |
| 29 | Am not interested in other people's problems | O | O | O | O | O |
| 30 | Avoid mistakes | O | O | O | O | O |
| 31 | Am not easily bothered by things | O | O | O | O | O |
| 32 | Make friends easily | O | O | O | O | O |
| 33 | Seldom daydream | O | O | O | O | O |
| 34 | Trust others | O | O | O | O | O |
| 35 | Misjudge situations | O | O | O | O | O |
| 36 | Get irritated easily | O | O | O | O | O |
| 37 | Want to be left alone | O | O | O | O | O |
| 38 | Like music | O | O | O | O | O |
| 39 | Use others for my own ends | O | O | O | O | O |
| 40 | Like to tidy up | O | O | O | O | O |
| 41 | Often feel blue | O | O | O | O | O |
| 42 | Wait for others to lead the way | O | O | O | O | O |
| 43 | Experience my emotions intensely | O | O | O | O | O |
| 44 | Look down on others | O | O | O | O | O |
| 45 | Try to follow the rules | O | O | O | O | O |
| 46 | Am not embarrassed easily | O | O | O | O | O |
| 47 | Am always busy | O | O | O | O | O |
| 48 | Prefer to stick with things that I know | O | O | O | O | O |
| 49 | Am easy to satisfy | O | O | O | O | O |
| 50 | Am not highly motivated to succeed | O | O | O | O | O |
| | | Innacurate | Moderately Innacurate | Neither | Moderately Accurate | Accurate |

Page 2

| M5-336 Questionnaire | | Innacurate | Moderately Innacurate | Neither | Moderately Accurate | Page 3<br>Accurate |
|---|---|---|---|---|---|---|
| 51 | Often eat too much | O | O | O | O | O |
| 52 | Would never go hang gliding or bungee jumping | O | O | O | O | O |
| 53 | Like to solve complex problems | O | O | O | O | O |
| 54 | Believe that I am better than others | O | O | O | O | O |
| 55 | Get chores done right away | O | O | O | O | O |
| 56 | Remain calm under pressure | O | O | O | O | O |
| 57 | Radiate joy | O | O | O | O | O |
| 58 | Believe in one true religion | O | O | O | O | O |
| 59 | Sympathize with the homeless | O | O | O | O | O |
| 60 | Jump into things without thinking | O | O | O | O | O |
| 61 | Fear for the worst | O | O | O | O | O |
| 62 | Often feel uncomfortable around others | O | O | O | O | O |
| 63 | Enjoy wild flights of fancy | O | O | O | O | O |
| 64 | Suspect hidden motives in others | O | O | O | O | O |
| 65 | Excel in what I do | O | O | O | O | O |
| 66 | Rarely get irritated | O | O | O | O | O |
| 67 | Love large parties | O | O | O | O | O |
| 68 | Do not like art | O | O | O | O | O |
| 69 | Would never cheat on my taxes | O | O | O | O | O |
| 70 | Often forget to put things back in their proper place | O | O | O | O | O |
| 71 | Dislike myself | O | O | O | O | O |
| 72 | Keep in the background | O | O | O | O | O |
| 73 | Feel others' emotions | O | O | O | O | O |
| 74 | Am indifferent to the feelings of others | O | O | O | O | O |
| 75 | Keep my promises | O | O | O | O | O |
| 76 | Am comfortable in unfamiliar situations | O | O | O | O | O |
| 77 | Am always on the go | O | O | O | O | O |
| 78 | Dislike changes | O | O | O | O | O |
| 79 | Can't stand confrontations | O | O | O | O | O |
| 80 | Do just enough work to get by | O | O | O | O | O |
| 81 | Don't know why I do some of the things I do | O | O | O | O | O |
| 82 | Dislike loud music | O | O | O | O | O |
| 83 | Love to read challenging material | O | O | O | O | O |
| 84 | Think highly of myself | O | O | O | O | O |
| 85 | Am always prepared | O | O | O | O | O |
| 86 | Can handle complex problems | O | O | O | O | O |
| 87 | Have a lot of fun | O | O | O | O | O |
| 88 | Tend to vote for conservative political candidates | O | O | O | O | O |
| 89 | Feel sympathy for those who are worse off than myself | O | O | O | O | O |
| 90 | Make rash decisions | O | O | O | O | O |
| 91 | Am afraid of many things | O | O | O | O | O |
| 92 | Avoid contacts with others | O | O | O | O | O |
| 93 | Love to daydream | O | O | O | O | O |
| 94 | Am wary of others | O | O | O | O | O |
| 95 | Handle tasks smoothly | O | O | O | O | O |
| 96 | Seldom get mad | O | O | O | O | O |
| 97 | Talk to a lot of different people at parties | O | O | O | O | O |
| 98 | Do not like poetry | O | O | O | O | O |
| 99 | Stick to the rules | O | O | O | O | O |
| 100 | Leave a mess in my room | O | O | O | O | O |
| | | Innacurate | Moderately Innacurate | Neither | Moderately Accurate | Accurate |

| M5-336 Questionnaire | | Innacurate | Moderately Innacurate | Neither | Moderately Accurate | Accurate | Page 4 |
|---|---|---|---|---|---|---|---|
| 101 | Feel comfortable with myself | O | O | O | O | O | |
| 102 | Try to lead others | O | O | O | O | O | |
| 103 | Am not easily affected by my emotions | O | O | O | O | O | |
| 104 | Anticipate the needs of others | O | O | O | O | O | |
| 105 | Break my promises | O | O | O | O | O | |
| 106 | Am afraid that I will do the wrong thing | O | O | O | O | O | |
| 107 | Like to take my time | O | O | O | O | O | |
| 108 | Like to visit new places | O | O | O | O | O | |
| 109 | Contradict others | O | O | O | O | O | |
| 110 | Work hard | O | O | O | O | O | |
| 111 | Easily resist temptations | O | O | O | O | O | |
| 112 | Seek adventure | O | O | O | O | O | |
| 113 | Avoid philosophical discussions | O | O | O | O | O | |
| 114 | Dislike talking about myself | O | O | O | O | O | |
| 115 | Waste my time | O | O | O | O | O | |
| 116 | Become overwhelmed by events | O | O | O | O | O | |
| 117 | Express childlike joy | O | O | O | O | O | |
| 118 | Believe that too much tax money goes to support artists | O | O | O | O | O | |
| 119 | Tend to dislike soft-hearted people | O | O | O | O | O | |
| 120 | Like to act on a whim | O | O | O | O | O | |
| 121 | Am relaxed most of the time | O | O | O | O | O | |
| 122 | Warm up quickly to others | O | O | O | O | O | |
| 123 | Do not have a good imagination | O | O | O | O | O | |
| 124 | Believe that others have good intentions | O | O | O | O | O | |
| 125 | Don't understand things | O | O | O | O | O | |
| 126 | Get upset easily | O | O | O | O | O | |
| 127 | Don't like crowded events | O | O | O | O | O | |
| 128 | See beauty in things that others might not notice | O | O | O | O | O | |
| 129 | Know how to get around the rules | O | O | O | O | O | |
| 130 | Want everything to be "just right" | O | O | O | O | O | |
| 131 | Am very pleased with myself | O | O | O | O | O | |
| 132 | Have little to say | O | O | O | O | O | |
| 133 | Am passionate about causes | O | O | O | O | O | |
| 134 | Make people feel uncomfortable | O | O | O | O | O | |
| 135 | Pay my bills on time | O | O | O | O | O | |
| 136 | Find it difficult to approach others | O | O | O | O | O | |
| 137 | Do a lot in my spare time | O | O | O | O | O | |
| 138 | Don't like the idea of change | O | O | O | O | O | |
| 139 | Love a good fight | O | O | O | O | O | |
| 140 | Turn plans into actions | O | O | O | O | O | |
| 141 | Do things I regret later | O | O | O | O | O | |
| 142 | Love action | O | O | O | O | O | |
| 143 | Have difficulty understanding abstract ideas | O | O | O | O | O | |
| 144 | Have a high opinion of myself | O | O | O | O | O | |
| 145 | Need a push to get started | O | O | O | O | O | |
| 146 | Feel that I'm unable to deal with things | O | O | O | O | O | |
| 147 | Laugh my way through life | O | O | O | O | O | |
| 148 | Believe that there is no absolute right or wrong | O | O | O | O | O | |
| 149 | Believe in an eye for an eye | O | O | O | O | O | |
| 150 | Choose my words with care | O | O | O | O | O | |
| | | Innacurate | Moderately Innacurate | Neither | Moderately Accurate | Accurate | |

| M5-336 Questionnaire | | Innacurate | Moderately Innacurate | Neither | Moderately Accurate | Accurate | Page 5 |
|---|---|---|---|---|---|---|---|
| 151 | Am not easily disturbed by events | O | O | O | O | O | |
| 152 | Feel comfortable around other people | O | O | O | O | O | |
| 153 | Seldom get lost in thought | O | O | O | O | O | |
| 154 | Trust what people say | O | O | O | O | O | |
| 155 | Have little to contribute | O | O | O | O | O | |
| 156 | Am often in a bad mood | O | O | O | O | O | |
| 157 | Avoid crowds | O | O | O | O | O | |
| 158 | Love flowers | O | O | O | O | O | |
| 159 | Cheat to get ahead | O | O | O | O | O | |
| 160 | Love order and regularity | O | O | O | O | O | |
| 161 | Am often down in the dumps | O | O | O | O | O | |
| 162 | Can talk others into doing things | O | O | O | O | O | |
| 163 | Rarely notice my emotional reactions | O | O | O | O | O | |
| 164 | Love to help others | O | O | O | O | O | |
| 165 | Get others to do my duties | O | O | O | O | O | |
| 166 | Am afraid to draw attention to myself | O | O | O | O | O | |
| 167 | Like a leisurely lifestyle | O | O | O | O | O | |
| 168 | Am a creature of habit | O | O | O | O | O | |
| 169 | Yell at people | O | O | O | O | O | |
| 170 | Plunge into tasks with all my heart | O | O | O | O | O | |
| 171 | Am able to control my cravings | O | O | O | O | O | |
| 172 | Enjoy being part of a loud crowd | O | O | O | O | O | |
| 173 | Have a rich vocabulary | O | O | O | O | O | |
| 174 | Know the answers to many questions | O | O | O | O | O | |
| 175 | Start tasks right away | O | O | O | O | O | |
| 176 | Know how to cope | O | O | O | O | O | |
| 177 | Seldom joke around | O | O | O | O | O | |
| 178 | Believe laws should be strictly enforced | O | O | O | O | O | |
| 179 | Try not to think about the needy | O | O | O | O | O | |
| 180 | Rush into things | O | O | O | O | O | |
| 181 | Get stressed out easily | O | O | O | O | O | |
| 182 | Act comfortably with others | O | O | O | O | O | |
| 183 | Like to get lost in thought | O | O | O | O | O | |
| 184 | Believe that people are basically moral | O | O | O | O | O | |
| 185 | Am sure of my ground | O | O | O | O | O | |
| 186 | Am not easily annoyed | O | O | O | O | O | |
| 187 | Enjoy being part of a group | O | O | O | O | O | |
| 188 | Do not enjoy going to art museums | O | O | O | O | O | |
| 189 | Put people under pressure | O | O | O | O | O | |
| 190 | Leave my belongings around | O | O | O | O | O | |
| 191 | Have a low opinion of myself | O | O | O | O | O | |
| 192 | Seek to influence others | O | O | O | O | O | |
| 193 | Enjoy examining myself and my life | O | O | O | O | O | |
| 194 | Am concerned about others | O | O | O | O | O | |
| 195 | Tell the truth | O | O | O | O | O | |
| 196 | Am not bothered by difficult social situations | O | O | O | O | O | |
| 197 | Can manage many things at the same time | O | O | O | O | O | |
| 198 | Interested in many things | O | O | O | O | O | |
| 199 | Hate to seem pushy | O | O | O | O | O | |
| 200 | Put little time and effort into my work | O | O | O | O | O | |
| | | Innacurate | Moderately Innacurate | Neither | Moderately Accurate | Accurate | |

| M5-336 Questionnaire | | Innacurate | Moderately Innacurate | Neither | Moderately Accurate | Accurate Page 6 |
|---|---|---|---|---|---|---|
| 201 | Go on binges | O | O | O | O | O |
| 202 | Enjoy being reckless | O | O | O | O | O |
| 203 | Can handle a lot of information | O | O | O | O | O |
| 204 | Consider myself an average person | O | O | O | O | O |
| 205 | Get to work at once | O | O | O | O | O |
| 206 | Can't make up my mind | O | O | O | O | O |
| 207 | Love life | O | O | O | O | O |
| 208 | Believe that we coddle criminals too much | O | O | O | O | O |
| 209 | Value cooperation over competition | O | O | O | O | O |
| 210 | Do crazy things | O | O | O | O | O |
| 211 | Don't worry about things that have already happened | O | O | O | O | O |
| 212 | Am not really interested in others | O | O | O | O | O |
| 213 | Indulge in my fantasies | O | O | O | O | O |
| 214 | Believe in human goodness | O | O | O | O | O |
| 215 | Come up with good solutions | O | O | O | O | O |
| 216 | Keep my cool | O | O | O | O | O |
| 217 | Involve others in what I am doing | O | O | O | O | O |
| 218 | Do not like concerts | O | O | O | O | O |
| 219 | Pretend to be concerned for others | O | O | O | O | O |
| 220 | Am not bothered by messy people | O | O | O | O | O |
| 221 | Have frequent mood swings | O | O | O | O | O |
| 222 | Don't like to draw attention to myself | O | O | O | O | O |
| 223 | Experience very few emotional highs and lows | O | O | O | O | O |
| 224 | Turn my back on others | O | O | O | O | O |
| 225 | Do the opposite of what is asked | O | O | O | O | O |
| 226 | Only feel comfortable with friends | O | O | O | O | O |
| 227 | Let things proceed at their own pace | O | O | O | O | O |
| 228 | Dislike new foods | O | O | O | O | O |
| 229 | Insult people | O | O | O | O | O |
| 230 | Do more than what's expected of me | O | O | O | O | O |
| 231 | Never spend more than I can afford | O | O | O | O | O |
| 232 | Act wild and crazy | O | O | O | O | O |
| 233 | Am not interested in theoretical discussions | O | O | O | O | O |
| 234 | Boast about my virtues | O | O | O | O | O |
| 235 | Have difficulty starting tasks | O | O | O | O | O |
| 236 | Readily overcome setbacks | O | O | O | O | O |
| 237 | Look at the bright side of life | O | O | O | O | O |
| 238 | Believe that we should be tough on crime | O | O | O | O | O |
| 239 | Believe people should fend for themselves | O | O | O | O | O |
| 240 | Stick to my chosen path | O | O | O | O | O |
| 241 | Get caught up in my problems | O | O | O | O | O |
| 242 | Cheer people up | O | O | O | O | O |
| 243 | Spend time reflecting on things | O | O | O | O | O |
| 244 | Think that all will be well | O | O | O | O | O |
| 245 | Know how to get things done | O | O | O | O | O |
| 246 | Lose my temper | O | O | O | O | O |
| 247 | Love surprise parties | O | O | O | O | O |
| 248 | Enjoy the beauty of nature | O | O | O | O | O |
| 249 | Take advantage of others | O | O | O | O | O |
| 250 | Do things according to a plan | O | O | O | O | O |
| | | Innacurate | Moderately Innacurate | Neither | Moderately Accurate | Accurate |

| M5-336 Questionnaire | Innacurate | Moderately Innacurate | Neither | Moderately Accurate | Page 7 Accurate |
|---|---|---|---|---|---|
| 251 Feel desperate | O | O | O | O | O |
| 252 Take control of things | O | O | O | O | O |
| 253 Try to understand myself | O | O | O | O | O |
| 254 Have a good word for everyone | O | O | O | O | O |
| 255 Listen to my conscience | O | O | O | O | O |
| 256 Stumble over my words | O | O | O | O | O |
| 257 React quickly | O | O | O | O | O |
| 258 Like to begin new things | O | O | O | O | O |
| 259 Get back at others | O | O | O | O | O |
| 260 Set high standards for myself and others | O | O | O | O | O |
| 261 Love to eat | O | O | O | O | O |
| 262 Willing to try anything once | O | O | O | O | O |
| 263 Enjoy thinking about things | O | O | O | O | O |
| 264 Seldom toot my own horn | O | O | O | O | O |
| 265 Carry out my plans | O | O | O | O | O |
| 266 Get overwhelmed by emotions | O | O | O | O | O |
| 267 Laugh aloud | O | O | O | O | O |
| 268 Believe that criminals should receive help rather than punishment | O | O | O | O | O |
| 269 Suffer from others' sorrows | O | O | O | O | O |
| 270 Act without thinking | O | O | O | O | O |
| 271 Adapt easily to new situations | O | O | O | O | O |
| 272 Keep others at a distance | O | O | O | O | O |
| 273 Have difficulty imagining things | O | O | O | O | O |
| 274 Believe that people are essentially evil | O | O | O | O | O |
| 275 Don't see the consequences of things | O | O | O | O | O |
| 276 Rarely complain | O | O | O | O | O |
| 277 Seek quiet | O | O | O | O | O |
| 278 Do not enjoy watching dance performances | O | O | O | O | O |
| 279 Obstruct others' plans | O | O | O | O | O |
| 280 Am not bothered by disorder | O | O | O | O | O |
| 281 Feel that my life lacks direction | O | O | O | O | O |
| 282 Hold back my opinions | O | O | O | O | O |
| 283 Don't understand people who get emotional | O | O | O | O | O |
| 284 Take no time for others | O | O | O | O | O |
| 285 Misrepresent the facts | O | O | O | O | O |
| 286 Am able to stand up for myself | O | O | O | O | O |
| 287 React slowly | O | O | O | O | O |
| 288 Am attached to conventional ways | O | O | O | O | O |
| 289 Hold a grudge | O | O | O | O | O |
| 290 Demand quality | O | O | O | O | O |
| 291 Never splurge | O | O | O | O | O |
| 292 Seek danger | O | O | O | O | O |
| 293 Avoid reading difficult material | O | O | O | O | O |
| 294 Make myself the center of attention | O | O | O | O | O |
| 295 Postpone decisions | O | O | O | O | O |
| 296 Am calm even in tense situations | O | O | O | O | O |
| 297 Amuse my friends | O | O | O | O | O |
| 298 Like to stand during the national anthem | O | O | O | O | O |
| 299 Can't stand weak people | O | O | O | O | O |
| 300 Often make last-minute plans | O | O | O | O | O |
|  | Innacurate | Moderately Innacurate | Neither | Moderately Accurate | Accurate |

| M5-336 Questionnaire | | Innacurate | Moderately Innacurate | Neither | Moderately Accurate | Page 8 Accurate |
|---|---|---|---|---|---|---|
| 301 | Am filled with doubts about things | O | O | O | O | O |
| 302 | Would describe my experiences as somewhat dull | O | O | O | O | O |
| 303 | Carry the conversation to a higher level | O | O | O | O | O |
| 304 | Sympathize with others' feelings | O | O | O | O | O |
| 305 | Don't see things through | O | O | O | O | O |
| 306 | Am not easily frustrated | O | O | O | O | O |
| 307 | Am skilled in handling social situations | O | O | O | O | O |
| 308 | Rarely look for a deeper meaning in things | O | O | O | O | O |
| 309 | Respect others | O | O | O | O | O |
| 310 | Pay attention to details | O | O | O | O | O |
| 311 | Feel threatened easily | O | O | O | O | O |
| 312 | Am the life of the party | O | O | O | O | O |
| 313 | Enjoy hearing new ideas | O | O | O | O | O |
| 314 | Accept people as they are | O | O | O | O | O |
| 315 | Mess things up | O | O | O | O | O |
| 316 | Rarely lose my composure | O | O | O | O | O |
| 317 | Don't talk a lot | O | O | O | O | O |
| 318 | Can say things beautifully | O | O | O | O | O |
| 319 | Cut others to pieces | O | O | O | O | O |
| 320 | Make plans and stick to them | O | O | O | O | O |
| 321 | Know how to captivate people | O | O | O | O | O |
| 322 | Get excited by new ideas | O | O | O | O | O |
| 323 | Make demands on others | O | O | O | O | O |
| 324 | Am exacting in my work | O | O | O | O | O |
| 325 | Start conversations | O | O | O | O | O |
| 326 | Make people feel at ease | O | O | O | O | O |
| 327 | Shirk my duties | O | O | O | O | O |
| 328 | Don't mind being the center of attention | O | O | O | O | O |
| 329 | Treat all people equally | O | O | O | O | O |
| 330 | Finish what I start | O | O | O | O | O |
| 331 | Retreat from others | O | O | O | O | O |
| 332 | Am out for my own personal gain | O | O | O | O | O |
| 333 | Follow through with my plans | O | O | O | O | O |
| 334 | Leave things unfinished | O | O | O | O | O |
| 335 | Don't put my mind on the task at hand | O | O | O | O | O |
| 336 | Make a mess of things | O | O | O | O | O |
| | | Innacurate | Moderately Innacurate | Neither | Moderately Accurate | Accurate |

APPENDIX C

# Counselor Effectiveness Questionnaire

Please answer the following questions concerning effectiveness based on your interactions with the counselor being evaluated. Take your time, but please answer each question honestly, choosing the response that best describes the counselor. Use the scale below to answer each question.

1- not effective at all
2- minimally effective
3- somewhat effective
4- acceptably effective

5- moderately effective
6- very effective
7- exceptionally effective

Describe this counselor's ability to:

1. ____ Know his/her strengths
2. ____ Know when to use his/her strengths
3. ____ Perform needed tasks
4. ____ Follow other team members
5. ____ Pitch in under all circumstances
6. ____ Anticipate needed action
7. ____ Initiate needed action
8. ____ Be on time
9. ____ Know their campers well
10. ____ Relate well with their campers
11. ____ Be "kid-friendly"
12. ____ Be camper-centered
13. ____ Show patience with campers
14. ____ Demonstrate knowledge of their role
15. ____ Make down time fun

16. ____ Get involved in activities
17. ____ Take care of themselves
18. ____ Interact with other Summer Staff
19. ____ Interact with Weekly Staff
20. ____ Be clear about camp rules
21. ____ Relate well with peers
22. ____ Approach conflicts maturely
23. ____ Be humble
24. ____ Be empathetic
25. ____ Talk with campers on their level
26. ____ Praise others' actions
27. ____ Praise others' efforts
28. ____ Work out disagreements
29. ____ Work out misunderstandings
30. ____ Ask for help
31. ____ Be honest
32. ____ Be respectful