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Lessons from "The Fleet": improving organizational leadership based on Prairie Lakes Church practices through fictional narrative

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LESSONS FROM "THE FLEET":
IMPROVING ORGANIZATIONAL LEADERSHIP BASED ON PRAIRIE LAKES
CHURCH PRACTICES THROUGH FICTIONAL NARRATIVE

A Thesis Submitted
In Partial Fulfillment
of the Requirements for the Designation
University Honors

Christopher Huling
University of Northern Iowa
May 2017

This Study by: Christopher Huling

Entitled:

Lessons from “The Fleet”: Improving Organizational Leadership based on Prairie
Lakes Church Practices through Fictional Narrative

has been approved as meeting the thesis or project requirement for the
Designation University Honors.

Date

Dr. Christopher Kowalski, Honors Thesis Advisor, Leisure,
Youth, and Human Services

Date

Dr. Jessica Moon, Director, University Honors Program

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Introduction

Prairie Lakes Church (PLC) is a religious institution with a rich history within the Cedar Valley. The church's origins date back to 1854, only one year after Cedar Falls was incorporated. Throughout the years there have been many changes to the organization, including their name, location, and the population served. Many of the more radical changes have occurred during the last decade. In 2006, Prairie Lakes Church had a single location with roughly twenty staff and a congregation of around 1,000 individuals. Since then, the church's presence has expanded to five other communities across Iowa. Over sixty people are now employed, and the total number of attendees on any given Sunday is 2,500 to 3,000 people (C. Uhrmacher, personal communication, October 13, 2016). What has made PLC succeed where so many other nonprofit organizations have not? The answer may lie with the leadership styles of the upper management.

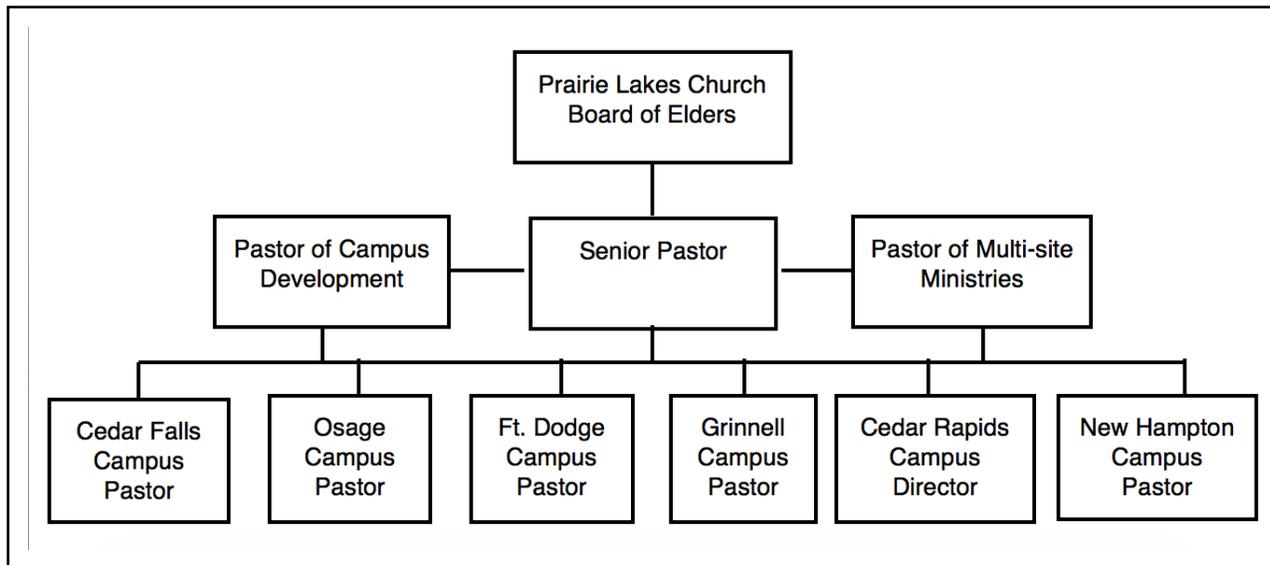
Leadership is a hotly debated topic in the field of Leisure, Youth, and Human Services. It can also be an encompassing term, covering everything from conflict management to communicating vision and mission. Everyone has their own opinion on the matter, and there are as many theories on the subject as there are leaders. However, the 200% increase in employment and congregation size indicates that PLC's form of leadership is worth evaluating. The church leaders also balance a fine line between maintaining the same values and beliefs at all six locations while incorporating unique characteristics to suit completely different populations.

Purpose

The purpose of this thesis was to explore the leadership practices used within a successful religious institution. The goal was to compare Prairie Lakes Church's leadership model to widely held theories in the field of nonprofit management. One piece of the project was research-based, involving an interview process with each of the head pastors of the organization. The second product was creative-based: a short, fictional work demonstrating the leadership style in narrative form. The results will be utilized by Prairie Lakes Church as orientation for new hires and as inspiration for other nonprofit and for-profit organizations.

Part One: The Leadership Interviews

In order to analyze the leadership styles of Prairie Lakes Church, an understanding of its organizational structure must be outlined. The board of



elders sits on the top tier of the model. Their purpose is to make sure the church upholds the integrity of the mission and vision of PLC. They also serve to advise the senior pastor on important changes that may affect the organization as a whole. Below them are the senior pastor, the pastor of campus development, and the pastor of multi-site ministries. These three work collectively to cast a vision for the future of the church while also creating strategic practices to make those dreams a reality. The last tier represents campus pastors who are effectively in charge of their individual sites. They communicate the core values and beliefs in their communities and are supported occupationally and spiritually by the three positions above them (Surratt, Ligon & Bird, 2006).

Fig. 1: Organizational Model of Prairie Lakes Church Leadership

When PLC decided to embrace the vision of becoming “one church on many corners,” extensive thought had to be put into what the new structure

would look like. Essentially, there are five basic models for multi-site churches: video venue (sermons are recorded and distributed to other locations), regional-campus (recreating the experience of the original church to other areas to increase accessibility), teaching-team (church leaders gather and agree on the same content to present across all campuses), partnership (teaming up with another organization to share resources), and low-risk (empowering enthusiastic leaders to pursue their own simple start-ups) (Surratt et al., 2006).

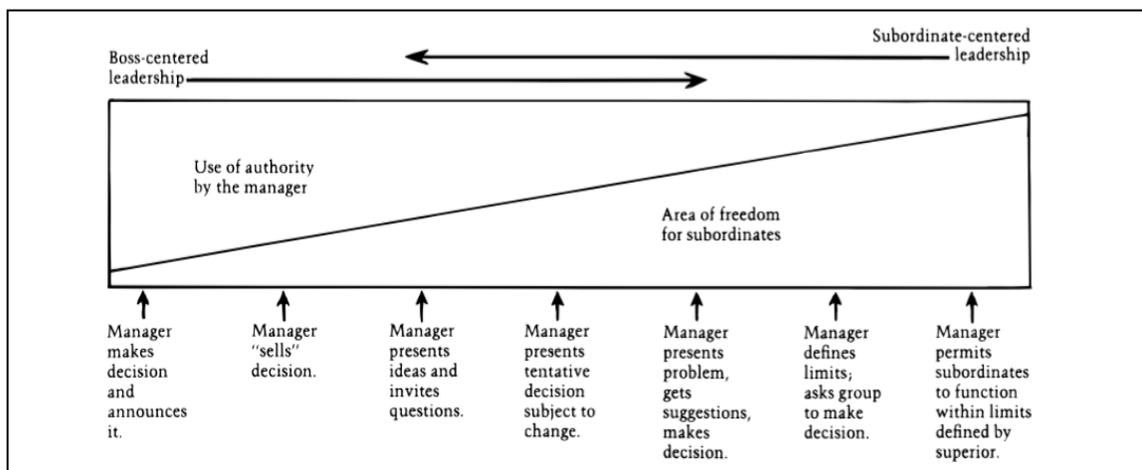
Like many other religious organizations that choose to expand in this manner, PLC is a blend of these models. A teaching team meets regularly at the campus in Cedar Falls to plan sermons and determine who will be teaching at the location and when. Then, during the Saturday evening service, the message is recorded and distributed to the other five campuses in Iowa. The video is played the following Sunday morning on large screen in front of each congregation except Cedar Falls, which consistently has a live teaching.

Leadership Theory

Defining leadership can be challenging. However, for the purposes of this thesis, leadership will be defined as a dynamic process of interactions between two or more members of a group where the roles of leader and follower are accepted and a goal is being met. In order to more thoroughly explore this concept, several theories were addressed that form the building blocks for many styles of leadership today. The following theories were chosen because they each offer an alternative perspective that can be easily compared to the

leadership style present at PLC. They will serve as reference points for the analysis.

One of the most dominant ideas in circulation is the Tannenbaum and Schmidt Continuum Theory. It states that all leaders fall on a certain spectrum, ranging from manager-centered to follower-centered (Tannenbaum & Schmidt, 1973).



(Figure 2: Continuum of Leadership Behavior, 1973)

As outlined in the model above, there are certain tendencies that leaders can fall into. Those on the left side of the scale retain much of the control in decision making, while those on the right delegate many responsibilities to those beneath them. Nowhere on this line is there an ideal leadership behavior because of the infinite variability in groups. However, it has been found that increased teamwork, morale, motivation, and acceptance of change most often occurs when managers use subordinate-centered leadership behaviors (Tannenbaum & Schmidt, 1973).

A second theory that lends itself to the field of leadership is Situational Theory. This idea states that no style of leadership is the “best,” but that each project or objective requires its own unique response. There are four primary leadership styles, and four primary maturity levels that are described below:

Four Primary Leadership Styles

S1: Telling – Boss says what to do and how to do it

S2: Selling – Boss tries to get the team members to be on board

S3: Participating – Boss lets team members have a more active role

S4: Delegating – Boss leaves most of the decision making up to team

Four Primary Maturity Levels

M1: Group members lack in both desire and knowledge

M2: Group members have desire but lack knowledge

M3: Group members lack desire but have knowledge

M4: Group members have both desire and knowledge

According to Hersey, Blanchard, and Johnson (1996), each leadership style can be paired with a corresponding maturity level. If a team does not have any ability or desire, then the only way success can happen is for the leader to keep control. Conversely, if a team were both skillful and motivated, then the leader would have success delegating most of the tasks and responsibilities.

The Contingency Theory put forth by Fiedler (1978), is quite similar to the Situational Model. Fiedler believed there was no single catchall methodology for determining proper management. However, he reasoned that most of the

responsibility lay within the boss's personality and internal motivations rather than the rest of the members of the group. In order to discover one's pattern of leadership, Fiedler created the least preferred co-worker scale (LPC). Individuals could assess themselves by answering a series of questions about a person who they did not work well with. An example of this scale is shown below:

Those with higher scores were human relations oriented, while those with lower scores were more task oriented. Once an individual was aware of their tendencies, they could re-evaluate their leadership practices (Fiedler, 1978).

Perhaps the most widely recognized theory in the nonprofit sector is Transactional versus Transformational Theory. Transactional leadership is the concept of (a) doing good work in order to receive a reward or (b) doing good work under threat or to avoid penalty (Bass, 1990). This is considered to be an ineffective means of managing employees. Workers under this style tend to do the bare minimum and look out only for themselves. The antithesis, however, has much more traction. Transformational leadership calls for superiors to invest heavily in their employees and inspire them to achieve more. Below is a list comparing characteristics of transactional and transformational leadership:

(Figure 3: Traits of a Leader, 1990)

TRANSFORMATIONAL LEADER	
<i>Charisma:</i>	Provides vision and sense of mission, instills pride, gains respect and trust.
<i>Inspiration:</i>	Communicates high expectations, uses symbols to focus efforts, expresses important purposes in simple ways.
<i>Intellectual Stimulation:</i>	Promotes intelligence, rationality, and careful problem solving.
<i>Individualized Consideration:</i>	Gives personal attention, treats each employee individually, coaches, advises.
TRANSACTIONAL LEADER	
<i>Contingent Reward:</i>	Contracts exchange of rewards for effort, promises rewards for good performance, recognizes accomplishments.
<i>Management by Exception (active):</i>	Watches and searches for deviations from rules and standards, takes corrective action.
<i>Management by Exception (passive):</i>	Intervenes only if standards are not met.
<i>Laissez-Faire:</i>	Abdicates responsibilities, avoids making decisions.

All of these theories were considered during the preparation and execution of the interview portion of the thesis. Having a deeper understanding of how leadership is viewed and defined allowed appropriate questions to be posed and provided a framework for the second piece of the final project: the fictional narrative.

Methodology

This study sought to identify the main leadership practices used within a successful religious institute and determine whether they would be applicable within alternative nonprofit and business models. A questionnaire was developed and the lead investigator conducted a series of interviews of the lead staff members at Prairie Lakes Church. The audio from these interviews was recorded and transcribed by Dragon Dictate® for additional analysis.

Survey Instrument

The investigator created a questionnaire consisting of fourteen open-ended questions in order to receive measurable feedback. These allowed the interviewees to provide more detailed opinions on the subject of leadership. The questionnaire was divided into five distinct categories: general history of the respondent's journey to PLC, leaders who had influenced them either positively or negatively in the past, how they communicated leadership to their staff and volunteers, how outsiders perceived their leadership strengths and weaknesses, and overall opinion on organizational structure (see Appendix A). Follow-up

questions were occasionally posed by the investigator for answer clarification and were not specifically laid out in the questionnaire. Each respondent also signed an informed consent document highlighting the nature of the project and reassurance that their confidentiality would be protected (see Appendix B).

Sampling Procedure

Although the Prairie Lakes staff employs over 60 individuals, only a small percentage is actively engaged in the overall operation and direction of the organization. Therefore, nine staff members were chosen based on their influential leadership positions (see Fig. 1). The interviews were conducted over a four-week period, from February 9th through March 2nd according to the availability of the staff members. During the course of the interviewing cycle, completed audio recordings were run through a speech-to-text program for review. The audio files were then played conjunctively with the investigator scanning the transcriptions. Key phrases and sections were then identified and separated for comparative analysis.

Results

Past Influences

The first four questions after the initial icebreakers concerned the qualities of leaders each respondent had experienced prior to starting their roles at Prairie Lakes Church. All of the characteristics were tallied up based on frequency across all nine interviews (Table 1). Those who were held in high regard

demonstrated traits such as a willingness to take risks, an ability to cast a vision for the organization, and a desire to genuinely care for those they supervised. On the other hand, the leaders who modeled poorly often had the following characteristics: they isolated themselves from their employees, they lacked the ability to communicate clearly and effectively, and they exhibited qualities of self-preservation.

Table 1: Former Leadership Qualities

Incidences of Good Qualities		Incidences of Bad Qualities	
Caring	6	Isolated	5
Risk-taker	4	Unable to communicate	3
Vision caster	3	Self-centered	3
Humble	3	Insecure	2
Intentional	2	Unorganized	2

Defining Leadership

The investigator proceeded to ask the interviewees about their personal views of leadership; how they defined the term and whether they prescribed to any specific models such as those outlined earlier in the thesis. The results included a wide variety of responses (Table 2). It is worth noting that three respondents quoted a leadership model put forth by Bill Hybels, the senior pastor of Willow Creek Community Church in Illinois. The same three individuals also occupy the second tier of the organizational model and are responsible for the supervision and development of the other interviewees. Refer to Fig. 5 in the Conclusions section for a more detailed analysis of this particular model and its influences in Prairie Lakes Church’s culture.

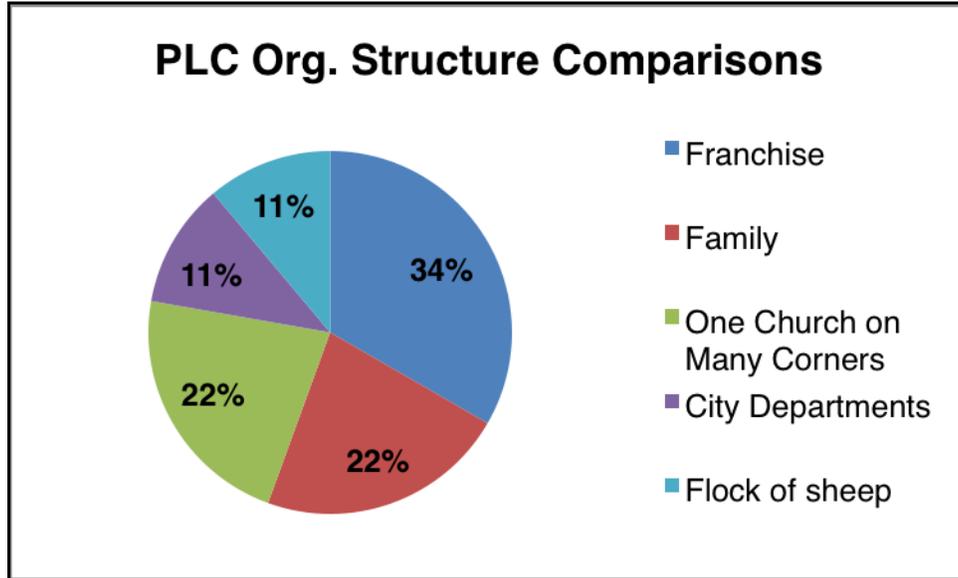
Table 2: Definitions of Leadership

Leadership Is...
<i>“...acted out of servant-heart and humility.”</i>
<i>“...the ability to move people towards a better future.”</i>
<i>“...moving people from point A to point B.”</i>
<i>“...achieved by incorporating vision, driving forward, and modeling desired behavior.”</i>
<i>“...working amongst a team and moving them forward.”</i>
<i>“...being entrusted with something and responsible for equipping, enabling, and empowering others.”</i>
<i>“...taking risks and guiding others forward for the betterment of the group.”</i>
<i>“...figuring out how to move other people from the present to the future.”</i>
<i>“...changing things. It helps people going from here to there.”</i>

Organizational Structure

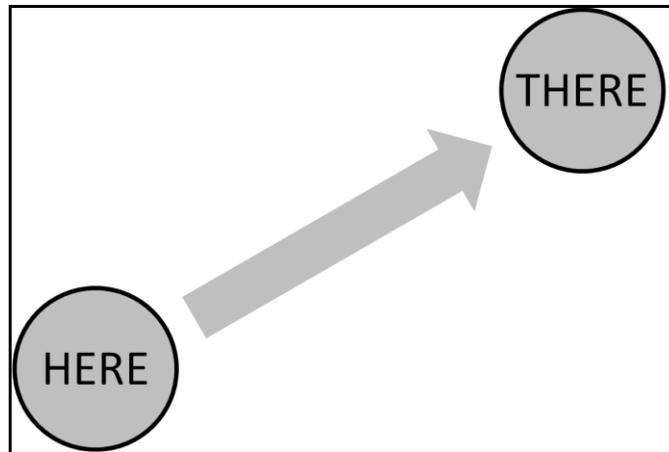
The final question posed to the respondents centered on their perception of the organizational structure of Prairie Lakes Church (see Fig. 4). They were asked to describe their multi-site ministry model using a metaphor that could be easily understood by outside entities. This was to help provide a framework for the leadership fable. Of the nine responses, the most common comparison was that of a franchise. This was the idea that Prairie Lakes Church was similar to a chain restaurant like McDonalds. Each site across the six communities has the same appearance and expectation of content delivery. However, some details are altered depending on the unique characteristics of each location.

Figure 4: Organizational Structure Comparisons



Conclusions

Based on the findings from the interview process, it was concluded that Prairie Lakes Church does attempt to communicate a specific leadership style within its culture. The model was originally outlined by Bill Hybels, and is fairly straightforward: All organizations want to move forward. They occupy the “here” and need to progress to the “there” in order to grow (Hybels, 2016). It is the leader’s job to define what the “there” is and outline the necessary steps that will need to be taken to reach that destination. They must also convince their staff that the organization cannot stay “here,” and emphasize how much better the future will be if they are willing to move (Hybels, 2016).



(Fig. 5 Leading from Here to There)

Like the leadership models outlined earlier in this thesis, the Hybels model leaves room for interpretation. It does not prescribe a particular means to achieve whatever goal is set forth by the organization. The actual movement from “here” to “there” can vary depending on what is trying to be accomplished and the personnel assigned to deliver results. It is entirely situational. So how do the leaders of Prairie Lakes Church consistently approach this model? What qualities do they all possess that allows this concept to not only be understood but also implemented with high frequency and success?

According to the data collected from the interviews, all nine leaders shared the following three qualities: An ability to clearly communicate the vision and mission of the organization, a willingness to take smart risks, and a discipline of remaining honest and humble with those that served around and under them. Many of these traits coincide with those described by the Transformational Leadership Theory such as possessing charisma and individualized consideration (see Fig. 3). It is also worth noting that these characteristics are not

strictly in the realm of religious institutions. Any business, non-profit or otherwise, can strengthen their organization by hiring and training with these virtues in mind.

There are a few suggestions to pose for future research in this area. A comparison of Prairie Lakes Church's leadership with similar organizations would help determine whether their values and practices are unique or commonplace. This could be limited to other religious institutions or even for-profit ventures. Another possibility would be to conduct a series of subordinate interviews, those that work underneath the leaders defined in the original research. That data could be cross-referenced with the findings in this thesis to either prove or disprove the accuracy of the leadership qualities.

Part Two: The Leadership Fable

With the data gathered from my leadership interviews, I moved on to the creative portion of my thesis. I chose a fictional narrative as a vehicle for the results for two reasons. First, I wanted to ensure that the work that I had done could have a lasting impact on a larger audience. Prairie Lakes Church had already expressed their intent of using my work as a tool for their human resources department. New hires would be assigned the literature in order to get a clearer picture of the leadership culture. However, I did not want the final work to only be applicable in a PLC context. I wanted to address central themes that could be related to a wide range of business models, from massive corporations to small non-profits. With self-help books on the rise, a leadership fable just made the most sense. Second, I have always possessed a desire for writing,

especially fiction. This thesis seemed like a great opportunity to flex those muscles while being forced to perform with established timetables.

Source Review

Storytelling is a very effective means of communicating these ideas to the public. Thousands of years ago, the only method for passing information was through the oral tradition. Many indigenous cultures still hold this practice, and stories are used in the education sector to pass on key lessons to children (Tyler, 2007). Until recently, the art of storytelling had no real place in the working industry. It was considered beneath the intelligence levels of the workers. Now the increase of play, humanism, and spirituality has altered the perception managers have towards the power stories possess and their potential to offer their organization a competitive advantage (Tyler, 2007).

Stories make a larger impact on an individual than simply analyzing numbers on a spreadsheet. First, narratives require the listener to be actively thinking about the situation. Throughout the telling of the tale, the listener is considering the meaning and how it directly applies to them and their specific role. Second, an engaging story can be recalled more quickly and accurately than by just looking at data, according to studies in social psychology (Denning, 2005). Third, a fable can be used to deliver a variety of themes. They can spark action, communicate the brand of the company, lead people through periods of change, and transmit values in a clear and concise fashion (Denning, 2005).

Below are outlined three leadership fables that have been met with critical acclaim. They provided me with inspiration and a framework as I began writing my narrative. Spencer Johnson's *Who Moved My Cheese?* has sold more than 26 million copies worldwide, and has been cited by the New York Times as one of the most influential business books of the modern era. While it is not specifically targeting non-profit or faith-based organizations, the narrative is applicable to leaders from all walks of life. Author Ken Blanchard has published over sixty books, and most of them focus on the idea of leadership and management. The best example of an organization that utilizes his narratives would be Chick-fil-a, the fast food restaurant chain with a faith-based vision, whose vice president co-authored *The Secret*.

Title: *Who Moved My Cheese?*

Author: Spencer Johnson, M.D.

Summary: The main story follows four characters: Sniff and Scurry (who are mice), and Hem and Haw (who are littlepeople). All four of them live out their lives in a maze where their goal is to find and eat cheese. In the beginning, all four discover a large deposit of cheese. The mice are always prepared to leave when the cheese runs out, but the littlepeople settle into a routine and grow comfortable around their cheese. Eventually the cheese runs out, and Sniff & Scurry leave in search of new nourishment. Hem & Haw stay, unable to reconcile the change in their situation. Hem adamantly refuses to leave, but eventually Haw overcomes his fear of the unknown and sets out to find new cheese. The

journey is difficult, but Haw finds it rewarding, and soon he finds a new surplus of cheese that is bigger and tastier than the previous one.

Lesson: This book is all about how people react to change. In every organization there are people like Hem, who are so set in their ways that they are unwilling to do what is necessary for their company to survive. There are others like the mice, which adapt quickly to new environments because it is natural to them. Still others relate to Haw, people who are willing to change their minds and listen to reason. *Who Moved My Cheese?* is a tool to assist workers in finding the right mindset to have success in a constantly shifting world. Lockheed Martin, Pepsi, and General Motors are just a few examples of businesses that have utilized this story in their management practices (Johnson, 1998).

Title: Raving Fans

Authors: Ken Blanchard and Sheldon Bowles

Summary: An area manager for an organization is struggling to improve customer satisfaction. Suddenly, Charlie (the Fairy Godmother of the Area Manager) appears to show him the three ways he can turn his participants into raving fans. They travel to a department store, a grocery market, a manufacturing plant, a cab company, and a full service gas station. The manager at each location was very familiar with Charlie, and they give the Area Manager another piece to the puzzle of customer service. At the end the Area Manager successfully turns his company around and is nominated to fill the presidency at the company.

Lesson: The main lesson being taught in *Raving Fans* is how to realistically go above and beyond for your customers. The three points (Decide what you want, Discover what the customer wants, Deliver plus one) may be easy to remember but useless without any practical application to back them up. This book does an excellent job of painting a picture for the reader as to how these values can appear in a real life setting. That is a good reason why more than one million copies have been sold (Blanchard & Bowles, 1993).

Title: The Secret: What Great Leaders Know and Do

Authors: Ken Blanchard & Mark Miller

Summary: Debbie Brewster is a struggling executive who has seen her team fall apart over the last year. Hoping to find a quick fix, she agrees to participate in a mentoring program put on by her company. She ends up meeting monthly with the president himself, Jeff Brown, who coaches Debbie on what it means to be an effective leader. They work through the acronym S.E.R.V.E. which stands for See the future, Engage and develop others, Reinvent continuously, Value results and relationships, and Embody the values. In between her regular sessions, she begins to apply each piece of the model to her team. In the end, she accepts a position in Leadership Development that allows her to spread what she has learned to the rest of the company.

Lesson: *The Secret* makes it clear that there is no shortcut to becoming a good leader. It is a continual process that involves high amounts of investment. What is great about this particular fable is that it comes with an appendix that

lays out each attribute of the SERVE acronym, along with applicable questions and discussion topics. Everything outlined within the novel is repeated to ensure content retention

Reflection

The steps to complete this project were simple. After conducting my interviews and identifying my main themes (Communication, Risk, Humility), I scheduled out two hours of my day every day for three weeks. This time was solely dedicated to drafting the fable with limited distractions. The regular times required me to continually revisit the narrative, adapting the plot and characters while making sure the core message was still clearly communicated. At the end of those three weeks I came away with a rough draft, which I sent to a number of people for edits and revisions. Their comments and suggestions were critical in the revision phase of writing, which lasted another couple of weeks. The last step involved presenting the final draft to Prairie Lakes Church.

“The Fleet” is the story of Arthur Tulley, a sailor who is fed up with the ships that he has served on. None of them are willing to listen to his ideas or give him opportunities to prove himself worthy of becoming a captain. Arthur then catches wind of Fullbeard’s Fleet, a collection of ships whose mission is to search for wealth and prosperity in every corner of the Caribbean. Excited about the prospect of change, he convinces the captain of the Fleet to let him aboard. Over the course of a month, Arthur learns under the tutelage of three ship captains, all of who exemplify the sacred Captain’s Code:

1. Captains Fly the Flag

2. Captains Drive to Dive

3. Captains Stay True to the Crew

From walking the ocean floor to surviving a stormy sea, Arthur comes to realize that there is more to being a captain than just wearing the hat. It is a lifestyle.

There is nothing inherently unique about the characteristics identified in the fable. They are human traits that have been researched and explained time and time again. However, it is in the presentation of the material that I find value. I firmly believe that “The Fleet” can be useful in improving leadership culture across the spectrum. It is one thing to be told the meaning of “communicating vision,” but another to see it modeled within the confines of a story. The narrative is also compact. It can easily be read in an hour and is written in simple language that people with all levels of education can comprehend and appreciate. Finally, it delivers the content in an enjoyable medium. People would rather sail the high seas than read the same truths on a report or in a slideshow. The story is precisely what makes it memorable.

The process of constructing “The Fleet” was deeply rewarding. It was incredible seeing the vision become a reality over the course of two semesters. In the fall, all I had was a genre lined out. I knew how I was going to collect my data, but what form it would ultimately take was murky at best. During my interviews, a story concept came to mind that perfectly captured the information I was sifting through. That meant writing the fable was far easier than anticipated since the plot was so well defined in my mind already. I also valued the necessity

of being intrinsically motivated. So much of my college career revolved around completing work for a grade. This experience taught me to set goals for myself, to develop my own content rather than relying on the framework of those that came before me. I am positive that lesson will transfer to my future employment and beyond.

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Appendix A: Interview Questions

ICEBREAKER

1. Tell me a little about yourself (Former education, roles they currently serve, etc.)
2. How did you end up working at Prairie Lakes Church?

PAST INFLUENCES

3. Who from your past exemplified good qualities of leadership?

4. Are there any traits from them that you believe you model today?
5. Is there anyone from your past that did not reveal themselves to be good leaders?
6. Are there any traits you actively avoid because of them?
7. Who inspires you as a leader currently?

PERSONAL THOUGHTS

8. When I use the term leadership, what definition comes to your mind?
9. Do you follow any particular model or theory in terms of this subject?
10. How do you communicate your leadership style to your co-workers/volunteers?
11. What makes PLC's leadership model unique (if anything)?
12. Biggest leadership mistake/success

OUTSIDE IMPRESSIONS

13. How do you believe your co-workers/volunteers perceive your leadership in terms of strengths and weaknesses?
14. Do you feel encouraged to be a leader?

Appendix B: Informed Consent Document

Investigator: Christopher Huling, Christopher Kowalski (Faculty advisor)

The Title: Tending the Flock: An Analysis of the Leadership Styles of Prairie Lakes Church

Invitation to participate: You are invited to participate in a research project conducted through the University of Northern Iowa. The University requires that you give your signed agreement to participate in

this project. The following information is provided to help you make an informed decision about whether or not to participate.

Nature and Purpose: The primary purpose of this research project is to identify the main leadership practices used within a successful religious institute, compare them with existing leadership models, examine the similarities and differences between central services and satellite operations, and determine whether these practices can be applied to secular business models. The findings will be presented in a final report and a fictional narrative highlighting identifiable trends.

Explanation of Procedures: If you choose to be in this study, your participation will include participating in one in-person interview at a location convenient for you. I will record our conversation to reduce the interview time and type the responses later. The interview will take approximately 45 minutes or less. Once you have completed the interview, you may be contacted again via email to clarification some of your responses.

Risks and Benefits: This study involves minimal risk to you, which entails no risks to your physical or mental health beyond those encountered in the normal course of everyday life. Although your participation may be of no direct benefit to you, it might provide an opportunity for guided personal reflection.

Confidentiality: Your responses, together with others, will be combined and used for statistical summaries only. The answers you provide will be kept confidential to the extent permitted by law. Although direct quotes might be used in the final results, your responses will be kept completely anonymous. Special precautions have been established to protect the confidentiality of your responses. Once the voice records of the interview are typed, they will be deleted.

Right to Refuse or Withdrawal: Your participation is completely voluntary. You are free to withdraw from participation at any time or to choose not to participate at all.

Questions: If you have any questions about the survey, please contact either me (641) 210-5750 or by e-mail at Christopher.huling@prairielakeschurch.org. If I am not available when you call, please leave a message and I will call back. If you have questions about your rights as a participant in this research project, please contact the Institutional Review Board (IRB) Human Protections Administrator, Anita Gordon, at (319) 273-3217 or by email at osp@uni.edu.at (319) 273-6148.

Agreement: By signing this consent form, I am acknowledging that I am fully aware of the nature and extent of my participation in this project as stated above and the possible risks arising from it. I hereby agree to participate in this project. I acknowledge that I am 18 years of age or older.

(Signature of participant)

(Date)

(Printed name of participant)

(Signature of investigator)

(Date)

(Signature of instructor/advisor)

(Date)