TOWARDS THE NEXT GENERATION OF
EXPERIENTIAL EDUCATION PROGRAMMES:
A CASE STUDY OF OUTWARD BOUND

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ABSTRACT

Much of the literature on experiential education programmes has focussed on outcomes. However, there is a lack of empirical research linking outcomes and educational processes for experiential learning. At a time of major change for the Outward Bound (OB) organisation due to falling enrolments and financial losses, this case study aimed to determine whether OB achieved its stated objectives and to develop a greater understanding of why the outcomes were achieved. In 1996, Part One of this study investigated the 22-day and 9-day courses at Outward Bound New Zealand, which followed a standard series of mainly physical outdoor activities. Part Two investigated a course for international participants (Intertouch) at Outward Bound Czech Republic, which was significantly different from the other OB courses. It placed emphasis on 'dramaturgy', a method of course design, and was characterised by the intertwining of a wide variety of social, physical, creative, and reflective 'games' using 'the dramaturgy wave'. The objective of Part Three was to trial the Intertouch course at Outward Bound Australia in 1999. A mixed method was used involving: participant observation of five courses; over one hundred and fifty participants questionnaire responses, initially from Likert scale survey and then open-ended written responses using a longitudinal approach six months and up to two years after the courses; semi-structured interviews with seventeen instructors. Effect sizes were computed for the statistical data and content analysis was used to code the descriptive qualitative responses.

The findings from all three parts suggested that the main outcomes perceived by participants related to the course objectives of personal and interpersonal development; in particular improved self-confidence and better interpersonal relationships. A 'holistic model', developed from the qualitative data, indicated that the key elements of the experiential education process in achieving the outcomes were: a holistic approach to course design, integrating a variety of activities involving reflection; the learning environment, which is safe and creates a positive and supportive atmosphere; the range of instructor facilitation methods and a diverse group of participants. 'Dramaturgy' has implications for course design, programme development and staff training, as it recognises the holistic and subjective nature of the outcomes of experiential education.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF ABBREVIATIONS, FIGURES AND TABLES

ABBREVIATIONS

AEE   Association of Experiential Education
OB   Outward Bound
OBA   Outward Bound Australia
OBCZ   Outward Bound Czech Republic
OBI   Outward Bound International
OBNZ   Outward Bound New Zealand
VSL   Vacation School Lipnice

FIGURES AND TABLES

CHAPTER ONE

INTRODUCTION

'Ulysses'

Come, my friends,

'Tis not too late to seek a newer world.

Push off, and sitting well in order smite

The sounding furrows; for my purpose holds

To sail beyond the sunset, and the baths

Of all the western stars, until I die.

It may be that the gulfs will wash us down;

It may be we shall touch the Happy Isles,

And see the great Achilles, whom we knew.

Though much is taken, much abides; and though

We are not now that strength which in old days

Moved earth and heaven, that which we are, we are;

One equal temper of heroic hearts,

Made weak by time and fate, but strong in will

To strive, to seek, to find, and not to yield.

(excerpt from 'Ulysses' by Alfred Lord Tennyson, quoted in Bacon, 1983, p.75)

THE RESEARCH CONTEXT

At a time of major change for the Outward Bound (OB) organisation due to falling enrolments and financial losses (Outward Bound International, 1997; Pereira, 1997), this case study aimed to determine whether OB achieved its stated objectives and to develop a greater understanding of why the outcomes were achieved. Whilst much of the literature on experiential education programmes has focussed on outcomes, there is a lack of empirical research linking outcomes and educational processes for experiential learning (Allison & Pomeroy, 2000; Greenaway, 1995; Hattie, Marsh, Neill & Richards, 1997; McKenzie, 2000).

Experiential education

The inter-disciplinary nature of experiential education means that this thesis draws on literature from outdoor, adventure, and environmental education. During the 20th century, Dewey (1938, cited in Richards, 1990), Lewin (1951), Kolb (1984), Gass (1990), Priest (1990b) and Itin (1999) have influenced the theoretical development of experiential education. Experiential education theory attempts to integrate behaviour and cognition to create a holistic approach to the educational process (Boud, Keogh & Walker, 1985; Kraft & Sakofs, 1991; Weil & McGill, 1989). Boud *et al.* (1985) emphasised the importance of reflection in enhancing transfer of learning. The experiential education process has generally been represented in the form of a 'cycle' (Dewey, 1938, cited in Richards 1990; Kolb, 1984; Lewin, 1951) or 'wave' (Shoel, Prouty & Radcliffe, 1988), where both the experience and reflection are important and enhance each other. Kolb's (1984) interpretation of Lewin's 'experiential learning cycle' was also based on Dewey's (1938) three-step process involving observation of surrounding conditions, knowledge from past experiences, and judgement combining knowledge and observation (Priest & Gass, 1997). Kolb's (1984) model is commonly used as a basis for discussion of the experiential education process (Hopkins & Putnam, 1993). In 1994, the Association for Experiential Education (AEE) approved the following definition, which emphasises the importance of the process in learning from experience: "Experiential education is a process through which a learner constructs knowledge, skill, and value from direct experiences" (Luckmann, 1996, p.7).

Priest's (1990b) definition of outdoor education was divided into two branches, adventure education and environmental education and placed importance on experiential learning about self, others and the natural environment using all of the senses. He stated, "it takes place primarily, but not exclusively through exposure to the natural environment" (Priest, 1990b, p.113). Kraft (1985) indicated that "no discussion of the theory of experiential education would be complete without some recognition being given to Kurt Hahn" (p.15), a German educator who founded the Outward Bound organisation in 1941.

Outward Bound

Hahn' s approach to education was based on the ideas of Plato and placed emphasis on the use of experience in the development of the whole person, and the person's ability to serve the community (James, 1985). His philosophy was based on providing experiential education programmes that empowered young people to fulfil their potential (Stetson, 1996). Outward Bound is still based upon Hahn's philosophy, as indicated in their mission statement:

> Outward Bound is a non-profit educational organisation created to stimulate personal development and generate understanding between people. This is achieved by impelling them out of familiar environments and setting new challenges through safe but demanding adventure experiences, which inspire responsibility, self-reliance, teamwork, confidence and community service (Outward Bound International, 1999, p.1).

Outward Bound programmes have been running for nearly sixty years and currently exist in all continents and thirty-six countries at over forty OB 'schools' around the world (Outward Bound International, 1999). Outward Bound International (OBI), an incorporated non-profit organisation, was set up in 1997 to oversee the OB schools internationally. OBI reported that many OB schools were experiencing falling rolls and financial problems (Outward Bound International, 1997; Pereira, 1997), for example at Outward Bound New Zealand (OBNZ) (Outward Bound New Zealand, 1995). The trend was towards shorter courses with the original three or four week course in decline (Outward Bound International, 1997).

Bacon (1983) stated that the objectives of OB courses were to enhance personal development, interpersonal and environmental awareness, and refine philosophy and

values. *The first aim of this thesis was to determine whether Outward Bound achieved its stated objectives with respect to courses in New Zealand, the Czech Republic, and Australia.* Greenaway (1995) and Hattie *et al.* (1997) highlighted that there was a need for further research into why outdoor and adventure education programmes worked. *The second aim of this present thesis was to develop a greater understanding of what factors facilitated the outcomes for participants from these Outward Bound courses.* The rationale for the choice of the OB courses in these three contexts is described below.

Part One of the study: The 22-day and 9-day courses at Outward Bound New Zealand

Outward Bound New Zealand (OBNZ) had enjoyed a pattern of gradual growth in enrolments for its first thirty years from 1962 to 1992 (Outward Bound New Zealand, 1992). However, falling rolls from 1994 to 1997, particularly in winter, had resulted in OBNZ recording significant financial losses (Outward Bound New Zealand, 1995). In addition, two participant deaths on OBNZ courses in 1990 and 1993 received adverse publicity (Brett, 1994). These issues led OBNZ management to review risk management practices and to question whether OBNZ courses still achieved the personal development outcomes that had been reported by Mitchell and Mitchell (1988, 1989). Brett (1994) also questioned whether the educational process was appropriate for New Zealand's society of the day. In the 1993 OBNZ Annual Report, the president stated that the courses needed to change with society's needs. However, the nature of the changes required was unclear:

> We must accept that while our philosophy will never change, the manner in which we teach it must reflect the changes in our society. Change may be the outcome of our learning experiences but it should not be feared (p.3).

My involvement with OBNZ started whilst lecturing in Outdoor Recreation Management at Massey University. My background was not as an instructor of outdoor skills but as a lecturer, teacher, and educator in a variety of settings. During one lecture to the second year class, Grant Carpenter, an OBNZ instructor, and I presented academic theory alongside some traditional outdoor team building activities. Des Lyons, OBNZ Executive Director and Martin Crycell, OBNZ Business Manager, also presented

lectures on risk management and marketing outdoor education, respectively. Following this, in January 1996, I was invited to observe and participate in an OBNZ course at Anakiwa in the Marlborough Sounds. As a result of this involvement, discussions were held with OBNZ management staff and Dr Stephen Legg of Massey University, which led to a two-year research project being established between the two organisations with myself as the principal researcher. This focused on investigating the key elements of the educational process and evaluating the outcomes of the 22-day and 9-day courses at OBNZ. A final project report was submitted to OBNZ in December 1998, which included conclusions and recommendations for future organisational development and strategy (Martin, 1998b). Part One of this thesis is based on the OBNZ research project. It was funded by OBNZ.

Mitchell and Mitchell (1988, 1989) conducted the only previous major study of OBNZ. This was unpublished and focused on the outcomes of the Standard 24-day course (later reduced to 22-days). Mitchell and Mitchell (1988, 1989) used a quantitative pre- and post-course questionnaire method using changes in self-ratings on Likert scale responses. This was similar to the methods used by Marsh, Richards and Barnes (1986a, 1986b), whose questionnaires mainly examined aspects of self-concept and had been used to investigate course outcomes for participants at Outward Bound Australia (OBA). These studies indicated that overall enhancement of self-concept was achieved and there were specific and predictable differential gains in various dimensions of self-concept. Greenaway (1995) has since pointed out that there has been little empirically based research about how course outcomes were achieved and the processes involved. Barratt and Greenaway (1995) also argued that qualitative approaches were more appropriate for studying the many variables of outdoor education. *Part One of this study investigated the key elements of the educational process and evaluated the outcomes of the 22-day and 9-day courses at Outward Bound New Zealand.* In order to partially replicate the methods of Mitchell and Mitchell (1988, 1989), their questionnaires formed the basis of the initial methods used. However, most of the data collected involved qualitative methods. Participant responses to an open-ended questionnaire survey involved a longitudinal approach six months after the courses; participant observation and semi-structured interviews with instructors were also used.

Part Two of the study: The Intertouch course at Outward Bound Czech Republic

In 1996 and 1997, I observed Outward Bound courses in Australia, the United Kingdom, the USA and the Czech Republic (OBCZ), to compare their instructor methods and course activities with those at OBNZ. Hahn's original OB school in the United Kingdom had continued to focus on a series of primarily physical outdoor activities, placing participants in challenging and demanding situations. OBNZ and OBA had also maintained this traditional approach. In contrast, the other OB schools had adapted methods and developed courses for specific client groups, contexts and environments, for example, the city-based courses in New York and Boston (Martin, 1998c). Two instructors from OBCZ had also observed and participated in a course at OBNZ while I was there in February 1996. Their experiences at OBCZ led to a 'creative day' being started on OBNZ courses involving activities such as painting, story telling and role-play. The holistic approach of the OBCZ experience offered a range of social, physical, creative, and reflective challenges. 'Dramaturgy', a theatrical term (Bowman & Ball, 1961; Shantz, 1998; Styan, 1967; White, 1995), was run according to a prepared scenario, but it changed according to events on the course itself (Martin, 1998a, 2000). Its peaks and dynamism were based on interweaving a balance of effort and relaxation, physical and mental activities, individual and group events (Outward Bound Czech Republic, 1999a).

Vacation School Lipnice (VSL) (part of OBCZ) introduced courses for international students called 'Akademia' (1987) and 'Interproject' (1988). Interproject ran each year until 1993. Although this course was not run from 1994 to 1996, the two instructors who had visited OBNZ decided to run the next course of this type in August 1997 at VSL and renamed it 'Intertouch'. The main theme of Intertouch was an international centre-based course with specific objectives related to aspects of personal and interpersonal development (Petrová, 1997). After observing the 13-day Intertouch course in 1997 as a participant, I was invited to return to OBCZ in 1998 to undertake research and facilitate the Intertouch course. *The use of 'dramaturgy' and the range of methods and activities of OBCZ, led to the second part of the present study, which focused on investigating the outcomes and key elements of the educational process of the OBCZ course, Intertouch.*

Part Three of the study: The Intertouch course at Outward Bound Australia

The courses at OBCZ differed significantly from the traditional outdoor activity focus of other OB courses. An important question was whether the 'dramaturgy', range of methods, and activities of OBCZ could be transferred to a traditional outdoor adventure context? Following a presentation by Olga Petrová, Intertouch course director, and myself at the Outward Bound International Symposium in Boston in September 1997, interest was shown by New Zealand, Australia (OBA), and Hong Kong Outward Bound schools representatives in a trial of the Intertouch course. It was agreed at the Symposium to host the course in New Zealand in November 1998, but due to lack of funding from OBNZ this was cancelled. However, OBA did secure funding. *The third part of this study was to trial the Intertouch course in a traditional outdoor adventure context at OBA in March 1999, and evaluate the course outcomes and key elements of the educational process.*

Aims and objectives of the thesis

Aims

The aims of the thesis were:

- to determine whether courses held at Outward Bound in New Zealand, the Czech Republic and Australia achieved their stated objectives.
- to develop a greater understanding of what factors facilitated the outcomes for participants from these Outward Bound courses.

Objectives

The objective of Part One of the study was:

    to investigate the key elements of the educational process and evaluate the outcomes of the 22-day and 9-day courses at Outward Bound New Zealand.

The objective of Part Two of the study followed an examination and comparison of methods, activities and courses of Outward Bound Schools in Australia, the United Kingdom, USA, and the Czech Republic, and was:

    to investigate the outcomes and key elements of the educational process of the Outward Bound Czech Republic course, Intertouch.

The objective of Part Three of the study was:

> To trial the Intertouch course in a traditional outdoor adventure context at Outward Bound Australia, and evaluate the outcomes and key elements of the educational process.

Research questions

For each of the objectives outlined above, the research questions were as follows:

- How well did the perceived course objectives match the stated course objectives?
- What were the course outcomes?
- What were the key elements of the educational process in achieving the outcomes?

The final objective was to evaluate the findings from the three parts of the study.

Structure of the thesis

Following this first introductory chapter, Chapter Two reviews the literature from a number of different areas because of the inter-disciplinary nature of the field of experiential education. It begins by defining experiential and outdoor education and their respective aims. The associated fields of adventure and environmental education are also discussed. Literature is then reviewed related to the experiential education process. The chapter also reviews literature on Outward Bound, particularly its international development. Finally, studies of outcomes of experiential education courses are reviewed, in particular focusing on previous studies of outcomes from OB courses.

Chapter Three describes the methodology for the thesis. It begins with a discussion of why a case study was chosen as the research design reflecting the use of participant observation, and both quantitative and qualitative methods. Comparative statistical analysis was used for the quantitative data analysis. The chapter then outlines how and why the HyperRESEARCH (Researchware, 1998) data analysis package was used for the qualitative analysis of data from participant questionnaire responses and semi-structured interview of instructors. The use of a variety of methods and comparison of the findings from the three parts of the study allowed triangulation, which attempted to enhance the validity and reliability. Finally, issues of validity, reliability, limitations and

ethical considerations of the study are considered, reinforcing the rigor of the research process and acknowledging the researcher's biases.

Chapters Four, Five, and Six begin by reviewing the background for each of the three parts of the study. Each chapter then presents an analysis and discussion of the findings from Outward Bound courses in New Zealand, the Czech Republic and Australia, respectively.

Chapter Seven is a discussion relating theory to the analysis of findings from the three parts of the study. Chapter Eight provides conclusions related specifically to the aims of the thesis. It includes a discussion on the implications of this thesis to the theoretical understanding of experiential education, the field of outdoor education, and the Outward Bound organisation.

CHAPTER TWO
LITERATURE REVIEW

The light in me

Alone at last and free to see
The light that dwells inside of me
No one to live up to or impress
No insults, lies or any stress

These last few days, they've flown right by
No time to even blink an eye
The things I've done, the things I've said
These thoughts keep buzzing around my head

But now its time to sit back and look
Like opening a well read book
So as I lean against my tree
And think about the things I see

Every single living thing
The birds and all the songs they sing
The mountains and the trees around
The bugs that crawl along the ground

Creation and Gods plan
I begin to see how small I am
For life it doesn't last that long
A spark, a flash and then its gone

So now I think its time to find
The strengths and truths within my mind
To reach into my very heart
And find the courage to make a start

To grab the moment when it's near
With a spirit of love, not of fear
To be brave and to stand tall
To give everything my all

To finish every little task
Without hiding behind a mask
All these things I need to be
To shine forth the light that's within me

(written on 'Solo' by a course participant at Anakiwa, Outward Bound New Zealand, February 1996)

CHAPTER OVERVIEW

This chapter is a literature review comprising the following sections: experiential education; the experiential education process; Outward Bound; experiential education course outcomes. Experiential education and the associated fields of outdoor, adventure and environmental education are defined. The review indicates a lack of clarity amongst these terms; however, there is a common objective of personal growth. Experiential education has been identified as being a holistic process, although many outdoor and adventure programmes focus on mainly physical challenges in a natural environment (Boud, Cohen, & Walker, 1993; Cooper, 1994; Hopkins & Putnam, 1993). Theoretical understanding of the educational process has been based on the work of Dewey (1916, 1938) and Lewin (1939). The educational process is most commonly described as a 'cycle' (Kolb, 1984) or 'wave' (Schoel *et al*., 1988), involving action, reflection and the transfer of learning. The review establishes the need to link outcome research with course objectives and the educational process.

The review of OB points out the crisis faced by the organisation internationally, caused by falling enrolments and financial instability, and also discusses the challenges faced by today's society and the implications for the objectives of OB. This identifies the need to investigate whether OB achieves its stated course objectives. It also points out that much of the literature about the OB process is based on the individual writer's own experiences, but there is a lack of empirical research into the key elements of the experiential education process.

The literature review of specific outcomes from experiential education programmes, particularly from OB courses, indicated that the main outcomes were aspects of personal development, particularly improved self-confidence. The evaluation of experiential education programmes has been limited (Bocarro & Richards, 1998) mainly to studies focusing on participant's perceptions of changes in aspects of self-concept (Barrett & Greenaway, 1995). The methods of investigation have been mainly quantitative involving statistical analysis (Hattie, Marsh, Richards, & Neill, 1997). The review points out that the use of more qualitative methods has been advocated to investigate why the outcomes of the courses are achieved (Barrett & Greenaway, 1995; Bocarro & Richards, 1998).

EXPERIENTIAL EDUCATION

Definition and objectives

Carver (1996) defined experiential education as a process of learning "that makes conscious application of student's experiences" (p.9). This definition supports the view of Boud, Cohen and Walker (1993) who proposed that "learning always relates to what has gone before... Earlier experiences may encourage us to take risks or they may inhibit our range of operation or ability to respond to opportunities (p.8)".

The terms experiential learning, learning by experience, and experience-based learning are used interchangeably throughout the literature on experiential education (Itin, 1999). In this review no distinction will be made between the terms, despite a slightly different emphasis being used by some authors, as the similarities are far greater than the differences (Andresen, Boud & Cohen, 1995). Experiential learning is based on the belief that the process of personal growth occurs through change as a result of direct experiences (Burnard, 1991; Dewey, 1938; Gass, 1993; Rogers, 1985). It is an active process (King, 1988) involving the learner being placed in unfamiliar environments, outside their positions of comfort and into states of dissonance (Gass, 1993). This lack of harmony requires problem solving, inquiry and reflection (Kraft & Sakofs, 1991). Kraft and Sakofs (1991) argued that experiential activities should be real and meaningful providing natural consequences for the learner, for example, outdoor activities. Boud *et al.* (1993) proposed the following assumptions on which to base experiential learning:

- Experience is the foundation of, and the stimulus for learning;
- Learners actively construct their own experience;
- Learning is a holistic process;
- Learning is socially and culturally constructed (Rogoff, 1990);
- Learning is influenced by the socio-emotional context in which it occurs.

The linking of these assumptions is a continuous process of transforming and creating knowledge based on experience that involves interaction between the person and the environment (Kolb, 1984). Kolb (1984) indicated, "the emphasis is on the adaption and learning as opposed to content and outcomes" (p.38). Experiential education should combine experience, perception, cognition and behaviour (Kolb, 1984) and aim to

encompass emotions, imagination, and physical being, as well as intellect and "is holistic in the true sense of the word" (Hopkins & Putnam, 1993, p.78). This holistic approach supports Andresen *et al.*'s (1995) belief that the involvement of the whole person (physically, intellectually, and emotionally involving feelings and senses), prior experiences, and reflection upon experience characterises, and is applicable to, all experiential learning. They indicated that the structure of the experience, facilitation, and assessment of the outcomes were key factors depending on the particular case. Wagner and Roland (1992) also argued that appropriate facilitation was a key factor in implementing successful experience based training and development programmes, although they pointed out that there was little empirical research to support this assumption.

Carver (1996) proposed the following conceptual framework for experiential education (Figure 2.1). She identified programme and setting characteristics, which made up the learning environment in achieving objectives of experiential education that valued caring, compassion, communication, critical thinking, respect for self and others, individuality and responsibility. Carver (1996) placed emphasis on the role of personal experience in learning with secondary objectives of:

- agency: developing participants powers to change their lives or communities;
- belonging: developing a sense of community;
- competence: developing skills, acquiring knowledge and ability to apply learning.
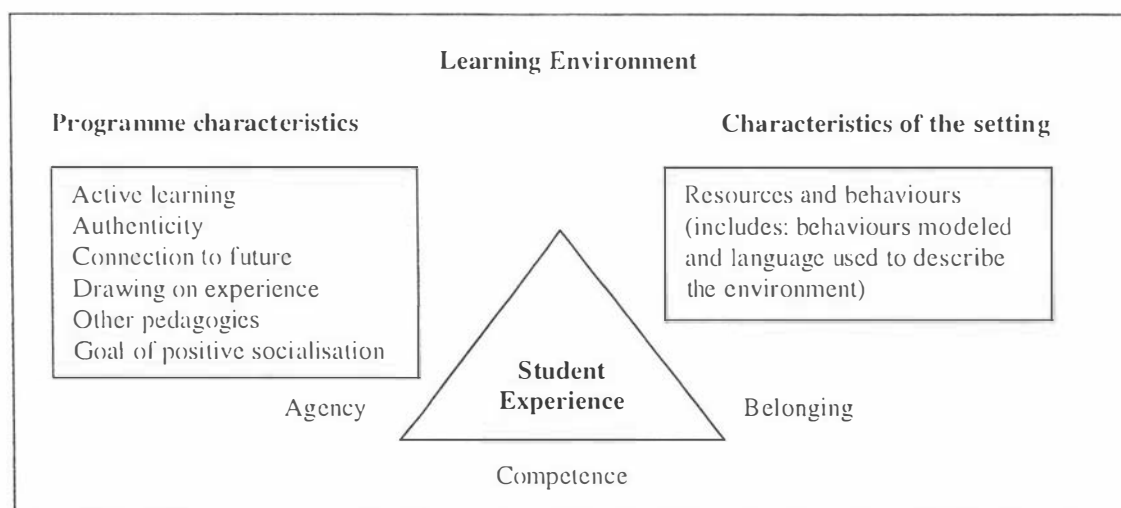
Figure 2.1   Conceptual framework (Carver, 1996, p.11)

Experiential education can take place in a variety of settings, for example, wilderness based adventure, job training, survival training, art education (Carver, 1996), and also in educational institutions: from preschool to graduate programmes at university (Bank, 1994). The development of different types of experiential and outdoor training has also been associated with the military. According to Krouwel and Goodwill (1994), this type of endurance training was about pushing people to their limits, physically, mentally and emotionally. This approach was one of 'deep end learning' (an analogy of jumping in at the deep end) (Brett, 1994), rather than 'challenge by choice' (Rohnke, 1984; Schoel *et al.*, 1988).

Krouwel (1994) argued that the use of experiential learning, and in particular the outdoors, confronts people with the results of their own actions and provides important learning for life. Ewert (1996) also suggested that "for many experiential activities the natural environment is the medium through which program goals and objectives are realised" (p.29). The use of experiential learning as a student-centred approach to learning promotes active involvement and contrasts with the passive learning associated with traditional teacher centred methods. Miles and Priest (1990) argued that the experimentation, innovation and creativity of this field should occur as part of mainstream formal educational settings.

The Association for Experiential Education (AEE) identified the following principles for facilitating experiential education (Luckmann, 1996).

- The educator's primary roles include setting suitable experiences, posing problems, setting boundaries, supporting learners, insuring physical and emotional safety, and facilitating the learner process.
- The educator recognises and encourages spontaneous opportunities for learning.
- Educators strive to be aware of their biases, judgements, and pre-conceptions and how they influence the learner.
- The design of the learning experience includes the possibility to learn from natural consequences, mistakes, and success (Luckmann, 1996, p.7).

These principles and the definitions of experiential education stated by Carver (1996) and Luckmann (1996) placed importance upon a process of learning with the emphasis upon application of direct experiences. Cooper (1994) reinforced this indicating that the lessons from experiential education demonstrated that "good education is holistic; it is

concerned with mind, body and spirit. Motivation and enthusiasm are essential ingredients of effective learning" (p.10).

Leberman (1999) indicated that experiential education and learning had commonly been associated with activities in the outdoors, but not necessarily applied in the wider education context. Itin (1999) suggested that the philosophy of experiential education is particularly necessary as a vehicle for change in the twenty first century "to help develop a community which actively involves all in co-operatively solving problems and contributing to the greater good of society" (p.98).

Sakofs and Armstrong (1996) indicated that Outward Bound had played a significant role in the development of experiential education in the 20th century. However, falling roles and financial problems experienced by Outward Bound schools (Outward Bound International, 1997; Pereira, 1997), in particular at Outward Bound New Zealand (Outward Bound New Zealand, 1995), had led to questions about whether the emphasis on outdoor physical activity was still appropriate for the needs of today's society (Brett, 1994).

Outdoor education

Outdoor education has been identified as being part of the field of experiential education (Lynch, 1993) and uses an experiential approach to physical and mental development (Gair, 1997). The term outdoor education has been used in a variety of contexts to describe a range of experiences and during the last century there has been growth in outdoor education. In 1908, Baden-Powell started the Scout movement in the UK. In the USA, L.B. Sharp (1895-1963) was influential in the development of outdoor education and summer camps (Conrad, 1967) and in 1930 he wrote the first doctoral thesis on the topic (Sharp, 1930). Outdoor education is most commonly associated with an 'out of the classroom' curriculum subject for schools (Gair, 1997; Higgins & Humberstone, 1999). However, Richards (1994) argued that:

> It is no longer sufficient to expose as many young people as possible to an outdoor adventure experience. The need is to engage in the process of learning through the outdoors and to extend the philosophy of adventure based experiential learning into the classroom, community and the inner city (p.6).

Fitzpatrick (1968) undertook a literature review and study of twenty outdoor education programmes to identify a statement of philosophy for outdoor education and its specific goals. Fitzpatrick (1968) identified that outdoor education attempted to develop positive attitudes, appreciation, values, and a responsibility for the environment. Outdoor education is also a method or process of teaching and learning that uses natural, community, and human resources beyond the classroom as a motivation for learning and a means of broad curriculum enrichment (Fitzpatrick, 1968).

Ford (1981) had a similar view and described outdoor education as a holistic approach to teaching and learning in the outdoors, which synthesises knowledge, skills, and appreciation of natural resources. She proposed that the purpose of outdoor education was to develop "skills for lifelong learning, for coping and contributing to social change, and for the continuous growth of the individual" (p.49), and in addition "appreciating natural resources and for developing a sense of stewardship for the land" (p.18). Ford (1981) also implied that learning in the outdoors was a process and recommended a definition of outdoor education by Donaldson and Donaldson (1958, cited in McRae, 1990) and used later by Lynch (1993): "education in, about, and for the outdoors, implying a place, a topic, and a reason" (Lynch, 1993, p.1).

Ford (1981) suggested that outdoor education aims to address all three domains of learning, knowledge, skills and attitudes. Priest (1990b) argued that the objectives of outdoor education programmes should heighten awareness and develop relationships with self (intrapersonal), others (interpersonal) and the environment (ecological). These first two objectives were common to the branch of outdoor education called 'adventure education' (Hunt, 1989; Mortlock, 1984). Priest (1990b) indicated that environmental education was also a branch of outdoor education with its own distinct objectives: awareness of ecosystem relationships and ekistic relationships, which refer to the key interactions between human society and the natural resources of the environment.

Professional development programmes

Outdoor education courses have been developed for Masters of Business Administration (MBA) programmes and corporate settings (Bank, 1994). The development of

management training in the outdoors was based on the belief that by removing people from their normal environment and challenging them through mainly physical activities, reviewing what had happened, and then reflecting on the experience, would enable the skills learnt to be transferred back to the work place (Bank, 1994; Flor, 1991b; Krouwel & Goodwill, 1994; Priest & Naismith, 1993). The term 'development training' was first used by the Brathay Hall organisation, established in the UK on the shores of Lake Windermere in 1946, to describe the process of facilitating personal and professional development of young employees (Hopkins & Putnam, 1993). Brathay Hall was foremost (along with OB) in developing a clearer understanding of the experiential education process (Hopkins & Putnam, 1993). Professional Development Programmes (PDP) (Outward Bound International, 1997), or Outdoor Management Development (OMD) (Krouwel & Goodwill, 1994), or Corporate Adventure Training (CAT) (Priest, 1995) are based on Kolb's (1984) experiential learning model (Loynes, 1990).

The growth of outdoor education has been paralleled by the growth in management development (Bank, 1994). Similarly at OB, professional development programmes now provide a significant income for many of the schools (Outward Bound International, 1997). Doughty (1991) indicated that the first generation of personal and professional development training emphasised personal growth through physical challenge. The second generation added an intellectual dimension by processing the experience assisted by facilitation and review. Krouwel and Goodwill (1994) supported this view, and argued that outdoor education focused on the experience, particularly peak experiences, whereas in development training the experience is merely a means to a pre-stated end with the focus being on the review and specific management issues. Krouwel and Goodwill (1994) also distinguished 'standard' courses to 'tailor made' courses, arguing that although standard courses addressed common development needs the shorter, 'tailor made' courses addressed specific needs. Doughty (1991) indicated that there was a need for a third generation of personal and professional development programmes that included physical, intellectual, emotional, and spiritual aspects and may take place indoors or outdoors.

Adventure education

MacArthur (1975) identified similar characteristics between adventure education and outdoor education: the learner is placed in demanding situations, which necessitate the mastery of new skills, followed immediately by responsible challenging action requiring the application of these skills. This is coupled with critical analysis and reflection, which ultimately aims to develop meaning and direction for the learner's future experiences (MacArthur, 1975). The learner has influence on, or preferably controls, the educational process. The involvement of instructors and the group provides approval, support and feedback (MacArthur, 1975). Kalisch (1979) highlighted the important role of the instructor and the process of group dynamics in achieving personal growth through adventure programmes. This process has been presented as a five-stage model of group development: forming, storming, norming, performing and adjourning (Belbin, 1981; Tuckman & Jenson, 1977). Ewert (1980) differentiated adventure education as an outdoor education programme "that contains elements of real or apparent danger, in which the outcome while uncertain can be influenced by the actions of participants" (p.2). Miles and Priest (1990) also stated that adventure education involves the purposeful planning and implementation of educational processes that involve risk in some way. Other authors give similar definitions to that of outdoor education. For example, Mortlock (1984) believed that adventure education was a 'world without frontiers' where people were able to develop "an awareness of, respect for, and love of self, balanced against an awareness of, respect for, and love of others, balanced against an awareness of, respect for, and love of the environment" (p.19). Zook (1986) believed that adventure based education provided opportunities to increase self-understanding and to develop individual capabilities, real life adventures, and an environment to develop a greater understanding of nature.

Similarly, Priest (1990b) argued that adventure education is about 'Challenge', 'High Adventure' and 'New Growth Experiences', creating the acronym 'CHANGE'. Mortlock (1984), Zook (1986) and Priest (1990b) all emphasised the important role of environmental education in adventure education. Hopkins (1985) suggested the following characteristics for adventure education programmes, which are similar to those for outdoor education:

1. Importance of experiential learning with high impact, problem solving, real experiences;

2. Assessing the needs of participants physically, culturally and socially. Tailor made programmes with an instructor who has understanding of the group's background;

3. High expectations and focus on individual achievement;

4. Empathetic climate, tolerance sensitivity, leadership and responsibility. The culture of the centre has a profound impact on student outcomes;

5. The power of the group process; social skills, co-operation and effective communication;

6. Environmental awareness; sensory, aesthetic, and creative appreciation;

7. Regarding adventure as a metaphor for life; reflecting on one's own learning.

A common theme for the objectives of adventure education is that under certain conditions, adventure activities result in personal and social development (Hunt, 1989; Richards, 1997). Hayllar (1990) suggested that adventure education was a holistic process allowing development physically, mentally, and emotionally. He concluded:

> Its teaching environment is the outdoors and its basic tools are vigorous activities. To maximise the potential of adventure education programmes for personal and social development (its primary objective) requires careful planning, committed and experienced staff and an understanding of the methods and processes necessary for achieving these objectives. To this end the 'soft skills' of teaching are equally, if not more important, than the technical excellence in selected outdoor pursuits (p.72).

Hopkins and Putnam (1993) argued that the adventure education experience was not just for young people, but could apply across a range of ages. They defined adventure as "an experience that involves uncertainty of outcome" (p.6) where "adventure liberates as it disciplines; because of the holistic nature of the experience there is personal growth" (p.227). Hopkins and Putnam (1993) also defined education as "a process of intellectual, moral and social growth that involves the acquisition of knowledge, skills and growth" (p.6). Wurdinger (1994) identified that adventure education is not always based on experiential education, as adventure educators use traditional approaches to teach outdoor skills. This is effective as participants must know certain information (safety and specific procedures) and can then apply these skills. Wurdinger (1994) also argued that adventure education was much narrower in application than experiential

education, as experiential education was often seen as a process rather than content. Adventure education often has a specific content area involving a variety of adventure activities and utilises the experiences in the learning process (Wurdinger, 1994).

The definitions provided above for adventure education appear to be very similar to that of outdoor education, both including environmental education as part of the objectives (Priest, 1988a, 1990b; Zook, 1986). In addition, throughout the literature the words outdoor, adventure, experiential and environmental are often used interchangeably and paired with the words 'education or programme' (Priest, 1988a). This suggests that the boundaries of each field of study are unclear.

Environmental education

The use of a natural environment provides the context for many experiential education and challenging adventure activities (Ewert, 1996; Gair, 1997). The term 'environmental education', "in its broadest sense, encompasses teaching about the quality and quantity of all aspects of the environment" (Ford, 1981, p.2). Van Matre (1974) and Ford (1981) argued that outdoor education was just one component of the larger environmental education field. Ford (1981) stated that environmental education was an expansion of outdoor education, and a broader and all-inclusive term. Ford (1981) argued that participants needed a progression of activities to acclimatise themselves to the outdoors. She presented a seven stage hierarchical model of learning using a natural environment. The first three levels develop a level of comfort, stimulate interest, and build a level of confidence in the 'new' environment. The latter four levels aim to develop synthesis of natural, human, and cultural factors, leading to a holistic view of the world (Ford, 1981). These stages are:

1. Art forms, visual appreciation of the environment;
2. Analogies;
3. Sensory awareness;
4. Ecological principles;
5. Problem solving processes;
6. Decision making procedures;
7. Ekistics, a philosophy of survival.

Roland and Hoyt (1984) believed that the changing issues of natural resources and environmental management should form part of all experiential education programmes. "The key is to make environmental sensitivity a proactive component of program design" (Roland & Hoyt, 1984, p.20). Hopkins and Putnam (1993) supported this view by suggesting environmental awareness should be an underlying philosophy and purpose of all outdoor and adventure education programmes. The environment provides the context for challenges leading to the opportunity for personal learning and growth (adventure education), with learning about the environment as a specific aim in itself (environmental education) (Hopkins & Putnam, 1993; Priest, 1990b). Palmer (1998) argued that outdoor education and adventure education should aim to provide experiences that encourage enjoyment, appreciation, understanding, and awareness of the environment.

The term 'Acclimatising' was used by Van Matre (1974, 1979) to name an environmental education programme for children that used a personal and reflective approach to developing learning and relationships, through both a feeling and understanding of nature. The programme offered an experiential approach with objectives similar to those of outdoor education: to foster individual growth and awareness of all the senses, ecological concepts, natural resources and the beauty of the environment (Van Matre, 1974). When Van Matre (1974) set up his 'Acclimatizing' programme he believed that in a child's mind was the joy of play and the total giving of self to the moment, and that with as an adult it was possible to return to that childlike innocence only on a higher level. Millar (1968) indicated that play had important functions for learning, for social development, and in conjunction with 'playing by the rules'. Play and games were vitally important as play transports the individual to a world outside his or her normal world. Van Matre (1974), Bacon (1983) and Martin (1997) indicated that the ability to play, established in a safe, natural learning environment, was an important factor in the development of the child and was equally important for adult's learning and social development. However, Elias and Dunning (1986) and Torkildson (1995) stated that the adult's learning environment and ability to play was often inhibited due to social constraints. Boud *et al.* (1993) pointed out that the removal of social and societal restraints enabled the mind, body and soul to be opened, for example, makeup, parents and peers.

Other terms

There are a number of other terms that are commonly associated with outdoor education. 'Outdoor adventure' was used by Hunt (1989) and Barrett and Greenaway (1995) to describe the ingredients, challenging opportunities and activities that are used to contribute to young peoples personal and social development (Gair, 1997; Hunt, 1989). This term is misleading as the education component is missing and is more commonly associated with outdoor recreation or outdoor pursuits (Priest, 1990b). 'Outdoor recreation' covers any activity done outdoors, with a subset being 'outdoor pursuits', which describe the individual activities (Priest, 1990b). The terms 'adventure education' and 'outward bound' are often used synonymously, meaning the approach, principles, or the experience (Hopkins & Putnam, 1993). Stetson (1997) believed that this was due to OB being "the oldest adventure based educational organisation in continuous operation in the world" (p.9). Hopkins and Putnam (1993) indicated that the term 'adventure based experiential education' is commonly used in the marketing of experiential activities.

Dewey (1938) argued for an educational process that included both theory and practice and that prefixes placed in front of the term education can actually inhibit our thinking. Wurdinger (1994) agreed, saying, "today the field of adventure education continues to struggle with the same problems" (p.25). Throughout the literature the terms 'outdoor adventure' (Barrett & Greenaway, 1995; Hunt, 1989), 'outdoor education' (Priest, 1990b), and 'adventure education' (Hopkins & Putnam, 1993; Priest, 1990b) have been defined with similar characteristics and continue to be used interchangeably, particularly in relation to discussing OB. 'Adventure therapy' and the synonymous terms of 'adventure based counselling' (Schoel *et al.*, 1988), 'adventure-based therapy', or 'wilderness therapy', have also derived from the fields of experiential and outdoor education, and in particular OB (Gass, 1993). Adventure therapy aims to enhance established practices used as rehabilitation, prevention or therapeutic treatment (Gass, 1993).

Experiential education section summary

In summary, experiential education has been identified as a holistic process (Hopkins & Putnam, 1993; Boud, Cohen, & Walker, 1993; Cooper, 1994) that is commonly associated with adventure activities in the outdoors and Outward Bound (Hopkins & Putnam, 1993). Although Priest (1988a, 1990b) and Lynch (1993) attempted to clarify and distinguish between the terms used in the associated fields of outdoor, adventure, and environmental education, throughout the literature there are a variety of similarly defined terms. The lack of consistent use and the wide range of terms have led to confusion in defining the various fields. Figure 2.2 summarises the relationships between the different inter-related fields of experiential education reviewed in this study.

However, personal development is central to the objectives of courses in outdoor or adventure education (Gair, 1997). In addition, learning in a natural environment and undertaking mainly physical challenges have been central to the process of outdoor education, although Doughty (1991) indicated that there was a need for a more holistic approach that balanced physical, intellectual, emotional, and spiritual aspects of personal development.
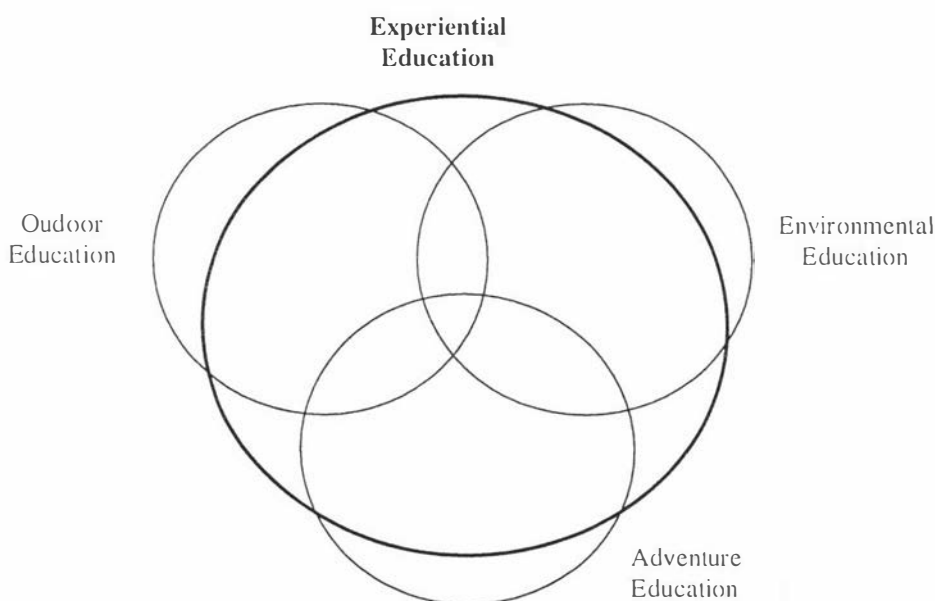
Figure 2.2   A summary of the relationships between the different inter-related fields of experiential education reviewed in this study.

THE EXPERIENTIAL EDUCATION PROCESS

During the 20th century, there has been considerable development in the theoretical understanding of experiential learning (Kraft & Sakofs, 1991). As described earlier in the Introduction, Kurt Hahn founded Outward Bound (1941) and was an important figure in the development of experiential and outdoor education (James, 1961). Hahn believed that experiences created diverse feelings and that these feelings of internal conflict were responsible for the educational process of self-discovery, growth and learning (James, 1990). A number of other educational philosophers, besides Hahn, have described the process of experiential learning (Dewey, 1938; James, 1949; Lewin, 1951; Piaget, 1951). Montessori (1917) and Steiner (Allen, 1970) developed their own education philosophy and programmes. Both Steiner and Montessori aimed to create school-based environments in which children learnt to think for themselves through learning from their experiences.

The educational philosophy of John Dewey has provided a significant contribution to the development of education theory. Dewey (1916) suggested that the joint foundations of experiential education were: experience and reflection, learning by doing.

> The important thing is that thinking is the method of an educative experience. The essentials of method are therefore identical with the essential of reflection. They are:
> - first that the pupil has a genuine situation of experience that there be a continuous activity in which he is interested for its own sake;
> - second, that a genuine problem develops within this situation as a stimulus to thought;
> - third, that he possesses the information and makes the observations needed to deal with it;
> - fourth, that suggested solutions occur to him which he be responsible for developing in an orderly way;
> - fifth, that he have opportunity and occasion to test his ideas by application, to make their meaning clear and to discover for himself their validity (p.163).

Dewey (1938) argued that the quest for knowledge was in itself an adventure, but "the belief that all genuine education comes about through experience does not mean that all experiences are educative" (p.25). He advocated the value of experiential education and in particular where the experience enhanced current practice and contributed to future learning. The experiential instructional model developed by Dewey (1938) in 'Experience and Education' was a three-step process, observation, knowledge, and

judgement. This was interpreted by Nold (1978) and summarised as a cycle involving the learner, the group, the environment, problem solving situations, reconstruction of the experience and re-direction of future experience.

The work of Kurt Lewin also influenced experiential education theory and, in particular, training and organisational development through his approach to leadership and group dynamics training (Kolb, 1984). Lewin (1939) found that individuals experienced psychological success in learning if they defined goals that related to their needs and values. Goals also needed to represent a realistic level of aspiration for their learners, neither too high nor too low, but high enough to challenge and test their capabilities (Lewin, 1935). By participating in setting their own goals "they will be more active learners, be more invested in the process, and less likely to scapegoat" (Lewin, 1939, p.271).

A combination of both Lewin and Dewey's perspectives gave the foundation of theory for experiential educational programmes today. Kolb, Rubin and Mcintyre (1971) identified a great deal of similarity among the models of the learning process and adapted Lewin's and Dewey's models creating a four-step model, the Lewinian Experiential Learning Model (Figure 2.3) (Kolb, 1984). This model emphasised the importance of experience in the learning process. Kolb and Fry (1975, cited in Kolb, 1984) described this idea as the learning cycle. Kolb (1984) summarised the characteristics of the experiential learning process into the following definition. "Learning is a process whereby knowledge is created through the transformation of experience" (p.38).
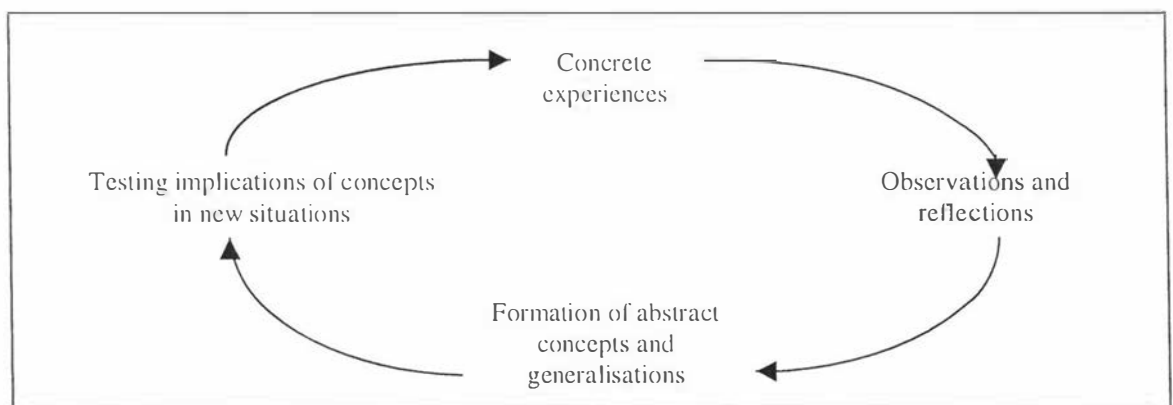
Figure 2.3   The Lewinian experiential learning model (Kolb, 1984, p.21)

Kolb (1984) addressed two conflicts described by this model. First, the conflict between concrete experience and abstract concepts, and second the conflict between observation and action. He suggested that it was the resolution of these conflicts that resulted in learning. Kolb's (1984) model is most commonly used as a basis for discussion of the experiential education process, although other similar models have been proposed (Hopkins & Putnam, 1993). Joplin (1981) developed a five-stage 'spiral' model of the experiential education process, which involved focus, action, support, feedback, and debrief. She emphasised the goal of experiential education being the individual's growth with their involvement in the group being an important part of the process. She also indicated how the teacher is also a learner and needs to be responsive and actively involved during an experiential programme. Priest's model (1990a), the 'Experiential learning and judgement paradigm', was also similar to Kolb's (1984) and had six steps, experiencing, inducing, generalising, deducing, applying, and evaluating. This focused on the third step of Dewey's (1938) three-step process, emphasising judgement as part of the problem solving process. Itin (1999) proposed a 'Diamond model of the philosophy of experiential education' (Figure 2.4), which drew upon the Association for Experiential Education (AEE) definition (Luckmann, 1996) and Kolb's model (1984). He argued that the process involved the transaction between the teacher, the student, the learning environment and the subject matter. Itin (1999) suggested that the model provided "a holistic picture of how the philosophy of experiential education might look in practice" (p.94).

Itin (1999) also distinguished between experiential learning and experiential education. He pointed out that experiential learning is a process of change involving reflection on individual experience and experiential education is a "transactive process between an educator and a student" (p.91) considering "socio-political-economic elements in the learning environment" (p.92). For the purposes of this thesis, the definition of experiential education adopted by the AEE (Luckmann, 1996), will be used: "Experiential education is a process through which a learner constructs knowledge, skill, and value from direct experiences" (Luckmann, 1996, p.7).
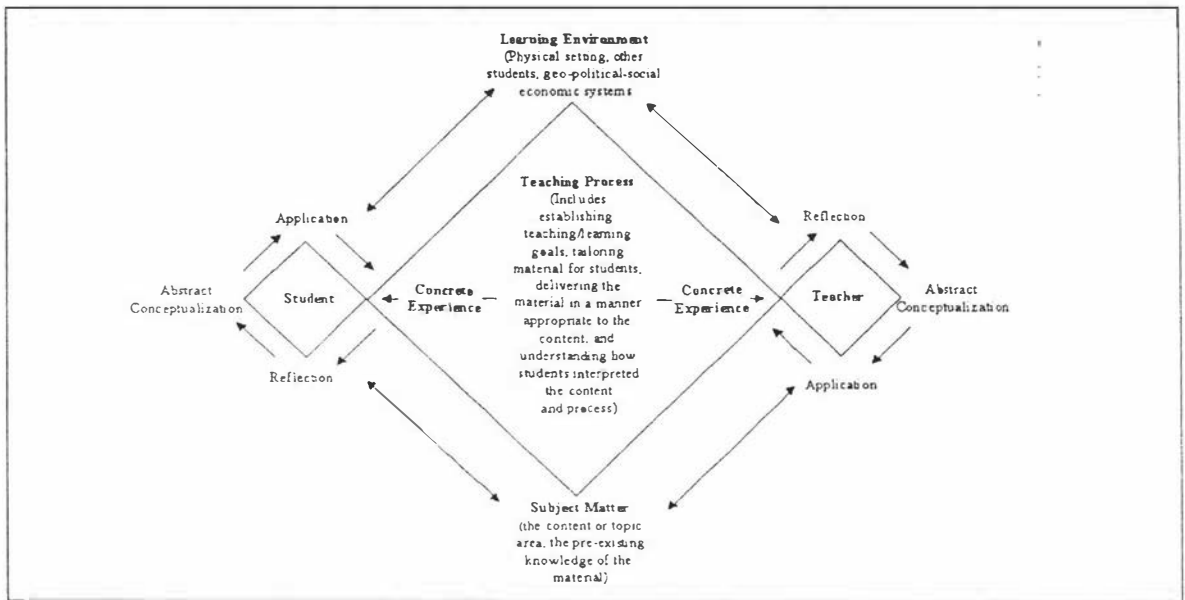
Figure 2.4   The Diamond Model of the Philosophy of Experiential Education (Itin, 1999, p.95)

Course design

The principles of experiential programme design involve both process and content. The outcomes of the learning are important, but it is the educational process that is most vital (Kolb, 1984; Smith, 1997). Everard (1987) stated it was easier to "describe the vehicle for learning rather than the journey" (p.4). The 'adventure wave model' (Figure 2.5) (Schoel *et al.*, 1988) compared the pattern of experiences in effective outdoor programmes to a wave with a series of peaks and valleys with periods of turbulence, excitement, activity and calm (Rawson, 1991). The approach of Schoel *et al.* (1988) regarded the rhythm, sequencing, intensity and pace of the programme as an important part of the 'adventure wave'. "The adventure wave implies defining goals and objectives, then developing a progression of activities and a pattern for sequencing or ordering activities" (Rawson, 1991, p.21).

The wave involves a sequence of experiences and activities that are briefed and reviewed. Participants can then set goals, action and experience takes place, feedback is given, performance reviewed, then new plans are made for improved performance (Schoel *et al.*, 1988).
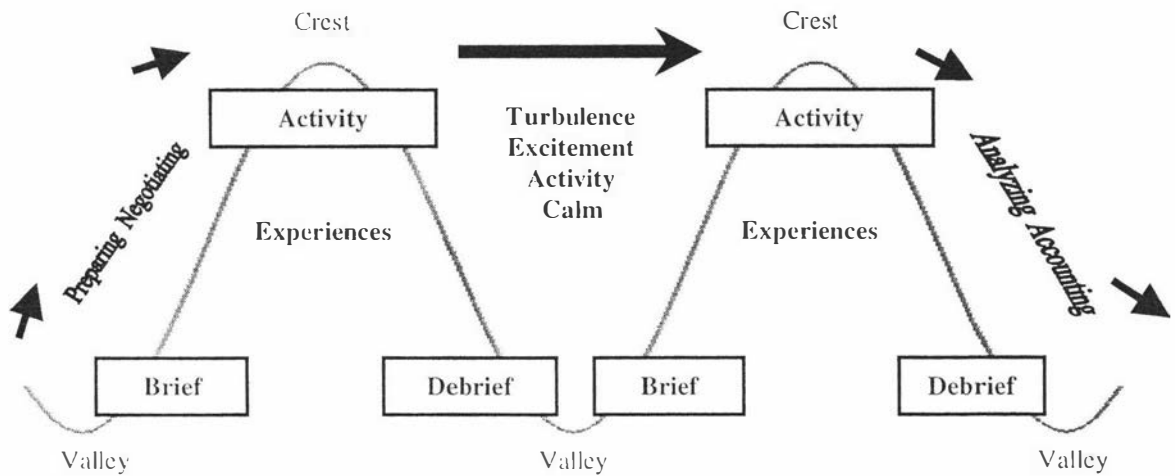
Figure 2.5   The adventure wave (adapted from Schoel *et al.*, 1988, in Rawson, 1991, p.18)

The sequence of activities aims to provide peak experiences (Rawson, 1991), although Wurdinger (1994) pointed out that to learn something participants should also be involved in problem solving and reflection. Richards (1994) supported this view and suggested that "[a]dventure educators should be much more intentional and deliberate in the design of their programmes" (p.6).

Learning from experience

Wurdinger (1994) pointed out that adventure education tends to emphasise the body, "viewing physical involvement as necessary to complete the learning process" (p.26). However, Dewey (1916) emphasised the use of the mind in the learning process. Mortlock (1984) also described the adventure experience as a state of mind, but involving fear. Mortlock (1984) described four stages of this experience:

1. Play: Absence of fear;
2. Adventure: Some fear;
3. Frontier adventure: Risk of harm and loss of control;
4. Misadventure: Too much fear, failure.

Priest and Baillie (1987) described Mortlock's (1984) play stage as 'exploration and experimentation' and frontier adventure as 'peak experiences' (Maslow, 1962) similar to Csikszentmihalyi's (1991) state of 'flow'. Priest and Baillie (1987) also added a fifth stage, 'devastation and disaster', where risk was high and competence low (Figure 2.6). However, fear extended to terror is not adventure. It is misadventure, as the journey is

physically and/or psychologically too demanding for the person concerned (Miles & Priest, 1990). Miles and Priest (1990) indicated that the aim of the experience is for the risk to be perceived as being high, while in reality the actual risk is low. They called this the 'adventure experience paradigm', the adventure experience being both person and situation specific. Liddle (1998) believed that risk plays a pivotal role in experiential education, but Dickson, Chapman and Murrell (2000) pointed out that each individual's perception of risk is different and may be physical, social, psychological, financial or spiritual. Dickson *et al.* (2000) also concluded that in reality outdoor programmes were often safer than most sporting activities.
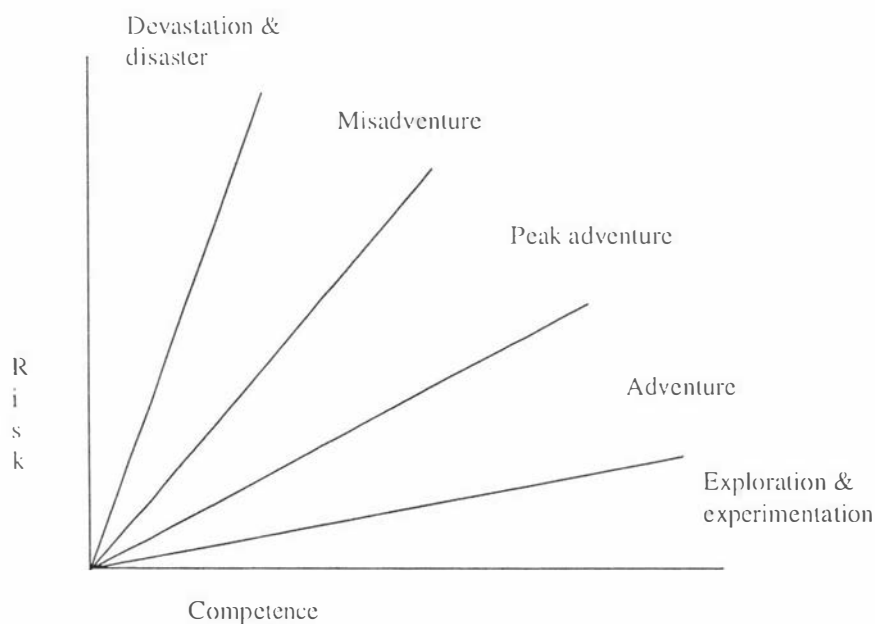
Figure 2.6   The adventure experience paradigm (Priest & Gass, 1997, p.46)

Ellis (1973) and Ewert (1989) believed that for each experience there was an optimal arousal point where performance was at a maximum for each individual. Csikszentmihayli and Csikszentmihayli (1990) suggested that this state of 'flow' was achieved if an experience "was engrossing, intrinsically rewarding and outside the parameters of worry and boredom" (p.150). Maslow (1962) described these experiences as 'peak experiences', developing self-actualisation. The experience may then be repeated which gives immediate feedback, heightened awareness and control (Maslow, 1962). Maslow (1962) argued that people who were self-actualised displayed a number of characteristics, including greater creativity, change in values, increased spontaneity and higher frequency of peak experiences (Maslow, 1962). Outward Bound and many

other outdoor adventure based programmes strive for these 'peak experiences' (Morgan, 1996). Nadler (1995) indicated that adventure experiences aim to develop personal growth through pushing boundaries or 'comfort zones'. Bisson and Luckner (1996) pointed out that although images of adventure include self-discovery, challenge, risk, and pushing limits, the experience is a potential source of fun. The combination of fun and play can reduce social barriers, reduce stress and increase relaxation and intrinsic motivation (Bisson & Luckner, 1996).

Non-physical experience

Many experiential education programmes have emphasised physical adventure (Wurdinger, 1994). Flor (1991b) indicated that experiential educators also need games, exercises, initiatives, and common outdoor activities to place individuals in challenging situations that call upon creative and intellectual capacities. Gilsdorf (1995) supported this view and emphasised the use of a range of games, trust activities, initiatives and adventure activities. Thomas-Jones (1992) suggested that creative activities were useful tools in leadership development. Project Adventure has produced a number of publications about these types of activities (Rohnke, 1984, 1989, 1993; Schoel, Prouty & Ratcliffe, 1988). Sakofs and Armstrong's (1996) book 'Into the Classroom: The Outward Bound approach to teaching and learning' also includes similar activities. Schoel *et al.* (1988) indicated that Project Adventure and 'Adventure Based Counselling' had been adapted from Outward Bound programmes. The title of their book, 'Islands of Healing', was a phrase attributed to Kurt Hahn's legacy of Outward Bound type organisations.

According to Dewey (1916), physical activity does not have to be part of learning by experience, but there is a need for reflection and discussion. Wurdinger (1994) indicated that many adventure-based programmes offer nothing more than a range of physical activities and claim that this is experiential learning. The use of games and non-physical activities is common in professional development programmes (Kaagan, 1999; Wagner & Cambell, 1994), as these activities aim to move people out of their comfort zones in a variety of ways, whilst still applying the experiential learning cycle. A range of diverse non-physical activities has also been used in the development of adventure programmes (Gass, 1990; Robinson, 1992), particularly in reviewing

activities (Spragg, 1984). Spragg (1984) described the following activities involved in reviewing:

- creative work, either individually or as a group;
- drama, through improvisation and role play;
- counselling, with facilitators or peers;
- note or log books, self or peer assessment questionnaires;
- simulation exercises to highlight issues or learning points.

Greenaway (1993) indicated that most review sessions involve talking in a group, however other methods such as art, drama, music, poetry, storytelling, photography and writing are also very effective. Leonard (1990) also stressed the effective use of story telling and poetry in experiential education. Anderson-Hanley (1997) discussed the use of the review for reflection about more spiritual issues. This could also be done during 'solo', quiet times, or individual activities. She pointed out that there was a need to integrate more aspects of spirituality as the fields of adventure and experiential education evolve, a view also supported by Stringer and McAvoy (1992). Kimball and Bacon (1993) discussed the role of the spiritual element in relation to a 'rite of passage'. Bacon (1983) stated that "[a]nyone who has taught an Outward Bound course is aware that the spirit of a course often seems to move beyond the capabilities of the human beings involved in it" (pp.53-54).

Salmons-Rue (1991) discussed the effective role of theatre, drama and story telling as experiential activities. Burnard (1991) also advocated the use of experiential learning methods involving role-play, drama and structured group activities in the development of interpersonal skills. He indicated that these methods were also used in psychotherapy. The use of 'psychodrama', where real life situations are re-enacted by one or more members of the group, and other role play activities have also been widely advocated in providing effective experiential activities in the nurse education literature (Burnard, 1991; Goble, 1990).

Adventure programmes, including Outward Bound, have been adapted to a variety of different contexts and populations around the world (Gass, 1993). Meyer (1994) argued that regardless of whether the programme was set in the wilderness or the city there was

also a need for a cultural focus in adventure activities. Brouillette (1991) suggested using drama activities as an effective experiential approach in bridging cultural differences. Gilsdorf (1995), in discussing a workshop in adventure programming for German educators, emphasised that the focus should be on the art of combining games into thematic sequences, then framing, leading and debriefing adventure activities to maximise personal and social learning. This supports the view of Schoel *et al.* (1988), who emphasised the importance of a sequence of carefully orchestrated activities involving for example, trust exercises, games, and problem solving exercises in achieving improvements in self-concept. The range of non-physical games and activities along with physical outdoor adventures aim to challenge and push personal limits, which are traditional aims of adventure programmes, as indicated by Bisson and Luckner (1996). Outward Bound in the Czech Republic, which is the focus of the second part of this present study, uses a holistic approach to course design, 'dramaturgy', which integrates a range of creative challenges in addition to the traditional physical and social activities (Outward Bound Czech Republic, 1999b).

Reflection upon experience

The core aim of experiential learning and outdoor education is that the individual grows through reflection upon problem solving and challenging experiences that push participants out of their 'comfort zones' (Gass, 1993; Nadler, 1995). Just having an experience does not necessarily mean learning will have occurred (Boud *et al.*, 1985; Dewey, 1938). The important factor is the process of reflection. Reflection is fundamentally important and a major contribution to personal growth (Boud *et al.*, 1985; Boud & Walker, 1990,1991; Dewey, 1938). Dewey (1916) defined reflection as "the intentional endeavour to discover specific connections between something which we do and the consequences which result, so the two become continuous" (p.151). It is the reflection process that turns the experience into experiential education, often called the 'action-reflection cycle' (Joplin, 1981). Participants are "able to reflect on and observe their experiences from many perspectives" (Kolb, 1984, p.31). Reflection is structured into outdoor education courses in a variety of ways, for example, periods of solitude ('Solo'), diaries or log books, and also review or debrief activities. Hopkins and Putnam (1993) suggested that reflection on the whole adventure experience linked

the personal, social and environmental dimensions together. Boud and Walker (1990, cited in Boud *et al.*, 1993) supported this view and concluded:

> Learning from experience is far more indirect than we often pretend it to be. It can be promoted by systematic reflection, but we must treat the whole experience as relevant and not be too surprised when connections are made which, previously, we had been unable to see (p.85).

Boud, Cohen and Walker (1993) presented a model representing three stages of reflection associated with experiential learning activities (Figure 2.7). The model focuses on the importance of the learning environment in planning skills and strategies for reflection, which involve the learner re-evaluating the experience (Andresen *et al.*, 1995). The three stages are prior, during and following the activity with assumptions that the learner brings a personal foundation to the experience and that the learning milieu is the social, psychological and physical environment in which the learner is situated (Boud, 1997).
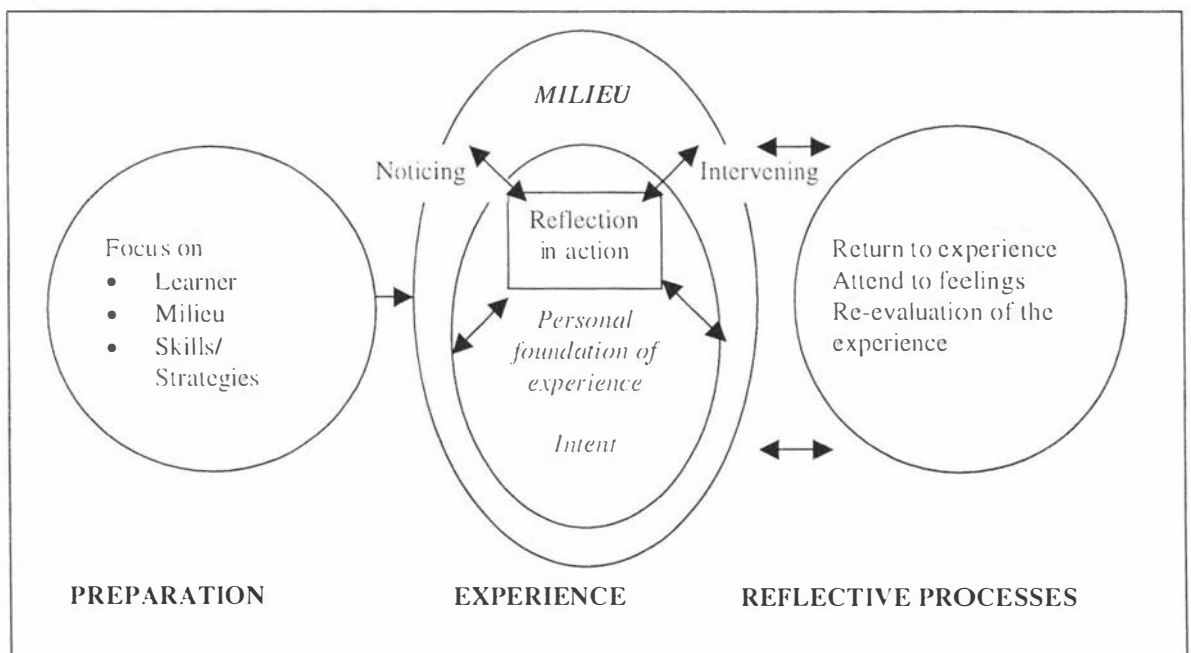
Figure 2.7   Model for promoting learning from experience (Boud, Cohen, & Walker, 1993, p.7)

During the event, being aware, noticing what is happening, and intervening to bring about change are all parts of the process of reflection. Following the event, returning to the experience (metaphorically), and focusing on feelings and emotions can enhance (or

inhibit) further reflection and learning (Boud, 1997). "The outcome of reflection is that the learner gains new perspectives on experience and has the possibility of changed behaviour" (Boud & Feletti, 1997, p.321). Boud (1997) indicated that it was important that reflection was planned and had relevance to context and outcomes.

Reviewing the experience

The process of facilitating and structuring reflection is called reviewing, which "attempts to create meaning out of the individual adventure activities and to give the total experience a holistic quality" (Hopkins & Putnam, 1993, p.106). Quinsland and Van Ginkel (1988) suggested that reviewing activities encouraged individuals to reflect, describe, analyse and communicate what they recently experienced. Reviewing, also called debriefing or processing (Greenaway, 1993), is initiated and facilitated by the instructor as a process for participants' personal and group development. The review allows reflection and makes sense of and adds value to the experience (Greenaway, 1993). Bacon (1983) emphasised the importance of debriefing "as an experiential change process. Once again it is action…albeit verbal action… and not a conscious understanding, which is fundamental to transferability" (p.11).

'Funnelling' (Priest & Naismith, 1993) is a six-step filter questioning technique, developed from Gestalt's therapy (Borton, 1970), to help the reviewing process: review, recall and remember, affect and effect, summation, application, commitment. Funnelling is similar to Greenaway's (1992a, 1992b) four stage reviewing sequence:

- Experience (what happened?)
- Express (what was it like?)
- Examine (what do you think?)
- Explore (what next?)

Heron (1989, 1993) used the experiential learning cycle in emphasising the relationship between the facilitator and learner in the development of a holistic learning process. The role of the facilitator is particularly important during planning and assisting an open review process. They must observe group behaviour and reduce barriers to effective review (Krouwel & Goodwill, 1994). Schoel *et al.* (1988) indicated that safety and trust

issues were paramount, and that the facilitator should provide the structure, but rely on the group to gradually take more responsibility for their learning.

Transfer of learning

Outdoor education programmes aim to provide personal development experiences. This is achieved if there is transfer of learning from a particular experience to other new situations. Gass (1985, 1990) suggested that designing conditions of transfer before the course begins and incorporating natural consequences of learning, not artificial, as part of the experiential learning process could enhance the transfer of learning. Gass (1985, 1990) identified three basic forms of transfer:

- Specific transfer: Involves the learning of particular skills for use in closely related situations.
- Non-specific transfer: Refers to learning general principles or behaviours and applying them to different situations.
- Metaphoric transfer: This is a figure of speech used to link experiences from one context to another.

The development of metaphors

A key factor in the review process is assessing the needs of the group so that course metaphors are as isomorphic as possible (Bacon, 1983; Boud *et al*., 1993; Priest & Gass, 1993), where "isomorphic means having the same structure" (Bacon, 1983, p.4). Bacon (1983) described isomorphic metaphors as where the participant is living two realities simultaneously. "In literal reality, he will be having an Outward Bound course experience; in psychological reality, he will be having both the course experience and the correspondent real-life experience" (p.9).

Transfer is the key, the experience alone is not the answer; behaviour changes require practice and metaphoric transfer (Bacon, 1983; Priest, 1990a). Priest and Gass (1997) argued that isomorphic framing enhanced metaphoric transfer, further reflection and follow up cemented and supported this learning. In isomorphic framing, an instructor addresses the briefing in terms of the similarities between the adventure and corresponding present life experiences of the participants (Priest & Gass, 1997).

However, Krouwel (2000) indicated that in 'isomorphic framing' it was important for the participants to form their own isomorphic metaphors.

The connection between adventure settings and real life experience may be applied to completely different situations using metaphors. Gass (1993) provided the following metaphorical example during a canoeing activity: If there has been uncertainty in the group, it is like the progress of a canoe. When the people on each side paddle in unison, with each person pulling their weight, the canoe goes forward smoothly. If certain people slack, or if there is a lack of co-ordination, progress becomes jerky. If the canoe veers (from) side to side, time and energy are wasted. Hovelynck (1998, 1999a, 1999b) supported Bacon (1983) and Gass' (1993) view that the facilitation of experiential learning is a process of developing metaphors. Hovelynck (1998, 1999a, 1999b) built on Schön's (1991) stages of metaphor development, summarising them as follows:

- immersion in the experience;
- 'sense of stuckness': the task appears impossible;
- coping with frustration: jokes or a break;
- triggering the 'generative metaphor' or 'unarticulated sense of similarity': a sudden awareness of the relevance of a new image;
- naming and framing: change in vocabulary whilst evaluating the task;
- mapping: explicit account of similarities;
- new options.

Hovelynck (1999a, 1999b) pointed out that this list was not necessarily a linear pattern, as not all the steps were always evident, although new metaphors were generated, as participants got frustrated with the experiences. The metaphors evolved "from a vague feeling of relevant similarity toward an explicit 'map' and that process leads to new possibilities" (1999a, p.27).

Instructor facilitation methods

Hopkins (1982), Greenaway (1986), Greenaway and Bill (1989), and Priest and Gass (1997) all argued that the facilitator's role was much more than programme design and sequencing. Bacon (1983) reinforced that facilitation should occur in a safe environment to allow effective transfer of the experience. Sakofs and Armstrong (1996)

also believed that successful teaching (facilitating) and learning environments were created if safety concerns associated with active learning were identified. This ensured that students were emotionally and physically free to maximise the opportunities to learn. Priest and Gass (1997) indicated that facilitation by instructors should aim to enhance reflection and metaphoric transfer, leading to deeper learning and more lasting change. Approaches to the facilitation of the courses were categorised by Priest and Gass (1993, 1997) in the following order of historical occurrence and sophistication:

1. Letting the experience speak for itself (learning and doing) (1940s): The instructor focuses on the enjoyment of the experience rather than particular insights.

2. Speaking on behalf of the experience (learning by telling) (1950s): The instructor provides feedback to the group about their behaviours during the activity.

3. Funnelling or debriefing the experience (learning through reflection) (1960s): The instructor facilitates a group discussion, analysis, and evaluation of the group's behaviour. The participants reflect on their experiences and discuss points of learning. 'Funnelling' involves careful sequencing of questions by the instructor to focus the discussion in a particular direction.

4. Front loading (direct) the experience (direction with reflection) (1970s): Front loading involves asking questions before the experience rather than afterwards, emphasising key points of learning and focus for participants during the experience.

5. Framing (isomorphic) the experience (reinforcement in reflection) (1980s): 'Framing' refers to how an instructor introduces an experience. Three types of framing are common: fantasy, reality and isomorphic. Fantasy involves an imaginary scenario rather than the logistics of a real framework.

6. Front-loading (indirect) the experience (redirection before reflection) (1990s): Addresses continuing problematic issues and tends to be used as a last resort (Priest & Gass, 1997).

Priest and Gass (1993, 1997) indicated that proactive approaches (numbers 4, 5, & 6 from the above list) are used to enhance the experiences and increase the benefits of transfer. However, Krouwel (2000) argued that 'front loading the experience' and 'isomorphic framing' were very limiting approaches, which restricted the individual nature of the activities by telling participants what they might experience.

Experiential education process section summary

In summary, theoretical understanding of the educational process has been based on the work of Dewey (1916, 1938) and Lewin (1939). The educational process is most commonly described as a 'cycle' (Kolb, 1984) or 'wave' (Schoel *et al.*, 1988). Important factors in the process have been identified as the experience, reflection upon experience and the transfer of learning. The facilitation of this process, involving reviewing or debriefing activities and the development of metaphors, has also been identified as important in enhancing the transfer of learning (Gass, 1985). Itin (1999) suggested that a more holistic view of experiential education involved a process linking the interaction of facilitators, participants, the learning environment and the activities. Many experiential education programmes have emphasised physical adventure, however, a range of non-physical experiences has been used, for example, creative activities such as drama, art, and music.

OUTWARD BOUND

Kurt Hahn

Kurt Hahn was an important figure in the development of both experiential and outdoor education (James, 1961). In 1934, Hahn observed societal problems caused by declines in the following (Richards, 1990):

- fitness due to the then modern methods of locomotion;

- initiative and enterprise due to widespread disease of 'spectatoritis';

- skill and care due to weakened traditions in craftsmanship;

- self-discipline due to the availability of stimulants and tranquillisers;

- imagination and memory due to confused restlessness of life;

- compassion due to the unseemly haste with which life is conducted.

Hahn (1938, cited in Richards, 1990) believed that the only solution to these problems was through education. He argued that it was the task of education to help the young achieve a balance in their inner lives (Hahn, 1962). He was preoccupied with building character in youth and worked on the principle that young people only find their true worth when they are challenged, and that they must also discover that they are needed, and be placed in situations of real consequence (Richards, 1990). Hahn observed that young people were attracted to adventure, and that such experiences provided a challenge that developed leadership, team building and a recognition in a young person that they could do more than they ever thought possible (Stetson, 1997). As Kolb (1984) indicated, the emphasis was on the process rather than on the task itself; activities were inter-linked with periods of reflection, reviews and discussions. Hunt (1990) stated, "Hahn was not primarily an outdoorsman. His main concern was with education in general and with the use of adventure as a broad educational tool" (p.127). Gass (1993) supported this view and suggested that:

> Hahn's approach to education was not only experience-centred, it was value-centred. 'Learning by doing' was not developed to facilitate mastery of intellectual skills rather it was oriented towards the development of maturity and character (p.13).

Stetson (1997) pointed out that there were three values central to Hahn's philosophy of education and the purpose of OB:

- to empower people to fulfil their own highest potential;

- to foster compassion;
- to develop courage.

Prior to OB, Hahn had already been the headmaster and founder of two other world-renowned schools, Salem in Germany and Gordonstoun in Scotland (Outward Bound New Zealand, 1989a). The motto he created at Gordonstoun was *'plus est en vous'* (there is more to you than you think). The formation of his concept for an educational programme was developed whilst he was at Oxford University in 1910 where he had studied the principles of Plato and of Baden-Powell, the founder of the Boy Scout movement (Zelinski, 1991). Hahn (1935, quoted in Richards, 1990) stated that "[i]t is a sin of the soul to force the young into opinions, but it is culpable neglect not to impel every youngster into health giving experiences, regardless of their inclinations" (p.73).

Hahn's philosophy has influenced methods of training and learning for both outdoor education and experiential learning. In addition to Salem, Gordonstoun and OB, Hahn's vision facilitated the development of several other programmes and influenced the operations of other educational institutions, school curricula and personal development methodologies. These included United World Colleges and the Round Square Conference Schools that supported community based service learning. School achievement schemes such as the Duke of Edinburgh Award and Expeditionary Learning were developed as a consequence of Hahn's work in the UK and USA respectively (Priest & Gass, 1997). Project Adventure was set up as a direct result of OB in 1970 (Prouty, 1990), and the Association of Experiential Education, which publishes the Journal of Experiential Education, was formed from OB roots in 1976 (Garvey, 1990).

Background to Outward Bound

Kurt Hahn founded Outward Bound (OB) together with an English businessman Sir Lawrence Holt, owner of the Blue Funnel shipping line, in Aberdovey a sea town in Wales in 1941 (Hogan, 1968). The name 'Outward Bound' comes from the meaning of the 'Blue Peter' signal flag hoisted by merchant ships as they leave harbour for foreign seas, leaving the certainties of home and embarking on new adventures. OB was set up during wartime to place young sailors in situations of real consequence, in order to

combat a perceived lack of inner resources in the young men, since they often died at sea whilst the older men survived (Greene & Thompson, 1990; Stetson, 1996). In developing OB, Sir Lawrence Holt believed that the training at Aberdovey was less training for the sea, but more training through the sea to benefit all walks of life (Miner & Boldt, 1981). By the end of the war Britain's leaders were openly enthusiastic about the new OB programme, and wanted to see its successful continuation during peacetime (Hogan, 1968; Hopkins & Putnam, 1993). The OB Trust was formed in 1946 and a second school was established in 1950 at Eskdale in the Lake District. The first all girls course was held there the following year. The organisations' international standing was boosted when HRH Phillip Duke of Edinburgh became its patron in 1953 and he stated in 1957 that:

> It is hard to believe that such a complete and lasting transformation can be achieved in such a short time. But in nearly every case the cocoon of youth drops away and the true metal of the man emerges (quoted in James, 1961. p.ix).

During the 1960s and 1970s many other programmes were also established using the Outward Bound approach (Gass, 1993). The primary target population was youth, adolescents, and young adults. A number of programmes were established with a variety of training organisations, for example schools and youth programmes. In the 1970s and 1980s programmes were developed for youth at risk involving rehabilitation and therapy (Gass, 1993). Increasingly in the 1980s and 1990s professional development programmes have become a bigger segment of the OB target market (Outward Bound International, 1997).

The criteria and organisation requirements to be part of Outward Bound International are as follows (Outward Bound International, 1999):

1. To set a vision and mission statement which embraces Hahn's ideals and the International Mission Statement;
2. Promote core values such as perseverance, compassion, service and quality;
3. Demonstrate a sound business base and a reasonable prospect of financial viability;
4. Define outcomes for its programmes, and manage and assess performance through means such as risk management, programme review and instructor competencies;

5. To place a strong emphasis on programmes for young people and be open to all people regardless of race, religion, colour, physical or mental strength, social or educational background;

6. Have the resources to implement financial assistance to needy persons wishing to attend.

Bacon (1983) identified the objectives of OB as "to broaden enthusiasm for and understanding of self, others and the environment and to enhance interpersonal communication and co-operation" (p.101). These objectives were adopted by OBNZ (Outward Bound New Zealand, 1994b) and are similar to those identified by Priest (1990b) for outdoor, adventure, and environmental education. The specific objectives stated by Bacon (1983) were:

1. Personal development: To extend the students self-awareness, identify personal limits, clarify their needs and goals, help recognise their role in society and acknowledge their responsibility to self and others.

2. Interpersonal effectiveness: To expand the student's capacity for responding to others, encourage open and effective communications and construct co-operative relationships around common projects, involvement and commitments.

3. Environmental awareness: To enhance the student's understanding of the fragility of the environment and increase their sense of responsibility for its care and preservation.

4. Learning: To create and maintain an environment and attitude emphasising experimentation and participation in experiential learning.

5. Philosophy: To provide situations and experiences in which students can test and refine personal, spiritual, moral and ethical values and stimulate them to examine and articulate their basic beliefs (Bacon, 1983, p.101).

The Outward Bound educational process

Walsh and Golins (1976) developed a model of the Outward Bound process (Figure 2.8), which began with the participant undertaking a series of physical activities and group problem solving tasks. This model has been particularly important in the development of an understanding of the experiential educational process, as it was one of the first to list the elements of this adventure programme (Priest & Gass, 1997). Walsh and Golins (1976) suggested that the tasks needed to be introduced incrementally and have real consequence not vicarious ramifications. The problem solving tasks should be holistic; their solutions requiring the fullest complement of the individual's mental, emotional

and physical resources (Walsh & Golins, 1976). A state of 'adaptive dissonance' whereby a person has two different and conflicting thoughts was then reflected upon. This led to transfer of learning to future experiences (Walsh & Golins, 1976). This model was based on the experiential instructional model suggested by Dewey (1938) and also interpreted by Nold (1978).

Learner →	is placed into	**Unique physical environment** →	and into	**Unique social environment** →
then given a →	**Characteristic set of problem solving tasks** →	which lead to	**State of adaptive dissonance** →	
to which s/he adapts by →	**Mastery** →	which	**Reorganises the meaning and direction of learner's experience** →	

s/he continues to be 'outward bound', oriented to living and learning...
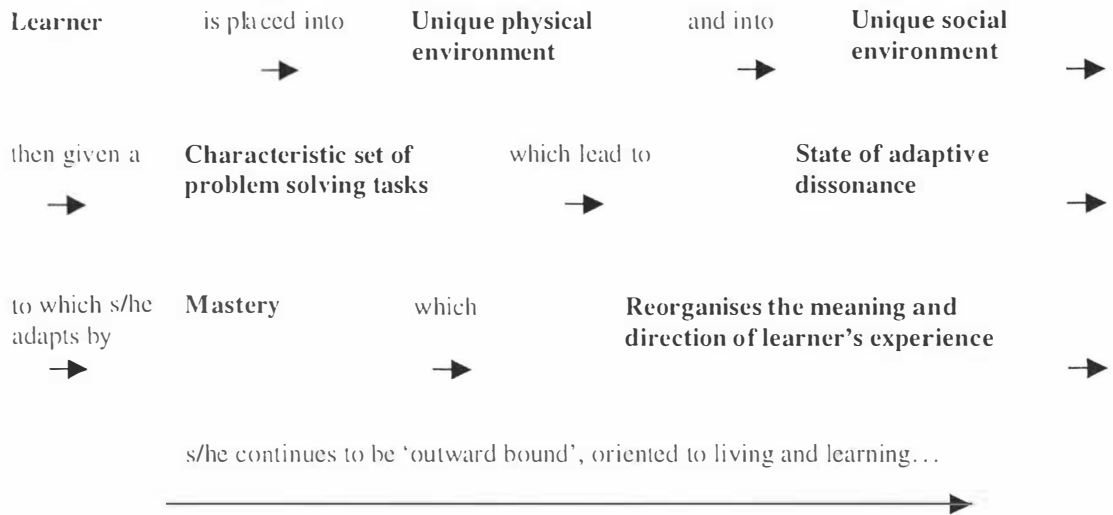
Figure 2.8   The Outward Bound educational process model (Walsh & Golins, 1976, cited in Hopkins & Putnam, 1993, p.92)

Bacon (1983) described OB as a special place, linked with transformation and change. The OB educational process was symbolic of the developmental process, a rite of passage. He believed that the impact of the OB environment elicited profound childlike regression in almost every participant. Bacon (1983) identified the following components of the OB course: skills training, stress/hardship, problem solving, community service, reflection and evaluation, which were sequenced as a training phase, expedition phase, solo, final expedition, and concluding phase. Bacon (1987) described the evolution of the OB educational process with particular emphasis on how facilitation approaches had changed to ensure greater transfer of learning. He believed that initially, the focus was on the experience, 'let the mountains speak for themselves' (Baillie, quoted in James, 2000). Bacon (1987) indicated that in the 1960s and 1970s the second generation, 'the Outward Bound Plus model', emphasised the use of group discussion and self-reflection. He pointed out that the third generation of facilitation approaches, the 'metaphoric model', stressed the development of experiential metaphors (Bacon,

1983, 1987). These more sophisticated facilitation approaches were categorised in the previous section of this chapter. The philosophy of 'challenge by choice' (Rohnke, 1984; Schoel, Prouty & Radcliffe, 1988) was adopted by OB schools and enabled participants to determine the level of challenge of their adventure experience, although this did not appear to be the case at OBNZ until after the death of Susanne Consedine in 1993 (Brett, 1994).

Miner (1990) believed that OB programmes had remained consistent with Hahn's educational principles, and had not changed from the concept of an intense experience surmounting challenges in a natural setting, through which the individual builds his or her sense of self-worth. He believed that the OB educational process was still based on experiential learning and is a set of conditions and events, which interact to produce a desired effect (Miner, 1990). Richards (1990) also argued that OB schools throughout the world still reflected Hahn's philosophy with the all-important balance between fitness, skill, initiative, perseverance, respect and service.

Sakofs and Armstrong's (1996) described 'the Outward Bound approach to teaching and learning' as more than a set of methods and activities and that the teacher (instructor) provided an important role. They suggested the OB educational process had the following elements: the teacher, the experience, consequential applications of knowledge, time for solitude and reflection, adventure, physical fitness, metaphorical significance and teamwork. Also that OB placed value on physical, as well as mental and emotional experiences, and on reflection upon them. Tom James (personal communication, 21 September 1997) believed that the quality of reflection was as important as action. He suggested that there was a lot of activity in an OB course, but there was also a need for silence; this was on 'Solo', or as reflective time together. Sakofs and Armstrong (1996) suggested that the holistic approach of OB incorporated physical and emotional safety, which allowed participants freedom to learn. They also believed that "personal experience and intellectual growth are drawn together through adventure and challenge to help students build an understanding of themselves and the world around them" (Sakofs & Armstrong, 1996, preface). Sakofs and Armstrong (1996) presented the 'Active learning cycle' (Figure 2.9), which was based on Kolb's learning cycle (1984) and emphasised psycho-emotional, physical and intellectual

engagement in a range of activities. Kraft and Sakofs (1991) also supported the view that the OB process should offer a holistic approach to personal development:

> The philosophical underpinnings of Outward Bound education embrace the notion that learning is a complex, dynamic interplay between all aspects of the human experience. Thus it is intellectual and physical; rational and emotional; concrete and abstract; joyful and frustrating; tedious and exciting; noisy and quiet; active and sedentary; and the list goes on. Outward Bound educators recognize these relationships, and through the various activities presented encourage students to embrace and appreciate learning in a multifaceted beauty (p.27).
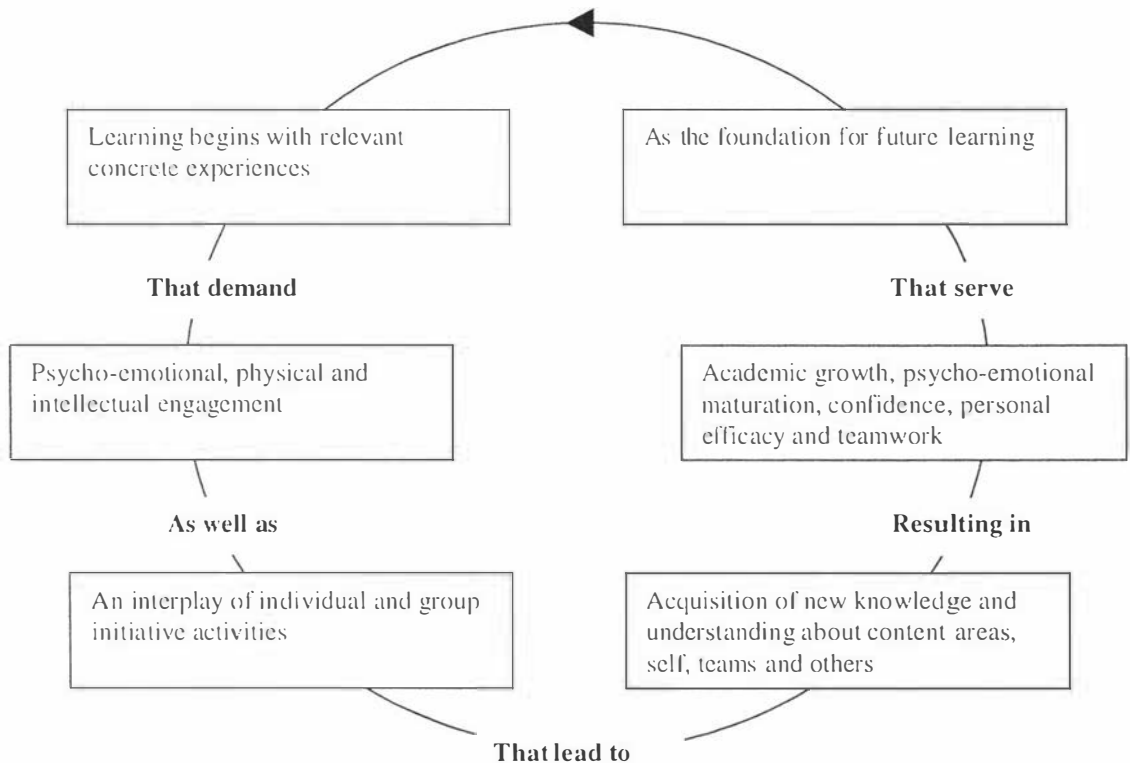
Figure 2.9   The Active learning cycle (Sakofs & Armstrong, 1996, p.20)

Priest (1990) indicated that researchers were only beginning to develop the theoretical underpinning for the field of experiential education. As indicated in the Introduction, despite its diversity of contexts, evaluation of experiential education programmes has been limited mainly to studies focusing on outcomes and issues of self-concept (Neill & Richards, 1998; McKenzie, 2000). Miles and Gass (1993) stated that that there were substantial gaps in the body of knowledge of how these outcomes are achieved. The effectiveness of adventure education depended upon "a clear specification of the adventure education process and the relating of this process to specific individual needs" (Hopkins and Putnam, 1993, p.16). This view was also supported by Richards (1994) who stated, "the power of adventure based education is quite evident, but has little to do

documentation and lacks a theoretical/philosophical base" (p.6). Much of the writing on the educational process, particularly about Outward Bound, has been based on the individual writer's own experiences, observations or assertions. There is a lack of empirical research to support their assumptions about the key elements of the experiential education process. For this reason the empirical research undertaken for this present study aimed to develop a greater understanding of why the outcomes of OB courses are achieved.

The challenge of Outward Bound in today's society

As indicated in the Introduction, during the 1990s, reports from many OB schools around the world stated that they were facing problems of declining enrolment and financial instability (Outward Bound International, 1997). There was increasing competition from other providers and growing concern that the schools had not kept pace with rapid cultural, organisational, and technological changes (Outward Bound International, 1997). These issues also applied to Outward Bound in New Zealand (Outward Bound New Zealand, 1995), which was the focus of the first part of this present study. In 1995, the original Outward Bound in the UK (OBUK) was saved from financial collapse by a merger with the Duke of Edinburgh's Award (DEA) scheme. OBUK sustained a loss of one million pounds in 1994, but received an equivalent loan from the DEA to prevent the organisation from going bust. Both organisations retained their identities but operated under one management (Anonymous, 1995). Due to financial constraints, the centre at Rhowniar in Wales was closed, but Aberdovey (Wales), Loch Eil (Scotland), and Ullswater and Eskdale (England) remained. Eskdale was re-established as the Professional Development centre concentrating solely on management training courses. At the other centres the focus was away from the 19-day 'Classic' personal development courses (reduced from the original 28-day course), which made up only 10-15% of courses. About 30-35% of courses were 7-day multi activity holidays for schools, or short stay training (20-25%) or skills (20-25%) courses (Will Ripley, OBUK marketing manager, personal communication, 25 August 1997). Derek Pritchard (1997), the Executive Director of Outward Bound International, issued the following warning about the change of focus and marketing of these courses:

> It's getting more difficult to align with our purpose. Many Outward Bound operations use a shotgun approach; their resources are widely spread and moving towards corporate training for adults and

special needs programmes. We ignore history at our peril, as the recent history of Outward Bound in the UK shows. The Duke of Edinburgh recently commented that Outward Bound in the UK, in the past, had chased the market, offering too great a variety of courses. A consequence of this was a decline in the quality of offerings, with near disastrous results (Pritchard, 1997).

Some organisations, including Outward Bound have adapted courses using different contexts for example 'City Challenge' urban-based programmes (Hopkins & Putnam, 1993; Van Welzenis, 1994). The New York City Outward Bound Center was established in the late 1980s primarily to provide youth with experience based learning to develop skills and personal qualities for them to succeed in school, work and other life endeavours. The core of the work is through school based programming (Martin, 1998c). Typically, these are one-semester courses integrating the academic curriculum and contributing to service projects through expeditionary learning (New York City Outward Bound Center, 1997). Expeditionary Learning Outward Bound was one of nine projects funded, in 1992, by the New American Schools Development Corporations to create 'break the mould' schools over a five-year period. These schools are family and community focused with necessary support services, empowering families to seek help if required (Flavin, 1996). Expeditions draw together personal experience and intellectual growth to promote self-discovery and construct knowledge. (Expeditionary Learning Outward Bound, 1997). Findings from a survey by the Academy for Educational Development indicated that Expeditionary Learning Schools were outperforming many traditional US schools (Expeditionary Learning Outward Bound, 1997).

The use of the city environment and the development of Expeditionary Learning schools were examples of how OB had reacted to the changing needs of society (Martin, 1998c). Krouwel (1994) believed that for an outdoor organisation to survive in the 1990s it would need the ability to be flexible, alert and to keep learning the lessons of experience. The 1997 OB International Symposium in Boston brought together two hundred people from forty countries to examine the issues of declining enrolments and financial instability. OB needed to review its vision and management strategies in a world where organisational growth was no longer the norm. Peter Senge in his opening address to the Symposium asked the following questions about the purpose of OB:

How does the organisation hold onto its purpose? Is there a gap between the sense of purpose and the

day-to-day reality? Many educators working in public institutions do not find that their day-to-day experience connects with their sense of purpose. There is a gap between the individual and the institution's sense of purpose. There is a big difference between the Outward Bound culture and the business world. There is a need to re affirm the original values but the process is difficult. Can Outward Bound transform as an institution? (Senge, 1997).

The vision developed for OBI at the Symposium indicated that by 2007 Outward Bound would be seen as the global leader in experiential education as a vehicle for personal growth (Wagner & Pritchard, 1997). However, to achieve this vision, it was identified that there was a need for product development and clear product positioning related to the organisations educational philosophy, and instructor training focused on the educational process. This aimed to increase enrolments and to develop a secure financial base and sufficient reserves (Wagner & Pritchard, 1997).

In 1941, the challenge was survival in the North Sea during wartime. Miles (1990) argued that if the 'declines', which Hahn spoke of over fifty years ago are still part of society today, then we are as much in need of adventure education now as then. Sakofs and Armstrong (1996) pointed out that these 'declines' are the deterioration of fitness levels in school-aged children, the impact of unemployment on self-esteem, and the loss of compassion, with increased emphasis on competition at the expense of others. Rojek (1996) suggested that the 1990s were characterised by change and the challenge was survival in an increasingly more complex world, which created different problems and opportunities. Bronfenbrenner (1996) revealed what he considered disturbing trends over the past four decades of youth growing up in economically developed nations, particularly in the United States. These changes were:

- increased cynicism and disillusionment reflected in themselves, in others, and in the basic institutions of society;
- more and more youth spending their formative years in prison;
- decline in the involvement of adults as mentors of youth activities and for developing standards of behaviour and goals of achievement;
- the erosion of neighbourhood ties and growing conflict between the demands of work and family (Bronfenbrenner, 1996).

Bronfenbrenner (1997) indicated that the above issues had important implications for the

role and development of OB:

> There is a need to look at what is happening to families, what is happening to schools, neighbourhoods and communities. Families and peer groups are the most powerful, the most humane, and by far the most economical way of making our society more human. Outward Bound needs more family participation (Bronfenbrenner, 1997).

Stetson (1997) argued that as part of the adventure and excitement of self-discovery OB still aimed "to instil such inner strengths as self-confidence, responsibility for oneself and concern for others, an awareness of the interdependence of people, and compassion through service" (p.10). Nold (former director Colorado OB, personal communication, 21 September 1997) supported this view and believed that OB was important in today's society:

> OB still aims to give value-forming experiences, which foster self-understanding, confidence, compassion, co-operative skills, leadership, a social commitment, responsibility for the environment, and a spiritual view of existence through shared experiences in a challenging environment (Nold, J., former director Colorado OB, personal communication, 21 September 1997).

Outward Bound section summary

OB still appears to base itself on the educational commitments of Kurt Hahn (Miner, 1990). Greene and Thompson (1990) indicated that although OB began as a wartime school for survival it has evolved into an adventure oriented programme for personal growth, service to others, and physical development. Stetson (1996) believed that OB provided leadership training by guiding youth into adventure based, value-forming experiences. The emphasis was on physical challenge, not as an end in itself, but as a means of personal and social development (Sakofs & Armstrong, 1996). Walsh and Golins (1976) and Sakofs and Armstrong (1996) have developed models of the OB experiential learning process based on their experiences of OB, although it has been identified that there has been a lack of empirical research about the OB educational process. Despite the above testimonies of support many OB schools around the world were experiencing falling rolls and financial difficulties (Outward Bound International, 1997). Bronfenbrenner, (1997) pointed out that there was a need for greater programme development, research and design to help OB sustain itself and achieve social goals, although Pritchard (1997) warned of too many different types of courses.

EXPERIENTIAL EDUCATION COURSE OUTCOMES

Evaluation of experiential education programmes has been limited (Bocarro & Richards, 1998; Ewert, 1989; Flor, 1991a; Shore, 1977; Warner, 1990). Studies of the benefits of outdoor education have mainly been psychological (Zuckerman, 1979), focusing on self-concept (Ewert, 1983; Bacon, 1987), self-confidence and self-efficacy (Ewert, 1986; Wetmore, 1972), self-actualisation and well-being (Kaplan & Talbot, 1983; Young & Crandell, 1984). O'Brien and Street's (1989) evaluation of New Zealand outdoor adventure programmes indicated the development of self-esteem provided a catalyst for change in young people's lives. A number of authors also concluded that outdoor adventure positively enhanced aspects of individual's self-concept (Ewert, 1989; Hopkins, 1982; Schoel *et al.*, 1988), although Ewert (1989) pointed out there were some methodological weaknesses. Other studies showed benefits such as sociological (Orlick, 1982; Roland & Hoyt, 1984), educational (Gass, 1987; Knapp, 1986), and physical (Wright, 1983). Barrett and Greenaway (1995), in their review of UK research, indicated, " the enhancement of self-concept is the most frequently cited psychological outcome of participation in outdoor adventure" (p.40). The terms related to effects on personal and social development involving increased self-concept, self-efficacy and self-esteem (Giges & Rosenfeld, 1976) can be defined as follows:

- Self-concept involves the feelings and beliefs one holds about oneself (Ewert, 1982). Hattie, Marsh, Neill, and Richards (1996) indicated that one's self-concept is multi-dimensional in nature.

- Self-efficacy is one's perceived level of ability in a given situation (Kagan, 1991). Barrett and Greenaway (1995) indicated, "there is a strong connection between self-efficacy and self-concept in relation to performance and beliefs in specific areas of achievement" (p.41).

- Self-esteem is the gap between one's ideal self and one's actual self and reality. Gahagan (1991) believed it is the most important dimension of one's self-concept.

Recent meta-analyses of outdoor education programmes by Cason and Gillis (1994), Hans (1997), and Hattie *et al.* (1996, 1997) found small to moderate overall effects on variables such as self-concept and social skills (Neill & Richards, 1998). Cason and Gillis' (1994) was the first meta-analysis of adventure programmes (Hattie *et al.*, 1997). Meta-analysis allows statistical integration of previous studies (Hattie, 1992b). Meta-

analyses report results in terms of effect sizes (ESs), which measure the difference between people's rating of themselves at two different points in time. In their review of outdoor adventure programmes involving adolescents, Cason and Gillis (1994) indicated that longer programmes result in more significant effects on self-concept. Hattie's (1992b) synthesis of 134 meta-analyses indicated that educational innovations expected to change average achievement by an ES of .4. Cason and Gillis (1994) reported an average ES of .31 based on a meta-analysis of 43 adventure programmes for students from aged 11 to college freshman. Hattie *et al.* (1997) found a similar result, and concluded that the overall ES of .34 for adventure programmes from their meta-analysis of 96 studies compared favourably with the effects found from classroom based programmes. They also reported an ES of .26 on self-esteem of adventure programmes, which exceeded that of other educational programmes. In particular, they indicated that in contrast to most educational research, "these short term or immediate gains were followed by substantial additional gains between the end of the program and follow up assessments" (p.43). An additional ES of .17 for assessments up to eighteen months after the programmes was reported. This gave an overall ES of .51 up to six months after the courses (Hattie *et al.*, 1997). Hattie *et al.* (1996) concluded that the major benefits of adventure programmes were across six categories: independence, confidence, self-efficacy, self-understanding, assertiveness, internal locus of control, and decision-making. Hattie *et al.* (1997) argued that adventure based programmes such as Outward Bound were more effective in achieving changes in self-concept than other types of self-concept change programmes investigated by Hattie (1992a).

Cason and Gillis (1994) found little useful information about the processes involved that provided insight into why some programmes were more effective than others. Hattie *et al.* (1996) supported this view and indicated that there was considerable variation in the effects with only some adventure programmes being effective on some outcomes. The lack of data concerning developmental outcomes was due to problems with how these might be properly measured, rather than to the fact that they did not exist (Barrett & Greenaway, 1995). Barrett and Greenaway (1995) stated that research design needed to integrate how the educational process works with the experiences of participants. They indicated that most of the research that they had reviewed was,

ill suited to the task of studying the complex phenomena that constituted the experience of outdoor adventure... Adventure is a subjective experience that differs widely from one individual to another. What is experienced, perceived and learned is dependent not only on the individual's psychological make-up, but on the social and community context in which that person lives (p.53).

The literature and research for evaluating experiential education had been limited to mainly quantitative studies, however, the use of qualitative methods has been advocated for the investigation of the many variables of outdoor education (Allison & Pomeroy, 2000; Barrett & Greenaway, 1995; Bocarro & Richards, 1998; Dahlgren & Szczepanski, 1998; Klint, 1990). Kolb (1991) and Gass (1993) recommended using both qualitative and quantitative measures, but Hattie *et al.* (1997) questioned the quality of much of the research undertaken in the field of outdoor education and pointed out that qualitative approaches needed to be systematic and rigorous.

Outcomes of Outward Bound courses

There has been limited substantiated theoretical examination and explanation of the educational, psychological, social processes and outcomes that have occurred during and as a result of OB programmes. The expansion and diversification of programmes has not been matched by quality research investigation (Neill, 1996). Neill (1996) pointed out that the body of theoretical literature about OB programmes is relatively small, but is a reasonably large proportion of the literature in the experiential and outdoor education fields. Research had been led from within OB Schools, in particular at the Colorado OB School (Pollak, 1976), and OB in Australia (Outward Bound Australia, 1998a, 1998b).

Clifford and Clifford (1967) and Wetmore (1972) provided empirical evidence of the link between self-concept and the OB experience. These studies of Colorado OB and Hurricane Island OB respectively, concluded that there was a positive change in self-concept. Fletcher (1971) studied three thousand participants of a four-week OBUK course. He found there was greater maturity, awareness of others needs, ability to mix well, and increased confidence. However, Fletcher (1971) reported that assessed goals in terms of sponsor's objectives (to make the student a better employee) were not always achieved Koepke's (1973) study at Colorado OB concluded that OB participants viewed themselves more positively at the end of the course. Smith (1976) reported that OB had

a positive impact on participant's self-assertion. Shore (1977) provided a summary of American and British studies of OB and related programmes. Shore (1977) concluded that the investigation into the OB educational process had been lacking compared to the study of outcomes:

> Overall the research literature of Outward Bound is weak. It focused on disciplinary issues (e.g. self-concept) to the virtual exclusion of their relationship to programme issues (course length, mix of activities and nature of instruction). There have been few attempts to link outcome measures with programme components, and very little statistical analysis in this sense as opposed to statistical reporting (p.3).

Further reviews by Hopkins (1976) and Ewert (1982) indicated that there were a sufficient number of reliable studies that demonstrated an increase in self-concept as the main outcome of OB. Although, Marsh (1990) considered that participants pre-course responses tended to be lower than their normal perception of aspects of self-concept, and Marsh and Richards (1986) indicated that post experience tests often recorded euphoric effects. Marsh and Richards (1986) suggested using a longitudinal approach to investigate the long-term effects, which could then be compared statistically to the pre- and post-course results.

Ewert (1987) pointed out that in general OB staff had relied on an intrinsic belief in the value of the courses, although the "problem lies in convincing other professionals and lay people" (p.4). Flor (1991a) suggested that the rapid pace of educational change, provided a major challenge to all involved in evaluating outdoor and adventure education programmes. Hopkins and Putnam (1993) pointed out the need to justify all activities on the basis of cost effectiveness. Hattie *et al*. (1996) suggested that this had resulted in the research reading more like promotional material than reporting of research findings. The meta-analysis of OB and adventure programmes conducted by Hattie *et al*. (1996) concluded that there was a need for enhanced quality of research on adventure programmes:

> The effect sizes varied substantially according to the program and outcome, and improved as the length of the program and the ages of the participants increased. Despite these positive results, there is considerable need for stronger adventure program research using outcomes more logically related to aims of particular programs, a need to emphasise theory and process, and too little is known about why, and under what conditions adventure programs work most effectively (p.1).

Outward Bound New Zealand course outcomes

The only previous study of outcomes of OBNZ courses was by Mitchell and Mitchell (1988 & 1989). They used pre- and post-course questionnaire survey methods based on an investigation by Marsh, Richards and Barnes (1986a, 1986b) of course outcomes at the Australian OB School, which indicated that overall enhancement of self-concept was achieved and there were specific and predictable differential gains in various dimensions of self-concept. The Mitchell and Mitchell (1988 & 1989) study investigated the personal growth of participants on what was then the Standard 24-day course. The sample was a full annual intake of 950 people, and the post course testing was over two years. The age range of the participants was eighteen to twenty-three. They concluded that the OBNZ 24-day course had strong positive effects on many aspects of self-concept. The findings also showed that the course had a 'stock take' effect on many of its students, which caused them to examine aspects of their occupation, relationships, lifestyle and aspirations. Subjects in the study recounted a wide range of ways in which OBNZ helped them, including:

- many aspects of self concept
- self-esteem and self-respect
- confidence
- awareness of others
- interpersonal skills
- maturity
- qualities such as courage, persistence/ perseverance, tolerance of stress and hardship (Mitchell & Mitchell, 1989, p.132).

These changes occurred in a wide range of people from different backgrounds, and were still measurable at a statistically significant level two years after the course was completed (Mitchell & Mitchell, 1988 & 1989). These findings are similar to those of other OB studies and the study was part of Hattie *et al.*'s (1996) meta-analysis. However, neither study empirically examined aspects of the educational process.

Outward Bound Czech Republic course outcomes

There have been no empirical studies that identified the outcomes of courses at OBCZ, although Krouwel (1994, 2000) did examine the OBCZ process. The perceived benefits, stated by OBCZ management, of the professional development courses were

"raising teamwork effectiveness, improving the atmosphere, and higher satisfaction for employees" (Outward Bound Czech Republic, 1999a, p.6). Most evaluation of the courses was from informal post course surveys of participants.

Outward Bound Australia course outcomes

Former Executive Director, Garry Richards (1977) identified that the diversity of approaches in studying OB processes and outcomes was due to difficulties in evaluating the range of outcomes and replicating similar studies. In the late 1970s, Richards (1975, 1976a, 1976b, 1977) established a research programme to evaluate the effectiveness of the course outcomes, and a large amount of data was collected using Likert scale questionnaires. Richards (1977) believed that the transfer of learning was maximised by the experiential learning environment and was both:

- 'internal' which described the learning processes involved during the course, and

- 'external' which is the learning that the participant takes away from the course and is retained and adapted in new environments and learning situations.

The main area of research was on course outcomes and involved statistical analysis of the Life Effectiveness Questionnaire (LEQ) (Neill, Marsh & Richards, 1998). The LEQ asked participants to respond using Likert scales to questions related to aspects of self-concept. A third of the studies synthesised in Hattie *et al.*'s (1997) meta-analysis of adventure programmes involved OBA courses. The changes reported from OBA courses in qualities such as self-confidence, teamwork, leadership abilities, and communication skills had an average effect size (ES) of .47 with additional growth of .17 up to six months after the programmes had finished (Hattie *et al.*, 1997).

Hattie *et al.* (1996, 1997) reported that these effects (ES = .47) were substantially greater than other adventure programmes reviewed (ES = .17), and were ongoing for up to eighteen months after the programme had finished. The largest effects were reported for 22-day Challenge courses, particularly participants' self-confidence and ability to manage their time (Hattie *et al.*, 1996, 1997; Outward Bound Australia, 1998a, 1998b). The smallest outcomes were from courses for schools, a finding also reported by Hattie (1992a), although the average ES of .26 was still higher than other adventure programmes (ES = .17). Neill (1999) also used the LEQ and analysed data from over

three thousand OBA participants from a range of programmes. Results suggested that longer programmes and those with adults (over 18) tended to have larger impacts. The greatest effect was on time-management (Neill, 1999). Analysis of long-term outcomes indicated retention of personal development gains at around five months with some loss of those benefits evident at twelve months (Neill, 1999). However, little research had been undertaken about the educational process at OBA.

Experiential education course outcomes section summary

In summary, the literature relating to the evaluation of adventure-based experiential education programmes has been limited mainly to the study of outcomes (Bocarro & Richards, 1998; Ewert, 1989; Hattie *et al.*, 1997; McKenzie, 2000; Neill & Richards, 1998; Shore, 1977; Warner, 1990). Similarly, research on Outward Bound programmes is limited, focusing on outcomes relating to aspects of self-concept (Bocarro & Richards, 1998; Hattie *et al.*, 1997). This type of research has focused on quantitative methods (Klint, 1990), which are limited by the biases of the questions asked, the interpretation of these questions by the participants, and then the statistical analysis of small samples (Hattie *et al.*, 1997). However, despite limitations in the methodologies used (Kolb, 1991), experienced based learning, and the involvement of young people and adults in outdoor activities is now recognised as offering valuable experiences, which bring with them a range of personal and social benefits relevant to life and work (Barrett & Greenaway, 1995). The primary outcomes of the experiential educational process have been identified as changes in self-concept. Secondary outcomes relate to the content and the particular programme focus (Hopkins & Putnam, 1993).

Klint (1990) suggested that research into the adventure experience needed to move away from identifying outcomes, and towards understanding the process. Kolb (1992) supported this view and indicated, "evaluators of experiential programmes should consider 'how' a program works before asking 'how much' impact or outcomes is attributable to the program" (p.28). Hattie *et al.* (1997), in their meta-analysis of outcomes from Outward Bound and related adventure programmes, concluded that there was a need to link outcome research with course objectives and the educational process.

CONCLUSIONS FROM LITERATURE REVIEW

Experiential learning is a holistic process that is used in the fields of outdoor, adventure, and environmental education as a means of achieving personal growth. There is a lack of clarity amongst the terms used in these associated fields. Learning in a natural environment, which involves a range of challenge is a common theme, although experiential education can also take place in other environments with different emphasis.

Outward Bound has developed an experiential education approach involving a series of challenging outdoor activities based on the philosophy of its founder Kurt Hahn. However, many Outward Bound schools have experienced falling enrolments and financial difficulties in the 1990s. This has led to questioning of whether Outward Bound courses have adapted to the needs of society. An associated question relates to whether Outward Bound courses still achieve their stated objectives?

Research undertaken in the fields of experiential education and outdoor education has been limited to mainly focusing on outcomes, particularly relating to self-concept. Important factors in the experiential education process have been identified as the experience, reflection upon experience and the transfer of learning, but a need has been identified to undertake research that links the outcomes and the key elements of the educational process.

CHAPTER THREE
METHODOLOGY

South Street Jungle

This jungle doesn't even move   No space or time
What has man tried to prove?   Too many people, this is the crime
No trees blowing in the wind   No birds in the sky
Just garbage showing what's been binned   It's only the planes that fly

The metal vines twisted like spaghetti   The jungle is ablaze
A crane is lowered to the jetty   A clear blue sky above the haze
The tarmac melted and streets are cracked   The jungle is alight
The roads above are totally packed   Lights shining brightly through the night

The barbed wire fence cages great big trucks   This isn't for me I have to say
The dirt and smog definitely sucks   I'm comfortable though just for a day
Parking lots are full, the rats are racing   The stop sign signals this is the way
What do these people seem to be chasing?   Transport me back to where I can play

The bridge above a dirty river
What is this city trying to deliver?
The concrete buildings reach to the skies
The constant noise just never dies

(written on 'Solo' by Andy Martin, New York Outward Bound, September, 1997)

CHAPTER OVERVIEW

This chapter describes the research design, data collection methods, data analysis methods, and the limitations and ethical considerations of the study. It begins with a discussion of the philosophical framework for this study. My research background and previous research into outcomes of experiential education programmes favoured a scientific quantitative approach. However, my worldview and the nature of the research suggested using a phenomenological paradigm. The choice of case study research as the main methodology reflected the use of both quantitative and qualitative approaches. The mixed method approach initially used a quantitative survey, with Likert scales, and then open-ended questions about specific aspects of course outcomes or educational process. A longitudinal approach using a purely qualitative survey with open-ended questions eliciting descriptive responses was adopted in the latter stages of the study. Semi-structured interviews with OBNZ, OBCZ, and OBA instructors were also analysed. A summary of the methods used is given in Figure 3.1. The use of different methods allowed methodological triangulation and addressed issues of bias with my role as a participant observer. Some quantitative analysis was undertaken using statistical t-tests comparing pre- and post-course participant responses. The main form of data analysis was content analysis using the qualitative data analysis package HyperRESEARCH (Researchware, 1998).

Date	Samples	Methods
Part 1: OBNZ February 1996 to March 1997	22-day & 9-day OBNZ course participants 22-day & 9-day OBNZ course participants (N=54 & N=39) OBNZ instructors (N=8)	Participant observation Questionnaire survey: Pre & post-course Longitudinal approach: Six-month post-course questionnaire Semi-structured interview
Part 2: OBCZ August 1997 to August 1999	Intertouch 1997 & 1998 participants Intertouch 1997 & 1998 participants (N=25 & N=30)	Participant observation Questionnaire survey & longitudinal approach: Six-month, one and two-year post-course
Part 3: OBA February 1999 to March 2000	Intertouch 1999 participants Intertouch 1999 participants (N=17) OBA (N=5) & OBCZ (N=4) instructors	Participant observation Questionnaire survey: Pre &post-course Longitudinal approach: Six-month, and one year post-course Semi-structured interview

Figure 3.1   Summary of methods used in the study

RESEARCH DESIGN

The choice of paradigm in the present study was based on my worldview, assumptions on how the research should be conducted, and the nature of the research, as indicated by Remenyi, Williams, Money and Swartz (1998). The use of a case study as the main methodology reflected the use of both quantitative and qualitative approaches. The type of case study used was 'evaluative' involving evaluation of the programmes using fieldwork (Stenhouse, 1985; Sturman, 1997). It could also be argued that the type of case study was 'ethnographic' as it involved participant observation (Stenhouse, 1985; Sturman, 1997). The specific methods used were participant observation, a longitudinal approach using questionnaire survey of participants, and semi-structured interview of some instructors. The use of multiple investigation methods allowed triangulation, which added to the study's credibility (Lincoln & Guba, 1985) and the holistic understanding of the phenomena being studied, as indicated by Mathison (1988).

My world-view

My background to research had been influenced mainly by scientific and quantitative approaches. Following completion of an undergraduate mathematics and computer science degree (1980-1983), I spent seven years teaching mathematics and, in particular, statistics at 6th and 7th form level. It was whilst teaching that my interest in enhancing the educational process developed. Many of the students had negative experiences of mathematics, hence the success and challenge of my teaching depended on more than just achieving results, but providing and developing an environment and activities that gave a positive learning experience, whilst improving the student's knowledge. Similarly, from coaching a number of sports, the player's enjoyment and development is not just about the skills of the sport, but involves a number of other factors, such as social and team involvement. After leaving teaching in 1990, I worked in the health and fitness industry developing programmes and events. Once again, the social aspect and feeling of belonging were often more important factors in sustaining people's interest and involvement, than the sport or activity itself. My philosophy has been the same since I started lecturing at Massey University in 1994, although the assimilation of course content is important, it is my role to develop a positive learning environment using a variety of facilitation methods that aim to enhance the learning process for the individual students.

My Masters degree thesis, 'Sport tourism and marketing an hotel in Somerset' (Martin, 1990) was similar to this study in that it was descriptive, practical and applied in nature. In considering my approach to the PhD study, a mathematics and statistics background favoured using a positivist approach, but my involvement in the development of a variety of educational programmes and my interest in what happened to people on these programmes had given me more of a phenomenological perspective. Through my teaching of Outdoor Recreation Management at Massey University, I had become familiar with the literature on the experiential learning process (Dewey, 1938; Kolb, 1984; Lewin, 1951; Priest & Gass, 1997). Although I had not used these methods as an 'outdoor instructor', my preference for learning style empathised with a kinesthetic approach and I had often used an experiential approach in my teaching, lecturing and coaching. Also, my involvement in many outdoor recreation activities had reinforced the view that knowledge was based on observation and action, as suggested by Dewey (1938) and Dahlgren and Szczepanski (1998). These experiences led me to being more interested in participating and observing, as a way to understand what was happening at Outward Bound, than being independent from the process. I was also interested in focusing on the actual experiences of both participants and instructors. My belief in this holistic approach (Remenyi *et al.*, 1998) meant that although my initial thoughts about the study involved positivist research, further review meant that the use of a phenomenological approach involving naturalistic inquiry (Easterby-Smith, Thorpe & Lowe, 1991; Lincoln & Guba, 1985) became more appropriate as the study developed.

Research assumptions

The ontological premise (nature of reality) underpinning a phenomenological study as opposed to a positivist approach is the belief of multiple constructed realities (Denzin & Lincoln, 1994, 2000) where the world is socially constructed rather than objectively determined (Easterby-Smith *et al.*, 1991). An interpretive naturalistic epistemology (nature of knowledge) typically utlises a case study approach to develop understanding of experiences (Allison & Pomeroy, 2000), where knowledge is created in interaction between the researcher and participants rather than independently (Denzin & Lincoln, 1994, 2000). The epistemological assumptions for a phenomenological paradigm are that it is subjective and concerned with the understanding of human behaviour (Hussey & Hussey, 1997). Patton (1990) and Merriam (1998) believed that emphasis should be

placed on the essence or structure, and interpretation of an experience. Cohen and Manion (1994) supported these views and stated:

> Phenomenology is a theoretical point of view that advocates the study of direct experience taken at face value; and one which sees behaviour as determined by the phenomena of experience rather than by external, objective and physically described reality (p.29).

The philosophy of phenomenology underpins all qualitative research design (Merriam, 1998), and is most commonly used by social scientists (Easterby-Smith *et al.*, 1991). Guba and Lincoln (1981) and Easterby-Smith *et al.* (1991) argued that social scientists do not measure how often particular patterns occur, but try to explain why people have different experiences. Guba and Lincoln (1981) indicated that qualitative researchers, "emphasize, describe, judge, compare, portray, evoke images, and create, for the reader or listener, the sense of having been there" (p.149). This type of research deals with the quality of the experience and has become more acceptable as a methodology (Hussey & Hussey, 1997). Hussey and Hussey (1997) identified features of a phenomenological paradigm as small samples from a natural location, the reliability of the findings tending to be low, but the validity is high due to the rich and subjective data. Lincoln and Guba (1985) argued that credibility, transferability, and dependability were the naturalistic terms equivalent to internal validity, external validity and reliability, respectively. Generalisation tends to be from one setting to another rather than from a sample to a population, as in a positivist approach (Hussey & Hussey, 1997). Lincoln and Guba (1985) indicated that the thick description of a qualitative study enhanced the findings transferability. Other important features are the involvement of the researcher in fieldwork and the collection of empirical data using a variety of methods (Denzin & Lincoln, 1994; Easterby-Smith *et al.*, 1991), where "empirical evidence is data based on observation or experience" (Hussey & Hussey, 1997, p.269).

Whilst there has been much discussion about the incompatibility of the epistemological positions (Bryman, 1988; Gage, 1989; Hammersley, 1996), Guba and Lincoln (1994) argued that both quantitative and qualitative could be complementary and used appropriately within a naturalistic paradigm. This supports the view discussed by Creswell (1994) that "a false dichotomy existed between qualitative and quantitative approaches and that researchers should make the most efficient use of both paradigms in

understanding social phenomena" (p.176). Denzin and Lincoln (1994) defined qualitative research as,

> multi-method in focus involving an interpretive naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them (p.2).

Nature of the research

Bronfenbrenner (1979) argued that the use of control groups in the study of human development was not practical as the personal growth was related to the specific environment. Richards (1997) supported this view and suggested that there are many complexities in evaluating an outdoor education programme as participants are not usually randomly selected and the programmes are complex in design and experimental control is difficult. Remenyi *et al.* (1998) also pointed out that "the use of controls are seldom relevant in non-positivist research due to the problems of controlling variables in social settings" (p.99). However, there has been a lack of accepted and appropriate methods used in evaluating outdoor education programmes (Cason & Gillis, 1994; Hattie *et al.*, 1997). Gass (1993) suggested using a qualitative approach alongside quantitative measures, which supported the use of case study research. With reference to the study of adventure based experiential learning programmes, Bocarro and Richards (1998) indicated that evaluation studies had favoured experimental and quasi-experimental design, involving quantitative measurement and randomly selected participants under controlled conditions. These methods follow statistical procedures of analysis and focus on outcomes and issues of self-concept (Ewert, 1987, 1989; Hattie *et al.*, 1997; Neill and Richards, 1998).

Dahlgren and Szczepanski's (1998) review of Scandinavian research and Barrett and Greenaway's (1995) review of research in the UK, concluded that humanistic and qualitative approaches were more appropriate and effective in studying the many variables of outdoor education (people, processes, and outcomes). Barrett and Greenaway (1995) commented that:

> The scientific research paradigm employed in most of the research reviewed has been shown to be ill suited to the task of studying the complex phenomena, which constitute the experience of outdoor adventure (p.53).

Allison and Pomeroy (2000) supported these views arguing that focusing on a single question 'Does it work?' demonstrates a lack of understanding of the complexity of the experiential education field. They indicated that there was a need to "shift the focus of the questions asked (epistemological shift)" in order "to understand reality in a different way (ontological shift)" (p.96). There is a need to recognise the subjective nature of participant's experiences and utilise more qualitative approaches to understand the complex processes involved in experiential education (Allison & Pomeroy, 2000; Priest, 1999; Priest, Attarian & Schubert, 1993).

A qualitative approach was particularly appropriate for the research design of this present study, which evaluated the educational processes and course outcomes of Outward Bound. This was reinforced by Creswell (1994) who stated that qualitative research was "an inquiry process of understanding a social or human problem, based on building a holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting" (p.1). Dahlgren and Szczepanski (1998) indicated that research into the phenomena and processes of outdoor education provided the tools that allowed the descriptive responses to be analysed and interpreted using codes, patterns and categories developed from the data.

A review of evaluation methods of residential outdoor programmes in the USA by Chenery and Hammerman (1985) revealed that 'observation' and 'group discussion' with participants were used as evaluation tools in ninety and seventy-nine percent of the studies, respectively. McIntyre (1990) indicated that use of interviews, participant observation and questionnaires, using qualitative measurements, "aim to provide an accurate and realistic picture of the processes and outcomes of the outdoor education experience" (p.204). Humberstone (1997a) supported this view and argued that research in outdoor education should involve the instructors and participants, but also the researcher. Humberstone (1997b) pointed out that the researcher was an integral part of the research process and could not easily be removed from it.

Despite my world-view and the nature of the research favouring naturalistic inquiry, my initial focus for the study of OBNZ courses (Part One), was on a quantitative approach, using changes in self-ratings on Likert scale responses, for evaluating the effects of the courses over a period of time. This was to partially replicate Mitchell and Mitchell's

study (1989 & 1989), which had used similar methods in their study of OBNZ course outcomes. They had based their methods on those of Marsh *et al.* (1986a & 1986b). These methods involved pre-and post-course questionnaires with participants ticking boxes from Likert scales, and then sophisticated statistical analysis of the results to show effect sizes for each course (Neill & Richards, 1996). Other studies (Hattie, 1992b; Hattie *et al.*, 1996, 1997; Neill & Richards, 1996), particularly at OB in Australia (OBA), which had co-ordinated the most extensive research into programme evaluation (Barrett & Greenaway, 1995), had also focused on quantifying outcomes, particularly in terms of self-concept. However, this was only one result out of a multi-faceted, multi-dimensional change programme involving human behaviour (Neill, 1996).

The initial quantitative questionnaires used in Part One of my study limited the response of the participants to the presented questions. Barrett and Greenaway (1995) indicated that a qualitative approach appeared to be more appropriate than the above quantitative methods in trying to examine the complex variables of the educational process and outcomes of adventure education. Therefore, although a quantitative approach was initially used, a more phenomenological research design developed as it was felt that the nature of this research favoured more qualitative methods involving participant observation, open-ended questionnaire survey of participants, and semi-structured interviews of instructors. The research design was emergent rather than pre-determined (Lincoln & Guba, 1985), which reflected my role as a participant observer and the purposive sampling of the different courses and contexts used in the study. Purposive sampling was used as each case was selected to extend and maximize the information already obtained (Lincoln & Guba, 1985). The qualitative researcher as *bricoleur*, where "[a] *bricoleur is a* 'jack of all trades'" (Denzin & Lincoln, 1994, p.2), supports an emergent design and the use of mixed methods, as the methods depend on the questions asked, which in turn depend on the context.

Case study

Case study is a generic term for the investigation of an individual, group or phenomenon, and is characterised by the use of multiple methods for data collection (Adelman, Jenkins & Kemmis, 1976; Husén & Postlethwaite, 1994; Miles & Huberman, 1984; Yin, 1994). The case study is an example of a methodology, which focuses on understanding the dynamics present within a single setting (Hussey &

Hussey, 1997). However, case study design is eclectic and is not a standard methodological package (Adelman *et al.*, 1976). Case study is a study of a 'bounded system' (Adelman *et al.*, 1976; Kemmis, 1980) and presents a 'naturalistic' investigation of the phenomena (Kemmis, 1980). Merriam (1998) stated that the case study is an "intensive, holistic description and analysis of a single bounded unit" (p.193). Yin (1994) indicated that the case study is "an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly evident" (p.13). Creswell (1994) supported these views described above and defined the case study as where,

> the researcher explores a single entity or phenomenon ('the case') bounded by time and activity...and collects detailed information by using a variety of data collection procedures during a sustained period of time (p.12).

Husén and Postlethwaite (1994) and Yin (1994) indicated that an evaluative case study could include both single case or involve multi-case design. Kolb (1991) indicated that case study was a 'meaningful design' for the evaluation of experiential programmes. Case studies often use quantitative or qualitative methods or a combination of both (Husén, & Postlethwaite, 1994; Kolb, 1991; Merriam, 1998).

The choice of case study for the investigation and evaluation of Outward Bound's course outcomes and educational processes was supported by Merriam (1998) who suggested that:

> Insights gleaned from case studies can directly influence policy, practice, and future research (p.19)...The case study offers a means of investigating complex social units consisting of multiple variables of potential importance in understanding the phenomenon. Anchored in real life situations, the case study results in a rich and holistic account of the phenomenon (p.41).

Easterby-Smith *et al.* (1991) and Bassey (1999) indicated that evaluation, the highest level of Bloom's (1956) hierarchy of cognitive educational objectives, was appropriate for doctoral theses. Evaluation critically reviews the worth of particular programmes (Stake, 1995). Guba and Lincoln (1981) and Merriam (1998) concluded that the case study is the best way of reporting an evaluation because it is richly descriptive, holistic, and provides explanation and judgement. Yin (1994), Merriam (1998) and Bassey (1999) also suggested that the choice of a case study approach is particularly

appropriate when evaluating educational programmes. Case studies are widely used in social science, educational (Bassey, 1999; Cohen & Manion, 1994), and business research (Hussey & Hussey, 1997). The purpose of the inquiry is to understand the particular phenomena within a specific context rather than to generalise (Merriam, 1998). Remenyi *et al.* (1998) indicated that a case study allows the researcher to obtain a more holistic perspective because the focus is on learning about the organisation's process. Although generalisation can be limited from case studies, Stake (1995) argued that "the case is an integrated system" (p.2), produces valid modification and naturalistic generalisations, and the use of other research methods and triangulation increases its validity (Remenyi *et al.*, 1998) and credibility (Lincoln and Guba, 1985). Hussey and Hussey (1997) supported this view indicating that case studies "have contextual relevance across measures, methods, paradigms, settings and time" (p.56), which enhances the possibility of transferability from one setting to another. Merriam (1998) concluded that this type of research has the following characteristics:

> [T]he goal of eliciting understanding and meaning, the researcher as a primary instrument of data collection and analysis, the use of fieldwork, an inductive orientation to analysis, and findings that are richly descriptive (p.11).

In summary, the above issues led to my choice of case study for this thesis, involving both quantitative and qualitative methods, and was based on the following characteristics of the research, as identified by Stake (1995). It was holistic, empirical and field oriented using the observations of the researcher. The case study design was also descriptive, illustrative, and experimental, as indicated by Scapens (1990):

- Descriptive, for example describing current practice at OBNZ and OBCZ. This involved a detailed account of the phenomena under study (Merriam, 1998). The case study was used to create a story or narrative description of the situation being studied (Bassey, 1999; Remenyi *et al.*, 1998).

- Illustrative, for example illustrating innovative practices used at OBCZ. Merriam (1998) indicated that the "case study has proven particularly useful when studying educational innovations" (p.41).

- Experimental, for example implementing the procedures of OBCZ into the OBA context and evaluating the benefits.

Mixed methods

There has been considerable debate about the relative merits of quantitative and qualitative methodology (Abbott-Chapman, 1993; Bryman, 1988; Gage, 1989). Jick (1979) advocated using mixed methods as complementary instead of opposing each other, although he indicated that replication of such studies becomes difficult under these circumstances. However, as Abbott-Chapman (1993) pointed out there is no right or wrong way to research as long as the methodologies 'fit' or 'serve' the research objectives. Ghauri, Gronhaug and Kristianslund (1995) suggested that there is a need to create a balance between rigour and flexibility. Cohen and Manion (1985, 1994) and Hussey and Hussey (1997) indicated that it is not unusual to choose a mixture of both qualitative and quantitative methods in business or educational research, particularly in the collecting of data. Triangulation seeks to provide rigour and credibility to a mixed method approach by confirming findings from independent sources of data (Patton, 1990). This enhances the richness of the data, allows greater flexibility in the research design, and the mixing of qualitative and quantitative approaches (Cohen & Manion, 1994; Hussey & Husssey, 1997; Yin, 1994). Burnard (1991) pointed out that the "researcher sets out to explore individuals' perceptions of experiential learning (the qualitative aspect)", however, "every qualitative researcher necessarily engages in some form of categorisation and quantification in order to present the findings" (p.43).

In this present study a mixed method approach was used, an approach advocated by Ewert (1987), Gass (1993), and Bacarro and Richards (1998) for evaluation of adventure based experiential programmes. The mixed method approach also supported the choice of case study as the research design (Bassey, 1999; Merriam, 1998; Miles & Huberman, 1984; Yin, 1994). Merriam (1998) indicated that a case study design is often used in phenomenological investigation to "gain an in-depth understanding of the situation and meaning for those involved" (p.19).

Triangulation

Decrop (1999) indicated that triangulation "limits personal and methodological biases and enhances a study's generalisability" (p.158), providing criteria by which the study can be evaluated (Marshall & Rossman, 1995). Merriam (1998) suggested that although triangulation may produce data that is contradictory, this could be seen as enhancing the holistic understanding of the case study. Stake (1995) also believed that triangulation

was a strength of case studies, which addressed issues of validity (credibility and transferability) and reliability (dependability). The use of similar methods of data collection and analysis allow a comparative approach when analysing and discussing the findings (Yin, 1994). However, Yin (1994) indicated that the case study's holistic and flexible nature could cause a lack of focus as the research shifts orientation. He argued that this often created a large amount of information, and meant it was difficult to limit the scope and boundaries.

In this present study of OB, the 'mixed methodology' allowed methodological triangulation when analysing, interpreting and reporting the findings, as indicated by Kolb (1991). Methodological triangulation involved comparison of findings from the analysis of field notes from participant observation, data from semi-structured interviews, and responses to structured questionnaires. This was not possible for the data on perceived course objectives and outcomes, as most of this data was collected from participant questionnaire responses. However, data triangulation (Denzin, 1978; Patton, 1990) was possible and involved comparison of information collected from different data sources. As Yin (1994) suggested, secondary data was obtained from a variety of documented sources and archival records. Field notes also provided important contextual and environmental information, a view supported by (Decrop, 1999).

The focus of my study changed from OBNZ to OBCZ, reflecting the emergent design, but although this meant that more data was created and some data was rejected, the aims were unaffected. My study of OBNZ, allowed observation of different course activities and facilitation approaches of instructors during the 22-day and 9-day courses. The shift in focus was particularly important for me as a participant observer, as it gave me a greater range of perspective than I had had with just the single case study of OBNZ. This resulted in a more focused approach for the investigation of the Intertouch courses at OBCZ and OBA. The international nature of the study presented further difficulties for data collection and also communication, as I did not speak Czech. The additional fieldwork also involved a considerable amount of time and close cooperation with the staff of the organisations involved. The evaluation of the findings from the different parts of my study attempted to create greater credibility and dependability, and enhance the transferability of the findings.

DATA COLLECTION METHODS

The data collection methods used in this study were participant observation, questionnaire survey using a longitudinal approach, and semi-structured interview. As similar methods were used in each of the three parts, the following is a brief discussion of the literature pertaining to each of the main data collection methods used in the study. The specific methods used in each part of the study are described in each of the relevant chapters (Chapters Four to Six) and are summarised in Figures 4.1, 5.3 and 6.1.

Participant observation

Cohen and Manion (1994) stated, "at the heart of every case study lies a method of observation" (p.107). Participant observation involves the researcher being part of the group or the activities that are observed (Yin, 1994). It also allows a holistic interpretation of the phenomena being studied (Cohen & Manion, 1994). Bailey (1978) identified the following advantages of the participant observation approach:

- The research can record behaviour as it occurs through field notes;
- It allows the researcher to develop, in natural surroundings, closer relationships with participants.

Kolb (1991) indicated that participant observation has been used within the field of experiential education. Although the method can be time consuming, it can yield rich descriptive data about "the setting, environmental factors and the group dynamics which influence participants' experiences" (p.41). Jorgensen (1989) had also argued that participant observation was an appropriate method to understand an educational process and assess how participants were affected by their experience. Patton (1990) supported this view:

> Experiencing the program as an insider is what necessitates the participant part of participant observation. At the same time, however, there is clearly an observation side to this process. The challenge is to combine participant and observation so as to become capable of understanding the program as an insider while describing the program for outsiders (p.207).

The use of participant observation in my case study of Outward Bound allowed myself as the researcher to experience, observe, and be part of the experiential process as both a participant and instructor. As Dahlgren and Szczepanski (1998) indicated, this gave

greater insight and understanding of the participant's experiences and instructor practices than a more scientific approach.

Questionnaire survey

Questionnaires are associated with both positivist and phenomenological methodologies and use a sample of participants drawn from a population (Yin, 1994). The positivist approach tends to use closed questions for large-scale surveys (Hussey & Hussey, 1997), whereas the phenomenological approach uses open-ended questions with a small sample (Hussey & Hussey, 1997). Hussey and Hussey (1997) indicated that questionnaire design needed to consider the sample size, type(s) and wording of questions to reduce ambiguity. Methods of distribution, collating, and analysis also need to be considered, along with action to non-response (Hussey & Hussey, 1997).

As mentioned earlier, my study of OB began by using a positivist approach involving course participants responding to questions using five point Likert scales pre- and post-course (Appendix 2a & 2b). Key statements were taken from Mitchell and Mitchell's (1988) Self Description Questionnaire (SDQ) (Appendix 11), which incorporated the thirteen dimensions of self-concept from Marsh *et al.*'s (1986a, 1986b) SDQ-III questionnaire (math, verbal, general academic, problem solving, physical ability, appearance, relations with parents, religion/spirituality, honesty, emotional stability, and general self) and five further statements, which had been added by Mitchell and Mitchell (1988). These five were "not based on a multi-dimensional theory of personality" (p.27), but reflected the Mitchell's observations over five years of OBNZ courses and their impacts. Marsh, Richards and Barnes (1986b) suggested that the findings from a number of studies supported the reliability and validity of the SDQ instruments and the self-concept factors were substantially correlated with self-concepts in other areas. The dependent variables related to the key statements with the independent variables being the different courses. The hypothesis was that for each statement there was a positive difference between the pre and post course samples.

Whilst this approach provided an assessment of specified outcomes, a more qualitative approach was used to assess unspecified outcomes. A number of open-ended questions were added post-course, which related to participants course experiences and the educational process, relating for example to the course objectives, the atmosphere, and

the instructors. These more qualitative responses were then analysed, coded, and developed into categories and themes, a process described by Dahlgren and Szczepanski (1998).

Longitudinal approach

A longitudinal approach is normally associated with positivist studies and involves the investigation of a group of subjects over a period of time (Creswell, 1994), enabling examination of the relative stability or change of the phenomena under study (Hussey & Hussey, 1997). The use of a longitudinal approach in qualitative studies aims to improve the credibility of the findings (Easterby-Smith *et al.*, 1991; Hussey & Hussey, 1997). Easterby-Smith *et al.* (1991) pointed out that the main advantage of this approach is that it is possible to follow a small sample related to a particular organisation. The disadvantages are that it is extremely time consuming and the data requires complex analysis. Hussey and Hussey (1997) also indicated that longitudinal studies took a lot of time and there is the problem of subjects dropping out during the study. Gass (1993) indicated that there was a need for long-term evaluation of experiential education programmes as the field lacks a strong research base. The majority of research to date has focused on short-term changes (Bacarro & Richards, 1998). However, the effect of other changes and impacts that occur in the intervening period present problems related to the trustworthiness of the data due to limitations of memory recalling effects specifically due to the programme (Cohen & Manion, 1994).

In this present study of OB, questionnaires were sent to participants six months after the courses. The survey asked for mainly open-ended responses to questions relating to course outcomes and the educational process, for example about personal development, the atmosphere, and the instructors. This feedback was particularly important in evaluating whether the changes experienced by participants (if any) were positive, negative, and/or lasting, and also how elements of the courses influenced these changes. The initial intent of the study was not to follow up after this six months stage. However, after reflecting on the rich description of the six-month responses it was felt that a questionnaire sent at a later time frame asking two further open-ended questions, would strengthen the findings from the Intertouch courses. The two open-ended questions asked about the impacts of the course (if any) and the key factors in achieving these impacts. These questionnaires were sent two years after the 1997 and one year

after the 1998 and 1999 Intertouch courses and are a further example of the emergent design. Although both E-mail and posting of questionnaires were used, the international nature of the study and the long time period post-course may have contributed to the difficulties incurred in contacting participants and with the level of non-response.

Semi-structured interview

Interviews are associated with both positivist and phenomenological methodologies (Easterby-Smith *et al.*, 1991; Hussey & Hussey, 1997). As with questionnaire design, the positivist approach uses closed questions, whilst the phenomenological approach uses unstructured or semi-structured interviews. Although this approach has been described as the 'best method' of gathering information it is time consuming and involves complex analysis (Easterby-Smith *et al.*, 1991). In addition, it often requires tape-recording the interviews and then transcribing them later (Hussey & Hussey, 1997). Easterby-Smith *et al.* (1991) suggested that a semi-structured interview is an appropriate method to understand the respondent's opinions and beliefs about a particular situation.

The use of semi-structured interview in this study of Outward Bound aimed to provide insight into the methods used by instructors while they developed and facilitated the courses (Appendix 2d, 2n). The initial intent at OBNZ was to follow up these interviews six-months later to review whether instructor methods had changed for reasons such as training or course changes. However, as the study moved away from OBNZ to OBCZ, these later interviews of OBNZ staff focused more on the course changes and management issues (Martin, 1998b), and did not form part of the data analysed here. Interviews were carried out with OBCZ and OBA instructors after the Intertouch 1999 course, which aimed to compare methods used in the different courses. Due to the international nature of the team and difficulties in scheduling these interviews, some instructors preferred to respond to the questions in written form while the researcher interviewed the others. The information from semi-structured interviews of instructors from each of the three OB contexts provided some valuable insights, but it was the participant responses to the questionnaires that formed the main part of the data for this study.

DATA ANALYSIS METHODS

Quantitative statistical data analysis

The quantitative data collected from pre- and post-course questionnaires was analysed using a computer statistics package SPSS 8.0 for Windows (SPSS Inc., 1998). As suggested by Godfrey, Roebuck and Sherlock (1988) and Hussey and Hussey (1997) the student t-test, a parametric technique was used to compare the means of two samples with the assumption that the population was normally distributed. The means were calculated from Likert scale responses for related pre- and post-course questions for each sample from the 22-day and 9-day course at OBNZ. A null hypothesis was adopted which stated that there was no difference between the two samples. The results were then analysed from those responses indicating statistical significant change with a 95% confidence interval. The t-test results indicated the extent to which the two samples needed to differ in order to reject the null hypothesis. A paired student t-test was used for the 9-day courses, as it was possible to identify specific participants pre- and post-course. The sample size was only slightly smaller post-course than pre-course for both the 22-day course data suggesting that although a paired t-test was not possible, the results would have been similar. The Levene's test for equality of variances was then used on the pre- and post-22-day and 9-day course data. Effect sizes (ESs) were computed using the difference of pre- and post-means divided by the standard deviation of the pre course responses, as indicated by Hattie *et al.* (1997). A 95% confidence interval (1.96 times the standard error of the ES, using the pre-course standard deviation) was computed around each ES (Hattie *et al.*, 1997). Neill and Richards (1998) stated, "the ES indicates the amount of change. An ES of 0 means no change…an ES of 0.40 represents twice as much change as an ES of 0.20" (p.3).

For the analysis of the pre- and post-course Likert scale responses from the Intertouch course at OBA the Wilkoxon matched-pairs signed ranks test as well as the t-test was used as the sample size was small (N<25). Siegal (1956) identified this test as particularly useful in the measurement of changes in behaviour. The test gives more weight to a pair that shows a large difference than to a pair showing a small difference. A null hypothesis was adopted which stated that the sum of the negative ranks was equal to the sum of the positive ranks. The sample size was twelve and critical values of T with a level of significance for a one-tailed test of p<0.025 were compared to the actual T values. The test results indicated the extent to which the sum of positive and

sum of negative ranks needed to differ in order to reject the null hypothesis. Hattie *et al.* (1997) reported that low sample size often meant that there was a lack of statistical significance detected despite a sense that major change had occurred.

Internal validity, external validity and reliability

The internal validity of research relates to how findings are congruent with reality, and "[r]eliability refers to the extent to which research findings can be replicated" (Merriam, 1998, p.205). External validity is concerned with generalising the researcher's findings to a context beyond the immediate research environment (Remenyi *et al.*, 1998). As indicated earlier, the number of studies utilising the SDQ instruments for measurement of self-concept factors had increased its reliability and validity. However, the small sample sizes in this present study and the use of the single-item measures for self-concept may have resulted in the lack of significant differences. Computing effect sizes allowed comparison to the meta-analysis results of Hattie *et al.* (1997).

Qualitative data analysis

Stake (1995) indicated that the aim of qualitative data analysis is to communicate understanding from the different methods of data collection, for example field observations, questionnaire survey responses, and instructor interviews. Merriam (1998) pointed out that this range of data sources presents difficulties for the researcher due to the amount of data and its potential complexity and contradictory information. Content analysis is a way of classifying material into various categories, using words, phrases, codes or themes that capture relevant characteristics of the data (Burnard, 1991). The measurement is then of the frequency or variety of the chosen codes (Burnard, 1991; Cohen & Manion, 1994). Patton (1990) indicated that to simplify this process all material and data should be organised into a case record. Yin (1994) called this a case study database, which allows management of the data during analysis. Despite the large amounts of data, Denzin (1978) and Patton (1990) indicated that data triangulation increased the credibility and dependability of the study.

In this research, separate computer files were made from field notes, documents, interview tapes, and questionnaire responses. Text files for each participant in the study were created at each time point. This was done at all stages of the data collection, which allowed easier editing and analysis. Merriam (1998) argued that it is important

that data analysis is ongoing and done in conjunction with data collection to allow more meaningful analysis, although there tends to be more intensive analysis at the end to review findings:

> [Q]ualitative research is not a linear, step by step process. Data collection and analysis is a *simultaneous* activity in qualitative research. Analysis begins with the first interview, the first observation, the first document read. Emerging insights, hunches, and tentative hypotheses direct the next phase of data collection, which in turn leads to the refinement or reformulation of questions, and so on. It is an interactive process that allows the investigator to produce believable and trustworthy findings (p.151).

Easterby-Smith *et al.* (1991) described the process of data analysis as the same as the four stages of Kolb's learning cycle (1984). Merriam (1998) concluded, "the process is highly intuitive; a researcher cannot always explain where an insight came from or how relationships among data were detected" (p.156).

In my study the different parts of the study allowed two stages of analysis:

1. Within case analysis, which attempts "to build a general explanation that fits each of the individual cases, even though the cases will vary in their details" (Yin, 1994, p.112).

2. 'Cross-case analysis' which reviews "processes and outcomes across many cases, to understand how they are qualified by local conditions, and thus develop more sophisticated descriptions and more powerful explanations" (Miles & Huberman, 1994, p.172).

Content analysis

Burnard (1991) and Yin (1994) indicated that 'content analysis' attempts to 'quantify' qualitative data aiming for greater acceptability of the findings. Merriam (1998) suggested that all qualitative analysis is 'content' analysis, which involves analysis of interviews, field notes, or documents. Hussey and Hussey (1997) pointed out that the advantages of content analysis include clear procedures and non-obtrusive measure of observations, interviews, and questionnaires. However, care is needed not to discard data, in order to avoid omissions in the codes when understanding the phenomena more thoroughly at a deeper level (Hussey & Hussey, 1997). Yin (1994) pointed out that this approach appeared to be contradictory to the philosophical holistic view that is important in qualitative research. However, Dahlgren and Szczepanski (1998) believed

that it allowed the descriptive responses to be analysed and interpreted using codes, patterns and categories developed from the data. The reporting of the descriptive responses in the case study report then attempts to convey the holistic understanding and meaning of the phenomena under study (Merriam, 1998).

Content analysis was used for analysing data from each of the three parts of this present study in the following ways:

- At OBNZ, themes were developed from the instructor interviews and from participant responses to open-ended questions immediately after, and six-month post-course. Some of the themes were already identified due to the specific question asked.

- At OBCZ, themes were developed from participant responses to the six-month post-course, one-year post 1998, and two-year post 1997 course questionnaires.

- At OBA, themes were developed from instructor interviews and participant responses to open-ended questions from post, six-month and one-year post-course questionnaires.

The participant responses in each part of the study were coded separately for each time period using the qualitative data analysis package HyperRESEARCH (Researchware, 1998). A large number of codes were generated from what participants actually said rather than being predetermined. These were grouped depending on the nature of the questions asked and also categorised into those relating to the aims of the study: Course Objectives, Course Outcomes, and Educational Process. The Original Codes for each part of the study and time period are in Appendices 4A, 5A and 6A. Codes showing similar characteristics were then combined to form Grouped Codes (Appendices 4B, 5B, & 6B). The Final Themes were then developed from related Grouped Codes (Appendices 4C, 5C & 6C).

My initial and ongoing analysis had identified similar themes, but a few participants often influenced the emphasis I had placed on particular themes. These few participants may have commented strongly or repeatedly about the particular coded course impact or process. My views from participant observation resulted in particular biases often being confirmed by responses from particular respondents, which again influenced my findings. The frequencies for codes provided by HyperRESEARCH, resulted in a more

rigorous analysis process, which allowed me to identify the number of respondents for each code, who was making repeated comments about the same code, and also non-typical responses that I may have overlooked. The structured approach to content analysis was found to be difficult to follow strictly due to the variety of the data. This view is supported by Dey (1993) who argued that coding data could become mechanical and associated with a set of rules, which is in contrast to a qualitative "analytic process of creating and assigning the categories themselves" (p.58).

The semi-structured interviews of OBNZ, OBCZ, and OBA instructors were also analysed using HyperRESEARCH. A similar approach to that described above was followed. However, due to the small sample size the number of Original codes (Appendix 7a) was considerably less. The Grouped Codes and Final Themes are in Appendix 7b and 7c, respectively.

Critical review of my field notes from participant observation enabled the development of a descriptive account of the methods of course design and activities, and instructor facilitation methods. The process of classifying and interpreting the qualitative data from participants and instructors into codes, categories, and themes compared the data determining similarities and differences. Dey (1993) summarised this data analysis process using the metaphor of climbing a mountain:

> The mountain is climbed bit by bit, and while we are climbing, we focus on one step at a time. But the view that we obtain is more than the sum of the sequence of steps we take along the way.... Progress may be slow and laborious, but it can be rewarded with some breath taking revelations (p.53-54).

Methodological triangulation was achieved through comparison of findings from the multiple methods of data collection and relating the findings to the aims and objectives of the study. Cross-case analysis then evaluated the educational processes and course outcomes across the findings from each part of the study, a process supported by Merriam (1998). As indicated by Miles and Huberman (1994), this resulted in discussion of the similarities and differences, and aimed to develop more sophisticated descriptions and powerful explanations of the findings. The development of a model from the main findings was the final level of analysis used in my study.

Merriam (1998) indicated that the case study report tends to have a greater proportion of description than other forms of qualitative research, due to the aim of conveying a holistic understanding and to convey "the meaning the study has derived from the phenomenon" (p.179). However, Erikson (1986) pointed out that researchers often present too much description in the reporting of fieldwork. This view was supported by LeCompte and Preissle (1992) who argued that researchers who "simply describe what they saw...fail to do justice to the data" (p.267). The balance and integration of writing up of a case study report containing description, analysis and interpretation, presents the qualitative researcher with a difficult dilemma (Yin, 1994). Erikson (1986) differentiated between 'particular description', which consists of quotes from participants and field notes, and 'general description' that demonstrates patterns to the reader and whether the quotes are typical. 'Interpretive commentary' provides a framework for understanding the particular patterns (Erikson, 1986). Patton (1990) indicated that the report "should take the reader into the case situation, a person's life, a group's life, or a program's life" (p.387). Merriam (1998) supported Patton's (1990) view commenting that the case study is richly descriptive of the setting, the context and specific phenomena in order for the reader to experience the feeling of having been there. She suggested that between sixty to seventy percent description was a useful guideline. The above distinction between descriptive and interpretive commentary provided by Erikson (1986) and the comments of Patton (1990) and Merriam (1998) were particularly helpful during the analysis of the data and deciding a balance when writing this thesis. In order to present the voice of the participants quotes illustrate typical responses for each Final Theme and Grouped Code. This aimed to enhance the authenticity of the study (Denzin & Lincoln, 1994, 2000).

Adelman, Jenkins and Kemmis (1976) indicated that the strengths of the case study are the rich descriptive material, the complex evaluation of the case, and the 'naturalistic' approach. However, Yin (1994) indicated that qualitative approaches present issues relating to reliability (dependability) and validity (credibility and transferability) that has led to concerns about the lack of rigour in case study research, although triangulation does attempt address these issues (Merriam, 1998; Stake, 1995). Merriam (1998) also pointed out that qualitative case studies are limited by the role of the researcher, which leads to ethical considerations particularly in case study evaluations. Limitations of credibility, transferability, dependability, and confirmability (paralleling

objectivity; addresses issues of bias (Priest, 1999)) are commonly linked to the discussion the trustworthiness of qualitative studies (Denzin & Lincoln, 1994, 2000). Hamel (1993) observed that the case study is limited by,

> its lack of rigor in the collection, construction, and analysis of the empirical materials that give rise to this study. This rigor is linked to the problem of bias…introduced by the subjectivity of the researcher (p.23).

These concerns relating specifically to this case study of Outward Bound are addressed below. Rose and Webb (1998) identified that addressing these limitations reinforces the rigor of the research process and acknowledges the researcher's biases.

Credibility

In this study of OB credibility was enhanced by the use of triangulation (Decrop, 1999; Denzin, 1978; Yin, 1994), which involved comparison of findings from multiple methods of data collection, a longitudinal approach, and cross-case analysis. My prolonged involvement and persistent participant observation also aimed to increase the study's credibility (Lincoln & Guba, 1985).

Biased research

Identifying researcher bias by clearly stating the research assumptions and researcher's worldview was also important in enhancing credibility and confirmability (Priest, 1999). LeCompte and Preissel (1992) indicated qualitative research is distinguished by admission of bias from the researcher due to its subjective nature. Humberstone (1997a, 1997b) supported this view and argued that the researcher was an integral part of the research process and that this approach allowed informed judgements about findings in terms of appropriate interpretive criteria and the observations of the researcher. However, the use of participant observation as a method questions the credibility because of the researcher's biases. Stake (1995) criticised some participant observation studies as being subjective, biased, and lacking in quantifiable measures. He stated that a good qualitative study should validate observations and interpretations using triangulation. Stake (1995) also identified potential biases as: less ability to work as an external observer, becoming a supporter of the organisation being studied, and little time to take notes.

During this study of Outward Bound, issues of bias were addressed in the following ways. First my worldview and research assumptions were clearly stated at the beginning of this chapter indicating why case study was chosen as the main methodology. Second, every attempt was made to record field notes as soon as possible after observation. Subsequently these notes were then typed. My initial role was as a university lecturer, an external and independent evaluator and observer. Also, as a paid consultant undertaking research for OBNZ I needed to remain as objective as possible. However, it is recognised that my participation contributed either directly or indirectly to the implementation of the research and to the final outcomes. My involvement as a participant observer of a number of OB courses in a variety of contexts gave me a greater perspective of the phenomena and variables involved. The impact of the research on me personally was far greater than expected, in particular my involvement with the Intertouch course.

My initial and ongoing analysis of the data had often confirmed my views from participant observation due to strong or repeated comments from a few respondents. A structured approach has been clearly outlined in producing frequencies for codes identified using HyperRESEARCH. This has resulted in a more rigorous analysis process, which removed much of my own bias in analysing the participant and instructor responses. Leberman (1999) also adopted a similar process. In stating these biases I kept in mind the statement by Kolb (1991). "Totally bias free social research, using either quantitative or qualitative methods is impossible.... evaluators cannot eliminate all bias from their studies" (p.40).

Transferability

Miles and Huberman (1994), Yin (1994) and Merriam (1998) argued that the transferability of qualitative studies could be enhanced by rich, thick description and multi site designs. Although Yin (1994) also indicated that a lack of transferability in qualitative studies could be due to their subjective and idiosyncratic nature. Decrop (1999) stated that the use of triangulation enhanced the transferability of qualitative studies. Merriam (1998) supported this view and argued that qualitative research using a case study is selected to gain greater understanding of the phenomenon in depth rather than finding out generally what may be true.

Unlike experimental designs in which validity and reliability are accounted for before the investigation, rigor in a qualitative research derives from the researcher's presence, the nature of the interaction between researcher and participants, the triangulation of the data, the interpretation of perceptions, and rich, thick description (p.151).

Methodological triangulation was possible in my study of Outward Bound due to the comparison of data from participant observation, participant questionnaire responses, and instructor interviews. Although HyperRESEARCH provided a structured quasi-scientific approach to the analysis of the qualitative participant and instructor responses, the transferability was also enhanced by my role as a participant observer and the interpretation of the phenomena by being actively involved. This also resulted in the depth and the detail of the study being enhanced by the cross-case analysis and the rich description used in presenting the findings from the three different OB contexts.

Dependability

According to Merriam (1998), the term reliability is not appropriate when applied to qualitative research, which is holistic, multi-dimensional and ever changing. Dependability is a more accepted term in qualitative studies (Denzin & Lincoln, 1994, 2000). What is important is that the results are consistent with the data collected (Merriam, 1998). In this present study the following techniques were used to ensure the result's dependability and confirmability:

- The research assumptions and researcher's world view were clearly stated along with how the participants and instructors were selected in the different contexts (LeCompte & Preissle, 1992);

- Triangulation using comparison of multiple methods of data collection and cross-case analysis strengthened the dependability and credibility of the study;

- The methodology, methods of data collection and analysis were described and provided an 'audit trail' (Guba & Lincoln, 1981).

LIMITATIONS AND ETHICAL CONSIDERATIONS OF THE STUDY

Limitations of the study

Merriam (1998) indicated that the choice of case study presented possible limitations of lack of time or money in developing the rich description required in qualitative research. The research contract established with OBNZ eased the funding considerations for the first part of this study, but when to stop data collection was an issue frequently discussed with supervisors, due to its longitudinal nature and range of courses investigated. It has also been recognised in the previous section that:

- The involvement of the researcher as the primary instrument of data collection in this case study presented limitations due to issues of subjectivity and problems of bias

- The use of case study and a mainly qualitative approach makes the generalisability of the findings limited until tested in other contexts. In this study there was no control group involved and only the participants were asked about the long-term effects of the courses. There was no supportive data from family or employers to substantiate their responses. This approach supported the view of Remenyi *et al.*, (1998) who pointed out that controls are not often used in qualitative research due to the many variables in social settings.

The pre- and post-course questionnaires used mainly a quantitative Likert scale approach, which limited the response of participants to specified questions. Open-ended questions were added to the post-course questionnaire, and formed most of the questions in the six-month post-course questionnaire. These open-ended questions asked for participants to comment about specific course outcomes (personal, interpersonal and professional development) and elements of the educational process (the atmosphere and instructors). It is acknowledged that these questions may have led participant responses. However, the content analysis and presentation of the findings clearly distinguished between these and unsolicited responses from other questions in developing the codes and themes. A purely qualitative approach was used at OBCZ and OBA in the respective one and two-year post-Intertouch course questionnaires asking just two open-ended questions about the impacts and key factors of the courses in achieving these impacts.

The use of a longitudinal approach by sending questionnaires to participants post-course meant that other factors could have impacted on their lives in the intervening time, and hence influenced their responses other than the effects of the OB course. An associated problem was the drop out rate in participant responses. The international nature of this study compounded this problem, as it was difficult to follow up on why the questionnaires had not been returned (for example, change of address, not able to be contacted by E-mail, gone overseas or not interested in responding were possible reasons). However, the participant's responses from questionnaires given six months, one year or two years after the Intertouch courses provided valuable insights and did support a longitudinal approach.

The selected courses at OBNZ and OBCZ involved open enrolment and all the participants were part of the questionnaire survey. The samples of 22-day and 9-day course participants at OBNZ were taken at different times as the 9-day had smaller numbers. Five 9-day courses were chosen to get similar numbers to the 22-day course (thirty-nine and fifty-four, respectively). The Intertouch courses in 1997 and 1998 consisted of twenty-six and thirty respectively. There were seventeen Intertouch participants in Australia. Although intended to be for public enrolment, due to lack of numbers, this group was skewed by ten trainee OBA instructors acting as participants, plus five others having experience of OB courses. The samples in each of the three cases not surprisingly exhibited very different demographics and characteristics. The cross-case analysis and use of triangulation compared the main themes from the findings, looking for similarities and difference across the various methods, contexts and courses. This enhanced the dependability, credibility and transferability of the study, as indicated by Denzin and Lincoln (1994, 2000).

Merriam (1998) indicated that length and readability were limitations in the effectiveness of a case study report. However, Hussey and Hussey (1997) point out that it is essential to quote extensively from the data collected through interview and questionnaire responses. In this study there was a large amount of data due to the qualitative nature of the responses. Hence, this rich descriptive approach was used, as recommended by Merriam (1998). As indicated earlier, the development of codes, themes and categories using content analysis was enhanced using the HyperRESEARCH qualitative data analysis package. Critical appraisal of the findings

has been reported in a concise and direct form using quotations to reinforce the key themes developed from the analysis. This aimed to enhance the readability of the document and restrict its length appropriately.

Ethical considerations

Outdoor education is based on the ideology of respect for oneself, the environment, and others (Mortlock, 1984). Humberstone (1997b) suggested that researchers in outdoor education needed to consider issues of power, anonymity, privacy and confidentiality. Humberstone (1997b) also indicated that "[v]alues and feelings are arguably central to outdoor educators and research in outdoor education can only benefit from acknowledging this dimension in the research process" (p.8).

In attempting to address these issues, the initial study of OBNZ courses involved a research contract being established between OBNZ and Massey University. In the contract, clauses were included to ensure confidentiality of information and enable publication of this thesis. For the OBCZ and OBA parts of the study, I was invited to be part of the team of instructors to develop and facilitate the courses, and agreement was obtained from the Intertouch course directors to undertake the study. For all three parts of the study course participants and instructors were informed of the nature and purpose of the research, what was involved, and of the confidentiality and anonymity of their responses. Completion of the questionnaires and participation at interview implied their informed consent; similarly participants and instructors were able to decline to take part in the study. On discussion with supervisors, it was not considered that there was potential for harm to the participants. Individuals and the organisations involved were personally thanked for their involvement and participation in the study. One initial concern was my role as a researcher under contract for OBNZ. This led to difficulties of separating my role as consultant and Ph.D. student. This was addressed through discussions with my supervisors, the change in focus of the Ph.D. towards investigating the Intertouch courses, and the completion of a report for OBNZ at the end of 1998 (Martin, 1998b).

In conducting this research I have attempted to follow ethical guidelines and regulations set out by Massey University. However, Merriam (1998) points out ethics is not just a case of following a set of rules, the researcher needs to be conscious of ethical issues

throughout the research process to ensure that the study's findings do not impact detrimentally on those involved. This is particularly true when using qualitative methods where the researchers involvement and bias control how the information is gathered, recorded and interpreted (Yin, 1994). During my involvement as a participant observer at the three OB schools I was conscious of the need to conduct the research in a professional and ethical manner. This role, in most situations, did not appear to cause a conflict of interest. Indeed much of the success of the study was due to the respect and friendship generated by my interaction amongst participants and staff alike. In particular, I was guided by the comments of Deyhle, Hess and LeCompte (1992, p.639).

> One is not suddenly faced with ethical decisions when one goes into the field. He or she is faced with behaving in an ethical manner at every moment, doing qualitative research in the field simply creates specialized situations with more extensive ramifications that must be examined.

CHAPTER FOUR
PART ONE OF THE STUDY: THE 22-DAY AND 9-DAY COURSES AT OUTWARD BOUND NEW ZEALAND

<u>My time</u>

A week ago we were just strangers
Now linked by a common adventure and cause
Friendships have been formed flirting danger
Sleep lost as other tents snore

Whilst walking our packs were heavy causing strain
We started to all pull together
Shared burden reducing the pain
Reaching the top in nice sunny weather

Whilst climbing trust is the key to success
The top was everyone's aim
Individual challenges reached, nothing less
"We got there" was everyone's claim

Whilst sailing decisions were made, sails are luffing
A 'let fly' prevented a capsize
A row left all of us puffing
A tow was a pleasant surprise

And now as I sit here alone, the course near an end
Lots of thoughts have passed, what can I say
Lots has happened, thanks to these friends
And finally *'carpe diem'*, seize the day

(written on 'Solo' by Andrew Martin at Anakiwa, Outward Bound New Zealand, February1996)

CHAPTER OVERVIEW

Part One of this study investigates and then evaluates the outcomes and educational process of the 22-day and 9-day courses at OBNZ. This chapter describes: the background to OBNZ and the 22-day and 9-day courses; the data collection methods and data analysis methods; findings from participant observation; quantitative and qualitative findings from participant questionnaire responses; findings from instructor interviews; discussion of findings and conclusions. The focus of the 22-day and 9-day courses at OBNZ is a series of mainly physical outdoor group and individual challenges, although the 'solo' activity allows for a period of reflection. However, two deaths in the early 1990s had resulted in criticism of the educational process and questioned the outcomes of the courses (Brett, 1994).

The methods of data collection involved participant observation of a 22-day and 9-day course. Semi-structured interviews were also conducted with instructors, but most data was obtained from participant responses to questionnaires given at the beginning, the end, and six months after 22-day and 9-day courses in 1996. Statistical analysis computed effect sizes by comparing pre-and post-course questionnaire findings. The qualitative data, for participants and instructors, was analysed and coded using the HyperRESEARCH (Researchware, 1998) data analysis package.

The findings suggest that the objectives of the courses were achieved for both 22-day and 9-day courses relating to personal and interpersonal development up to six months after the courses. All the respondents mentioned aspects of personal development in particular increased self-confidence. Over seventy percent also perceived aspects of interpersonal development. Over sixty percent of respondents commented that the instructor's facilitation methods and the positive and supportive atmosphere were important elements of the educational process six months after both the 22-day and 9-day courses. The instructors used a range of facilitation methods, as categorised by Priest and Gass (1997). They were concerned with safety, but often remained remote from the group and let 'the mountains speak for themselves'. The instructors identified a need for more debrief and counselling training.

BACKGROUND TO OUTWARD BOUND NEW ZEALAND

Outward Bound New Zealand is a non-profit educational charitable trust that operates from the Cobham Outward Bound School (COBS) at Anakiwa in the Marlborough Sounds. Grady (1987) described the OBNZ courses as "a series of programmed physical and social problem solving tasks, held in a high impact environment" (p.9). The OBNZ instructor handbook stated that the courses aimed to achieve personal development through a series of progressive experiential learning activities (Outward Bound New Zealand, 1994b). OBNZ is part of Outward Bound International, but is managed independently.

OBNZ was based on the Original Outward Bound School in the United Kingdom, and was developed by a steering committee, which included a number of military officers (McKenzie, 1998). Lord Cobham, the Governor General, officially opened the School on 1st September 1962 and thirty-six young men comprising course number one entered the school on 20th October. Lord Cobham said at the opening,

> Outward Bound is training for life; all young people coming to the school are 'outward bound' on the journey through life. It is believed that experience of the course will help them to cope more confidently with the problems and the worries that they will meet during that journey (Grady, 1987, p.15).

The intake was increased to forty-eight students from course number 3 and then to fifty-six students from course number 14. The first warden was Hamish Thomas and instructors came from mainly army or navy backgrounds. Intakes remained at fifty-six males with ten courses per year until 1973, when the results of a new building project became effective, increasing the intake to seventy (Grady, 1987). Gaike Knottenbelt (OBNZ School Director, 1996-2000), at age eighteen, was a participant in 1973 on a Standard 24-day course. The military background of some of the instructors was reflected in the course being very hard and physical with a lack of review:

> A very personal and intense experience, I was pretty shattered at the end of it. It was a hard school in those days, no real debrief, no consultation on your experiences. I think perhaps it happened, but you talked amongst yourselves there was no official briefing. There were no women. I remember the instructors didn't show much emotion and there wasn't much laughter. Don Mackay was the 'warden'. He was quite an impressive person in those days. He was often out there with us kayaking and 'roving' with the 'watches' (names that remain today). He introduced solo and one instructor for each 'watch'. He believed you needed to 'break' the person over the first day or two to make them

ready to begin to take on board what Outward Bound had to offer. They used to take you out and give you the hardest PT ever imagined, until you were almost vomiting (Gaike Knottenbelt, personal communication, 16 January 1997).

In October 1973, John Mitchell, the School Director, introduced the first female watch and a community service component to the course. The first specially adapted, non-standard (Compact) 9-day course commenced in 1975. The annual throughput of students increased to 780 in 1975 and to 1030 by 1982 (Grady, 1987). In 1980, $1.4 million dollars was raised through a nation-wide appeal, and all buildings were replaced to cope with the expanding numbers (Grady, 1987). Bruce Cardwell (OBNZ School Director. 1990-1995) was an instructor in 1980-82, aged twenty-five. He stated that the emphasis was still on physical challenge, although Ken Ross, the School Director, introduced more 'soft skills' training for instructors, for example, a four day communication course. Many participants were used to tramping through involvement with scouts and were generally fitter than today. There was minimal equipment, the buildings were old and there were no documented instructor competency standards, although many had very good hard skills. It was accepted that injuries were part of the course in comparison to the 1990s when they were no longer acceptable (Cardwell, personal communication, 18 October 1999). Craig Shearer, OBNZ Programme Director (1995-1997), was a participant on a standard course in 1982, aged twenty-one. He indicated that he was extended in more ways than just physically. "I came here expecting to be extended physically. What it did do was socially extend me. I had to learn things like patience and tolerance" (personal communication, 16 January 1997).

In the late 1980s Shearer returned to OBNZ as an instructor. He commented that the school was still 'into' physical extension:

There were activities like 'ship wrecking', giving the students three minutes to grab what they could and to get off the boat. Three minutes later you'd start towing the boat away and the students had to swim ashore and look after themselves. You'd keep an eye on them and make sure they had firewood, sleeping bags, and dry clothing (personal communication, 16 January 1997).

In 1989 the annual intake was 1176 (Outward Bound New Zealand, 1989b). This figure continued to rise in the early 90s with a school capacity of 1500.

Critical events at Outward Bound New Zealand

In August 1990, 23-year-old Aucklander Aaron Henwood drowned during a river crossing. As a result, activities such as shipwrecking were stopped and management systems were introduced to develop standards and structures particularly relating to safety, equipment, staff training and accountability (Cardwell, personal communication, 18 October 1999). However, in August 1993, 22-year-old Christchurch journalist Susanne Consedine was killed as a result of falling off a bluff during a tramping activity at OBNZ. The three-day activity had staff accompanying the group at the beginning; a competency based checklist meant that only groups perceived to be competent could spend the final day unsupervised (Cardwell, personal communication, 11 April 2001). Despite this safety system, the police report was critical of the lack of supervision at OBNZ and concluded:

> The two fatalities occurred at exactly the same part of the course on the last day of Bush 1 (an introductory tramping scheme) within 24 hours of the instructor leaving the group. The fatalities occurred when groups experienced situations beyond their training and capabilities. The group structure was not operating. There had not been time for adequate bonding or for a leadership structure to develop. Events showed that the group was not competent to undertake the Bush 1 scheme unsupervised (Brett, 1994, p.45).

Brett (1994) criticised the educational methods used by OBNZ as being 'deep-end learning' (an analogy of jumping in at the deep end), with a macho and quasi-military mentality. However, Cardwell indicated that there were a number of serious errors of fact in the Brett (1994) article, particularly related to the philosophical and safety ethos at OBNZ (personal communication, 11 April 2001). It was perceived that the organisation had failed to keep pace with the needs of youth and had become more outdoor activity focused than educational in its perspectives and course delivery (Lyons, 1996). Consedine's mother expected it to be about outdoor education, as she stated:

> [A] place where young people learned real skills and respect for the outdoors and where they would be introduced to the joys of outdoor activities. There may be periods of being wet, cold and miserable, but I never imagined it would involve mortal danger (Brett, 1994, p.45).

Graeme Dingle (cited in Brett, 1994), founder of The Sir Edmund Hillary Outdoor Pursuit Centre, Turangi (OPC), also criticised the methods used at OBNZ and stated at the time:

> The thing that pisses me off about Outward Bound is that there's no attempt to get people involved in the outdoors. Consciously at the end of the experience many people say that was great, I had a fantastic time, the best in my life, but subconsciously they are saying, shit, I'm glad that's all over, I never want to go back into that environment it was so harsh. Outward Bound's philosophy almost demands 'deep-end learning'- freezing cold water will be better for you. I don't believe it; if anyone told me to jump in the sea I'd tell them to get stuffed. At OPC the philosophy comes from wanting people to feel as comfortable and secure as possible (p.51).

The Outdoor Safety Institute (OSI), run by Grant Davidson, Director of OPC and Chris Knol, former Outdoor Programme Manager at the Hillary Commission, was appointed as the external safety auditor after the death of Susanne Consedine. Its recommendations were concerned with the level of risk involved considering the lack of competence of many participants in the outdoors. They stated:

> The fundamental question Outward Bound needs to resolve for itself is how much risk is acceptable in maintaining the elements of challenge? How much responsibility can someone assume for his or her own safety while under the care of an organisation? Certainly no one can be asked to do this with little or no knowledge of the bush terrain, the risks involved, and how to manage the risks. Many participants are straight from urban settings with little or none of this knowledge (Brett, 1994, p.48).

Development of Outward Bound New Zealand in the 1990s

Until 1995, the main product had been the 22-day 'Standard' course for youths, male and female between the ages of 18-23, who made up 70% of total enrolments (Outward Bound New Zealand, 1996a). In 1996, the age range for the Standard 22-day course was extended to 18-26 year olds and the name changed to 'Classic' course. The 'Compact' 9-day course was an adapted Standard course, designed for men and women over the age of twenty-six. The course attempted to achieve similar outcomes and benefits as the longer course, and made up most of the other 30% of enrolments. There were also an increasing number of groups who contracted special courses, for example, the physically or mentally disabled (Outward Bound New Zealand, 1996a).

The initial field research for this study was conducted at an important juncture in the history of OBNZ. Up to the early 1990s OBNZ enjoyed a period of gradual growth in participant numbers and a high level of brand recognition, which Durie, Fraser and Paterson (1994) believed was a strategic advantage. The enrolment pattern was one in which winter months were down 25% on summer months. Many participants in winter

were funded by sponsorship from OBNZ reserves. However, from 1994 enrolments started to drop, funding reserves were reduced and the gap widened dramatically in 1994 and 1995 to the extent that the winter months had just 30 participants compared to 140 in summer (Outward Bound New Zealand, 1994a; 1995). This affected both the 22-day 'Classic' and 9-day 'Compact' courses. OBNZ reviewed and restructured its management systems, safety systems and strategic direction following the death of participant, Susanne Consedine, as it was thought that the drop in 1994 was the result of bad publicity in late 1993 and early 1994 (Outward Bound New Zealand, 1995). However, marketing initiatives in 1995 were not successful, enrolments being down a further 30% on 1994 (Outward Bound New Zealand, 1996b), which had further adverse implications for budgeted income, winter cash flow, and staff numbers. The financial stability of the organisation was badly affected with cash-flow problems, serious trading losses and erosion of cash reserves (Outward Bound New Zealand, 1996b).

Morgan (1996) examined the extent to which the organisation should be driven by its existing philosophy, or the needs and demand of the market. He concluded that it was difficult to separate one from the other and that OBNZ should utilise both forces to market its philosophy. Crabtree's (1996) study in Auckland of business attitudes to OBNZ concluded that although many were aware of OBNZ, there had been little or no contact with them to promote the courses.

In 1996 courses for groups from companies were started under the title 'Outward Bound Team Experience' (OBTEX) (Outward Bound New Zealand, 1996a). In an attempt to make winter courses more attractive, an 'Alpine scheme' of activities in the snow and a 14-day 'Challenge' course fitted into tertiary winter holidays were introduced in mid-1996. However, enrolment numbers continued to fall in both 1996 and 1997. There was a need to provide a focused strategy if OBNZ was to meet the needs of today's society and increased competition form other providers (Morgan, 1996). OBNZ management identified that "a particular challenge will be to unite all the sections of the organisation in a drive towards outcomes which accord with our strategic plan" (Outward Bound New Zealand, 1996a, p.4). Craig Shearer, Programme Director (1995-1997) stated that there was a need for OBNZ courses to focus on developing relationships:

> There are now philosophies and systems in place, which allow flexibility for the instructor to develop. When Hahn set it up it was because young men were dying and the need of that time was how to teach these young men to survive, say 'ship wrecking'. The need now is for relationships, especially personal relationships, with close friends, family, relationships in business life, relationships with yourself, how you perceive yourself (personal communication, 16 January 1997).

Gaike Knottenbelt, the School Director supported Shearer's comments, emphasising that OBNZ needed to reflect the needs of today's society:

> I would certainly like to see Outward Bound New Zealand working along the lines of 'the yin and the yan', the toughness and the gentleness. I think OB needs to reflect society. The 60s thing may have been OK to have a military type operation because that was way of the times, or when OB started in the 40s, but now there is no war happening. I think staff is the number one crunch thing that has to be right (personal communication, 16 January 1997).

The objective of this part of the study

Despite falling roles at OBNZ and many OB schools world wide, Dryden and Vos (1993) had advocated more experiential learning and OB style adventure projects. In New Zealand, the Hillary Commission's 1993 to 1998 (1993) strategic plan stated that the outdoors provided great opportunities for young people's personal development:

> The great outdoors is a medium for adventure. The role of outdoor adventure in the development of self-esteem for young people, including those labelled 'at risk' is well documented. Outdoor education is now well established and the time is ripe to expand leadership opportunities in schools and to promote the great outdoors to the whole community (p.20).

The stated objectives of OBNZ courses were to enhance personal development, interpersonal and environmental awareness, experiential learning, as well as to refine philosophy and values (Outward Bound New Zealand, 1994b). However, as indicated earlier, following the deaths of two course participants at OBNZ in the early 1990s, Brett (1994) had questioned whether OBNZ actually achieved its stated course objectives. There was a need to undertake further research into the outcomes of the courses. Mitchell and Mitchell's (1988, 1989) earlier study concluded that the OBNZ 24-day course had strong positive effects on many aspects of self-concept. A related question to my study was, were the outcomes of the 22 and 9-day courses similar?

A limited number of other research projects had been undertaken about OBNZ courses on an 'ad hoc' basis mainly by tertiary students as a requirement of their course of study

(Brocx-Sunderland, 1992; Brooks, 1966; Durie, Fraser & Paterson, 1994). Durie *et al.* (1994) concluded from the findings of a marketing survey (Brocx-Sunderland, 1992), that there were two misconceptions about OBNZ. First, that OBNZ was a place where participants learnt outdoor skills and second, there was a lack of concern for safety, with facilitation methods being outdated. Ewert (1980) and Miles and Priest (1990) defined adventure education as containing elements of risk. The emphasis on physical activities at OBNZ meant that the challenge for instructors was to manage the risk at an appropriate balance between actual and perceived risk (Matthews, 1995). The use of the outdoors and challenging situations aimed to help participants transfer of learning to real life situations (Matthews, 1995).

The OBNZ instructor handbook indicated that the instructor's role was to facilitate the process with an emphasis on skills training, physical fitness, and safety whilst practising humility and compassion (Outward Bound New Zealand, 1994b). However, due to the deaths at OBNZ there was also a need to investigate the appropriateness of the OBNZ educational process (Brett, 1994). There had been no empirical research undertaken at OBNZ to examine what were the key elements of the educational process. Informal evaluation had been carried out in the form of simple feedback forms about instructor performance and other elements of the course. No formal findings or methodologies were available, and there was certainly not a 'culture' of research at OBNZ. The issues relating to the outcomes and educational process identified above led to the objective for this funded part of the study:

> *To investigate the key elements of the educational processes and evaluate the outcomes of the 22-day and 9-day courses at Outward Bound New Zealand.*

The 22-day and 9-day courses at Outward Bound New Zealand

The 22-day Standard course typically started with a training phase and an initial bush walking expedition followed by a number of outdoor activities such as sailing, kayaking, rock climbing, and ropes course. There were also 3-day 'solo' and 'community service' components. The course culminated in a final bush (tramping) expedition and 22km run ('marathon') (Appendix 1a). Other components of the course were stated as (Outward Bound New Zealand, 1994b):

- The student: Motivated and committed;

- The physical environment: Unique, unfamiliar and contrasting;
- Social environment: Allowed individuality and group consciousness; conflict and resolution;
- Challenges and problem solving tasks: Organised and incremental, drawing on mental, physical and emotional resources;
- Stress and anxiety: Possibilities of succumbing, coping, or succeeding;
- Competency and mastery: The participant was motivated, alert in a new environment, had group and instructor support;
- Transfer: Increased self-awareness, self-esteem, and acceptance of others.

The 9-day course was a 'compact' version of the 22-day course with the time for each activity shortened, and no 'community service' component (Appendix 1a). The 1996 OBNZ brochure described the courses as:

> An educational experience, using the challenges found in a natural setting as the teaching medium. It certainly is a learning experience with a difference, offering a unique opportunity for personal growth and self-discovery. Students are placed in-groups of mixed backgrounds of occupation, geographic region, race, etc. The environment is physically and emotionally safe, allowing young New Zealanders the chance to learn from the process of overcoming various challenges, providing them with an opportunity to learn about their attitudes, their potential and their relationships with each other. Not only are there the physical challenge and adventures of climbing, kayaking or sailing, but also the mental challenge of overcoming doubts and fears and sharing with a group of people (p.1).

The objectives of OBNZ courses were stated in the instructor handbook as "to broaden enthusiasm for and understanding of self, others and the environment and to enhance interpersonal communication and co-operation" (Outward Bound New Zealand, 1994b, p.10). In addition the OBNZ Annual Report (1996a) stated the courses aimed to add value in the following ways:

- Teamwork teaches the benefits of synergy, learning to achieve more by working together
- Leadership shows, how to strengthen teams from within, how to inspire from the front, how to coach team members and when to shift leadership styles
- Adaptability is needed when facing new situations and working with diverse groups
- Accountability is important when setting goals and objectives
- Self-management is improved by being independent, responsible and making a positive contribution to society (p.1).

Before starting a course all participants are asked to sign to abide by the following course conditions:

- I will constantly strive to give of my personal best;
- I will live in harmony and fellowship with others on the course;
- I will preserve and promote the beauties of the environment;
- I will take a swim and cold shower in the morning;
- I will not smoke, nor drink alcoholic liquor, nor take non-prescription drugs for the duration of the course;
- I will make the course a learning and meaningful experience for everyone involved.

METHODS

The data collection methods used in this part of the study are summarised in Figure 4.1 and are discussed in more detail below.

Research questions	Date	Sample (response rate)	Method
How well did the perceived course objectives match the stated course objectives?	January 1996	22-day course, S375	Participant observation as an observer
	February 1996	9-day course, C133	Participant observation as a participant
What were the course outcomes?	August 1996	22-day course, S381 participants (N=54/54)	Questionnaire survey: Pre-course
		22-day course, S381 participants (N=47/54)	Questionnaire survey: Post-course
What were the key elements of the educational process in achieving these outcomes?	August to November 1996	9-day courses, C145-C150 participants (N=39/39)	Questionnaire survey: Pre-course
		9-day courses, C145-C150 participants (N=35/39)	Questionnaire survey: Post-course
	November 1996	Instructors (N=8/15)	Semi-structured interviews
	February 1997	22-day course, S381 participants (N=19/54)	Longitudinal approach: Six-month post-course questionnaire
		9-day courses, C145-C150 participants (N=23/39)	Longitudinal approach: Six-month post-course questionnaire

Figure 4.1   Data collection methods used for the 9-day and 22-day courses at Outward Bound New Zealand

Participant observation

My involvement at OBNZ began as a participant observer of a 22-day Standard course (S375) for young people aged 18-26 in January 1996 and a 9-day Compact course (C133) for older adults aged 27+ in February 1996. For the 22-day course I was an observer on the last few days of the course, but for the 9-day course I was a participant. This allowed me to observe, reflect, evaluate, and critically analyse in different situations, a process of participant observation also indicated by Dahlgren and Szczepanski (1998). My introduction to the staff, as an educator, was not difficult as OBNZ was accustomed to visitors and observers. Much of the likelihood of success I had in observing depended on the respect and friendship generated by my interaction amongst participants and staff alike. This type of close relationship is advocated by Bocarro and Richards (1998), but can cause reliability issues due to bias (Ewert, 1987). My field notes collected during visits to OBNZ were invaluable sources of data as they recorded my observations and experiences at the time in a diary/journal. These were then typed as soon as possible after the observation, as suggested by Merriam (1998).

Although the use of participant observation and field notes has been criticised as being highly subjective, selective and unreliable (Merriam, 1998), Patton (1990) argued that the use of triangulation aims to validate observations. Merriam (1998) pointed out that the role as participant and observer, along with detailed descriptive notes of participants, the physical setting, and activities aims at adding to the reliability of the fieldwork.

Questionnaire survey

As indicated in the Introduction, the pre- and post-course questionnaires used in my study (Appendix 2a, 2b) were based on the methodology and questionnaires for evaluating outcomes of outdoor programmes used by Marsh, Richards and Barnes (1986a, 1986b) and Mitchell and Mitchell (1988 & 1989). These questionnaires were later developed into the Life Effectiveness Questionnaire (LEQ) and the Review of Personal Effectiveness (ROPE) system (Richards & Neill, 1996).

The pre-course questionnaire for Part One of this present study asked about participant's perceptions of OBNZ (Appendix 2a). Questions were also asked about their impressions of the ease and possible enjoyment of activities of the course (Mitchell & Mitchell, 1988). Further questions asked the participants to respond to five point Likert scales ranking their perceptions regarding aspects of self-concept. These questions about self-concept were taken from Mitchell and Mitchell's (1988) summary questionnaire, which incorporated key statements from Marsh *et al.*'s (1986a, 1986b) SDQ-III questionnaire. Warner (1984) also suggested the use of these types of questions for the evaluation of experiential programmes. He pointed out that "it is both of practical and theoretical interest to begin to explore which components of programs produce particularly valuable learning experiences" (p.41). The same questions and Likert scales were used in the post-course questionnaire (Appendix 2b), although a nine point Likert scale was added for the 9-day course for responses relating to self-concept. This allowed participants a greater range of response.

Due to the qualitative nature of this study a number of open-ended questions were added to the post-course questionnaire. These asked for the participant's perception of:
- Whether their expectations had been met;
- Their enjoyment of the course;

- The objectives of OBNZ;

- The atmosphere at OBNZ;

- The importance of the instructors;

- The effect of the course;

- Other aspects of the OBNZ courses.

There were fifty-four participants at the start of the Standard 22-day course (S381). OBNZ instructors administered the questionnaire survey. It involved participants filling in a pre- and then a post-course questionnaire (Appendix 2a, 2b) on the first and last day of the 22-day course. The number of matching responses was 47/54, giving a response rate of 87%. The 22-day course was held between the 2nd and 23rd of August 1996.

The pre- and post-course questionnaires were also given to participants of five Compact 9-day courses (C145-C150). Course C146 was cancelled due to lack of participants. These courses were held between the 1st of September and the 2nd of November 1996. There were thirty-nine participants on these courses. All responded to the pre-course questionnaire and thirty-five (90%) responded immediately after the course. The range of dates for the 9-day Compact courses was to ensure comparison to responses from a similar number of participants as the 22-day course (S381).

The courses targeted were during the winter period as the sample of participants was more likely to be random due to the summer courses tending to mainly consist of tertiary students (Outward Bound New Zealand, 1995). This supports the view of Merriam (1998), who suggested that the sample chosen did not need to be probabilistic, but purposeful (Patton, 1990) in order to select information rich cases.

Easterby-Smith *et al.* (1991) indicated that there are ethical issues involved in control and use of the data. In my study, participants were made aware of the nature of the research, my role, what was involved, and assured of the confidentiality and anonymity of their responses. Completion of the questionnaire implied their informed consent. Before starting the research a meeting was held with all staff at OBNZ to explain the study. However, my involvement with setting up this part of the research presented some difficulties, due to the lack of previous research at OBNZ and an initial reluctance

from some instructors to administer the questionnaires before and after the courses. Although the OBNZ management saw potential merits of academic research as they had commissioned the project, there appeared to be some resentment from instructors about the need for the research. Easterby-Smith *et al.* (1991) also pointed out this type of problem with conducting research in organisations. My ongoing involvement at OBNZ and discussions with the instructors helped in addressing these difficulties.

Longitudinal approach

Participants were surveyed six-months after the courses. A questionnaire was sent by post to participants of the 22-day course (S381), and 9-day courses (C145-C150). It asked mainly open-ended questions about the effects of the course (Appendix 2c). Specific questions related to the effects (if any) of the courses on personal development, self-concept, relationships, and transfer to the work place. Participants were also asked about the course objectives, atmosphere and instructors, along with an opportunity to comment on any other aspect of the course. The use of a more qualitative approach in the questionnaires added to the findings from the comparative statistical analysis of pre- and post-course questionnaires. Both the pre- and post-course questionnaires were very long, taking up to half an hour to complete. This meant that some participants did not complete all the questions, affecting the reliability of these responses. The questionnaires used after six months were therefore made considerably shorter. The response rates were 19/54 (35%) for the 22-day course and 22/47 (47%) for the 9-day courses. No follow up questionnaire was sent, as these response rates were considered adequate. There were also difficulties in contacting participants with some questionnaires being returned with 'address unknown'.

Semi-structured interviews

A semi-structured interview approach was adopted with instructors. This allowed them to be prompted whilst reflecting on their facilitation of the courses. Semi-structured interviews were held in November 1996 at Anakiwa. Eight of the fifteen instructors (53%) consented verbally to be part of the research after the nature of the research and issues of confidentiality were discussed with the instructors. Participation in the interview implied consent. As stated earlier, one of the reasons for instructors not taking part may have been due to their questioning the need for the research. A formal

research contract outlining issues of confidentiality had been established with OBNZ. In general, the interviews were informal and relaxed due the relationship established by my participation and involvement at OBNZ. Easterby-Smith *et al.* (1991) indicated that trust was important in establishing an open interview.

I asked instructors what were their objectives for the courses and what were key factors for a successful course (Appendix 2d)? Once these specific questions had been asked, further reflections were sought allowing the instructors to comment more deeply about their methods of facilitating the courses and instructor training. The interviews were taped and then transcribed. I also took notes during the interview as suggested by Merriam (1998). The intention was to develop a longitudinal approach interviewing instructors' six months later. However, the ending of some of the instructor contracts or their unavailability due to the programming of courses meant that not all were interviewed again, a difficulty of longitudinal studies indicated by Hussey and Hussey (1997). This data was not included in the findings. In these later interviews, some instructors were very open in their comments particularly relating to changes implemented by management. I attempted to remain impartial and at times felt like a 'go-between' or mediator (Martin, 1998b). This reflected the trust established between the instructors and myself, an important factor in conducting interviews indicated by Easterby-Smith *et al.* (1991).

Data analysis

The Likert scale data was analysed using the computer statistics package SPSS 8.0 for Windows (SPSS Inc., 1998). The student t-test, a parametric technique, was used to compare the means for related pre-and post-course questions for the 22-day sample. A paired student t-test was used for the 9-day sample, as individual respondents could be identified. It should be noted that responses to some questions in the pre- and post course surveys have not been used in this analysis as they were asked as part of the initial research contract established between Massey University and OBNZ (Martin, 1998b).

The descriptive data from participant questionnaires and instructor interviews was analysed and coded using the HyperRESEARCH (Researchware, 1998) qualitative data analysis package. The data analysis from participant questionnaires involved first coding

the responses dependant on the questions asked. These were then categorised into those that related to Course Objectives, Course Outcomes and Educational Process (Original Codes, Appendix 4a). Codes showing similar characteristics were then combined to form Grouped Codes (Appendix 4b). The Final Themes were then developed from related group codes (Appendix 4c).

The data analysis from instructor interviews also developed Original Codes (Appendix 7a) and Grouped Codes (Appendix 7b) (see the data analysis section in Chapter Three for a more detailed discussion of the analysis process). It should be noted that although I had asked the instructors a question about what were their objectives for the courses, when coding their responses it was evident that some instructors had answered about other aspects of the courses, and only three of the eight instructors had commented about objectives.

FINDINGS FROM PARTICIPANT OBSERVATION

Participant observation of a 22-day course as an observer

Prior to embarking on this study I was aware of many anecdotal accounts of OBNZ. There were many stories of cold showers, physical training in the early morning and physically strenuous outdoor adventure activities, reinforcing the image that OBNZ was for the fit and the tough. However, when probed further, participants spoke of a special place, of friendships and self-development. There were various public perceptions about OBNZ (Martin, 1996a). The first part of my fieldwork was to observe the last five days of a 22-day course for participants aged 18 to 26. My experiences were recorded in field notes and provided me with the following insights (Martin, 1996b). My first experience was being woken at 6.00 a.m. for the traditional morning physical training, a three kilometre run and a quick dip in the sea. The pre-course information stated that the physical pre-requisites for OBNZ were that you could run for twenty minutes. However, the courses were non-competitive with the emphasis on personal challenge and 'challenge by choice':

> The range of abilities was obvious to see with some dashing ahead and some jogging at the back. Those who dipped in the sea on that cold brisk morning emerged with a big smile as they headed for a cold shower enjoying the beautiful dawn at Anakiwa (field notes, January 1996).

I then joined a group ('watch') and their instructor for their final three-day sailing expedition and headed out to sea. My field notes illustrate how this activity focused on the team dynamics that had developed amongst the group of participants:

> The team dynamics that had developed over the past two weeks was clear to see as the fourteen young people started to pull together, rowing the Cutter in unison, away from Anakiwa. Soon it was time for instruction on sailing the boat with each person being given clear guidelines about their role. For many their experience of sailing was limited but as the day progressed their confidence increased and soon it was time to swap roles and for new jobs to be done. Their sailing skills improved, they sailed through high winds, they rowed with no wind and at times a lack of leadership sent them around in circles. Each night there was a review of the day, how they had worked together as a team, how they felt about each other and how they could improve for the next day. On the final day, they certainly did pull together and sailed the Cutter quite expertly in high winds, belying their inexperience (field notes, January 1996).

After the initial period of training on how to sail the cutter, the instructor let the group sort out their roles and the sailing of the boat. They then observed the group from a

launch that shadowed the cutter for the three days. Their involvement was most evident during the debriefing or review sessions where they shared their observations and facilitated the discussion amongst the group. The friendships that the participants had made during the three weeks of the course were clearly evident. The group mirrored the family and community atmosphere that was evident at Anakiwa. My field notes describe the end of the course, which showed the level of physical achievement, but also some strong emotions:

> The final task of the course was the 'Marathon', not in distance, but a marathon in achievement. Everyone finished the twenty-two-kilometre run (or walk) in various times, an achievement for many not thought possible before the course (field notes, January 1996).

Although I had joined the group towards the end of the course my presence appeared to be accepted by the group particularly when they were asked if I could be present at the debriefing sessions. The final debrief was a time to reflect and was a very honest and open discussion about this special time and the personal challenges met on the course.

> The final good-byes, many tearful, reflected the strong friendships made in this short time. For all that were to leave Anakiwa, as the boat pulled away from the quay, the future would be seen through new eyes (field notes, January 1996).

Participant observation of a 9-day course as a participant

My participation on a 9-day course began as Gaike Knottenbelt, the School Director, welcomed the group I had just met with a Maori 'waiata'. The two instructors then set the scene, describing the philosophy and background to OBNZ. The next thing we were told was about safety. This message was to be repeated on every activity that we were to undertake. The instructors repeatedly checked and rechecked our equipment, ensuring by questioning that we understood safety procedures and that systems were in place. Each activity began with a quote, verse or story from the instructors or the book 'Challenge of Words' (Outward Bound New Zealand, 1989a), which intended to empower us through the challenge. They remained remote from the group, but also supported, encouraged and challenged each of us at different times. They also initiated the debriefing of the activities. They were able to describe the OBNZ philosophy in a way that was easily understood by all the different personalities within the group. Although we came from a diverse range of backgrounds and fitness levels, within

minutes of our first adventure, we had started to work as a team. The following field notes describe the activities and the development of the group dynamics:

> After a brief introduction to map reading we packed camping gear and started to walk in the bush. At the first evening's camp, tasks were equally divided with everybody eager to accomplish whatever had to be done. Over the next few days, we got tired and were to experience new challenges that many found hard, but there was always a word of advice and encouragement from different members of the group. On the rock face, some climbed blindfolded, and all completed the rope course. Whilst sailing a 'Cutter' a lack of wind meant a long time rowing, but this further enhanced the closeness of the group (field notes, February 1996).

We were then left alone in the bush for a couple of days, on 'Solo', to reflect on our experiences, not just while at OBNZ, but throughout our lives. This was a very powerful activity for many, which was evident during the review, as many emotions, songs, poems and gifts were shared. The final challenge for us was physical; a 12km run along the Queen Charlotte Walkway. All were applauded as they completed this individual challenge, the faster runners going back along the track after they had finished to offer encouragement. For me the course was not physically challenging as I was used to many of the activities. The exception was the final run where I set my own goals. The interaction within the group provided the most learning for me due to the range of experiences and backgrounds. This helped me gain a greater understanding of the importance of friends and family. The participants were made aware of my involvement as an observer at OBNZ, but this did not appear to affect my acceptance in the group. To appreciate the organisation's culture, I believe one needs to be immersed in it.

> We did have cold showers, we were up early facing a full day and quite often tired, but I enjoyed the activities and the friendships that were made (field notes, February 1996).

QUANTITATIVE FINDINGS FROM QUESTIONNAIRE SURVEY OF PARTICIPANTS

Participant questionnaire responses immediately before and after the 22-day course and 9-day courses

There were fifty-four participants on the 22-day course, divided in to four groups ('watches'), each with one instructor. There was a 3:1 male/female ratio, compared to a 3:2 ratio for all 22-day courses in 1996 (Outward Bound New Zealand, 1996a). There were thirty-nine participants on the five 9-day courses. Two thirds of these participants were male with the age range 21 to 59.

Table 4.1 illustrates the effect sizes (ESs) and those responses (Appendix 8a), immediately before and after the 22-day and 9-day courses, showing significant statistical change in participant perceptions about aspects of the course objectives. All aspects indicated positive changes in perception, but for the 22-day course the only statistically significant change in means (p<0.025) was that OBNZ 'develops 'holistic well-being' (ES = .55) and 'was concerned with safety' (ES = .44). For the 9-day course, the statistically significant responses were that OBNZ 'makes you interdependent' (ES = .8), 'develops holistic well-being' (ES = .67), 'makes you more social' (ES = .56), and 'develops positive attitudes' (ES = .5). Statistically significant change in variance was reported for a number of aspects of the course objectives. Participants perception of the 22-day course objectives indicated that OB was physically (ES = .21) and mentally challenging (ES = .27) and was confidence building (ES = .22), however, participants of the 9-day courses perceived negligible change in their perceptions of these aspects.

Table 4.2 and Table 4.3 illustrate the effect sizes and those responses (Appendix 8a), immediately before and after the 22-day and 9-day courses, showing significant statistical change in participant perceptions about the ease and enjoyment of activities. For the 22-day course respondents, many of the activities were perceived to be harder than first thought, particularly, 'tramping' (ES = -1), 'canoeing/kayaking' (ES = -.72), and 'morning fitness' (ES = -.6). The difference in means for 'communal living' (ES = .48) and 'no smoking' (ES = .49) showed that these activities were significantly easier than first thought. Many of the activities were found to be significantly more enjoyable

than first thought (ES> .51), except for 'morning fitness' (ES = -1.55) and the 'strict timetables, punctuality and time restraints' (ES = -1.07). For the 9-day courses only 'canoeing/kayaking' was found to be significantly harder than first thought (ES = -.8). 'Solo' (ES = .62), 'communal living' (ES = .87) and 'running 12km' (ES = 1.07) were found to be significantly easier than first thought. Many of the activities were found to be significantly more enjoyable than first thought (ES> .45).

Tables 4.4 and Table 4.5 illustrate the effect sizes and those responses (Appendix 8a), immediately before and after the 22-day and 9-day courses, showing significant statistical change in participant perceptions about the accuracy and importance of aspects of self-concept. For the 22-day courses, statistically significant changes were perceived about accuracy of the following aspects of self-concept: 'I am an emotionally stable person' (ES = .52), 'I have outgoing personality' (ES = .47), and 'I have good relationships with my parents' (ES = .45). All aspects indicated a positive change, with an average ES of .32. The lowest response was 'I am good at creative thinking' (ES = .14). There were no statistically significant changes about aspects relating to the importance of self-concept, with the average effect size almost halved (ES = .17).

For the 9-day courses, no aspect of the accuracy of self-concept indicated statistically significant change, some responses indicated a negative effect, and the average effect size was negligible (ES = .05). However, all the responses for the 9-day courses about the importance of aspects self-concept indicated positive change, with an average ES = .31. Statistically significant change was recorded (based on non-overlapping confidence intervals) for 'I am/was a good student in academic subjects' (ES = .63).

Table 4.1 Mean, standard deviation, and mean differences for participant responses about aspects of the course objectives immediately before (pre) and after (post) the 22-day and 9-day courses. Statistically significant changes in the mean differences are indicated in bold (p<0.025) and in variances as * (p<0.05). Effect size (ES) and confidence intervals (CI) are also shown.

Outward Bound	Pre-22-day course			Post -22-day course							
	N	M	SD	N	M	SD	M diff	t	ES-CI	ES	ES+CI
Develops holistic well-being	51	2.02	0.86	47	1.55	0.65	**0.47**	3	0.31	0.55	0.78
Is concerned with safety	52	1.52	0.7	47	1.21	0.51	**0.31**	2.51*	0.25	0.44	0.63
Develops ability to work with others	52	1.31	0.47	47	1.13	0.38	0.18	2.22*	0.26	0.38	0.51
A place where you meet friends	52	1.5	0.78	47	1.23	0.43	0.27	2.13*	0.13	0.35	0.56
Is mentally challenging	53	1.26	0.59	47	1.11	0.31	0.16	1.69*	0.11	0.27	0.43
Makes you interdependent	51	2.27	1	46	2.02	1.02	0.25	1.23	-0	0.25	0.52
Is confidence building	52	1.31	0.64	47	1.17	0.38	0.14	1.28	0.04	0.22	0.39
Is physically challenging	52	1.27	0.66	47	1.13	0.34	0.14	1.36*	0.03	0.21	0.39
Is educational	52	1.5	0.85	47	1.32	0.57	0.18	1.26*	-0	0.21	0.44
Is where you learn outdoor skills	52	1.56	0.64	47	1.45	0.72	0.11	0.81	-0	0.17	0.35
Develops positive attitudes	51	1.41	0.54	46	1.32	0.52	0.09	0.8	0.02	0.17	0.31
Is for the youth of today	51	2.05	1.16	47	1.87	1.21	0.19	0.78	-0.2	0.16	0.48
Instils self-discipline	53	1.43	0.64	47	1.36	0.61	0.07	0.58	-0.1	0.11	0.28
Makes you more tolerant	52	1.55	0.66	47	1.51	0.66	0.07	0.49	-0.1	0.11	0.29
Builds sense of responsibility	52	1.46	0.64	47	1.4	0.54	0.06	0.48	-0.1	0.09	0.27
Makes you independent	52	1.69	0.76	46	1.76	0.77	0.07	0.45	-0.1	0.09	0.3
Builds self-reliance	51	1.47	0.64	47	1.42	0.54	0.05	0.37	-0.1	0.08	0.25
Develops leadership skills	53	1.64	0.9	47	1.57	0.54	0.07	0.46*	-0.2	0.08	0.32
Makes you more social	53	1.79	0.84	47	1.74	0.77	0.05	0.3	-0.2	0.06	0.29
Builds fitness	53	1.34	0.52	47	1.34	0.48	0	0.01	-0.1	0	0.14
Is expensive	52	2.67	1.28	47	3.1	1.13	-0.4	-1.78	-0.7	-0.34	0.01

Outward Bound	Pre-9-day courses			Post -9-day courses							
	N	M	SD	N	M	SD	M diff	t	ES-CI	ES	ES+CI
Makes you interdependent	31	2.61	1.05	31	1.77	0.96	**0.84**	3.85	0.43	0.8	1.17
Develops holistic well-being	31	2.26	0.77	31	1.74	0.58	**0.52**	3.74*	0.4	0.67	0.94
Makes you more social	33	2.3	0.81	33	1.85	0.67	**0.45**	2.89*	0.28	0.56	0.84
Develops positive attitudes	32	1.56	0.56	32	1.28	0.46	**0.28**	2.74*	0.31	0.5	0.7
A place where you meet friends	33	1.78	0.65	33	1.48	0.51	0.3	2.15	0.24	0.47	0.69
Makes you independent	33	2.21	0.93	33	1.85	0.76	0.36	2.17	0.07	0.39	0.71
Develops ability to work with others	33	1.51	0.57	33	1.3	0.47	0.21	1.65*	0.18	0.37	0.57
Is concerned with safety	32	1.44	0.62	32	1.22	0.42	0.22	1.88*	0.14	0.35	0.57
Builds fitness	32	1.75	0.72	32	1.5	0.72	0.25	1.76	0.1	0.35	0.6
Is educational	32	1.56	0.62	32	1.4	0.56	0.16	1.72	0.04	0.25	0.47
Makes you more tolerant	32	1.72	0.52	32	1.63	0.55	0.09	1	-0	0.17	0.35
Is for the youth of today	32	2.69	1.36	32	2.47	1.61	0.22	0.7	-0.3	0.16	0.63
Develops leadership skills	33	2.03	0.73	33	1.94	0.83	0.09	0.57	-0.1	0.12	0.37
Builds sense of responsibility	33	1.76	0.61	33	1.79	0.59	0.06	0.47	-0.1	0.1	0.31
Builds self-reliance	33	1.76	0.66	33	1.7	0.73	0.06	0.44	-0.1	0.09	0.32
Is confidence building	33	1.18	0.39	33	1.15	0.36	0.03	0.44	-0.1	0.08	0.21
Is physically challenging	33	1.24	0.44	33	1.21	0.42	0.03	0.37	-0.1	0.07	0.22
Is expensive	31	3.48	1.03	31	3.54	1.09	0.06	0.36	-0.3	0.06	0.43
Instils self-discipline	33	1.64	0.55	33	1.61	0.57	0.03	0.27	-0.1	0.06	0.24
Is where you learn outdoor skills	33	1.48	0.51	33	1.48	0.51	0	0	-0.2	0	0.17
Is mentally challenging	33	1.24	0.44	33	1.24	0.44	0	0	-0.2	0	0.15

Table 4.2   Mean, standard deviation, and mean differences for participant responses about the ease of activities immediately before (pre) and after (post) the 22-day and 9-day courses. Statistically significant changes in the mean differences are indicated in bold (p<0.025) and in variances as * (p<0.05). Effect size (ES) and confidence intervals (CI) are also shown.

Ease of Outward Bound activities	Pre-22-day course			Post-22-day course			M diff[1]	t	ES-CI	ES	ES+CI
	N	M	SD	N	M	SD					
No smoking	40	2.08	1.62	43	1.28	0.83	**0.8**	2.78*	0.3	0.49	1.3
Communal living	44	2.77	1.05	44	2.27	0.95	**0.5**	2.34	0.19	0.48	0.81
Service to community projects	35	2.43	1.15	45	1.98	0.81	0.45	1.98*	0.07	0.39	0.83
No drinking	42	1.84	1.08	44	1.48	0.85	0.37	1.69*	0.04	0.34	0.7
Tent living	38	2.55	1.13	45	2.44	1.01	0.11	0.46	-0.25	0.1	0.47
Strict timetables, punctuality...	45	2.56	1.01	45	2.67	1	-0.11	-0.52	-0.41	-0.11	0.19
Solo: being alone in the bush	33	2.36	1.39	45	2.53	1.2	-0.17	-0.58	-0.64	-0.12	0.3
Group activities	38	2.23	1.03	44	2.45	0.93	-0.22	-1.01	-0.55	-0.21	0.11
Sailing	33	2.15	1.44	43	2.46	1.08	-0.15	-1.05	-0.64	-0.11	0.34
Running a half marathon	32	2.59	1.31	41	3.12	1.35	-0.53	-1.68	-0.98	-0.4	-0.08
Rock climbing	32	2.15	1.17	44	2.7	1.34	-0.55	-1.86	-0.96	-0.47	-0.14
Ropes course	30	2.43	1.28	45	3.11	1.4	-0.68	-2.12	-1.14	-0.53	-0.22
Snow pursuits	33	2	1.23	41	2.66	1.06	-0.66	-2.4	-1.08	-0.54	-0.24
Morning fitness	43	2.39	1.05	45	3.02	1.08	**-0.63**	-2.76	-0.94	-0.6	-0.32
Canoeing/Kayaking	34	1.94	1.23	45	2.82	1.26	**-0.88**	-3.1	-1.29	-0.72	-0.47
Tramping	36	1.89	1.09	41	2.98	1.17	**-1.09**	-4.19	-1.45	-1	-0.73

Ease of Outward Bound activities	Pre-9-day courses			Post-9-day courses			M diff	t	ES-CI	ES	ES+CI
	N	M	SD	N	M	SD					
Running a half marathon	25	4	1.08	25	2.84	1.2	**1.16**	5.07	0.65	1.07	1.5
Communal living	29	2.24	0.83	29	1.52	0.63	**0.72**	4.89	0.57	0.87	1.17
Solo: being alone in the bush	26	2.81	1.3	26	2	0.98	**0.81**	2.57	0.12	0.62	1.12
Rock climbing	27	3.26	0.9	27	2.78	1.31	0.48	1.87	0.2	0.54	0.87
Sailing	28	2.89	1.07	28	2.46	0.84	0.43	1.76	0	0.4	0.8
Group activities	27	2.37	0.88	27	2.03	0.81	0.33	1.67	0.05	0.38	0.71
Morning fitness	22	2.86	0.89	22	2.63	0.85	0.23	0.96	-0.12	0.26	0.63
No smoking	28	1.85	1.56	28	1.46	1.2	0.39	1.62	-0.33	0.25	0.83
No drinking	30	1.97	1.45	30	1.7	1.15	0.27	1.09	-0.33	0.19	0.71
Ropes course	25	3.2	1.08	25	3.04	1.31	0.16	0.56	-0.28	0.15	0.57
Strict timetables, punctuality...	29	2.28	1.03	29	2.14	1.03	0.14	0.58	-0.24	0.13	0.51
Tent living	29	2.31	0.89	29	2.21	0.77	0.1	0.62	-0.21	0.12	0.44
Tramping	27	2.3	0.72	27	2.63	0.97	-0.33	-1.22	-0.73	-0.46	-0.19
Canoeing/Kayaking	26	2.77	0.91	26	3.5	0.99	**-0.73**	-2.91	-1.15	-0.8	-0.45
Snow pursuits											
Service to community projects											

[1] -ve= harder than pre-course perception

Table 4.3   Mean, standard deviation, and mean differences for participant responses about the enjoyment of activities immediately before (pre) and after (post) the 22-day and 9-day courses. Statistically significant changes in the mean differences are indicated in bold (p<0.025) and in variances as * (p<0.05). Effect size (ES) and confidence intervals (CI) are also shown.

Enjoyment of Outward Bound activities	\multicolumn{3}{c}{Pre-22-day course}			\multicolumn{3}{c}{Post-22-day course}						
	N	M	SD	N	M	SD	M diff^2	t	ES-CI	ES	ES+CI
No smoking	45	2.58	1.03	44	1.3	0.9	**1.28**	6.23*	0.98	1.24	1.58
Rock climbing	29	3.03	1.27	45	1.55	0.89	**1.48**	5.47*	1.02	1.17	1.94
Tramping	31	3.13	1.41	42	1.81	0.94	**1.32**	4.52*	0.82	0.94	1.82
Sailing	32	2.87	1.24	45	1.71	0.99	**1.16**	4.58	0.73	0.94	1.59
Running a half marathon	36	2.47	1.08	41	1.53	0.84	**0.94**	4.27	0.59	0.87	1.29
Group activities	31	2.9	1.27	44	1.81	0.76	**1.09**	4.24*	0.64	0.86	1.54
Snow pursuits	33	2.78	1.43	39	1.56	0.79	**1.22**	4.38*	0.73	0.85	1.71
Ropes course	39	2.46	1.05	45	1.67	0.93	**0.79**	3.69	0.46	0.75	1.12
Solo: being alone in the bush	32	2.91	1.33	45	0.96	1.04	**0.95**	3.51	0.49	0.71	1.41
Service to community projects	33	2.79	1.54	45	1.78	0.85	**1.01**	3.41*	0.48	0.66	1.54
Canoeing/Kayaking	35	2.31	1.13	45	1.73	1.01	**0.58**	2.42	0.21	0.51	0.95
Communal living	46	2.41	0.96	44	2.02	0.82	0.39	2.08*	0.11	0.41	0.67
Tent living	45	2.42	0.89	45	2.22	0.97	0.2	1.02	-0.06	0.22	0.46
No drinking	45	1.73	1.34	45	1.44	0.84	0.29	1.23*	-0.1	0.22	0.68
Strict timetables, punctuality,	46	1.63	0.74	45	2.42	1.01	**-0.79**	-3.8	-1	-1.07	-0.58
Morning fitness	20	1.2	0.62	45	2.16	0.88	**-0.96**	-5.03*	-1.23	-1.55	-0.69

Enjoyment of Outward Bound activities	\multicolumn{3}{c}{Pre-9-day courses}			\multicolumn{3}{c}{Post-9-day courses}						
	N	M	SD	N	M	SD	M diff	t	ES-CI	ES	ES+CI
Running a half marathon	26	3.46	1.21	26	1.92	0.85	**1.54**	5.22*	0.81	1.27	1.74
Communal living	30	2.47	0.86	30	1.57	0.63	**0.9**	5.57	0.74	1.05	1.35
Rock climbing	28	2.39	0.88	28	1.57	0.63	**0.82**	4.8	0.61	0.93	1.26
Group activities	26	2.15	0.78	26	1.5	0.58	**0.65**	4.47	0.54	0.84	1.14
Ropes course	25	2.32	0.85	25	1.8	0.96	**0.52**	2.59	0.28	0.61	0.94
Solo: being alone in the bush	27	2.56	1.09	27	1.93	1.14	**0.63**	2.45	0.17	0.58	0.99
Morning fitness	23	2.65	0.83	23	2.22	0.9	0.43	1.93	0.18	0.52	0.86
Tent living	29	2.44	0.83	29	2.03	0.73	**0.41**	2.57	0.2	0.5	0.8
No drinking	28	2.07	1.12	28	1.53	0.74	**0.54**	2.65	0.06	0.48	0.89
Sailing	29	2.14	0.92	29	1.72	0.75	**0.41**	3.92	0.11	0.45	0.78
Strict timetables, punctuality,	29	2.48	0.95	29	2.1	0.98	0.38	1.95	0.05	0.4	0.75
Canoeing/Kayaking	27	2.19	1.04	27	1.93	1.07	0.26	1.07	-0.14	0.25	0.64
No smoking	27	2.04	1.7	27	1.67	1.39	0.37	1.11	-0.42	0.22	0.86
Tramping	28	2	0.67	28	2.04	0.84	0.04	0.17	-0.19	0.05	0.3
Snow pursuits											
Service to community projects											

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^{2} -ve= enjoyed less than pre-course perception

Table 4.4   **Mean, standard deviation, and mean differences for participant responses about the accuracy of aspects of self-concept immediately before (pre) and after (post) the 22-day and 9-day courses. Statistically significant changes in the mean differences are indicated in bold (p<0.025) and in variances as * (p<0.05). Effect size (ES) and confidence intervals (CI) are also shown.**

How accurate is this statement about you	Pre-22-day course			Post-22-day course			M diff	t	ES-CI	ES	ES+CI
	N	M	SD	N	M	SD					
I am an emotionally stable person	50	2.52	0.97	46	2.02	0.88	**0.5**	2.62	0.25	0.52	0.78
I have an outgoing personality	51	2.45	1	45	1.98	0.94	**0.47**	2.37	0.2	0.47	0.74
I have good relationships with my parents	51	2.18	0.93	46	1.76	0.85	**0.42**	2.29	0.2	0.45	0.71
I have good verbal skills and reasoning ability	52	2.54	0.98	45	2.13	0.97	0.44	2.24	0.18	0.45	0.72
I am a caring and understanding person	52	2	0.86	44	1.66	0.61	0.34	2.2	0.16	0.4	0.63
I have good relationships with same sex	51	2.27	0.78	45	1.97	0.78	0.3	1.86	0.17	0.38	0.6
I have good relationships with opposite sex	52	2.35	1.08	46	1.94	0.88	0.41	2.05	0.09	0.38	0.67
I am a spiritual/ religious person	51	3.66	1.19	45	3.24	1.35	0.42	1.63	0.03	0.35	0.68
I am/was a good student in academic subjects	51	2.86	1.11	46	2.5	1.03	0.36	1.66	0.02	0.32	0.63
I have good problem solving skills	52	2.57	0.78	45	2.33	0.8	0.24	1.52	0.1	0.31	0.52
I am concerned for my health and fitness	51	1.86	1	46	1.58	0.72	0.28	1.55	0.01	0.28	0.55
I am physically attractive/good looking	51	2.65	0.74	45	2.47	0.84	0.18	1.11	0.04	0.24	0.45
I am a hard working employee	52	1.71	1	46	1.5	0.69	0.21	1.21*	-0.1	0.21	0.48
I am a practical/mechanical/handy person	52	2.6	1.16	45	2.4	1.1	0.2	0.85	-0.1	0.17	0.49
I am an honest/reliable/trustworthy person	52	1.75	0.84	46	1.61	0.8	0.14	0.85	-0.1	0.17	0.39
I am good at sports and physical activities	52	2.89	0.98	46	2.13	0.89	0.16	0.84	-0.1	0.16	0.43
I am good at creative thinking	51	2.73	0.98	46	2.59	1.07	0.14	0.67	-0.1	0.14	0.41
Sum of ES										5.41	
Average ES										0.32	

How accurate is this statement about you	Pre-9-day courses			Post-9-day courses			M diff	t	ES-CI	ES	ES+CI
	N	M	SD	N	M	SD					
I have good relationships with same sex	32	3.88	1.66	32	3.38	1.29	0.5	1.7	-0.3	0.3	0.88
I am physically attractive/good looking	31	4.9	1.5	31	4.48	1.48	0.42	1.45	-0.2	0.28	0.81
I have good relationships with opposite sex	31	3.61	1.23	31	3.32	1.51	0.29	0.92	-0.2	0.24	0.67
I am good at sports and physical activities	32	4	1.76	32	3.62	1.5	0.38	1.23	-0.4	0.21	0.82
I am a practical/mechanical/handy person	32	3.87	1.64	32	3.56	1.68	0.31	0.98	-0.4	0.19	0.76
I am an honest/reliable/trustworthy person	31	2.22	1.33	31	2.45	1.12	0.23	0.88	-0.3	0.17	0.64
I have good problem solving skills	31	3.94	1.48	31	3.71	1.49	0.23	0.8	-0.4	0.15	0.67
I am a spiritual/ religious person	32	5.5	2.6	32	5.19	2.53	0.31	0.69	-0.8	0.12	1.02
I have an outgoing personality	32	3.72	1.71	32	3.63	1.9	0.09	0.24	-0.5	0.05	0.65
I am a caring and understanding person	32	2.59	1.27	32	2.53	1.16	0.06	0.21	-0.4	0.05	0.49
I am an emotionally stable person	32	3.38	1.7	32	3.34	1.68	0.03	0.1	-0.6	0.02	0.61
I am good at creative thinking	31	3.93	1.79	31	3.9	1.45	0.03	0.1	-0.6	0.02	0.65
I have good verbal skills and reasoning ability	32	3.75	1.83	32	3.75	1.67	0	0	-0.6	0	0.63
I have good relationships with my parents	29	3	1.93	29	3.2	1.52	-0.21	-0.76	-0.8	-0.11	0.6
I am concerned for my health and fitness	32	2.59	1.13	32	2.75	1.48	-0.16	-0.5	-0.5	-0.14	0.25
I am/was a good student in academic subjects	32	4.41	1.64	32	4.72	1.84	-0.31	-1.2	-0.8	-0.19	0.38
I am a hard working employee	31	2.29	1.07	31	2.77	1.5	-0.48	-1.98	-0.8	-0.45	-0.1
Sum of ES										0.92	
Average ES										0.05	

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QUALITATIVE FINDINGS FROM QUESTIONNAIRE SURVEY OF PARTICIPANTS

Table 4.6 provides a summary of the number and percentage response for each of the Final Themes and Grouped Codes post course and six months after the 22-and 9-day courses held at OBNZ in August 1996. The numbers in bold indicate responses to open-ended questions about the impacts of the courses and factors relating to these impacts. All other responses came from specific open-ended questions asked six months after the course. Each Final Theme is in bold, with the related Grouped Codes below. It should be noted that some of these Final Themes relate to a single Grouped Code. Hence the Grouped Codes are also in bold (for example, course design and group of participants).

Quotations from participants provide descriptive examples of the Grouped Codes. It should also be noted that to distinguish from the general text, quotations are shown in italics. The number of respondents or percentage response to particular questions is indicated in brackets ( ). Participant responses from Likert scales are also reported along with participant quotations for three questions asked immediately after and six months after the courses. These questions asked whether the course was enjoyable and/or met expectations, and about the importance of the instructors in the facilitation of the course.

Participant questionnaire responses immediately after the 22-day course

Course objectives

Using a five point Likert scale, forty-five respondents (83%) indicated that the course had been very enjoyable; for thirty respondents (55%) it had exceeded expectations. All other responses indicated an enjoyable course that met expectations. Table 4.6 indicates that twenty-two respondents (47%) indicated personal development as the main objectives of the course, nineteen (40%) pushing personal limits, thirteen (28%) teamwork and six (13%) interpersonal development. Seven (15%) respondents commented that the course was a holistic challenge. The following are three typical responses:

Table 4.6   **Summary of number of participant responses for each Final Theme (in bold) and Grouped Code(s), post and six months after the 22-day & 9-day courses**

Final Theme (in bold) and Grouped Code(s)	22-DAY COURSE				9-DAY COURSES			
	Post course		Six months after		Post course		Six months after	
Number of participants	54	100%	54	100%	39	100%	39	100%
Number of respondents	47	87%	19	35%	35	90%	23	59%
COURSE OBJECTIVES								
Personal development	22	47%	15	79%	20	57%	9	39%
Push personal limits	19	40%	2	11%	16	46%	11	48%
Interpersonal development	6	13%	3	16%	6	17%		
Teamwork	13	28%			8	23%		
Holistic challenge	7	15%			3	9%		
Environmental awareness					2	6%		
Develop skills	4	9%			1	3%		
COURSE OUTCOMES								
Personal development	27	**57%**	19	100%	26	**74%**	23	100%
Self awareness	7	**15%**	12	63%	4	**11%**	1	4%
Self confidence	4	**9%**	17	89%	8	**23%**	18	78%
Personal direction	4	**9%**	9	47%	4	**11%**	8	35%
Personal change	10	**21%**	13	68%	8	**23%**	6	26%
Push personal limits	13	**28%**	3	16%	14	**40%**	5	22%
Limits not pushed	3	**6%**	1	5%	1	**4%**		
Interpersonal development IR	7	**15%**	17	89%	5	**14%**	17	74%
Relationships			10	53%			9	39%
Tolerance			11	58%			9	39%
Teamwork			3	16%			3	13%
Worse relationships			3	13%				
No change (IR)			1	5%			2	9%
Professional development PR			9	47%			5	22%
No change (PR)			2	9%				
Other impacts	10	**21%**	5	26%	2	**6%**	6	26%
Environmental awareness	1	2%			1	3%		
OBNZ for everyone	9	19%			6	17%		
EDUCATIONAL PROCESS								
Course design	9	**19%**	3	**16%**	2	**6%**	11	**48%**
Group of participants	8	**17%**	5	**26%**	7	**20%**	8	**35%**
Physical activities	1	**2%**	3	**16%**	2	**6%**	3	**13%**
Individual activities	1	**2%**	1	**4%**				
Atmosphere	36	77%	14	74%	33	94%	14	61%
Atmosphere was great	9	19%	6	32%	11	31%	1	4%
Atmosphere was supportive	18	38%	8	42%	18	51%	8	35%
Atmosphere was positive	19	40%	8	42%	12	34%	8	35%
Environment	9	19%	6	32%	5	14%	4	17%
Instructors	28	60%	15	79%	30	86%	16	70%
Instructors were great	24	51%	8	42%	18	52%	4	17%
Instructor methods	15	**32%**	11	**58%**	14	**40%**	16	**70%**

- *Learnt more about myself and other people than expected. Experienced life to the fullest, getting the most out of every day. Helps individuals realise their potential; makes them aware of strengths and weaknesses and the joys of living life to the full.*

- *It was truly a course where limits were pushed and expectations exceeded. To push NZ'ers to motivate individuals beyond their comfort zone and seek their dream. To experience all life has to offer.*

- *To build mental and physical levels, discover yourself, learn to work as a team and help to set goals in life as well as helping other people reach their goals or those who are less fortunate.*

Course outcomes

1. Personal development outcomes

Table 4.6 shows that twenty-seven respondents (57%) indicated personal development as the main outcomes of the course. There was a range of effects on personal development with thirteen responses (28%) about pushing limits, ten (21%) about personal change (21%), and seven (15%) about self-awareness. The following typical comments illustrate these effects:

- *The course has moved me closer to being the person I want to be. It gives the perfect opportunity for personal development and improvement.*

- *The course challenged me more and pushed me further beyond my limits than expected.*

- *It has helped me find myself.*

Four respondents (9%) mentioned improved confidence and change in direction. A non-typical response was that limits had not been pushed (6%).

2. Interpersonal development

Seven respondents (15%) mentioned aspects of interpersonal development. This is a typical response:

> *I came out of the course with a better appreciation of other people and have been able to be more compassionate.*

3. Other impacts

Ten respondents (21%) indicated that the course had some other impact on their lives. These are two examples:

- *Wow, can't explain it in words. It's life altering. Everything (personally) has changed for the better.*

- *I feel the course was very positive for me and it is a stepping stone to a better way of life. I am going to make some major changes when I get home to maintain my focus.*

One immediate impact was:

> *Has changed my outlook, was going to get engaged to be married immediately after OB, but now want to be single for at least 2-4 years.*

Only one respondent (2%) commented about environmental awareness.

4. OBNZ for everyone

Nine respondents (19%) commented that everyone should do the course. This is a typical response:

> *Everyone should do this course so the world can be such a better place with more love and less destruction. I made decisions that perhaps would not have made in my normal environment.*

Educational process

Table 4.6 shows the percentage response for each of the elements of the educational process, which are discussed below:

1. The course design

There were nine (19%) comments about the course design. This is a typical comment.

> *I didn't know much about OB to start with. I thought it was all just physical, but I was wrong it's much more emotional.*

2. The group of participants

Eight respondents (17%) commented about the group of participants. The following is a typical example:

> *Excellent support and encouragement, and teamwork are fully abounded. Each person needs to be committed to themselves and to the group.*

3. The physical and individual activities

There was only one response (2%) about a physical activity and one (2%) about an individual activity.

4. The atmosphere

There were thirty-six respondents (77%) who commented about the atmosphere on the course. Nineteen (40%) described the atmosphere as positive (40%), eighteen (38%) that it was supportive (38%), and nine (19%) that it was 'great'. Nine people (19%) also

mentioned the environment at OBNZ. There were no negative comments given. Typical examples of comments are:

- *It was a very positive atmosphere focused on challenge by choice and bringing out the best in each student.*
- *The atmosphere is excellent with the spirit and culture it's amazing.*
- *Very positive and encouraging environment with space for individualism but emphasis on team spirit.*
- *A warm and caring environment. A beautiful setting, it is a treasure of its own.*
- *Friendly, warm, welcoming environment. Beautiful place, natural, aware to all problems, cultures, religions.*

5. The instructors

Using a five point Likert scale, thirty-five (75%) of the respondents indicated that the instructor was very important to the facilitation of the experience; ten (21%) indicated that they were important and only two (4%) that the instructor was moderately important. There were twenty-eight (60%) comments about the instructors, twenty-four respondents (51%) indicated that the instructors were 'great' and fifteen (32%) mentioned the methods of facilitation. The following are typical examples of the responses:

- *He was very good in the way he pushed us and took us to our limits. I really felt like he helped me to give it my all.*
- *Completely necessary to provide skills and safety instruction and to gel the group.*
- *Our instructor was wonderful and prepared us awesomely for everything. She encouraged independence as a team so the things at which she stood back we still functioned well.*

Participant questionnaire responses six months after the 22-day course

Nineteen participants (35%) returned the questionnaire six months after the course, which asked mainly open-ended questions about the outcomes of the course (Appendix 2c). Thirteen of these responses (68%) were from men, which was a similar proportion to the start of the course.

Course objectives

Using a three point Likert scale, thirteen respondents (68%) indicated that expectations were exceeded; five (26%) indicated that expectations were met. Only one (5%) indicated that expectations were not met. The following are typical examples of the

comments:

- *I got a lot more out of it self-development wise than I expected.*
- *Amazing learning experience, challenging and attitude changing.*
- *The benefits are much more long term than I thought.*
- *I set new limits for myself I did not know were possible.*

Only one respondent replied that expectations had not been met commenting that the course was *"not physically strenuous as much as I expected"*. Fifteen respondents (79%) stated that the main objectives of the course were aspects of personal development, three (16%) to develop interpersonal development (16%), and two (11%) to push personal limits.

Course outcomes

1. Personal development

Table 4.6 shows that all nineteen respondents (100%) perceived that the course had an effect on aspects of their personal development. The main aspects were increased confidence (89%), greater self-awareness (63%), personal change (68%) and change in personal direction (47%). The following typical comments illustrate these effects on personal development.

- *Has given me the confidence to approach and seek new situations without apprehension. I have grown stronger mentally and much more secure. I know a lot more about myself, especially how I react in stressful situations. I can remain focused on tasks and goals for much longer periods of time. I understand 'me' better.*
- *Self-motivation and self-realisation. Making the choices that suit my professed lifestyle and me.*
- *It's funny every time I get myself into strife I think of OB and every time it seems to work out fine. And yes I am throwing myself into new experiences because I experienced OB.*
- *Outward Bound has made many positive changes to my life.*

Three (16%) other comments were made about pushing personal limits and one (5%) non-typical response that the course did not push personal limits.

2. Interpersonal development

Table 4.6 shows that almost all (89%) responses indicated aspects of interpersonal development. One participant stated that the course was the *"primary motivation to ask my girlfriend to marry me"*, and was already married. Ten respondents (53%)

commented about improved relationships, eleven (58%) about better tolerance, and three (16%) about teamwork. The following three typical responses indicate these effects on relationships:

- *This has been a huge impact for me. My relationships with people and partner have improved greatly. I am able to get along with people with ease and understanding where other people are coming from and understand they have feelings too!*

- *I no longer remain in unhealthy relationships and seek out company with keen motivated fun people. I give more in friendships and relationships and reap the benefits of this. More tolerant and accepting of other peoples view and can take on their feedback without resentment. I am more motivated and enthusiastic which seems to rub off on those around me.*

- *Family excellent. Have an amazing loving supportive caring boyfriend now, and we are equals. Amazed at what I used to put up with as acceptable behaviour. Everyone at work noticed that I was a lot less stressed. Put a lot more emphasis on having good working relationships with my staff now.*

A non-typical response was from one participant (5%) who commented that there had been no change in their interpersonal development.

3. Professional development

Nine people (47%) commented about aspects of professional development. This is one typical example:

> *Yep, my leadership skills are developing. I get things done promptly. And I'm still challenging myself to change careers-I have changed jobs but need more of a challenge.*

4. Other impacts

There were five (26%) comments about other impacts of the course. The following is one example:

> *People don't recognise me I've changed so much. I feel so much more confident. I'm the best! I've learnt so much in those three weeks. I learnt I don't have limitations and fears. I wasn't working before OB, now I'm completely career oriented.*

Educational process

Table 4.6 shows the percentage response for each of the elements of the educational process, which are discussed in more detail below:

1. Course design

Only three respondents (16%) commented about the course design. The following example illustrates the intensity of the course:

Fast pace, alive, emotional, and active.

2. The group of participants

There were five comments (26%) about the group of participants. This comment illustrates the closeness of the group:

The way the group of once strangers got on exceeded my expectations and how close we all became.

3. The activities

There were only three responses (16%) about the physical activities and one (5%) about 'solo'.

4. The atmosphere

Fourteen (74%) respondents commented about the course atmosphere. Eight (42%) said it was positive and/or supportive, and six (32%) that the atmosphere was 'great'. Six people (32%) also mentioned the environment. The following are typical examples of the responses:

- *A get up and go attitude, everyone is equal; encouraging and nurturing environment.*
- *Amazing! Warm, friendly, a beautiful place that you just have to experience.*
- *Very supportive, encouraging, equal. An amazing learning environment.*

5. The instructors

Using a four point Likert scale, sixteen respondents (84%) indicated that the instructors were very important; two (10%) indicated that they were important. Only one participant (5%) perceived that the instructor was not important to the success of the course and commented that they "*sat back and watched most of the time*". Eleven people (58%) mentioned the instructor's facilitation methods and eight (42%) commented that the instructors were 'great'. The following are typical examples of the comments:

- *Thought he did a great job of keeping his distance, and only giving guidance where necessary.*
- *He was needed for a guide towards solving problems by encouragement and making us see matters in a different perspective.*
- *He was awesome, he could relate to everyone individually, not just the group.*

Participant questionnaire responses immediately after the 9-day courses

Course objectives

Using a five point Likert scale, thirty-one (89%) respondents indicated that the course had been very enjoyable and for twenty-seven (77%) it had exceeded expectations. All other responses indicated that they had had an enjoyable course that met expectations. The following were typical comments about why the course had exceeded expectations:

- *It offered me challenge far beyond what I imagined.*
- *The activities were great but I got so much out of the group interaction it has given me much confidence to face life with a smile.*
- *Carefully supervised, safety was almost paramount, previous experience was not necessary; the speed was always at the pace of the slowest. I saw myself as a very capable woman; I set my own goals and was pleased to achieve them. It promoted my self-esteem. Solo gave me the opportunity to think things through in a beautiful setting. I recommend it to everyone.*

The main objectives of the course were stated as personal development (57%) and to push personal limits (46%). Other objectives stated were teamwork (23%), interpersonal development (17%), a holistic challenge (9%) and environmental awareness (6%). The following are typical examples of the responses about the objectives of OBNZ courses:

- *To build better human beings, people that have attitude and are willing to do their utmost. To install comradeship and understanding of others needs, all bound up with physical challenge and ethics.*
- *To make us realise there are no obstacles, only ones we create ourselves.*

Course outcomes

1. Personal development

Table 4.6 shows that aspects of personal development (74%) were the main effects of the course. These aspects included pushing personal limits (40%), improved self-confidence (23%) and personal change (23%). Four comments (11%) were made about improved self-awareness and change in direction. These are some of the typical comments:

- *Made me face my fears and actually realise how many I have and how they will rule my life if I let them. Gives you a chance to do more than you ever thought yourself capable.*
- *The course has enabled me to re-access values in my life, and a need to do things for me not just other people all the time.*
- *This has been the most positive experience of my life.*
- *Has made me more self-confident in my own abilities and to open my eyes to life in general.*

2.   Interpersonal development

Five comments (14%) were made about aspects of interpersonal development.   This response indicates the friendships made on the course:

> *Have made some solid life-long friends around the country.*

3.   Other impacts

Only two comments (6%) were made about other impacts of the course and one (3%) about environmental awareness.

4. OBNZ for everyone

Six people (17%) perceived that 'everyone would benefit from the challenge'. This is a typical response:

> *The Outward Bound courses should never be allowed to die. I want my sons to be able to do a course such as this. Would be great for my work mates to instil a sense of team spirit and attitude shift.*

Educational process

Table 4.6 shows the percentage response for each of the elements of the educational process, which are discussed below in more detail:

1.   Course design

There were only two comments (6%) made about course design.

2.   The group of participants

Seven respondents (20%) commented about the group of participants.   This comment indicates the strength of the team support.

> *Excellent support, encouragement and teamwork are fully abounded. Each person needs to be committed to themselves and to the group.*

3.   The activities

Only two (6%) people mentioned physical activities.

4. The atmosphere:

Almost all respondents (94%) commented about the atmosphere on the course. Eighteen indicated the atmosphere was supportive (51%), twelve (34%) that it was positive, and eleven (31%) that it was 'great'. Five people (14%) also mentioned the environment. The following are typical comments:

- *Disciplined, challenging, friendly, encouraging, very well planned, develops confidence. An encouraging safe environment to test and extend your own boundaries.*
- *Excellent and uplifting. Everyone is positive and cheerful no one is negative. It's wonderful.*
- *The outdoors creates a peaceful atmosphere that the student eventually reflects.*
- *Great spirit, great time, great atmosphere.*

5. The instructors:

Using a five point Likert scale, eighteen respondents (51%) indicated that the instructors were very important part of the course; seventeen (49%) indicated that the instructors were important. Fourteen (40%) mentioned the instructor's facilitation methods. Eighteen (51%) commented that the instructors were 'great'. The following are typical examples of the responses:

- *Cheerful, friendly but remained neutral; let the group bond and make our own decisions.*
- *Very calming and reassuring approach. he gave me confidence yet did not confess to know all the answers or belittle the risk. The other instructor was very complimentary; they balanced each other well.*
- *An inspiration to everyone who attends under him.*
- *Great people did a very thorough job.*

Participant questionnaire responses six-months after the 9-day courses

Course objectives

Twenty-three (58%) replies were received from the questionnaires sent six months after the 9-day courses (Appendix 2c). Seventeen (74%) of the responses were from men, which was a similar proportion to that at the beginning of the course. Fifteen (65%) indicated on a three point Likert scale that expectations had been exceeded; eight (35%) indicated that expectations were met. Eleven respondents (48%) perceived that the objectives of the course were to push one's limits; nine (39%) mentioned personal development. The following are two typical comments about the objectives:

- *To develop one's character through a series of challenges which are met in a team environment.*

- *To assist people to be free, to accept themselves, and to surpass the artificial limits imposed by oneself.*

Course outcomes

1. Personal development

Table 4.6 shows that all twenty-three respondents (100%) indicated that aspects of personal development were the main outcomes from the course. Eighteen respondents (78%) perceived greater self-confidence, eight (35%) change in personal direction, six (26%) personal change, and five (22%) pushing limits. Typical comments are:

- *It reinforced the fact that I am prepared to undertake challenges, and offer to go before others in attempting activities that I have had problems with before or have not attempted before. It reinforced that I have a positive attitude and am likely to bring humour into difficult or apprehensive situations. I am also relatively well accepted as a group member. It has increased self-confidence. It showed that I am regarded by some as a role model as I will attempt things that many regard as too difficult, e.g. Outward Bound courses.*

- *Initially I felt very unstable, and dissatisfied with the present and foreseeable future. Subsequently I have looked more realistically at the challenges ahead feared them less and been frequently reminded of the challenges met at OB. Improved my self-respect; led me to question my apparent limits. I feel more confident in group leadership situations.*

- *I believe in myself to the extent that no mountain is too high to climb, I have exceeded my fears. I have more flexibility with my strategies to overcome any problems and turn them into opportunities.*

- *I'm calmer in a crisis. I can take on new challenges and opportunities with more confidence as I realise if I apply myself I can do most things.*

One person (4%) mentioned improved self-awareness and one non-typical comment (4%) indicated that personal limits were not pushed.

2. Interpersonal development

Table 4.6 shows that seventeen (74%) respondents commented about aspects of interpersonal development. Nine respondents (39%) indicated better relationships and improved tolerance (39%), and three (13%) teamwork. These are typical responses:

- *I have had a marriage separation but I can relate well with others and have no trouble making friends.*

- *I'm more open and supportive of people, i.e. I am more likely to give some one a hug if they are upset.*

- *A bit more tolerant with people.*

- *I am more positive with people and trusting. Decided to take a chance on another relationship.*

There were three (13%) non-typical comments about worse relationships and two (9%) that there had been no change. The following is one example:

I still remain very much a solo person (don't believe anything wrong in that). My girlfriend of nearly two years and I have had arguments but I don't think the course has changed my behaviour in relationships. I am able to transfer the enthusiasm to others.

3. Professional development

Five responses (22%) were about aspects of professional development. Two other people (9%) commented that there had been no change in their professional development. This response indicates transfer to the workplace:

The enthusiasm transfers to the workplace, able to be consistently positive under negative influences and effect other attitudes.

4. Other impacts

There were six (26%) comments about other impacts as a result of the course. One response (4%) commented about environmental awareness.

Educational process

Table 4.6 shows the percentage response for each of the elements of the educational process. These are discussed below:

1. Course design

Eleven respondents (48%) commented about aspects of the course design. This was one typical comment:

I was able to meet the vigour of continual activity and the balance of activities, preparation and social exchange.

2. The group of participants

Eight comments (35%) were made about the group. This one typical example:

Your 'watch' is the most important group; more important than staff, friends, and family, you entrust them with your life.

3. The activities

There were only three comments (13%) about the physical activities.

4. The atmosphere

Fourteen (61%) respondents commented about the atmosphere. Eight (35%) indicated that the atmosphere was positive or supportive. One person (4%) commented that the atmosphere was 'great' and four (17%) commented about the environment. The following are some of the typical responses:

- *Friendly, fun, challenging, physically tiring, happy atmosphere, great team spirit.*
- *Positive, enthusiastic, challenging, encouraging. A professional organisation.*
- *Peaceful, tranquil, positive, respect of nature, everything good.*

5. The instructors:

Twenty (87%) respondents indicated on a four point Likert scale that the instructors were very important in the facilitation of the course. Two (9%) indicated that they were important and one (4%) moderately important. Sixteen (70%) commented about the instructor's methods and four (17%) mentioned that the instructors were 'great'. The following are typical examples of the comments:

- *We had an excellent balance/contrast with our two instructors. One was very controlled and a real thinker. The other was a lot more daring, risk taking and challenging. They complimented each other well and brought out the best in us through their differences.*
- *He was important in the way that he was there, but let it be our experience*
- *Very inspiring, safe, professional, organised, stand offish and mature*
- *I found both my instructors were great people and an inspiration*

One participant commented that although the instructors were important because of safety awareness they needed to continually observe individuals in the group:

Instructors could ensure more 1-1 tuition if they observe difficulty. For example on the Kayak start I had problems getting to groups with the kayak in time at the start. The instructor came over and didn't check if I was happy when the group took off. I kept coming out. I didn't enjoy the kayak leg.

FINDINGS FROM INSTRUCTOR INTERVIEWS

Eight of the fifteen instructors (53%) at OBNZ were interviewed. Four of the fifteen instructors were female; two were interviewed. The average age of the instructors was twenty-seven. They had a range of qualifications from outdoor skills based experience (New Zealand Outdoor Instructors Association qualifications), and/or degrees (occupational therapy, business, and arts). Table 4.7 provides a summary of the number and percentage responses for Grouped Codes, from interviews with eight OBNZ instructors.

Table 4.7   Summary of the number and percentage responses for Grouped Codes, relating to the course objectives, the educational process, and other factors relating to the success of 22-day and 9-day courses at OBNZ, from interviews with eight OBNZ instructors

Grouped Code	KEY FACTOR	
Number of instructors = 8	N	%
COURSE OBJECTIVES		
Objectives	3	38%
EDUCATIONAL PROCESS		
Course design	3	38%
The group of participants	6	75%
The instructor's facilitation methods	7	88%
OTHER FACTORS		
22-day vs. 9-day courses	6	75%
The instructor's training needs	4	50%

Course objectives

Table 4.7 indicates that three instructors (38%) commented about their objectives for the course. These are the responses.

- *My overall objective is to get them thinking about working as a team rather than as a group of individuals. To try to get them to take some responsibility for their decisions.*
- *I'm trying to get an appreciation of the outdoors and that sort of thing.*
- *Objective is adventure, discovery, through the mystery of Outward Bound.*

Key factors of the educational process

1. The course design

Four instructors (50%) commented about elements of the course design. The following response indicates the course involves activities with real consequences:

The best thing about Outward Bound is that there are real consequences for the decisions they take, whereas in the rest of life there often isn't or there are safety nets.

This response illustrates the intensity of the course:

At times you have to watch the timing of programmes to give you the opportunity to keep the intensity going. The best courses I've run are those I've put the most energy into, show you've got guts and go.

2. The group of participants

Six of the eight instructors (75%) indicated that a group with diversity, a wide age range and background, the greater the potential for learning. These are examples of typical instructor comments:

- *I think those watches where there is a lot of diversity they possibly may not have so much fun and such a good time, but I think they learn a lot more in terms of how to treat people and how to get along.*
- *The best type of group has a range of ages, socio-economic and ethnic backgrounds. This gives a rich diversity of experiences, a group of strangers that can be lived with and learnt from.*
- *The more different the better because that's what precipitates all the learning, the differences, and they don't go anywhere until they confront those differences.*

3. The instructor's facilitation methods

Seven instructors (88%) commented about their facilitation methods, and indicated that little formal training had been done on the 'soft skills' whilst at OBNZ. The following comments emphasise the use of metaphors.

- *A useful metaphor was after kayaking. The 'buddy' rescue in kayaking was related to "who rescues you, or who is your buddy?*
- *Whatever activity we're doing I try to relate that back to life. Say in kayaking you've got to take control: you have a choice you can either go with the flow and the river will take you somewhere, sometimes that will be good and sometimes it won't- or you can decide to do something about it and make it do what you want it to do.*

The following example illustrates a method of debriefing the course.

I use a lot of methods. Purely own observations on how the group is responding to me and what the group dynamics are. I have a system when I do a debriefing, a debriefing plan for the whole course, which I use as a guideline and I find what works well. Then I amend it depending on the group's specific needs.

Sailing-team; key factors and rating of the group;

Service/community-compassion, team, planning;

Ropes-fears, support;

Bush-team;

Debrief-lay down ground rules;

Solo-reflection, leads to transfer, metaphors, coping strategies.

22-day vs. 9-day courses

Six instructors (75%) indicated that an important factor in the success of the 22-day and 9-day courses was the different age groups. These are two typical comments:

- *I've seen lots of young people getting a heap out of learning from the older ones life skills, and the older ones can get a big lift from the younger ones.*

- *I think it is very difficult to put an adult in with a student group. With all student groups the learning is really quite shallow learning. Also with older people they know why they are here, but with the younger students they have just 'come along'. The adult courses are more interesting as they have more diverse conversation.*

The instructor's training needs

Four instructors (50%) indicated that there was a need for more training in counselling and debriefing skills. The following are two of the comments:

- *I think from my perspective a basic counselling workshop would be beneficial to staff and also basic debriefing techniques...To improve the course I'd like to see more sharing of ideas within the staff... If we did that it would reflect on what areas there is room for improvement.*

- *I've had no training on debriefing only what I've seen so there's little I know about it. I think there's a good case for giving more training in that area, soft skills, because they are a big part of the course and the other stuff can be learnt in a couple of days.*

DISCUSSION

The main findings relating to the research questions from this part of the study are discussed below in light of appropriate literature. Chapter Seven discusses these findings further in relation to the main findings from the other two parts of the study and relevant theory and research.

Course objectives

Personal and interpersonal development

The main objectives perceived by over 40% of the respondents immediately after the 22-day and 9-day courses were 'personal development' and 'pushing personal limits'. Less than 30% of respondents mentioned objectives relating to interpersonal development and teamwork. Personal development was also perceived to be the main objective (79%) of the courses six months after the 22-day course. Personal development (39%) was also mentioned six months after the 9-day course, but a higher percentage indicated pushing personal limits (48%) was the main objective. These findings are consistent with the personal and interpersonal development objectives for OB courses stated by Bacon (1983) and OBNZ (1994b).

There was a statistically significant positive change in the difference in means of 22-day and 9-day course participant perceptions that OBNZ develops 'holistic wellbeing'. Seven respondents (15%) commented after the 22-day course and three (9%) after the 9-day courses about holistic challenge being an objective. This finding was consistent with the views of Hopkins and Putnam (1993) and Andresen *et al.* (1995), who believed that experiential education should provide a holistic challenge. My participant observations also indicated that the OBNZ courses emphasised participation in experiential learning (Outward Bound New Zealand, 1994b).

Course outcomes

Personal and interpersonal development

The findings from participant perception of changes in self-ratings on Likert scale responses to specified questions immediately after, compared to before, the 22-day course indicated that there were few statistically significant changes in aspects of self-concept. The lack of detected statistical significance was in contrast to the many

comments about outcomes and change in the descriptive responses. Hattie *et al.* (1997) also indicated that a lack of statistical significance was often reported from outdoor education research despite a sense of major change taking place. The average effect size of .32, relating to the accuracy of aspects of self-concept, was similar to Hattie *et al.'s* (1997) findings for the average effect size in their meta-analysis of adventure education programmes (ES = .34). Half of the participants commented about aspects of personal development immediately after the course, although only 15% mentioned interpersonal development. These findings were in contrast to the findings six months after the 22-day course when almost all respondents commented about strong positive effects on aspects of personal (100%) and interpersonal development (89%), although a specific open ended question was asked at this stage.

The main aspects relating to personal development for the 22-day course respondents were increased self-confidence (89%) and personal change (68%). These findings support McKenzie's (2000) conclusions about course outcomes from his review of adventure education literature. Improved relationships (53%) and better tolerance (58%) were the main responses about interpersonal development. The following comment by a respondent six months after the 22-day course indicates the effect on self-confidence and relationships:

> *Increased confidence; stronger mentally & physically, new perceptions to life, i.e. put in 100%. Not as hard on myself as once was or afraid to challenge myself with something new. Accept differences much more easily. Friends and family are more important, I am careful not to take people for granted.*

These finding were consistent with the stated (Outward Bound New Zealand, 1994b) and the participant's perceived objectives of the courses. These findings for the 22-day course also support the conclusions of Mitchell and Mitchell's (1989) previous study of the 24-day course outcomes at OBNZ. There was little mention of the OBNZ course objective, which related to philosophy and refining values (Outward Bound New Zealand, 1994b), although reviewing the direction in participants lives (47%) and greater self-awareness (63%) was stated as an outcome six months after the 22-day course.

There were no statistically significant changes reported immediately after the 9-day course about the accuracy aspects of self-concept, and the average effect size was

negligible (ES = .05), although for the importance of aspects of self-concept there was an average ES of .31. This finding suggests that although participants did not perceive change, the course did reinforce the importance of aspects of self-concept. In contrast, three-quarters of the 9-day respondents described aspects of personal development immediately after the course. Six months after the respondents indicated the same or slightly lower percentage responses as the 22-day course relating to aspects personal development (100%) and interpersonal development (74%). The main response was about greater confidence (78%). This point is illustrated by the following response six months after a 9-day course:

> *It has shown me that I can do things if I apply myself and just get on with things. Most things are within my capabilities. My concept of myself has improved. I am happier with myself and realise other people think I'm OK. I have exceeded my fears. I now take on new opportunities with more confidence.*

Although not asked as a specific question, only one respondent from each of the 22-day and 9-day courses reported aspects of environmental awareness immediately after or six months after the courses despite it being a stated OB (Bacon, 1983) and OBNZ objective (Outward Bound New Zealand, 1994b). My participant observation of courses at OBNZ support the view that the environment appeared to be the context (Ewert, 1996; Gair, 1997; Hopkins & Putnam, 1993), rather than environmental education being a specific objective or outcome, which Priest (1990b) and Hopkins and Putnam (1993) had argued was a specific objective of outdoor education.

Elements of the educational process

The main findings from this part of the study identified the instructors and the course atmosphere as key elements of the educational process. These responses were obtained from specific open-ended questions. Over 60% of respondents from both 22-day and 9-day courses commented about these aspects immediately after and six months after the courses. The course design, the group of participants and the activities were mentioned in responses from open-ended questions, although less than 20% of respondents commented about these aspects immediately after the courses. Six months after the 22-day course 26% commented about the group of participants, but less than 20% about the course design or the activities. Six months after the 9-day courses 48% commented about the course design, 35% about the group of participants, and less than 20% about

the activities. The findings from each of these factors are discussed below in more detail.

Course design

As indicated above less than 20% of the 22-day respondents commented about aspects of course design either immediately after or six months after the course. However, despite only two (6%) commenting immediately after 48% commented six months after the 9-day course. The following comment emphasises the intensity, challenge and the group process.

> *I was able to meet the vigour's of continual activity and the balance of activities, preparation and social exchange.*

The challenges faced as hills were climbed, rivers paddled, and sailing in the Marlborough Sounds set OBNZ apart from traditional education. As Miles and Priest (1990) indicated the classrooms of the outdoors offered a unique and challenging curriculum. The design of the OBNZ courses supports the view of Shoel *et al.* (1988) who believed that the journey of continuous progression should be one of peaks and valleys, of shared excitement, of intense involvement and physical activity, and periods of reflection. Gass (1993) indicated that the unfamiliar environment took participants out of their comfort zones and was an important factor in the experiential process of personal growth.

However, my participant observation of the 22-day and 9-day courses indicated that the predominantly physical and outdoor focus meant that the challenge was limited by the ability of the slower members of the group. Those who were physically fit and used to the outdoors needed to be stretched in other ways. The courses tended to follow a standard format for each group only changing to suit the logistic, safety and equipment requirements of up to ten 'watches' of fourteen people happening at the same time. The instructors were not involved in the planning of the courses, receiving the programme just prior to the course. An administrator developed the course based on equipment logistics with little planning opportunity for the instructors. This approach has limitations, due to the emphasis on the physical nature of the activities, which are dependent on the skills of the group. The instructors focused on the 'hard' outdoor

skills, rather than 'soft' facilitation skills, which meant there was a lack of flexibility to react to the needs of the participants.

Six OBNZ instructors (75%) suggested that longer periods (22 days) were more effective in achieving personal growth for younger adults. Neill (1999) also concluded that courses for young adults had better effect over a longer period. The OBNZ instructors indicated that the shorter period (9 days) was effective for a more diverse group with older/mature adults, as less team building and communication activities were needed. The following comment by an instructor illustrates these points.

I think you can achieve a lot in 9-days, mainly because the 9-day groups usually are different age groups and developmentally they're a lot more down the road. An older group on a 9-day course can achieve, as much or more than students on a 22-day course and you get a lot more out of them...The beauty of the 22-day course with the young is that you can subtly bring them into it. You start talking about each activity at the start and them slowly introduce more and more in your debrief and you get them to relate more back to their social life.

The group of participants

There was a statistically significant positive change in participant perception of the ease of living together as a group and their enjoyment of group activities. However, the dynamics of group interaction and group development were commented on by less than 35% of respondents immediately after and six months after 22-day and 9-day courses. Although there was a lack of comment about the group, my participant observation indicated that the development of group dynamics played an important role in the course process. This finding supports the views of MacArthur (1975), Hopkins (1985), and Hopkins and Putnam (1993) who indicated the importance of the group process in adventure education programmes. Six instructors (75%) stated that diversity was a major factor in contributing to a successful group. Diversity on both 22-day and 9-day courses was through different experiences and perspectives, range of age and maturity, also socio-economic and ethnic background. An instructor illustrates this point in the following comment:

The outcomes of the 22-day course are good, but the shorter courses are enjoyable because of the diversity and maturity, they develop much faster.

A minimum of eight and a maximum of fourteen were the numbers in each group ('watch') on both 22-day and 9-day courses. These were also the minimum and maximum numbers needed to sail a 'Cutter' at OBNZ. Hopkins and Putnam (1993) indicated that a similar size of group was appropriate for effective group development on adventure education and Outward Bound courses:

> We are convinced of the utility of the ten-person group. If there are fewer than eight, the range of interactions is restricted. If there are more than twelve, the group is too cumbersome and eventually fragments (p.108).

The activities

Participants of both 22-day and 9-day courses indicated statistically significant positive change in their perception of the enjoyment of the ropes course, rock climbing, sailing 'solo', and running activities. Participants perceived kayaking as being not as easy as first thought. My participant observation of the courses indicated that most of the activities were easier and enjoyed more than first thought, although the level of challenge often related to physical ability or past experience of the activity, for example tramping in the bush or rock climbing. Less than 20% of respondents commented about the physical or individual activities immediately after or six months after the courses. The findings suggest that the activities were not as important as other factors of the educational process identified above. The emphasis of the courses was on outdoor adventure activities, which supports the view of Kraft and Sakofs (1991) and Luckmann (1996), who indicated that experiential activities should produce natural, real and meaningful consequences. However, my participant observations indicated that this approach restricted the range of challenge, which was often dependent on physical ability.

The atmosphere/learning environment

Over 70% of respondents commented about the atmosphere immediately after and six months after the 22-day courses. About 40% mentioned that the atmosphere was either positive and/or supportive. Less than 20% of respondents commented about the environment and/or great atmosphere immediately after the course, but 32% mentioned this aspect six months after the course. Over 90% of 9-day course respondents commented about the atmosphere immediately after the courses; over 60% commented

six months after. 9-day course participants also perceived statistically significant change in the difference of means and variances that OBNZ 'develops positive attitudes' and 'is a positive learning environment'. My participant observation and the findings described above indicated that the atmosphere of learning at OBNZ was very different from the militaristic methods, 'deep end learning' and macho culture, which had been perceived and criticised by Brett (1994). The following comments are typical examples of the responses six months after the 22-day and 9-day courses:

- *Fantastic, vibrant, motivating, loving, enthusiastic, beautiful.*
- *Peaceful, tranquil, positive, respect of nature, everything good.*

In New Zealand, the methods of military training had also changed. In the Army and Air Force the traditional hierarchical system of military training was now used primarily for 'front line' or survival training, where conforming to order was a priority. This type of endurance training was about pushing people to their limits, physically, mentally and emotionally (Krouwel & Goodwill, 1994). Increasing emphasis was now placed on discussion in the military environment (R. Hickey, personal communication, 15 November 1997). The Air Force officer-training courses used the Adair (1983) 'action-centred leadership' model, which emphasised leadership responsibilities relating to the needs of the task, individuals and group. This approach had gradually happened over the last decade but more noticeably in the last four or five years (Flight Lieutenant K.J. Read, personal communication, 15 November 1997).

The instructors

Over 60% of respondents commented immediately after and six months after the 22-day and 9-day course about the instructors. Half of the respondents indicated immediately after the courses that the instructors were 'great'; 42% made similar comments six months after the 22-day course and 17% six months after the 9-day courses. The following are examples of the responses six months after the courses that mentioned the benefit of having two instructors rather than one

- *We had an excellent balance/contrast with our two instructors. [One] was very controlled and a real thinker. [The other] was a lot more daring, risk taking and challenging. They complemented each other well and brought out the best in us through their differences.*
- *We had two instructors which worked really well, they enhanced each others input and there wasn't as much pressure as there would if there had been just one.*

My participant observation, participant responses, and instructor responses indicated a continuum of facilitation methods, which ranged from 'let the mountains speak for themselves' (Baillie, quoted in James, 2000) to the development of metaphors through the review process, as indicated by Bacon (1983). The instructors stated that they formed their own way of doing things after initially observing other instructors during their three-month training period. One instructor commented:

> *It is important for the staff to be professional, live and reflect the objectives of the course. Instructors had the reputation to be tough and hard and remain distant from the group. There is more of an empathy now as the distance is narrowed.*

The following are examples of responses from participants about the instructor's methods. They illustrate the range of methods and also the emphasis on safety:

- *He was important in the way that he was always there but let it be our own experience.*
- *She ensured we were safe, but stayed in the background.*
- *Very good at facilitating group discussions, getting feedback from all members.*
- *Very safety conscious, very encouraging and helped me find that determination.*

Participants responses indicated statistically significant positive change in their perception that OBNZ was concerned with safety immediately after, compared to before the courses. This supports the view of Luckmann (1996) who indicated that facilitating the learning process was a primary role along with insuring the physical and emotional safety of participants. Instructors indicated that little formal training had been done on the 'soft skills', but there was considerable sharing of ideas amongst instructors. Four instructors (50%) identified a need for training, particularly in counselling and debriefing skills. Instructors indicated that they needed to be individually assessed when they were first employed and a training programme developed that was appropriate to their (and OBNZ's) needs in both hard and soft skills. The New Zealand Outdoor Instructor Association (1989) supported this view and stated that there was a need for:

> Continual training, updating techniques and experience on an ongoing basis while working within high professional standards both in terms of instruction and safety parameters (p.3).

CONCLUSIONS

The focus of the OBNZ courses was the content, particularly physical outdoor activities, the development of the group, and using the context, the challenging and natural environment surrounding the OBNZ School. It is concluded that participants perceived that the main objective of the 22-day and 9-day courses were aspects of personal development, in particular to push personal limits. Another objective related to interpersonal development.

The findings indicated that the main outcomes of the 22-day and 9-day courses were aspects of personal development and interpersonal effectiveness and these were still evident up to six-months after the 22-day and 9-day courses had finished. However, there was a lack of statistical change in aspects of self-concept reported by participants immediately after the courses. A positive effect on self-confidence was reported by over three-quarters of respondents six months after both the 22-day and 9-day courses. The effects occurred in a wide variety of people from different backgrounds. It is concluded that the OBNZ 22-day and 9-day courses achieve the stated objectives (Outward Bound New Zealand, 1994b) of development of personal and interpersonal effectiveness.

It is also concluded that key elements of the educational process were the instructors and the atmosphere of the courses. Participants indicated that the atmosphere was very positive and supportive. They also stated that the instructors were a very important part of the course, emphasising safety and using a range of facilitation methods. The instructors indicated that there had been little formal training of the 'soft skills' (facilitation and educational methods), and they identified a need for training in counselling and debriefing skills.

POST SCRIPT

Following the completion of Part One of this study, Bob Walters, Executive Director, the School Director, Gaike Knottenbelt, and myself developed a proposal for the strategic direction of OBNZ, which was reviewed by staff and presented to the Board of Directors in May 1997 (Walters, 1997). The key questions and answers were:

- What business are we in? Education, primarily personal development.
- What is our immediate objective? To increase enrolments, corporate funding and to break even.

Gaike Knottenbelt, the School Director, indicated that OBNZ needed to offer a greater range of courses to reflect the needs of society, and commented that:

> OBNZ needs to develop a greater range of courses, some with more theory. It is a training establishment through journeys and a variety of media. OBNZ needs to reflect society and the needs of the times. The global world is not a threat; OBNZ needs to widen its horizons to enrich itself (personal communication, 11 May 1997).

Ron Faber, President of OBNZ, recognised that the methods used to achieve course objectives needed to change. "Today and in the future OBNZ will instil into young people those features of character which help them better face the challenges of life. The necessary characteristics and the methods by which they are instilled will change over time" (personal communication, 21 September 1997). The OBNZ strategic direction for 1998 focussed on niche targets, although the main area of business was still the 22-day Classic course (Grant, 1999). The other courses offered had been simplified to focus clearly on specific markets. At a time when most other OB schools had cut the length of courses in response to falling enrolments, OBNZ had developed longer courses for the New Zealand Employment Service (NZES) and the Conservation Corp. During the 41-day course for the New Zealand Employment Service (NZES) participants had fifteen days preparation before their Classic 22-day course started, and four days after to review and identify goals. The course manager commented that "the four days at the end of the NZES 41-day course had given a great opportunity for soul searching and awareness of major changes that needed to be made" (Grant Carpenter, personal communication, 30 May 1998).

The New Zealand Rugby Football Union Academy Squad participated in a six-day

course at OBNZ in November 1997. Chu, Leberman and Martin (1998) reported that there were benefits in self-confidence, motivation for training, relationships and teamwork immediately after the course. Brendon Ratcliffe, the New Zealand Rugby Academy Director supported this view and commented that:

> The safe unknown environment provides a great vehicle for the individual and the group to identify their strengths and weaknesses. Through challenge true character comes through. It was an excellent opportunity for the academy squad to get to know each other better away from rugby (Ratcliffe, quoted in Chu, Leberman & Martin, 1998, p.16).

Other Custom Design clients in 1997/98 included Telecom Corporate Marketing, BHP Steel Building Products, National Bank, Carter Holt Harvey, and Electronic Data Systems. The development of the 14-day Compass course has also been successful in targeting the business community and focuses on producing measurable outcomes back in the workplace. Participants are typically aged 25 to 45 with "a minimum of two years business experience and are usually in middle management or supervisory positions" (Grant, 1999, p.39).

McKee (cited in Lawrence, 1999) indicated that the marketing focus was on developing a brand image that OBNZ was for every individual and not just for the physically inclined. The development of new products "enhance the image, strengthen the credibility and expertise, bring new customs and increase efficiency of the promotional spend" (Lawrence, 1999, p.27). Partnerships created with clothing company Canterbury and cereal producer Hubbards Foods have further aimed to increase brand awareness. OBNZ continues to focus on personal development and social interaction in a safe, supportive environment, but is now balancing that with the business objectives of the organisation, which involves building scholarship funds through stronger corporate relationships, enhancing training of instructors and development of courses (Lawrence, 1999). At the end of 1997, OBNZ reported a loss of $467,473 (Outward Bound New Zealand, 1997). However, as a result of the above strategic marketing initiatives, throughout 1998 and 1999 enrolment numbers increased and a small profit of over $100,000 was reported at the end of 1999 (Outward Bound New Zealand, 1999).

CHAPTER FIVE

PART TWO OF THE STUDY: THE INTERTOUCH COURSE AT OUTWARD BOUND CZECH REPUBLIC

<u>A year ago</u>

At times it's really hard to know
Which path to take and where to go
The choices are not just right or wrong
Our time is now but not for long

A year ago I stared into the night sky
Asking questions of where and why
I couldn't see, it wasn't clear
But I listened closely and started to hear

My mind distracted by unfulfilling highs
There was no one there to hear my cries
Never looking back I was racing
What was it that I was chasing?

But now as I sit beside this tree
There is a very different me
Now I am just one of three
Part of a very special family

It is the heart that has true feeling
Love is something that has no ceiling
So how to choose which is the way
Two simple words, *carpe diem*, seize the day

(written by Andrew Martin at Intertouch, Outward Bound Czech Republic, August 1998)

CHAPTER OVERVIEW

Part Two of the study investigates the outcomes and key elements of the educational process of the Outward Bound Czech Republic course, Intertouch. This chapter describes: the background to OBCZ; the 1997 and 1998 Intertouch courses; the data collection methods and data analysis methods; findings from participant observation; findings from participant questionnaire responses; discussion of findings and conclusions. Dramaturgy is a specific method of course design used and developed at OBCZ, which integrates abstract themes into the practical development of the course scenario. The main theme of Intertouch was an international course with objectives of personal and interpersonal development. The discussion is descriptive in nature to focus on the 'dramaturgy' process, and the innovative and creative activities of the Intertouch course. The methods of data collection involved participant observation of the 1997 Intertouch course as a participant, and as part of the team of instructors that designed and facilitated the course in 1998. Data was also obtained from participant responses to questionnaires given six months after each course and then one-year and two years after the 1998 and 1997 course respectively. This data was content analysed and coded using the HyperRESEARCH (Researchware, 1998) qualitative data analysis package.

The findings suggested that the Intertouch course achieved its objectives. The course outcomes were perceived to be mainly aspects of personal and interpersonal development at both six months post course and two years after the 1997 course. Almost all respondents also reported personal and interpersonal development six months after Intertouch 1998, although only half mentioned interpersonal development one year after the course. Individual quotes provided descriptive examples of the responses for each code reflecting the voice of the participants. The key elements of the educational process that were identified by participants as important six months after the courses were course design, the range of activities, the atmosphere, the instructors and the group of participants. However, the number of responses identifying each of these educational process themes was considerably less one-year and two years after the respective courses. This suggests that the key elements of the educational process are important catalysts for initial change, but are seen by participants as less important in achieving some of the course outcomes after six months.

BACKGROUND TO OUTWARD BOUND CZECH REPUBLIC

Part of the information for this section has been translated from Outward Bound Czech Republic documents (Brichácek, 1994; Holec, 1994a, 1994b). Much of this and the discussion section that follows were published in Martin and Leberman (2000) titled 'Adventure the Czech way'.

Vacation School Lipnice

The origin of Outward Bound in the Czech Republic was Vacation School Lipnice (VSL), a non-profit organisation established in 1977 under the 'Socialist Youth Organisation' (the Communist Party arm for handling youth development). According to Holec (1994a) its foundation was a result of long-term effort to establish a centre of educational value based in a natural environment. The philosophical roots were based on the ancient Greek word '*kalokagathia*' (Holec, 1994b), which Krouwel (2000) indicated, "stood for an ideal nurture concept that featured harmonious development of outward merits and inner world beauty based on spiritual moral principles" (p.63). In 1977, within the central Socialist Youth Organisation there was a branch called the 'team of instructors for nature stays', which had three hundred members (Holec, 1994a). The independent and non-conformist orientation of its members led to the dissolution of this body by the Communist party and the members were transferred from central Prague to country organisations. However, the members remained proactive and the central Socialist Youth Organisation prepared a conference about the 'nature stays' and educational ideology (Holec, 1994a). This resulted in VSL being established as the centre and organisation to explore education in nature, using the materials and experience from the previous courses. Psychologist Dr. A. Gintell established leadership and a team of about twenty instructors was funded by the Central Youth Organization (Holec, 1994a).

During the twelve years to 1989 there were ninety-six courses with more than 3000 participants. The participants ranged from high school to university students, but also older adults. There were regular bi-annual meetings of the instructor teams with over two hundred people attending, including university professors, writers, scientists and artists (Holec, 1994a). Vaclav Brichácek, the Czech Scout Organization Chairman (the Scout movement was forbidden by Communists very early after 1948) indicated that

despite being operated under the Socialist Youth Organisation, VSL was educationally valuable and acceptable. He stated:

> I am sure that at Lipnice they created a small university in very difficult circumstances and in opposition to the Party power. It was a school of versatile and comprehensive education, different from the established pedagogical theory and official schools. It was the place where young people under the guidance of young instructors gathered to seek the truth, about themselves primarily (Briháček, 1994, p.140).

VSL became an independent organisation in 1989 (Outward Bound Czech Republic, 1999b) and following the visit of two instructors from OB in the UK, became an associate member of Outward Bound in 1991. Both organisations shared similar educational philosophies and the international nature of OB provided VSL with the opportunity for further development. A year later, VSL founded its subsidiary company Ceská Cesta (Czech Way), which mainly focuses on managerial training for domestic and foreign companies using the experience and methods of OB and VSL (Outward Bound Czech Republic, 1999b). Štúdio Zázitku (Studio of Experience) was registered as Outward Bound Slovak Republic (OBSL) in November 1993 (in the year when Czechoslovakia was split into Czech and Slovak Republics) as a partner organisation of VSL (Outward Bound Slovak Republic, 2000). Until 1993, VSL had organised courses at their base near 'Lipnice nad Sázavou'. Various locations were then used until January 1996 when VSL based its courses at Doubravka near a small town Chotebor in eastern Bohemia (Outward Bound Czech Republic, 1999b). In 1997, Outward Bound Czech Republic (OBCZ) became a full member of Outward Bound International. The mission of VSL (OBCZ) and its two hundred voluntary instructors is focused on experiential education, personal development, and outdoor activities (Holec, 1994b):

> All the problems and conflict of the world are reflected in each of us and the world is a reflection of ourselves. Therefore we must seek the key to their solution from within. We are a civic organisation striving for global development of people's personality...By inducing powerful experiences and intensive human relations our objective is to help everyone to find within themselves unsuspected sources of energy, self-confidence and spontaneous creativity. We believe these are essential for an active and responsible attitude for life, society and the environment (p.146)

OBCZ now offers centre-based or expedition based courses usually lasting seven to fourteen days for groups of twenty-five to thirty people each summer. These courses are filled with physically and mentally challenging games, creative workshops, discussions and periods of reflection. The courses are public enrolment with about 400

to 500 course participants each year (Outward Bound Czech Republic, 1999b). The courses are developed and are able to evolve for the specific needs of the individual and group. They are characterised by physical activities, but include a wide variety of cultural, social, creative, and psychological games aimed at enhancing the challenge to participants in ways other than just physical (the 'Czech way' is illustrated by a cartoon in Appendix 9). Figure 5.1 (Outward Bound Czech Republic, 1999a) identifies the techniques used on the OBCZ professional development courses and the perceived benefits.

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                    ┌─────────────────────────────────────┐
                    │      Transfer out of the stereotype  │
                    │  plus sharing an unusual experience   │
                    └─────────────────────────────────────┘
                                    ▼
┌──────────────────────────────────────────────────────────────────────────┐
│         Positive group atmosphere, increase of trust, openness              │
│  WILLINGNESS TO LISTEN TO OTHERS AS WELL AS TO EXPRESS ONE'S OWN            │
│    OPINION, DETERMINATION TO WIDEN INDIVIDUAL BOUNDARIES                     │
└──────────────────────────────────────────────────────────────────────────┘
                                    ▼
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INDIVIDUALLY oriented and psychologically demanding tasks	**CREATIVITY** development programs	Taking part in **TEAM** tasks
• Strengthening self confidence and confirmation of self • Widening of individual boundaries and limits • Willingness to accept managers risks • Acquisition of respect within the groups	• Development of creative potential • Combination of rational and emotional approach • Relaxation and discovery of hidden energy	• Finding an optimum team role • Realisation of the strength and effectiveness of a team approach • Improvement of the group communication • Adopting the techniques of teamwork and team management

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┌──────────────────────────────────────────────────────────────────────────┐
│              RAISING TEAMWORK EFFECTIVENESS,                                │
│                 IMPROVING THE ATMOSPHERE,                                   │
│              HIGHER SATISFACTION OF EMPLOYEES                               │
└──────────────────────────────────────────────────────────────────────────┘
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Figure 5.1   The techniques used during Czech Outward Bound courses and their benefits (Outward Bound Czech Republic, 1999a, p.6)

The techniques have been developed from the VSL public enrolment courses, which involve individual, creative and group activities in addition to more physical outdoor activities. The perceived benefits have been derived as a result of informal post course surveys. Krouwel (2000) concluded that these techniques and range of activities would

benefit professional development practice in the UK, which (as with OBUK) had forgotten its idealistic roots (Krouwel, 2000).

Vacation School Lipnice courses aim to enrich the traditional range of outdoor physical activities with programmes aimed at developing other aspects of human personality, for example creativity or social skills (Holec, 1994b). Brichácek (1994) indicated that the courses are based upon an environmental education approach, about, for and in nature, where education in nature has many inter-linking dimensions. Krouwel (1994) believed that the OBCZ courses differed from traditional OB outdoor approaches in three ways:

- All courses are designed for the individual and group needs ('tailor made');
- Exercises are challenging in ways other than physical;
- Instructors are often volunteers.

Krouwel (1994) argued that the OBCZ offered a holistic challenge that was more appropriate for 'the age of unreason' (Handy, 1989), where things change quickly and group circumstances differ so much that a 'standard' course cannot meet the needs of all participants. Krouwel (1994) stated:

> Anyone who has been condemned to run a series of identical courses will recognise the way in which energies are drained and observation blunted by repetition. Too often in the West, value is put on 'professionalism', a term which sometimes seems to be misinterpreted as meaning the ability to run repetitively a limited series of exercises with predictable outcomes repetitively. True professionalism, the need to match exercises to group needs, deliver them safely and review them appropriately, is of course important, but it should be a partner for originality, not a substitute for it (p.142).

Programmes are characteristically intense, fast moving and full of unexpected experiences (Brichácek, 1994). Brichácek (1994) indicated that the ethical principles and the approach taken by instructors and participants in terms of respect, warmth, empathy, and genuineness are particularly important. This allows the instructors to respond and adapt the course 'games' as a result of their previous experiences and the needs of participants (Martin, 1998a, 2000). Assessing the needs of participants physically, culturally and socially was an important element of adventure education courses indicated by Hopkins (1985). At OBCZ courses are adapted to the needs of the group of participants and many of the games are created by the instructors (Holec, 1994b). Holec (1994a) indicated that OBCZ courses have educational and

developmental goals, whilst having recreational aspects in mind. This approach seeks specifically to enable the participants:

- To understand themselves and their world;
- To discover the power and meaning of relationships;
- To improve citizenship;
- To develop power of thought;
- To go 'against the flow' (Holec, 1994a).

These objectives are similar to those of OBNZ (1994b) in emphasising personal and interpersonal development, but do not mention any aspect of environmental education despite the emphasis on education in nature (Brichácek, 1994).

Dramaturgy

Holec (1994a) believed that the uniqueness of the OBCZ courses was the use of 'dramaturgy' as a method of course design, based on a set of tested procedures from the experiences of previous courses. The 'dramaturgy' is a method used to plan, select, and then order the individual programmes and other events with the goal of maximising the final course effects (Holec, 1994a). It defines the characteristic features of a given course; its time frame, programme concepts, proportions, and themes (Holec, 1994a).

> A course can be compared to a big, several days long theatre play, where everybody is an actor and a viewer at the same time. This 'theatre play' is run according to a prior prepared screenplay, but it changes according to events at the course itself (Outward Bound Czech Republic, 1999a, p.3).

'Dramaturgy' means 'the art of theatrical production' (Bowman & Ball, 1961; Shantz, 1998; Styan, 1967; White, 1995). G.E. Lessing (1729-1781) first introduced dramaturgy into the German theatre in the 18th century (White, 1995). Lessing was the first 'dramaturg' (dramaturge, dramaturgist, or dramatist) (Bowman & Ball, 1961) or 'playwright' (White, 1995). The main task of the 'dramaturgy' is to examine the links between the world and the stage (Shantz, 1998). The 'dramatist' chooses themes from society and a place that reflects these themes. Pieces of work and music are then chosen to reflect these themes (Shantz, 1998). Themes today are, for example, the Millennium, rapid change, morale, Czech culture pre- and post-communism (Paulusová, personal communication, 12 December 1999). According to Zuzana Paulusová (personal communication, 12 December 1999), who teaches 'dramaturgy' to the VSL instructors,

the real work of the 'dramatist is to translate, adapt and shorten dialogue, for example Shakespeare (Styan, 1967), so that the show 'flows' and is not boring. The audience should not be able to track back what the dramatist has done; using the metaphor that if there is rum in the cake, you do not notice it, but it makes the cake better.

The basis of dramaturgy at OBCZ is the development of themes (societal issues or topics). Recent course themes at OBCZ have been creativity, balance and communication (Paulusová, personal communication, 12 December 1999). Paulusová (personal communication, 12 December 1999) argued that dramaturgy is in two parts, theoretical and practical. Theoretically, dramaturgy is an abstract concept involving themes. Practically, this involves developing concrete goals such as what to teach, to show, and where and how far to take participants. At OBCZ, the themes, specific goals and practical activities are important in differentiating the course from normal life. Richards (1994) pointed out that the planning and course design of adventure education courses should state specific goals and outcomes. Gass (1993) also indicated the importance of an unfamiliar environment in experiential education. Holec (1994b) argued that the atmosphere and the effect of the programmes are not just luck, but the product of much effort, creativity and preparation. A team of four to six instructors normally prepares the courses. Considerable time is spent on developing, choosing and creating the games, atmosphere, and the environment. These elements are important factors in the course design (Holec, 1994b). "The key thing for all dramaturgical consideration is to determine and realize the pedagogical, educational, recreational and other aims, which the course wants to reach" (Holec, 1994b, p.147).

Paulusová (personal communication, December 1999) stated that the planning of the course dramaturgy is a funneling process in five stages (Figure 5.2). Each of these stages is described in more detail below:

1. Development of the main theme
An individual will normally think of a theme and then look for team members who harmonise with this theme. Other main themes are then brainstormed when the team is together: these themes can be developed on different levels. For example, at Intertouch 1997 the main theme was an international centre-based course with a journey at the end aimed at the age groups 20-45 (Petrová, 1997). Specific objectives were stated as:

- To meet people from all around the world, 'touch' the Czech country, its culture, people and traditions.
- To play, create, and do things you would never think of doing.
- To encounter yourself, your own abilities and limits and learn about your possibilities and sources of energy.
- To extend you physically, psychologically and emotionally, all with a twist (Intertouch poster, 1997).

2. Development of the scenario

Developed from the dramaturgy is the course 'scenario', a timetable with the places, persons, roles and logistics accurately defined. This can take up to six months of planning with the last version agreed one to two weeks before the course (Holec, 1994a). The scenario is the integration of the themes and course goals into the course programme (Holec, 1994b). The planning of the scenario begins with allocating time for the main programmes of the course, for example the beginning and end, and activities such as 'Solo'. For Intertouch in 1997 (Appendix 1b) and in 1998 (Appendix 1c), the beginning Planetarium show in Prague aimed to open up the idea of an international course; participants then shared with the group individual cultural 'touches' from their own countries later in the course.

3. The practical dramaturgy

The practical dramaturgy is the development of the different types of programmes and games (Horaková, cited in Intertouch, 1999). The type of the activity can also impact on physical, emotional and psychological levels, for example, pleasant and relaxing, happy, shocking, or tiring. At this stage about two thirds of the scenario is planned.

4. The completion of the scenario

All logistics, such as responsibilities, materials, and rules for the games should be completed. The person responsible for each game should share their knowledge amongst the team. All the team should know why the particular programme is taking place. Mikšícková (cited in Intertouch, 1999) indicated that at this stage there is a need to check the logistics of the rhythm and flow of the course, particularly the physical, emotional, and intellectual peaks and 'bottoms' of the course. There should also be

discussion about empty spaces in the scenario for free time, reflection, and review time. This is the end of the preparation phase and it is important to check to see if the themes are 'threaded' throughout all aspects of the scenario (Paulusová, personal communication, 12 December 1999). The planning of course dramaturgy supports the views of Kolb (1984) and Smith (1997) that experiential learning is a continuous process with the emphasis on adaptation of knowledge based on reflection upon experience and that course design involves both process and content.

5.   The dramaturgy on the course

Paulusová (personal communication, 12 December 1999) suggested that a fifth stage is the dramaturgy as it takes place on the course. This involves observing and reacting to the participants' needs, which requires considerable facilitation skills. The participants may come to the course with conflicting themes, which become difficult to react to and adapt to the scenario. There are also the practical issues of weather and accidents that may prevent the scenario continuing as scheduled. Also, reviews or morning meetings may need to be longer due to the impacts of major activities. As indicated by Greenaway (1993), the reflection and reviewing process facilitated by the instructors aims to add value to the experience and enhance personal and group development.

The dramaturgy before the course (stages 1 to 4)
Pre course planning involves both theoretical and practical dramaturgy: choosing the themes and integrating them into the logistics of programmes and games that make up the scenario.

The dramaturgy on the course (stage 5)
During the course instructors change the scenario to react to the needs of participants.

Stage 1 — Development of the main theme
Stage 2 — Development of the scenario
Stage 3 — The practical dramaturgy
Stage 4 — The completion of the scenario
Stage 5 — The dramaturgy on the course

Figure 5.2   The five stages of developing dramaturgy (Martin & Leberman, 2000, p.6)

The objective of this part of the study

The original OB courses (as in the UK, New Zealand and Australia) were for young men and based on a series of outdoor activities. At OBNZ periods of 'Solo' and 'Service' had been added, and women's courses had started in the 1970s. A 'Creative Day' had been developed in 1996 following the visit of two OB instructors from the Czech Republic, but the courses had continued to follow a rigid structure with few changes. Krouwel (1994) suggested that the OBCZ courses offered a new and exciting approach for those delivering outdoor and experiential education programmes:

> The Czechs have much to teach us about how to use the outdoors and related experiential training in ways from which many who have been doing it much longer could learn (p.141). Experiential training is not just an outdoor option. These days the outdoors is quite 'old hat' to many people, and at least a leavening of other challenges, especially 'real ones', can only help personal and team development (p.142).

This view was supported by Zapletal (quoted in Holec, 1994b), who had reviewed education literature from around the world:

> [A]nd yet nowhere I found such a perfectly worked out educational system for young people, standing at the threshold of adulthood, as the one, which Vacation School Lipnice created over the last few years. They found an effective method for that age category, which nowhere in the world anybody can manage (p.145).

Holec (1994b) indicated that the basic attributes of the courses were the 'dramaturgy', the games, the atmosphere and the environment, and the facilitation and planning by the team of instructors. Despite these observations, only informal post-course surveys and anecdotal evidence existed to show that the objectives for OBCZ courses were achieved. There has been little previous published research about the outcomes or the educational process of the OBCZ courses, although books had been written, in Czech, about the 'games' of VSL (Outward Bound Czech Republic, 1990, 1998) and for instructor training (Gintel, Holec, Plzek & Tajovskyi, 1980; Hora, 1984; Outward Bound Czech Republic, 1994). My interest in the innovative and creative methods and activities of OBCZ, one of a number of outdoor approaches used in the Czech Republic (Hanuš, 1999; Neumann, Mytting, & Brtník, 1994), led to the following objective for the second part of this study:

> *To investigate the educational process and course outcomes of the Outward Bound Czech Republic course, Intertouch.*

The Intertouch 1997 course dramaturgy

Intertouch, a course for both Czech and international participants, was described as follows:

> Life is like an eighteen-speed bike. Most of us have gears we never use. Come take a ride with us and discover gears you did not even know about. Taste the Czech way of Outward Bound (and you do not even need a bike). Have a taste of INTERTOUCH (Intertouch poster, 1997).

The main theme reflected the international nature of the course, with objectives relating to personal and interpersonal development (Petrová, 1997). However, there was no mention of aspects of environmental education despite Brichácek (1994) indicating that the OBCZ courses were based upon this approach. There were nine instructors for a group of twenty-five (plus myself) participants, as opposed to one or two instructors to a group of fourteen participants at OBNZ. The participants were from public enrolments. Sixty percent of the twenty-six participants were from the Czech and Slovak Republics, four were from Europe, three from New Zealand and one from the USA. They were aged 18 to 43 with equal female to male split. Seven of the nine instructors were from Czech with one each from Australia and England (who had formerly worked with OB in Australia and the UK).

My first impression was that Prague provided the perfect setting to start unraveling the mystery of the 1997 'Intertouch' course. Kadri (1996), in his guide to Prague stated:

> The Communists practiced their jiggery-pokery behind an iron curtain for four decades, and yet it survived the hullabaloo to emerge as one of the most enchanting cities in Europe. Give it an inch of imagination, and it will unleash a mile (p.6).

My field notes describe the innovative and creative course scenario (Appendix 1b) that unfolded at the beginning of the twelve days of Intertouch 1997:

> At 16.16pm the group of twenty-six strangers were led blindfolded into the Planetarium in central Prague for a visual show of stars and images from around the galaxy. After introducing ourselves we were linked together by rope and led to a tram and a short journey through Prague. Walking again, the journey continued in small groups with characters appearing in the twilight. Dusk fell as the instructors in various disguises acted out local stories. This was to be our last time in Prague as we were driven for two hours through the night to the Czech countryside (field notes, August 1997).

The range of activities

The following range of activities that were part of the 'scenario' have been included to illustrate the significantly different, creative and innovative nature of the programmes compared to those used at OBNZ. However, the specific activities were chosen and integrated into the scenario (Appendix 1b) to ensure the rhythm and flow of the course, particularly the physical, emotional, and intellectual peaks and 'bottoms', as indicated by Mikšícková (cited in Intertouch, 1999):

- A creative and communication activity involved first choosing a partner through eye contact. We then had a 'conversation' for over an hour by drawing in silence.

- The theme of one activity was based on the book 'Fahrenheit 451' by Ray Bradbury (1967). We were woken at dawn, 'our books had been burnt and our sentence was blindness'. The activity involved communication and trust with each group of six participants led blind fold hand in hand in silence by a participant who could see for over 2½ hours through various obstacles and terrain, before finally we were 'freed from our blindness'.

- The 'International touch' was a regular activity whereby each participant or group of participants introduced their country and customs.

- We made our own 'MTV' musical video clips of well-known songs, with less than two hours to plan and develop the production. This activity involved role-play, improvisation and creativity. 'Awards were later made at an 'Oscar ceremony'.

- 'Ecosystems' was a team game that was both a physical and mental challenge. It first involved developing a strategy for gathering 'food' to maintain various 'ecosystems'. Team members then ran into the forest to obtain 'food' that would preserve each 'ecosystem'. Each time period represented a 'season' and different strategies were needed to gather 'food' and sustain the 'ecosystem' for the four 'seasons'.

- Creative workshops included dance, drama, making paper and painting.

- Orienteering involved both a mental and physical challenge.

- 'Pointillism' involved recreating an art 'masterpiece' using dots, lots of dots. Four teams were given a famous painting to copy. Four canvasses on a wall started to be filled in with dots. The paint was twenty metres away with the pictures reached by hopping and painted by big toes, thumbs and noses.

- 'Dance party' was a social and group activity that started with music and classical dancing from the 1930s; then the war time 40s; the 50s rock-n-roll; the 60s sex, drugs and flower power; the 70s punks, and the freedom of the 80s and 90s. Each person had been given a role to play, which then had to be adapted, with appropriate change of dress, to fit to each decade.

- 'Camel Trophy' was a physical activity that involved group co-operation. It was introduced by TV coverage of the real event. Normally this involves Range Rovers travelling through difficult jungle or desert terrain, but our 'vehicles' were just four huge tractor tyres for three teams of eight, which were to be rolled through the countryside. The race, between three teams, was through a dewy meadow, a pine forest, along a narrow gully, and across a stream. A number of 'special stages' (for example orienteering and building a rope bridge) challenged the groups further. Then the tyres were

rolled through a smelly swamp, along another narrow gully and into a shallow river. After half a kilometre of struggling to move the tyres along the riverbed covered with rocks, there was a steep climb up a narrow track (field notes, August 1997).

The Intertouch 1998 course dramaturgy

The themes and objectives were the same as for Intertouch 1997. "Intertouch 1997 developed the idea, created the course and found forms for the themes. Intertouch 1998 was refining, polishing, recreating and reforming the previous year's course" (O. Petrová, personal communication, 12 December 1999). The team of instructors was made up of four Czechs and the English instructor from the previous course. The other instructors were 'junior instructors', one from Moravia, one from Slovakia, plus myself. Everyone knew each other due to their previous experience of Intertouch, but the biggest challenge for the team was integrating the different individual working styles (Intertouch, 1998). Most communication was in English, which was more tiring for the Czech part of the team, but provided clear instructions for participants. Other communication during the preparation was through E-mail. This was particularly important, as not all of the team were present at the planning meetings, which were held regularly every six weeks. Two instructors had experience with disabled students, which was important, as there was one blind participant and one who was 40% deaf (Intertouch, 1998).

The preparation for the course began in January 1998 with a weekend meeting in Prague. Specific roles were divided between the team of instructors, for example, finance, material, doctor, communication, environment, safety, and 'show business'. The dramaturgy was based on the previous year with the journey ('travelling') part of the course at the beginning being shorter (Appendix 1c). This decision was based on questionnaire feedback from the previous year's participants and the experiences of the instructors. The journey aimed to bring the group together with a series of traditional OB 'icebreaker' activities such as 'Spiders Web' and 'Blind Square' ('Spiders Web' involves each participant being passed by teammates through a web of rope without touching the web; in 'Blind Square' the team is blindfolded and has to form a perfect square with rope). The 'touches' part of the programme aimed to provide a linking thread throughout the course and reinforced the International theme (Intertouch, 1998).

The 1998 course started once again at the Planetarium in Central Prague, and the group left for the Czech countryside shortly before midnight. There were thirty participants, including three instructors from Outward Bound Australia and one from Outward Bound in Belgium. Half the group was Czech, two from the Slovak Republic, two from England, and one from New Zealand, Canada, Germany, Finland, Tibet, and South Korea. There were twice as many women than men. The age range of participants was 18 to 39. The instructors identified the wide age range as a possible area of 'risk'. This was due to the older participants feeling at the beginning they were too old and having little to talk about with the younger participants. However, the diverse range of participants and life experiences brought many positives (Intertouch, 1998).

The range of activities

The following activities are included as they show a range of games that were not used on the Intertouch 1997 course and are significantly different from those used on the OBNZ courses. These games also illustrate the unique nature of each course developed at OBCZ:

- The first major physical activity of the programme required a 5.30 am start to 'Nexus'. A seventy-minute run, as 'androids aiming to find the secret to immortality', attempted to exhaust all. However, participants were told that their 'mission' had failed and were asked to reflect on their 'last year of life'.

- A relaxing activity explored the sense of touch and 'KI' training aimed to focus energies in a similar way to 'Tai Chi'.

- An evening activity involved discussion about issues related to 'men and women'. Following this an outdoor 'sauna' had been constructed, which aimed to provide a relaxing way to bring the evening to a close.

- The ' Wedding Party' was a social activity where everyone was given a role to play. Different social groups were given preferential service and for some discriminatory treatment. The 'escape from the flood' provided an exciting and dramatic end to the event.

- 'Labyrinth' was a mentally challenging and mainly individual game, which focused on making choices of balance and harmony in participant's lives. Participants lived their lives, from birth to death with each decade of life ending after thirty minutes with time to reflect and write in journals. It gave everyone a chance to see his or her life through a mirror. There were opportunities to spend time 'working, or playing, or with family', or to change the way their lives were being lived. They could be 'married, divorced or have children' spend time 'spiritually'. They were also given 'illnesses or afflictions' or spent time in 'hospital'.

    The final challenge was 'Individual survival for the soul', which again allowed individuals to choose and reflect on their own personal journey throughout the day through a series of checkpoints, aiming

to create powerful metaphors for their own lives. The game was based on 'the Alchemist' (Coelho, 1988) and was a time for reflection, to dream, to view happiness, to meditate, to focus on relationships and new directions, and look into the future. A chance to abseil and do a trapeze jump added to the challenge (field notes, August 1998).

METHODS

The data collection methods used in this part of the study are summarised in Figure 5.3 and are described in detail below.

Research questions	Date	Sample (response rate)	Method
How well did the perceived course objectives match the stated course objectives? What were the course outcomes? What were the key elements of the educational process in achieving these outcomes?	August 1997	Intertouch 97 course participants	Participant observation as a participant
	February 1998	Intertouch 97 course participants (N=14/25)	Questionnaire survey: Six-month post-course
	February-August 1998	Intertouch 98 course participants	Participant observation as an instructor
	February 1999	Intertouch 98 course participants (N=8/30)	Questionnaire survey: Six-month post-course
	August 1999	Intertouch 98 course participants (N=10/30)	Longitudinal approach: One-year post-course questionnaire
	August 1999	Intertouch 97 course participants (N=17/25)	Longitudinal approach: Two-year post-course questionnaire

Figure 5.3   Data collection methods used at the Intertouch courses at Outward Bound Czech Republic

Participant observation

In August and September 1997, I visited OB schools in the USA, UK, and Czech Republic to observe their methods and activities in different contexts: city, traditional outdoors, and outdoor and creative respectively. I visited the Czech Republic OB School in August 1997 to observe and participate in the 12-day international course, 'Intertouch'. The investigation of this course was chosen as part of this study, as the courses at OBCZ involved traditional outdoor activities, but were significantly different to other courses due to the integration of activities such as art, creativity, culture, drama and theatre (Martin, 2000). I returned in February 1998 to be part of the team of instructors that were involved in the preparation of the Intertouch course in August 1998. This gave me an opportunity to be a participant observer as an instructor and investigate the process of creating, developing, implementing, and evaluating, the activities and methods used on the Intertouch course. The first meeting of the 'team' of instructors, six months before the course started, discussed the course philosophy and then gradually the programme for the course was developed. Regular two or three day weekend meetings every six weeks provided the basis for the team to develop and prepare the course. There were difficulties in getting all eight team members together, with five based in Czech, one in Slovakia, another in England, and myself in New Zealand. However, notes were recorded during the meetings, along with action plans,

and E-mailed to absent team members. I was able to return in June for all subsequent preparation meetings. The 12-day course was held in August. My involvement as an instructor allowed me the opportunity to be both participant and observer. This is due to the nature of the course structure, which enables the instructors at times to be an integral part of the group. However, my role as an instructor was different from that as a participant observer at both OBNZ and the 1997 Intertouch course. During Intertouch 1998, I was involved in the changes made by the instructors to the course programme in reaction to the particular needs of the participants. This required considerable flexibility, adaptability, and creativity from the team and gave me further insight into the methods of 'dramaturgy' (Martin, 2000). My field notes provided an important source of data and were recorded daily in a diary. These were then typed immediately after the course had finished.

Questionnaire survey

No pre- or post-course questionnaire was used at the 1997 Intertouch course, as this part of the research study was not discussed with the instructors until after the course. A questionnaire (Appendix 2e) was given to participants six months after the 1997 course at a reunion of twenty-two of the participants, held in the Czech Republic. This reunion may have influenced the response rate. Those who were not there were sent the questionnaire by mail. A follow up copy was also sent by E-mail a couple of weeks later. Fourteen out of twenty-five participants (56%) responded. The questionnaire asked mainly specific open-ended questions about their perception of the effects of the course, and also about aspects of the course such as the atmosphere and the instructors (Appendix 2e). The questions were similar to those asked six months after the OBNZ courses; minor changes were made in format and wording to simplify the questionnaire, as English was the second language for many participants. Additional questions were added to obtain feedback for the development of the 1998 Intertouch course.

Once again no pre- or post-course questionnaire was used at the 1998 course, as the team of instructors were not used to, or comfortable with, using a questionnaire survey on the course. This reinforces the importance of the researcher adapting to the context, which is an important characteristic of emergent research design (Lincoln & Guba, 1985). A questionnaire was sent to participants six months after the 1998 course (Appendix 2g), and a follow up was also sent by E-mail. Only eight out of thirty (27%)

responded. The international nature of the survey presented difficulties as the questionnaire was in English and some participants were unable or uncomfortable in replying in written English. Also it was not possible to contact some participants by post or E-mail at this stage. The different response rates for the two courses may also reflect my different roles, first as a participant and then as an instructor.

Longitudinal approach

Questionnaires were sent to participant's two years after the 1997 course (Appendix 2f) and one-year after the 1998 course in August 1999 (Appendix 2f, 2h). The response rates were higher than at six months, 19/25 (78%) and 11/30 (37%), respectively. Two open-ended questions were asked about the long-term impacts (if any) of the course and the key factors in achieving these impacts. No question was asked about course objectives at this stage. A follow up copy was sent by E-mail two weeks later. Five questionnaires were returned with address unknown and it was not possible to contact some participants by E-mail.

No interviews with instructors were conducted after the 1997 course, as the study had not been discussed with them at that stage. However, data was obtained from written feedback by instructors for the report of Intertouch 1998 (Intertouch, 1998). Semi-structured interviews were completed after the 1999 course in Australia with the four Czech instructors who had facilitated all three Intertouch courses.

Data analysis

The data was analysed and coded using the HyperRESEARCH (Researchware, 1998) qualitative data analysis package. The data analysis involved first coding the responses dependant on the questions asked and then categorising them into those that related to Course Objectives, Course Outcomes and Educational Process (Original Codes, Appendix 5a). Codes showing similar characteristics were then combined to form Grouped Codes (Appendix 5b). The Final Themes were then developed from related Grouped Codes (Appendix 5c). It should be noted that responses to some questions in the six-month post Intertouch 1997 course survey have not been used in this analysis, as they were used for the development of the Intertouch 1998 course.

FINDINGS FROM PARTICIPANT OBSERVATION

Participant observation of Intertouch 1997 as a participant

The following is an analysis of my field notes as a result of my participant observation
as a participant. It aims to describe the key elements of the course. The Planetarium
opening had deliberately focused first on the Cosmos, then to Planets to Earth to Czech,
then to Prague, and the individuals on the course, reinforcing the international theme for
the course. The first few days at the centre then aimed to motivate participants through
intensive activities and the leadership of the instructors (Petrová, 1997). This quickly
developed the dynamics and positive atmosphere amongst the group. During the course
the international theme was developed further with the 'touches' from participants' own
countries. The Czechs, English and Finns had food and alcohol, the Kiwis the Maori
'Haka', and the Aussie singing showed the variety of the cultures. The atmosphere and
activities that challenged all the senses were carefully integrated into the course
scenario, as illustrated by excerpts from my field notes:

> The first evening we greeted each other with themes from different countries. The atmosphere was
> one of relaxation, with candles, and therapeutic aroma. Mats had been laid on the floor and the
> evening was full of laughing and trusting touches. The course was already exploring the use of senses
> other than sight and speech. The 'Fahrenheit 451' activity placed considerable trust in those who
> were leading the 'blind' participants. It also made participants more aware of other senses such as
> touch and smell, and also the difficulties faced when blind (field notes, August 1997).

The role-play activities and creative activities produced results that appeared to exceed
many participants' expectations. They allowed participants to act and express
themselves in a variety of unexpected situations. This point is illustrated in my field
notes:

> The 'MTV videos' were fantastically choreographed with remarkable timing and expert camera work
> giving an amazingly professional result.... At the 'Dance party' each era's theme was adhered to and
> acted perfectly. Many were challenged by their given roles, as these had been chosen by the
> instructors to be opposite to the participants' normal character.... At the beginning of the 'Pointillism'
> game it was difficult to believe that a quality picture could be produced with just noses, thumbs and
> toes. However, the resulting canvas was difficult to distinguish from the original masterpiece.
> Everyone had had great fun and many had paint on parts of their body from head to foot (field notes,
> August 1997).

The 'Camel Trophy' was the most challenging physical activity, which finished as
darkness started to fall and the teams became extremely tired. Many were exhausted,

162

but the combined effort of the three teams showed the trust and willingness of the group to support each other. Finally rolling the tyres back to the centre led to great celebrations some seven hours after the start.

> The intensity of the activity had pushed all to their physical limits. We threw ourselves into the shower and then relaxed as a team, gently massaging each other (field notes, August 1997).

At the end of the first week, which had been intense with the instructors mainly leading, the pace of the course slowed to give greater responsibility to the participants (Intertouch 1997).

> We wrote on big sheets of paper about each other, nicknames, things we liked, things we thought they could do better things we appreciated, and also a postcard to each other. This was an incredibly positive activity to receive and give feedback, but all of us were mentally drained by the end of the morning. The atmosphere of trust, co-operation and emotional safety allowed true feelings to be expressed in many ways (field notes, August 1997).

This activity illustrated both the mental and emotional aspects of the course. This was then reinforced as the sheets were taken on an overnight 'Solo', which was a time to reflect about the comments that had been made. The last part of the course involved a journey through the Czech countryside in groups of three to find out more about the culture, 'make our fortunes', find a place to stay and something to eat. My field notes illustrate how the scenario was developed to ensure a strong finish to the course:

> We took just the clothes in which we were dressed and a toothbrush. The stories on our return twenty-four hours later showed the extent of the generosity and welcome from the local Czech people. By candlelight we wrote poems coming together to read them in our own 'Dead Poets Society'. Strong emotions were expressed about the friends on the course and loved ones far away. The journey then continued as a group, first doing a 'Service' component involving clearing scrub in the forest, then abseiling and climbing a cliff face in the forest. On the penultimate evening we performed a concert to over fifty local village adults and children with less than six hours preparation. The theme for the play, an appropriate one, was of a journey by plane to different parts of the world seeing the 'touches' of each country. The response from the enthusiastic audience indicated that all had gone 'alright on the night' (field notes, August 1997).

Many of the activities aimed to provide metaphors for 'real life'. This was illustrated in my field notes by the final activity, which involved a flying fox that had been set up across a lake in an old quarry.

> This exciting finale presented a metaphor of the big step that was soon to be made into the outside world, with new ideas, energy and knowledge that 'I can do anything'. It also allowed time to write

individual messages to each other to be placed in an envelope, which would be opened when we returned home. The adventures we had had together were exciting, the activities varied and innovative. The final review and last reflections resulted in many tears being shed (field notes, August 1997).

The creative activities were particularly challenging for me, as my perceived abilities in art, drama, and music from school days were low. A school report on art had once commented, "I am glad Andrew is good at other subjects". The inclusion of poems written by myself on the various courses at the beginning of chapters four to six of this thesis is evidence of the ongoing development of my creative skills. The course also gave me an opportunity of working with people from different cultures and gave me insights into developing relationships at different levels of friendship. I am still in contact with many of the participants and instructors, and have developed strong friendships.

My experience of Intertouch 1997 supports the view of Holec (1994a) that the development of the course dramaturgy challenged the group in a variety of ways other than physical. However, the course appeared to be based in nature rather than about environmental education, which Bricháček (1994) had indicated was an objective of OBCZ courses. The instructors in designing the course dramaturgy intertwined a range of activities and themes into a flexible scenario that changed depending on the needs of the group. The planning and facilitation by the instructors was also a key factor in establishing the atmosphere and learning environment for the course. I was interested in investigating further how the 'dramaturgy' was developed. This led to me being part of the team of instructors that developed and facilitated the 1998 Intertouch course.

Participant observation of Intertouch 1998 as an instructor

The weekend preparation meetings over the six months before the course were enjoyable socially and allowed effective planning time despite being somewhat unstructured. The use of E-mail was good in linking the team from around the world. However, the four Czech instructors undertook a lot of the preparation work due to their previous VSL (OBCZ) and Intertouch experiences. They were also particularly important in guiding the team through the 'dramaturgy' process. My role in the team was 'show business', which involved preparation of the 'framing' (Priest & Gass, 1997)

of some of the games and major social activities. This was very enjoyable and enabled me to be fully involved with the planning of the activities and participation with the group.

The following is a description of the dramaturgy, recorded in my field notes, of the first couple of days travelling through the countryside to the centre at Doubravka. This part of the course involved 'ice breaker' and simple group challenges that were very important in breaking down barriers and developing communication amongst the group.

> In the morning the participants realised that they had been sleeping by a beautiful lake. As the morning sunshine melted the mist away, the morning aerobics was followed by a naked dip in the lake. After 15km of forest trails carrying heavy backpacks, small groups acted out short role plays about a virtue that they felt was of most value during the day. The quality of the performances showed how effectively the teams had worked together and the creative talent that was starting to be released. The climax to the travelling was a spectacular thunder and lightening storm, which added to the drama of the evening. During the travelling many had been blindfolded for up to an hour. This was to be valuable learning as one of the participants who now joined the course was blind (field notes, August 1998).

The atmosphere of the centre had been enhanced by creative decoration, including a 'tea room' where participants could relax. Social activities, such as the 'Wedding party' where participants were given a variety of roles to develop in a fun atmosphere, were particularly important in bringing the group together at the beginning of the course. This allowed the participant who had arrived late to be integrated into the group. The blindfold activity was also deliberately planned to help the group accept the new member of the group. The discussion of issues relating to 'men and women' resulted in lively debate, and opinions were shared in a positive and supportive atmosphere. This development of trust allowed the group to become more open to themselves and others. This was particularly evident in the 'KI' training and 'sauna' activities. However, not all participants took part in the sauna activity and the naked dip in the lake at the beginning of the course, reflecting the cultural differences in the group. This affected some participant's perceptions of being 'accepted' by the group. The instructors were aware of this and were actively involved in addressing these issues sensitively on an individual basis.

Due to the nature of the games, the introductions or 'framing' (Priest & Gass, 1997) with role-plays by the instructors was particularly important to the motivation of the group. Also the instructor's participation in many of the games, rather than stepping back, broke down barriers and meant that they were treated as part of the group. The reviews of some of the 'games' were particularly important in allowing the participants to reflect and develop metaphors for transfer to real life situations. The process of review and reflection involving the development of metaphors is an important part of experiential education (Bacon, 1983; Hovelynck, 1998, 1999a, 1999b). This is illustrated in my field notes:

- At the end of the 'Nexus' activity the thoughts that were shared began to show the strong depth of feeling that the experiences were producing.
- The 'Labyrinth' and 'Individual survival for the soul' activities were both mainly individual games, which allowed participants to reflect on their lives, challenge themselves, and also set new direction. The reviews after these activities were long and showed the reality and transfer of the 'games' with many of the participants (and instructors) expressing strong emotions and very clear metaphors for transfer to their own lives (field notes, August 1998).

The planned scenario was only slightly changed during the first week of the course. However, the complete ending of the course over the last four days was re-designed, as the original ideas were perceived by the team to be an inappropriate way of providing a strong climax to the course (Appendix 1c). Despite these changes, there was still a feeling amongst the team that the ending had been rushed and did not achieve the desired impact (Intertouch, 1998). My involvement in the development and facilitation of the course reinforced to me the importance of the planning of the dramaturgy and the creativity and flexibility required from instructors to be reactive to the needs of the group. This was particularly important on this course as the group dynamics meant that the participants did not appear to 'connect' as well as on the 1997 course, despite the instructors believing that the 'dramaturgy' had been improved from the 1997 version (Intertouch, 1998).

Typically, during the course, instructor meetings at the end of each day reflected upon the needs of the group and reviewed the scenario that had been planned. Often these meetings would continue for two or three hours until it was felt that the 'best' option had been agreed upon. This was frustrating for others in the group and me, who were used to making decisions more quickly and not at three in the morning! This problem

was compounded by three factors. First, the increasing tiredness amongst the team; second, communicating in English presented difficulties for some of the Czech instructors; and third, there was a lack of understanding of the importance of getting the 'dramaturgy' correct by the non-Czech instructors.

Although there were difficulties in the working styles amongst the team of instructors, the development of the course dramaturgy was a key part of the success of the course. The instructors and participants developed a supportive and positive atmosphere and learning environment. The range of activities provided challenge for everyone, although at times the intensity and continual activity left participants wanting some 'free time' or just time to relax with each other. This was reflected in some activities being missed out of the scenario and others being given more time. During the reviews some participants were uncomfortable about speaking due to language difficulties, which meant that a few participants tended to dominate. There was a need for a greater variety of review techniques, particularly in smaller groups, which would have encouraged more participants to be involved. More time was needed for these reviews and for the international 'touches', which were often squeezed in between activities. Before the course the instructors discussed this issue, but the logistics and planning of the activities on the course took precedence. At the end, the instructors tried to evaluate the course immediately after the participants had left. This allowed 'closure' for some, but again a difference in approaches meant that, particularly as the team was tired and emotions were high, others including myself found it ineffective. Each member of the team of instructors provided written feedback some time after the course, which was included in the final report (Intertouch, 1998). The comments were very positive, indicating the strengths of each member of the team and their enjoyment of preparing and facilitating the course. The following is a typical response from one of the instructors:

> I am proud to have been part of the event and to have given my time to the event. To see the participants enjoying the cultural mix of people and the events on offer was brilliant. The network and the word of the event are spreading across the globe. I hope that the event grows to touch more people as time passes (Intertouch, 1998).

FINDINGS FROM QUESTIONNAIRE SURVEY OF PARTICIPANTS

Table 5.1 provides a summary of the number and percentage response for each of the Final Themes and Grouped Codes six months and then one and two years after the Intertouch courses in 1998 and 1997, respectively. The numbers in bold indicate responses to open-ended questions about the impacts of the courses and factors relating to these impacts. All other responses came from specific open-ended questions asked six months after the course. Each Final Theme is in bold, with the related Grouped Codes below. It should be noted that some of these Final Themes also relate to a single Grouped Code. Hence the Grouped Codes are also in bold (for example, course design and group).

Quotations from the participants provide descriptive examples of the Grouped Codes. These quotations indicate the feelings of the participants about the Course Objectives, Course Outcomes and Educational Process. It should also be noted that to distinguish from the general text, the quotations are shown in italics. Also some of the participant responses have been translated from Czech to English. The percentage response or number of respondents to particular questions is indicated in brackets ( ). Participant responses from Likert scales are also reported for two questions asked six months after the courses. These questions asked whether the course met expectations and about the perceived importance of the instructors in the facilitation of the course.

Participant questionnaire responses six months after Intertouch 1997

Table 5.1 indicates that fourteen out of twenty-five participants (56%) responded to the questionnaire six-months after Intertouch 1997. Ten (71%) were from women, which was a higher proportion than the original group. Five (36%) of the responses were from international participants, which was a similar proportion to the original group. It is of interest that reunions of the course were organised three and six months after the course, the second one attracting twenty-two of the participants and four of the nine instructors, even more remarkable considering the international composition of the group. However, this may have influenced the response rate to the questionnaire given out at the reunion six months after the course.

Table 5.1   Summary of number of participant responses for each Final Theme (in bold) and related Grouped Code(s), six months after Intertouch 1997 & 1998, two years after Intertouch 1997 and one year after Intertouch 1998

Final Theme (in bold) and related Grouped Code(s)	INTERTOUCH 1997				INTERTOUCH 1998			
	Six months after		Two years after		Six months after		One year after	
Number of participants	25	100%	25	100%	30	100%	30	100%
Number of respondents	14	56%	17	68%	8	27%	10	33%
COURSE OBJECTIVES								
Personal development	11	79%			5	63%		
Push personal limits	2	14%						
Interpersonal development	6	43%			2	25%		
International course	3	21%			1	13%		
COURSE OUTCOMES								
Personal development PD	13	93%	16	94%	7	88%	8	80%
Self awareness	8	57%	6	35%	4	50%	6	60%
Self confidence	9	64%	10	59%	1	13%	4	40%
Personal direction	8	57%	12	71%	4	50%	4	40%
Personal change	7	50%	12	71%	5	63%	6	60%
Push personal limits	1	7%						
No change (PD)	1	7%			1	13%		
Interpersonal development IR	11	79%	15	88%	7	88%	5	50%
Relationships	8	57%	11	65%	4	50%	5	50%
Friendships	9	64%	11	65%	4	50%	1	10%
Communication	3	21%	4	24%	1	13%		
Teamwork	6	43%	3	18%				
Worse relationships	1	7%					1	10%
No change (IR)	1	7%						
Professional development PR	5	36%			4	50%		
No change (PR)	3	21%						
Other impacts	7	50%	9	53%	4	50%	6	60%
Course impression			2	12%			2	20%
EDUCATIONAL PROCESS								
Course design	13	93%	5	29%	6	75%	5	50%
Group of participants	5	36%	5	29%	5	63%	4	40%
Range of activities	13	93%	6	35%	8	100%	3	30%
Physical activities	13	93%	1	6%	7	88%		
Creative activities	6	43%	4	24%	6	75%		
Individual activities	3	21%	1	6%	5	63%	2	20%
Group activities	6	43%	3	18%	2	25%	1	10%
Atmosphere	9	64%	5	29%	3	38%	5	50%
Atmosphere was supportive	8	57%			3	38%		
Atmosphere was 'great'	4	29%						
Instructors	9	64%	6	35%	7	88%	3	30%
Instructors were 'great'	6	43%			5	63%		
Instructor facilitation methods	3	21%			3	38%		

Course objectives

Nine (64%) respondents indicated, on a three point Likert scale, that the course had exceeded expectations, with five (36%) indicating expectations had been met. This is a typical comment:

> *I expected a lot and got it. Strong experience, interpersonal relations, challenges, games, fun, thinking and understanding. I did not know the way it was going to happen, but I received what I expected.*

Table 5.1 shows that eleven participants (79%) perceived personal development as the main objective of the course. The following are typical examples of their comments:

> *To help people find new ways to be stronger.*
>
> *Know yourself and each other, come closer and experience something outstanding. Touch others spirit, push your limits, have eyes and heart open and feel...*
>
> *Through challenging people in different ways they are made aware of qualities within that previously were unknown.*

Also related to personal development were two (14%) comments that the course pushed personal limits. This is one of the comments:

> *To go beyond comfort zones and break down barriers between people. To serve, to strive and not to yield.*

Six participants (43%) identified interpersonal development and three (21%) the international nature of the course as objectives. The following comment illustrates both of these aspects:

> *To work closely with others and understand relationships better. Connecting people from different cultures and countries, sharing ideas, ideals and values.*

Course outcomes

1. Personal development

Table 5.1 indicates that personal development was the main outcome of the course for thirteen respondents (93%). There was a range of effects on personal development with nine responses (64%) about self-confidence, eight (57%) about self-awareness, and eight (57%) about personal direction. The following typical comments illustrate these effects:

- *Overall I feel much stronger and confident as an individual whenever I come to an obstacle in my life dealing with family job etc. I always think of my wonderful experience of OB and it helps me face my obstacles. I have always struggled with my self-concept. During my two weeks at OB I felt so great. I felt like everyone cared and respected each other for who they were.*

- *It showed me a lot of my weak characteristics. It also showed me that others perceive me in a different way than I would think. Gave me a great push for the future, there's lots of things I'm good at and it helped my confidence a lot.*

- *Gave me more confidence to take each situation in my stride, knowing I can deal with anything and learn from many situations. I believe the course helped to intensively focus me on what I want out of life, who I want to become and remind me of the positives and negatives of my character.*

- *More confident, trying not to care too much about what others think. I can appreciate my qualities better. Looking forward to a new relationship after a broken heart.*

- *A time I like to think about, a starting point for the future.*

Seven participants (50%) indicated that the course had led to changes in their personal lives. One participant (7%) indicated that the course had pushed limits, and a non-typical response was from one participant (7%) who stated that there had been little change. The following is an example of how a participant found it difficult to specify the change:

> *There is certainly some change inside of me after the course. I feel it is there but difficult to describe it. Well, it won't be difficult. There is a very positive feeling about the people who were around which I think helps in many ways to my personal development.*

Two other typical comments about aspects of personal change are:

- *Being more spontaneous and positive to situations. Trying to remain positive and cheerful even when inside I don't feel that way.*

- *I feel stronger, although the reality hits me sometimes. I'm fighting, not ready to give up.*

2. Interpersonal development

Table 5.1 shows that eleven respondents (79%) commented about aspects of interpersonal development. Relationships had improved for eight participants (57%). Three participants had become engaged. The following is one of the responses:

> *At first it was hard to come back to one partner after having so many. The relationship is stronger as now I can understand this 'spirit' he has gotten from his previous experiences of OB. I'm closer to my family than I've ever been.*

Nine participants (64%) commented about the strength of friendships made on the course. These are typical examples of the comments:

- *… I did not expect the strength of friendships built there. When I returned I was full of it.*

- *I felt a strong love and friendship with many people on the course and reinforced how important close friendships are in life.*

- *I think of my friends and experiences and experiences I gained at Intertouch and it helps me with whatever problem I have. I've created new friends that I hope to treasure forever.*
- *Meeting a group of international people who are still my friends.*

Six (43%) comments were made about aspects of teamwork and three (21%) about communication. The following response shows how one of the games had helped in these aspects:

> *Search for bacteria game was about communication and team cooperation, which are very important in my life and in which I have never been specifically trained in.*

This comment emphasises the teamwork evident on the course:

> *I was so impressed that so many people were able to work together and achieve wonderful things.*

One participant indicated that there had been no change in their interpersonal relationships. A non-typical response was from one participant who indicated that their relationships had worsened, although this had heightened their self-awareness:

> *After being independent for a while I lost confidence in relationships and was made aware I'm still vulnerable and can be manipulated.*

3. Professional development

Table 5.1 shows that five participants (36%) indicated that there had been changes in their professional development and three (21%) indicated there had been no change. The following is an example of change:

> *Changes, a lot. I work less, I earn the same and have more time for other people and fun. Have more time for myself and my hobbies.*

4. Other impacts

Seven participants (50%) commented about other impacts of their Intertouch experiences. Typical responses are:

- *An extraordinary time full of brain storming and pleasant healing moments. Full of running, smiling, learning and touching.*
- *I'll always remember Intertouch with a smile on my face and love in my heart.*
- *A very strong experience, new friends, feedback, stepping out of my daily stereotype, something big in my heart, something difficult to name but really there. Often when I am doing something or have to make a decision I think, what would be the touch spirit?*

<u>Educational Process</u>

Table 5.1 illustrates the percentage response relating to elements of the educational process. Each of these is discussed below:

1. Course design

Thirteen of the fourteen respondents (93%) commented about aspects of course design. The following representative comments indicate the importance of the development of the course as a whole rather than just individual activities.

- *I think of Intertouch as a whole course, not of the individual activities so it's difficult to say which activities I learnt the most from as they were very well put together to fulfill the whole course and there were not only activities but also the time between which had its own charm as well.*
- *There were unexpected activities and unexpected nice people and atmosphere. Life full of life, play challenge, friends, good deep feelings.*

One of the non-Czech participants commented about the course's creativity:

> *I didn't know what to expect and was impressed by the creativity of the Czech way.*

2. The group of participants

Five participants (36%) responded about the importance of the group of participants. This comment illustrates the benefit of the international group:

> *Connecting people from different cultures and countries, sharing ideas, ideals, and values.*

3. The range of activities

One question asked about which activities had taken participants out of their 'comfort zone'. Thirteen participants (93%) commented about different physical activities. 'Camel Trophy' (8), abseiling (5), and running 10km (6) were the main physical activities that took people out of their comfort zones. The following statements are from participants who learnt most when taken out of their comfort zone during these physical outdoor activities.

- Camel trophy: *I had reached the bottom of myself a feeling that I would not mind to die just that I didn't have to go on. Crying but having my friends to take me back to safely, bearing me on their backs if necessary. And a fascinating moment, the hands of my friends touching me gently in the baby massage, and that's the most important to have someone around when you are miserable.*
- Rock climbing: *The most symbolic experience. I had a bad experience with rock climbing a few years ago. On the first climb I was stuck and had to take a risk in order to go further. I was nervous and thinking of giving up, but then I told myself what is there to lose. I'm safe, I have a helmet support, may be I'll get a couple of scratches but if I make it what an accomplishment. This was the turning point for me. This is very applicable to my life. I tend to know I can do something but often*

hold back and don't jump and take that risk. The biggest high for me was when I did the supposed highest climb. I knew I would not be able to do it but wanted to try and remained optimistic. On my second attempt I accomplished the climb. What an amazing high and a lesson I just proved to myself!

- Running 10km (Mountfield Cup): *Really physically exhausting at the beginning, I hate long distance running.*

Another question asked from which activities participants had learnt the most. Eleven participants (79%) indicated that activities they had learnt most from were different to those that had taken them out of their comfort zone. Six participants (43%) commented about the creative activities and group activities, and three (21%) about individual activities. Participants named a number of different activities from which they had learnt the most, but none were mentioned more than twice. These activities were drama, debriefs, non-verbal communication games, playing with clay, solo, meeting the Czech people, role-playing, and reading in public. The following are typical examples of comments about activities from which participants had learnt the most:

- Drama: *Because I didn't know for myself I could do that;*
- Non-verbal communication games: *Made aware of body language, eyes and other ways in which we can communicate feelings and ideas without words.*
- Playing with clay: *There are times you just have to give up your ideas.*
- Solo: *Still is a time I like to think about and in some way also a starting point.*

A non-typical comment was from one participant who argued that there was a need for reflection and not just taking people out of their comfort zone:

The first week there was no time for myself. I disagree that taking someone out of their comfort zone is the best way. There should be as few as possible attachments, but it is very important to find a kind of inner rest or comfort.

4. The atmosphere

The atmosphere of the course was commented upon by nine (64%) of the respondents. Eight (57%) indicated the atmosphere was supportive and four (29%) that it was 'great'. These are two typical comments:

- *Strong friendships, mutual encouragement, sharing feelings. The atmosphere makes you try things you would never have the courage to try. You learn that you can do more than you expect with the help of others.*
- *Friendly, inspirational and challenging. Gives you an opportunity to discover and overcome your physical and emotional barriers. You have a more positive approach and learn more about people and yourself.*

5. The instructors

Eight (57%) respondents indicated on a four point Likert scale that the instructors were a very important part of the course; six (43%) indicated that they were important. Nine respondents (64%) made comments: six (43%) indicated that the instructors were 'great' and three (21%) mentioned aspects of the instructor's facilitation methods. The following typical comments illustrate the important role the instructors played:

- *They set the tone, the environment; their response to the group reflected their enthusiasm and creativity.*

- *All of them were wonderful, and did their best. Without them the course would never be what is has been. The resonance between the instructors and participants made it our touch.*

- *The instructors set the safe environment. They are the key players in each individuals growth, but also creating a group. I thought the leaders had the utmost confidence and positivity.*

A non-typical response is:

Maybe they should be careful to show their personal sympathies or preferences to certain participants.

Participant questionnaire responses two years after Intertouch 1997

Table 5.1 shows that seventeen of the twenty-five participants (68%) returned the questionnaire, which asked only two open ended questions; one about the effects of the course (if any) and the other about the key factors in achieving these impacts. No question was asked about the course objectives at this stage. Nine (53%) of the responses were from men, eight (47%) from women, and ten (63%) from international participants, which were similar proportions to the original group. Eleven of the fourteen respondents (79%) six months after the course also responded two years after the course.

Course outcomes

1. Personal development

Table 5.1 indicates that the main effect of the course was on personal development (94%). Twelve participants (71%) reported personal change. Three typical examples are given below:

- *Over the past two years I know I have changed.*

- *Being myself and trying to change.*

- *It made me stronger and gave me much needed optimism.*

Twelve participants (71%) also indicated that the course had been important in changes in their personal direction. The following are two representative responses:

- *The first point to highlight is the fact that I have set my own Record Company up. This was done almost immediately after the Intertouch Course, and I don't think that I would have had the confidence or the trust in others to actually do this project.*

- *Reconsidered my career goals and what I will do in the future. Realised I am not a career woman; career is not the most important thing.*

Aspects of self-confidence and self-awareness had also been enhanced by ten (59%) and six (35%) participants, respectively. Three typical comments are:

- *Gave me more confidence, I am actually able to do things, which I did not know I was capable of. It is always worth trying.*

- *...I have more confidence and feeling of inner beauty than I have ever felt before.*

- *It helped me express my creativity, self-confidence, and activity...and look in a different way to my life.*

2. Interpersonal development

Fifteen participants (88%) commented about aspects of interpersonal development (Table 5.1), with eleven (65%) mentioning better relationships. Two typical responses are:

- *But probably the best impact that Intertouch gave me was the ability to fully understand people, and personally that is one skill I never want to lose. Making friends all over the world has shown me what good friends really are...*

- *I learned it is possible to have really intimate relationship, not to build defence walls among people, not to be satisfied with only surface knowledge.*

The course had an effect on eleven participants (65%) because of friendships made on the course. This is illustrated by the following typical examples:

- *The course has still a big impact on my life. I have gained a couple of special friends, which with I am still in contact and as far as I know will be for the rest of my life. When I am visiting my friends it seems as if we are back on another wave, which carries us to unknown spots and opportunities. Although they are far away I feel still connected with them and Internet helps a lot to stay connected.*

- *The most important impact for me was I met new people with similar view of the world that I have. I found there new friends and I am sure that this friendship will last in long future.*

There were four (24%) comments about communication and three (18%) about teamwork. The following response indicates learning about both these aspects:

It has given me the overall idea about teamwork and co-operation (how important it is and how it can make a difference). I tried to use it more often in my everyday life. It doesn't work with all kinds of people though. It learned me a lot about communication. How important it is to listen to people carefully, not only concentrate on one's point of view but also try to understand others.

3. Other impacts

Nine participants (53%) commented about other impacts the course had had on them (Table 5.1). These are two typical responses:

- *The impact on me was really positive, because at that time I had no really happy time and I was trying to find new way in my life and also new friends. The course as a whole had only positives for me.*

- *The impact of Intertouch is positive for me. I think it helped me not to be so shy and as I wanted to work in free time activities. It also gave me good inspiration for teamwork, cooperation and much more.*

Educational process

Table 5.1 illustrates the percentage response relating to the elements of the educational process. Each of these is discussed below:

1. Course design

Five participants (29%) commented upon elements of the course design. In particular the holistic challenge is emphasised in this comment:

The activities we did...a mixture of physical, artistic, and spiritual meant everyone had a chance to shine or bring out their best and also to be challenged to some degree.

2. The group of participants

Five participants (29%) commented upon the group. Three participants (18%) mentioned the group activities. This is a typical comment:

The key factors were a unique mixture of people and their openness against each other...

3. The range of activities

Only one comment (6%) was made about the physical and also individual activities. However, there were four responses (24%) about the creative aspects of the course. An example is:

I had chance to experience some new creative activities, for example painting on a big piece of paper (Pointillism) with my friends, that's an amazing thing.

4. The atmosphere

Five participants (29%) commented about the atmosphere on the course. The importance of developing a safe and supportive learning environment is highlighted in this comment.

> *It was in a safe environment and in a friendly atmosphere with no stress on results.*

5. The instructors

Six participants (35%) commented on the instructors. The following is a typical response:

> *I loved most was that the leaders were right there with us, laughing, jumping, dancing, being crazy, and crying with us. It was nice to have facilitators of the group, but on the same level. It was amazing to me to see how sincere and caring each and every leader was, how much they loved and enjoyed working with us. Their endless efforts to create an amazing bonding experience.*

Finally, an interesting comment was made about the risk involved and the possibility of this type of course happening in the USA.

> *Another factor that I think made our group come closer was the risk taking. In some of the activities, the conditions were not necessarily the safest or the cleanest, but that was what made the activities so exciting. Our lives, especially Americans, are so caught up with rules and legalities, etc. It takes away the experience of living. Unfortunately, I don't think that such a course could take place in the United States for that exact reason.*

A non-typical comment referred to the potential negative power of the course:

> *My personal consideration is that the course is definitely helpful, but cannot be overrated. It shouldn't slip to creating some modern religion. It should stay as a tool but not as a goal. Some of the activities in the course originated in modern approach to psychology, which means they have some power, but power can help as well as to harm. Some of these are also successfully used by different sects to gain more 'souls'.*

Participant questionnaire responses six months after Intertouch 1998

Only eight out of the thirty participants (27%) returned the questionnaire (Table 5.1). Although this was a disappointing response, their comments did provide the following insights. Three of the responses (38%) were from women, which was considerable less than the 2:1 ratio of the original group. Three of the responses (38%) were from international participants; half of the original group was non-Czech. The number of quotes provided in this section reflected the lower response rate in comparison to the 1997 course.

Course objectives

All eight respondents (100%) commented and also indicated on a three point Likert scale that expectations were exceeded. A typical comment is:

> *Different way of life, independence, freedom, adventures in nature, creativity. It was fun, gave me more than many activities before.*

Of particular interest was a comment from an instructor from Outward Bound Australia who was surprised at the impact of the range of activities and the personal impact of the course:

> *I guess I expected to just be along for the ride. Also having been involved in 50+ OBA course I didn't expect an OB course to be anything hugely different so I didn't expect it to have much impact. However, the combination of new activities, intensely personal confrontation, extreme closeness to other participants, complete participation by staff, continual surprises from the activities, left me amazed at what could be achieved in a setting which I didn't associate with OB.*

Table 5.1 indicates that the perceived stated objectives were similar to those of the 1997 course, with five respondents (63%) mentioning personal development and two (25%) interpersonal development. One participant (13%) mentioned the international nature of the course.

Course outcomes

1. Personal development outcomes

Table 5.1 shows that seven respondents (88%) commented upon aspects of personal development. Five people (63%) indicated that these effects were about personal change, and four (50%) mentioned direction in people's lives and self-awareness. Only one participant (13%) mentioned improvement in self-confidence, and only one (13%) indicated no change in personal development. The effects relating to personal change and direction in people's lives are illustrated by the following comments:

- *It has made me think much more carefully about what I value in life. About the importance of doing the right thing, career and life wise.*
- *More confident and connected with creative aspects of me. New enthusiasm for discovery.*
- *After I got back to the civilization I felt I am dealing with usual problems much easier, without stress, felt recharged, renewed.*

2. Interpersonal development

Table 5.1 shows that seven respondents (88%) mentioned aspects of interpersonal development. Five (50%) respondents improved relationships and/or friendships. There was one comment (13%) about aspects of communication. The following typical examples illustrate the improvement in relationships and friendships:

- *My relationships with my friends and tolerance improved, especially with my friend from childhood.*
- *I returned from the course with the realization that I really am a social person and there is no need to doubt it any more. That I can become an inherent part of a group if I decide that the group is worthy. Also, I've been very happy to meet many people from VSL (even after the course) and I realize I've got something in common with them.*

3. Professional development

Four participants (50%) commented about changes in their professional life (Table 5.1). The following is one example:

> *Yes, I may transfer some of the experiences into my future job, doing business, marketing, or audit, whatever. Every job is about people even if it doesn't look like that.*

4. Other impacts

Four participants (50%) responded that the course had impacted in some way. This is a typical example:

> *Happy time of life when I received much and did something hopefully to contribute to others pleasure and good memories of the summer 1998 in Czech. An event which I will recall many times in the future, fun, physical activity, respect, tolerance.*

Educational process

Table 5.1 shows the percentage response relating to elements of the educational process. Each of these is discussed below:

1. The course design

Six participants (75%) commented about aspects of course design. The following responses indicate the importance of the holistic approach to the course:

- *Literally touching people, physically or psychically. Experience of something new and unknown. Empathy to others' souls, study of my own soul, friends and sadness from farewell. Discovering things I was able to do and I had not been aware of before. All people of Intertouch 98 have a big space in my heart and I am grateful for their enormous effort.*
- *Key factors were the use of games and the overall holistic nature of the course.*

2. The group of participants

Five comments (63%) were made about the group of participants. This response illustrates the international nature of the group.

Appreciate other cultures and new friendships.

3. The range of activities

One question asked which activity participants had learnt the most from or took them out of their comfort zone. There were a number of activities named, with none mentioned more than twice. Seven people (88%) commented about the traditional physical activities such as climbing, high ropes, and abseiling; six (75%) mentioned the creative activities such as drawing in pairs and making video clips; five (63%) mentioned some individual games as described previously, for example 'Labyrinth' and 'Individual survival of the soul'. The following are examples of comments made about some of these activities:

- 'Labyrinth': *I realised how winding life could be. I learnt that not everything I could plan, something can be also unexpected.*

- Drawing in pairs: *Because I don't feel talented or imaginative and find it hard to communicate especially with those I don't know well. I really wanted to communicate, but I was really lost. The fact I was paired with an artist also stressed me out.*

- Video clips: *I found it extremely boring at the beginning and had to make myself participate. Later on I started to enjoy, create something funny together with others. It was a challenge for me to perform in front of others.*

- Ropes, solo, orienteering, and 'Individual survival of the soul': *I could slow down and think, get closer to philosophy and psychology, these two parts of life, which I was not allowed and able before.*

Two (25%) respondents commented about specific group activities. This example shows how one activity extended the participants comfort zone:

...two people had to approach to each other as close as possible. It was very demanding for me, I did not expect such difficulties to express my inner feelings, I mean those more or less negative feelings.

One OBA instructor commented about the effectiveness of the games and future for OBA:

Made me re-evaluate what OB is or can be and what is possible under the OB banner. Has made me much more excited about the future of OBA and the possibilities of different directions for OBA in the future. I was always dubious of the effectiveness of contrived activities (as opposed to real action,

consequence learning). But I now see the games as just as valuable. I believe that we at OBA have much to learn about the presentation and motivation of these games.

4. The atmosphere

Only three comments (38%) were made about the atmosphere on the course. This is one response:

Very playful, unexpected, emotional, psychological.

5. The instructors

Seven participants (88%) responded to a four point Likert scale that the instructors were very important to the success of the course; one (13%) indicated that they were important. Five (63%) commented that the instructors were 'great' and three (38%) mentioned aspects of their facilitation methods. The following typical comments illustrate these points:

- *They were just great.*
- *The instructors were very professional and well prepared, I felt very safe physically and emotionally and also close to the instructors.*

The instructor's approach was particularly important to the blind participant:

Especially at the beginning as my blindness made me different and people wondered how to approach me. So they began to be more relaxed when they saw instructors (most of them) to deal with me as with anyone else in the course. And that example really helped me to be included more into the group.

Participant questionnaire responses one-year after Intertouch 1998

Ten of the thirty participants (33%) returned the questionnaire (Table 5.1). This response rate was less than half that of the 1997 course. Again this may reflect that my involvement with the course was as an instructor rather than as a participant as in 1997. Six (60%) of the responses were from women, four (40%) from men, and five (50%) were from international participants. These proportions were similar to those of the original group. Seven of the eight respondents (88%) six months after the course also replied one year after the course.

Course outcomes

1. Personal development

Table 5.1 shows that eight (80%) respondents commented about aspects of personal development. Six participants (60%) mentioned improvements in self-awareness and four (40%) self-confidence. A typical example is:

> *There was, still is the impact especially on my self-confidence and self-efficiency. I feel more comfortable with myself and more confident including events I'm not that successful in. The Intertouch gave me the possibility to find my position in the society and evaluate my personal values that could be helpful for my environment. Even now, when I'm down, feeling blue, I always look at the poster we've made and it works perfectly. The most important message for me was the knowledge that I know how to love, that I'm able to love, and that I'm able to open myself to others more than I used to do.*

Six (60%) participants responded about personal change and four (40%) about changes in personal direction. These are two of the comments:

- *Personally I think that it has also made me more open minded in trying new things, especially of a more artistic or spiritual side. It has also made me quite a bit more relaxed about the future direction of my life. I feel a lot more in control and more as if 'anything is possible if I want to achieve it' especially in terms of career possibilities. It makes me question much more the fact that it is possible to really waste your life, there is only a finite time on the planet and it is important to make the most of it. I don't think any of these ideas were new for me, however the Intertouch experience definitely highlighted then again for me and in a very meaningful way too.*
- *It was definitely a time in which I was thinking more of life and my life and started to try to find out about my aims, the way I live at the moment, and important things I want to achieve in my life. Maybe I realise this more and more now afterwards when I think back of a very special time!*

2. Interpersonal development

Table 5.1 shows that five participants (50%) described the impact as interpersonal development, particularly better relationships. These are two of the comments:

- *The largest impact to me has definitely been my outlook on people and my approach to them. I have begun to accept people for their strengths and weaknesses and try not to judge on that. I see people as a whole but I also can see aspects, which I appreciate the most. Another major thing was my willingness to meet new people. Almost every time I go somewhere I find myself talking to somebody new and in a rigorous conversation with them.*
- *The impact of the Labyrinth has greatly enhanced my relationship with my partner. During the game I experienced a paradigm shift in the value of living, growing and sharing with one partner for a lifetime.*

A non-typical response from one participant was that their relationship with parents had worsened. The following example shows how the international nature of the course had been important:

> *I realised more than ever before how important and really good it is to meet people of the same age from different countries and continents and have the opportunity to compare their way of thinking, traditions culture and life experiences.*

3. Other impacts

Six participants (60%) indicated that the course had had a significant impact. One of these participants spoke of the special time at Intertouch, but also the difficulty of transfer:

> *It was a very colourful time full of new pictures and I like and enjoy thinking back on it and always trying to bring some of those widespread colours into my life. Yes, and definitely also laugh, smile and joyful...But still I remember and love to remember the course as a powerful and very special time and a joyful group of interesting and different people. May be I realise this more and more now afterwards when I think back of a very special time. I also like to remember the energy and power we got last summer and I still love this sentence 'go, go, just go'. But it is not always easy to bring this in my daily life.*

Educational process

Table 5.1 shows the percentage response relating to the elements of the educational process. Each elements is discussed below:

1. Course design

Five participants (50%) mentioned course design as an important factor. The following comments illustrate the holistic approach to course design:

- *Perfect combination of physical and mental activities, which gave us lots of space for thinking about ourselves and how I was seen by the rest of the people and how I can see myself.*
- *Looking back everything we did was linked together in a little web and we grew as a whole together. The activities were at times very challenging (that crazy run) and through adversity people bond together.*

2. The group of participants

Four participants (40%) commented about the group and the development of trust as important factors. This is one example:

> *Another key factor was trust. We trusted each other, helped each other and together we could try things we had never done before.*

3. The range of activities

Only two comments (20%) were made about specific individual activities, one (10%) about a group activity and none about either creative or physical activities.

4. The atmosphere

Five participants (50%) commented about the course atmosphere. The following comment indicated the importance of learning in a secure environment:

The general environment of Intertouch as being very much an opportunity to try some different things in a secure environment, are all key factors.

5. The instructors

Three participants (30%) commented about the instructors. This is one of the responses:

The main factor in achieving the impacts was probably the excellent work of instructors and perfect detailed preparation of Intertouch 1998.

DISCUSSION

The main findings relating to the research questions from this part of the study are discussed below in light of appropriate literature.

Course objectives

Personal and interpersonal development

The stated Intertouch objectives of an international course, which challenged participants physically, mentally and emotionally, were all fully integrated as part of the course 'dramaturgy'. The participants of both Intertouch courses indicated that they perceived the main objectives to be personal and interpersonal development. These objectives were the same as Priest (1990b) identified as the key aims of adventure education. Bricháček (1994) had indicated that the OBCZ courses were also about environmental education. However, participants did not mention this as an objective or an outcome of Intertouch, although clearly the course was set in nature.

Course outcomes

Personal and interpersonal development

The key themes for the effects of both the 1997 and 1998 Intertouch courses were identified by almost all respondents as aspects of personal and interpersonal development six months after the courses. Almost all respondents two years after the 1997 and one year after the 1998 courses also identified these effects, although interpersonal development fell to half, one year after the 1998 course. Half of the 1997 respondents commented that there had been personal change in some way six months after the course. In particular, they had experienced change in personal direction, improvements in self-awareness and confidence, better relationships and friendships. The impact on participants two years after the course was varied and personal, and showed that the personal changes indicated in Table 5.1 had been maintained, with a slightly increased percentage response. Despite the low number of responses from participants, similar responses were obtained six months after the 1998 Intertouch course, except only one person mentioned self-confidence. One year after the 1998 course less than half mentioned self-confidence and there was only one mention of friendship. The following response is from one participant six months after the 1997 course, who described the effect as being related to greater confidence, self-esteem and

the friendships made. It also illustrates how the activities provide metaphors and the opportunity for transfer to real life situations:

> *One of the most amazing experiences of my life. I was able to connect with people on many levels. I think of the wonderful friends I have met through the Intertouch course. Often when I am down and feeling depressed, I think of the wonderful time and the warm feeling that I had from the course. When the radio DJ plays 'Here comes the Sun', I think of our ingenious 'MTV' music video that we slapped together in an afternoon using limited resources. Upon returning to the States, even as hard it has been, I have more confidence and feeling of inner beauty that I have ever felt before.*

Reviews of studies of other Outward Bound and outdoor education courses around the world have reported similar effects relating to personal development, with changes in aspects of self-concept as the main outcome (Hattie *et al.*, 1997; Neill & Richards, 1998). The methodology used in the above studies was mainly quantitative and based on changes in self-ratings on Likert scale responses. The benefit of using a qualitative approach, as well as Likert scales in the present study of Intertouch, was demonstrated by the variety of personal responses about the impacts of the course. The descriptive responses indicated a lot of the feelings, emotions and transfer of learning that the courses evoked. This point is illustrated by the following response from an Intertouch participant. Although a quantitative approach may have recorded an improvement in self-confidence and interpersonal skills it would be difficult to record the actual impact:

> *My self-confidence has grown but the biggest growth was my interpersonal skills. Intertouch has definitely made me look at how I was living my life and what I have wanted to change. I find myself reflecting more often at what I did and how I went about it. These were things I never did before the course.*

Only five (36%) respondents commented six months after the 1997 course about aspects of professional development, and only four (50%) commented six months after the 1998 course. Very little mention was made of this aspect two years after the 1997 and one year after the 1998 courses. Although professional development was not an aim of Intertouch, the findings support the view of Krouwel and Goodwill (1994) and Richards (1994) that this type of course needs to be adapted specifically for client needs if professional development is to be an outcome.

Elements of the educational process

The findings from this part of the study identified five themes relating to the key elements of the educational process: course design, the range of activities or 'games', the atmosphere or learning environment, the facilitation and planning by the team of instructors, and the group of participants. Holec (1994b) identified that these factors were the basic attributes of the OBCZ courses. Each of these factors is discussed in more detail below.

The course design

Almost all respondents (93%) commented upon aspects of course design six months after the 1997 course. Course design was also the main aspect mentioned two years after the course, but only by five respondents (29%). For the 1998 course, six respondents (75%) mentioned course design six months after and five (50%) a year after the course. This might suggest that the respondent's perception of its importance, as with other aspects of the educational process, declined in relation to achieving the outcomes of the course more than a year after the course. My participant observation as a participant and instructor indicated that the 'dramaturgy' was much more than a series of activities. It was scripted as a series of waves that were physical, psychological and emotional with associated peaks and troughs, but also developed the atmosphere and learning environment. The 'scenario' put together the different activities, developing more of a musical theatre play with an overture and series of acts. The emphasis of the Intertouch course is on the planning and in particular the development of the course 'dramaturgy', which as Holec (1994b) indicated, is a method of course design that differentiates OBCZ methods from other adventure education methods.

However, the group of participants on the 1998 Intertouch course did not appear to be as 'connected' as in 1997 despite the instructors and my observations perceiving that the course was better planned than in 1997 (Intertouch, 1998). This indicates that, despite thorough planning of the course 'dramaturgy', the group dynamics and conflicting individual needs, may make it difficult for the instructors to adapt the 'scenario' to satisfy all participant's requirements. This also supports the view of Paulusová (personal communication, 12 December 1999), who suggested that participants might come to the course with different themes to that of the aims of the course.

A holistic approach has been identified as an important factor in experiential education (Carver, 1996; Cooper, 1994; Luckmann, 1996), outdoor education (Ford, 1981) and adventure education (Hayllar, 1990; Hopkins & Putnam, 1993). The holistic approach to course design appears to be achieved by the OBCZ courses and is indicated in the following comment from a participant response one-year after Intertouch 1998:

> *Regular after-activity discussion gave enough time to digest the new experience and get as much as possible from it. Full-time programme filling the whole week with balanced physical and mental activity and relaxation created the feeling of fulltime happiness, which I was not able to reach after the course. Balanced portions of team and individual tasks were good for reaching the feeling of individuality, freedom, independence; the teamwork improved the interpersonal behavior.*

The group of participants

Five respondents (36%) two years after the 1997 course and five (63%) one year after the 1998 course identified the group as being an important factor in the learning process. Mortlock (1984), Hunt (1989), Priest (1990b) and Hopkins and Putnam (1993) indicated that group experiences were important in adventure education, particularly in achieving the aim of interpersonal development. As indicated earlier in this section, interpersonal development was reported as a main outcome from the 1997 course. In particular, nearly two-thirds of the respondents six months (64%) and two years (65%) after the 1997 course commented about friendship developed from the course. My involvement as a participant in this group has also resulted in many friendships and regular group E-mail contact has been maintained over the past three years. However, as indicated above my participant observation as an instructor during Intertouch 1998 indicated that the group dynamics were not as good as in 1997, which was reflected in the lower response rates about 'friendship'. This suggests that the openness and interaction of the individual participants play an important role in the success of the course. The following comment illustrates the importance of the group in developing friendship:

> *The closeness of the group was phenomenal. Coming back to Czech and re-establishing these contacts like nothing changed was unbelievable. The course encouraged this contact and strengthened the bond between the participants. The remoteness was also a factor for we ultimately were the ones who actually made it special the games and such were just there to help. The tightness of the environment was key and it always felt as if we were in a new strange world yet charging through at light speed.*

The range of activities

Many of the Intertouch activities were 'games' constructed by the instructors. The range of 'games' used at OBCZ is contrasted with traditional OB programmes, as in the UK, New Zealand, and Australia, which offer mainly physical outdoor activities. The 'Czech way' of facilitation often involved 'framing' activities using fantasy in an imaginary scenario rather than a more real framework. Priest and Gass (1997) described this 'framing' approach as more sophisticated than letting the experience speak for itself. During Intertouch, participants were taken out of their comfort zone and learnt most from a wide variety of activities. Almost all respondents commented about the physical outdoor activities six months after the 1997 and 1998 courses, and many indicated that these activities took them out of their comfort zone. However, the creative activities also took six respondents from each course (43% & 75% respectively) out of their comfort zone. Many activities were mentioned that had taken participants out of their comfort zone and/or from which they had learnt the most. This supports my participant observations that the range of activities provided a variety of physical, mental, and emotional challenges for each individual. For example, the individuals that were leaders on the physical activities were not necessarily the same for the creative ones. Respondents made only six (35%) comments about the different types of activity two years after the 1997 and only three (30%) comments one-year after the 1998 courses. This suggests that the activities were not considered by participants as being as important in achieving the course outcomes after the six-month time-period.

Some of these 'games' allowed participants to play and operate in a 'child like state' (Martin, 1997). Torkildson (1995) discussed that play referred to the activities of children or to childlike behaviour in grown-ups. It heightened arousal and was vivid, colourful, creative, and innovative. The following participant response two years after the 1997 course, about the key factors of the course in achieving the impacts, illustrates this point:

> *If we lose the ability to play and play with, then we won't find anything anymore. That means we know everything and we don't have to be here any more.*

The mixture of mental, physical, and emotional challenges (mind, body, and soul) was deliberately planned to involve the whole person and intertwined as part of the 'dramaturgy'. This holistic approach has been identified as being important to

experiential (Andresen, Boud & Cohen, 1995) and adventure education programmes (Hopkins and Putnam, 1993). Boud, Cohen and Walker (1993) also identified the holistic process, which was socially and culturally constructed, as an important assumption of experiential learning. Intertouch also incorporated many other aspects such as social, cultural, art, theatre, music and drama. This was clearly evident during my involvement as an instructor in the planning of Intertouch 1998 and also in the responses from participants, as illustrated below:

> The wide range of activities - physical, social, intellectual and spiritual and the many different formats of activities are really important too. I would think that anyone on one of these programs would be challenged and taken well out of their comfort zones in one of these activities.

Hopkins (1985) and Kraft and Sakofs (1991) indicated that experiential activities in the outdoors should be real and meaningful. The following typical participant response indicates that this was achieved on Intertouch through the games that allowed participants to play:

> It was a game, it was not dangerous to try new things, and it was more real (sometimes I feel all the situations on the courses are even more real than reality itself). It was fun, I like to play. It was not education like. It is connected with the idea of having fun. It is a vacation, so one goes there to enjoy it and doesn't consider it as education until much later (when the course is long over).

The 'Czech way' had given a new perspective on experiential education to two OB Australia instructors who were course participants in 1998:

- *Professionally it has opened my mind to different ways of achieving personal growth. It has made me think a lot more about alternative activities and programming methods. Possibly the most important thing was the realisation of the effectiveness of taking people out of their comfort zones by a means other than physically.*
- *Widened my definition of experiential education and applications to the OB context. We will see the effects on the OBA program.*

The atmosphere/learning environment

About two-thirds (64%) of the 1997 course respondents commented about the 'great', or supportive atmosphere, at six months, but only five commented (29%) two years post course. Only three commented (38%) at six months after and five (50%) one year after the 1998 course. The positive comments from these respondents support the view of Sakofs and Armstrong (1996), that the establishment of a safe, trusting environment as important in maximising learning opportunities, and should be important factors to be

considered in the course design and throughout the course. The following comment from a participant two years after the 1997 course indicates the importance of the learning environment:

> *The theory that your environment affects your understanding of things and sensory perception is clearly evident in the course, and this could be a major factor in the work that you are undertaking.*

My observations as both a participant and instructor confirmed that the instructors spent a great deal of time in creating the atmosphere at the centre and during the course. As indicated above, this aimed to allow the participants to be open and play. The development of a safe environment where participants can play is illustrated by the following comment:

> *The staff created a very safe environment where we were able to speak up, speak out, get naked, take a risk, laugh hilariously, dance wildly, tell your opinion, get angry and the list continues.*

The instructors

Six months after the courses about two-thirds (64%) of the 1997 and almost all (88%) of the 1998 course respondents commented positively about the instructors, with 35% commenting two years after the 1997 and 30% one year after the 1998 course. The important role played by the instructors was reinforced by the following comment:

> *The main factor of the (effects of the course) was probably the excellent work of the instructors and perfect detailed preparation of Intertouch 1998.*

The instructors were particularly important in facilitation, through effective communication about the programme logistics and providing the motivation (framing) for the 'games' (Priest & Gass, 1997). However, the review (debrief) of activities tended to be less structured with instructors guiding participants at the start with a few open questions and then prompting depending on participant's responses. An OB Australia instructor who commented six months after Intertouch 1998 supported this view:

> *Very important for presentation and briefing of activities. Moderately important for debriefing activities. Their energy in setting up and running the activities was inspirational and made the games work. In general their role in debriefing was much less than an instructor here (OBA), not necessarily less effective but much less involved.*

The role played by the instructors in planning the course design, the range of activities and then facilitating the course has been clearly identified by the participant responses.

However, my observations as an instructor indicated that there is a considerable time cost involved, which may be unrealistic for commercial organisations unless the instructors are volunteers, a view supported by Krouwel (2000). During Intertouch the diversity of the team of instructors contributed to its strengths, but also provided difficulties in managing itself due to different working styles and communicating in English, which was a second language for many of the instructors. Priest and Gass (1997) categorised effective leadership by instructors into a combination of 'hard skills' (technical, safety, and environmental) and 'soft skills' (instruction and organisation). At Intertouch there was some emphasis on the hard skills during the outdoor activities, although the physical safety of participants needed to be considered in all the activities. The soft skills were very important in creating a supportive atmosphere and learning environment through the development of the 'dramaturgy' and also the range of activities. However, the effect of some of the games, for example 'Labyrinth' and 'Individual survival for the soul' resulted in strong emotions being expressed. This required very sensitive debriefing and some counselling skills. The emotional safety of participants is an aspect that needs continual and careful consideration so that the trust developed amongst the group is not manipulated. This was indicated by the following non-typical response:

> *I think that there is a space for manipulating participants somewhere, mostly resulting in something enriching but again, it is a power.*

CONCLUSIONS

Participants identified personal and interpersonal development as the main objectives of the Intertouch courses in 1997 and 1998. They also indicated that the main outcomes from the courses related to aspects of personal development, in particular direction in their lives, self-confidence and self-awareness. Interpersonal development was also indicated as an important outcome of the course, in particular relating to friendships made on the course and interpersonal relationships. These outcomes were still evident up to two years after the 1997 Intertouch course and one-year after the 1998 course, although only one person identified friendship one-year after the 1998 course. There was some mention of professional development six months post course, but very little at either one or two years after the courses. Although participants indicated that the atmosphere or learning environment was a factor in the success of the educational process in achieving these outcomes, environmental awareness was not indicated as an outcome of these courses.

The findings from this part of the study indicated that key elements of the educational process were the course design, using 'dramaturgy', which offered a holistic experiential challenge for participants by incorporating a range of social, physical, creative and reflective activities. Respondents, at both six months and up to two years later, indicated that the facilitation by the instructors and interaction of the group of participants were also key elements, particularly in developing a positive atmosphere and learning environment. However, although these elements were indicated strongly up to six months after the course, six (35%) or less responses were received for each of the factors two years after the 1997 course. Five (50%) or less respondents mentioned each of the factors one year after the 1998 courses. This suggests that the elements of the educational process are important catalysts for initial change, but are seen as less important by participants in achieving some of the outcomes after six months.

CHAPTER SIX

PART THREE OF THE STUDY: THE INTERTOUCH COURSE AT
OUTWARD BOUND AUSTRALIA

<u>For David</u>

I'm only little and trying to crawl
I'm learning fast and really quite tall
Now I can sit, sat on my bum
But best of all, I love my mum

It's so exciting everything is new
It's a busy life there's lots to do
I can't go far and sleep a lot
But my dreams take me further from this spot

It's really great I get lots of hugs
It's not so good when I get bitten by bugs
I've lots of friends, they all smile at me
I smile back it's great to see

I've lots of energy just like my dad
He likes to play and I'm really glad
I drink and eat and make lots of mess
But what's happening next I just have to guess

Life's lots of fun but difficult too
I get something's right and persevere through
Then I think about how and why and what to do
I find it helps when I don't have a clue

I make lots of sounds like the birds in the sky
It's great they have wings and are able to fly
I look all around; there's so much to see
I feel really special to be in this family

I enjoy waking up with a big happy face
Although at two a.m. I know it's not the time or the place
But that's what I've learnt in my own special way
I live for the now and what's happening today

(written by Andrew Martin at Intertouch, Outward Bound Australia, March 1999)

CHAPTER OVERVIEW

Part Three of this thesis was to trial the Intertouch course in a traditional outdoor adventure context at Outward Bound Australia, and evaluate the outcomes and key elements of the educational process. This chapter describes: the background to OBA; the 1999 Intertouch course; the data collection methods and data analysis methods; findings from participant observation; findings from participant questionnaire responses; findings from instructor interviews; discussion of findings and conclusions. The methods of data collection involved participant observation as an instructor, along with interview and questionnaire responses from other instructors in the team, who compared the strengths and weaknesses of both the Czech and Australian courses. Data was also obtained from participant responses to questionnaires given at the beginning, the end, six months and one-year after the course. Statistical analysis compared the pre- and post-course questionnaire findings. As with the other parts of my study, the HyperRESEARCH (Researchware, 1998) qualitative data analysis package was used to code the post, six month and one-year post course participant's responses and the instructor interviews.

The findings suggest that the Intertouch objectives of personal and interpersonal development were achieved. The comparison of pre-and post-course participant responses indicated little statistically significant change, but the average effect size for aspects of self-concept was almost twice that recorded by Hattie *et al.* (1997) in their meta-analysis of adventure programmes. The qualitative responses suggested that the course had some impact on almost all of the participants, particularly with respect to personal development immediately after, six months and one year after the course. Interpersonal development was also reported by eighty percent of respondents immediately after the course, but only half six months and one year later. Two-thirds of respondents indicated aspects of professional development immediately after and six months after the course, but this was not surprising considering the high number of OB instructors participating on the course. The key elements of the educational process that were identified by both participants and instructors as important were the course design, variety of course activities, the atmosphere, the instructors and the group of participants. However, instructors identified weaknesses of the Intertouch course, as the length of time needed to prepare the course, the emotional safety of the participants, and the burnout of staff.

BACKGROUND TO OUTWARD BOUND AUSTRALIA

Outward Bound Australia was established at Fishermans Point, north of Sydney after an initial trial programme in 1956. OBA courses followed the traditional OB outdoor activity approach with a fixed residential base. Growth continued in participant numbers, totaling over 10,000 by 1973 (Richards, 1977). However, organisational and financial collapse led to the establishment of a new school at the current National Base at Tharwa, Canberra. OBA rapidly developed a range of 'mobile' courses in most Australian States, with coordinators and senior instructors reporting back to National Base. All girls' courses had started in 1960, but it was not until 1976 that mixed courses began (Richards, 1977). Richards (1997) commented that at this time the 26-day men's and 23-day woman's courses were "brought into line (especially by dropping many of the previously judged 'female specialised' aspects of the programme such as dance, mime, etiquette, and public speaking)" (p.73).

OBA uses similar outdoor activities as OBNZ, involving expeditions by land, sea, or river and activities such as caving, rock-climbing, mountaineering, abseiling, orienteering, canoeing, kayaking, and the three day 'solo' experience. Participants on 26-day 'Challenge courses' are not supervised on the final 3-day bush expedition. This was the aspect of 22-day OBNZ courses that was heavily criticised after the two deaths on courses in the early 1990s (Brett, 1994). Two deaths unfortunately occurred in the 1990s on OBA courses, one as the result of a heart attack, and the other from a head injury whilst abseiling. Neither was identified as a result of failure in OBA systems or received any adverse media response (James Neill, personal communication, 28 August 1996).

In 1999, OBA was financially independent of the Government or any other organisation, with income generated from fees, sponsorships and donations. About 7000 people a year participate on courses ranging in length from 22 and 26-day Challenge courses for 18 to 30 year olds to 5-9 day schools courses, the latter making up 85% of business. There are a number of older adult and corporate courses normally 9 days in length. Excluding the schools courses similar numbers of adults participate on OBA and OBNZ courses. During the busiest time of the year up to ninety instructors operate around the country with normal staff levels around forty (Outward Bound Australia, 1999), which is considerably more than are based at OBNZ.

Objective of this part of the study

Development Director of OBA, Karim Haddad (a participant of Intertouch 1998) indicated that the Intertouch course had had a big impact on him personally and professionally.

> Over the last seven years, I have been involved in over 100 programs as the Instructor, Coordinator or in a support role. My more recent roles in OBA have been in program design and development of new directions for our wilderness based expeditions. Before participating in Intertouch, I believed that I had a good understanding of Outward Bound's philosophy and methods. My view of these had been changed dramatically after being involved with Outward Bound Czech Republic and the Intertouch program. I found a fresh, invigorating and energising view of the OB process. I came away with a deeper passion to an organisation that I believe so strongly in. I saw a bold and exciting way forward for Outward Bound Australia and other schools worldwide (Intertouch promotion, 1999)

Funding was obtained to fly four Czech instructors to Australia enabling them to work for three months on different courses and develop an Intertouch course at OBA. Executive Director of OBA, Tim Medhurst (personal communication, 25 October 1998) commented that there was a need to examine the focus of OB and outdoor education programmes, and believed that 'the Czech way' should be part of the next generation of these programmes.

> What Kurt Hahn began when he established OB was something very physical that essentially has evolved into physical education in our schooling system. The next generation of OB was very strongly focussed on outdoor education (OE), which has been done very well by a number of countries, including here in Australia where OE has been accepted as a part of mainstream education. We believe that here at OBA we're ready for the next generation of effective programmes to match the contemporary needs and expectations of our society. We believe that what you're doing at OB Czech is a big part of that next generation (Medhurst, personal communication, 25 October 1998).

The title for this thesis comes from the above comment about 'the next generation of effective programmes'. The support of staff at Outward Bound Australia and my interest in investigating whether the OBCZ methods and activities could be integrated into a traditional outdoor activity OB context led to the objective for this part of the study:

> *To trial the Intertouch course in a traditional outdoor adventure context at Outward Bound Australia, and evaluate the outcomes and key elements of the educational process.*

The Intertouch 1999 course dramaturgy

Much of this and the discussion section that follows were published in Martin (2000b) titled 'Dramaturgy: A holistic approach to outdoor education'. The Intertouch 1999 course was described in the following way to participants (Appendix 3):

> Expect nothing, there are many surprises. You will be challenged physically, mentally, rhythmically, spiritually, emotionally, artistically and more (ally)! The activities are mostly original creations and hard to describe, so you won't really know the program until it is finished. Don't worry this is a normal part of the Intertouch style. There will be some outdoor activities, some indoor, some both; active times and quiet times; being together, being alone. The program is full of contrast, much different to any other Outward Bound Program that you may have been on, yet have that familiar OB feel and taste. You will be stretched in all kinds of wonderful ways (Intertouch, 1999, p.3).

The team of instructors consisted of four Czech, three Australian, a Canadian (already staff at OBA), and myself. The dramaturgy and scenario was based on the experiences of the previous two Intertouch courses and adapted to the OBA environment. Most planning, particularly preparing individual activities, was done by the Czech instructors. Promotion for the course had been limited to mainly word of mouth through OBA and OBI networks. The seventeen participants of the course were made up of ten new trainee instructors from OBA, who had not participated in an OB course before; the OBNZ School Director; two instructors from the Hong Kong Outward Bound School and four other Australians, two of whom had done an OBA course before. The participant's ages ranged from 18 to 48; eight of the group were women (Martin, 2001a).

The preparation time for this course, of less than six weeks, was considerably less than is usual for an OBCZ course. However, the dramaturgy throughout the course was still an important part. The themes and objectives for Intertouch 1999 were:

> International community, global village, similarities and differences, learning about oneself, discovering talents, and taking responsibility for one's life (Intertouch, 1999, p.20).

As with other OBCZ courses, the backgrounds and experiences of the individual instructors in the team influenced these themes and objectives (Mikšícková, cited in Intertouch, 1999). The 'scenario' linked the programmes with the themes, waves, and rhythm of the dramaturgy. The traditional 'adventure wave' (Schoel *et al.,* 1988) sequenced a series of mainly outdoor physical activities, which were first briefed and

then debriefed. However, the 'dramaturgy wave' offers not just a physical wave, but different kinds of waves (social, physical, creative, emotional and reflection) all intertwined with associated peaks and troughs ('bottoms') (Martin, 2001a) (Appendix 1d). Figure 6.2 illustrates how these waves were intertwined as part of the Intertouch 1999 course scenario. These were linked together with other aspects such as cultural performances and daily rituals (quotes at meal times, daily meetings to review physical, mental, and emotional levels) (Mikšícková, cited in Intertouch, 1999). The intertwining of the waves is important in maintaining the holistic balance of intensity and 'rhythm' during the course, for example, physically demanding games with periods of quiet and reflection (Martin, 2001a).
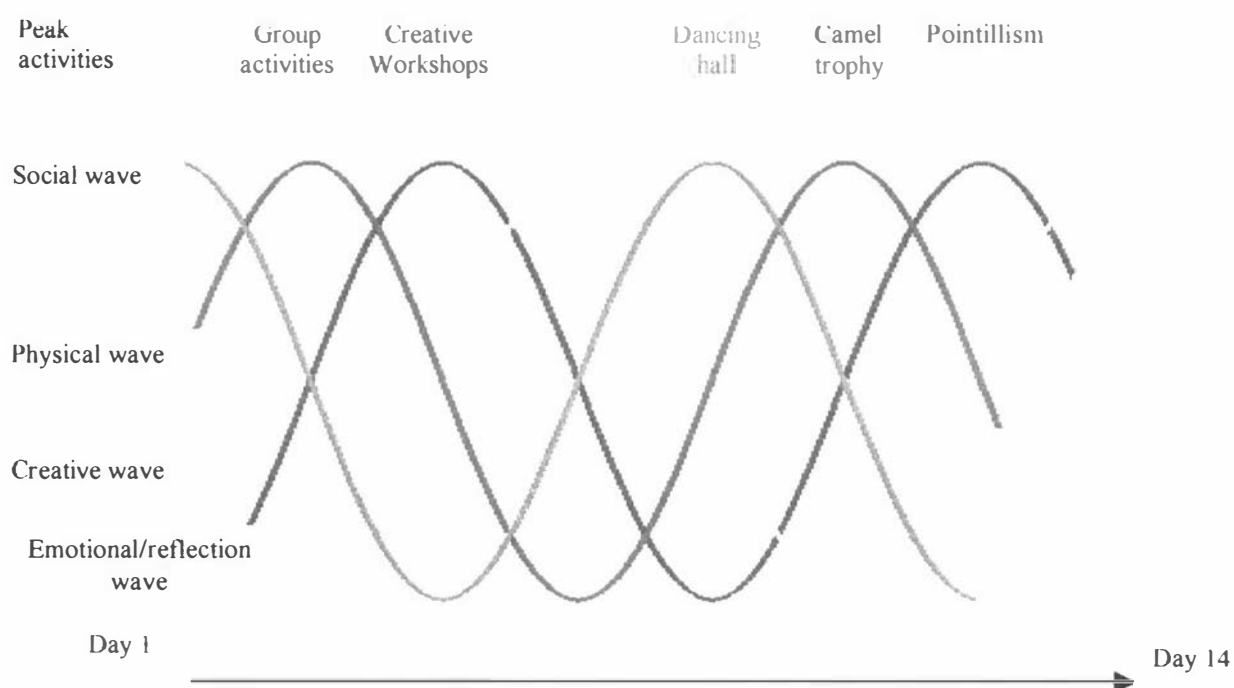
Figure 6.2   The 'dramaturgy wave', which intertwined social, physical, creative and reflection/emotional waves as part of the Intertouch 1999 course scenario (adapted from Martin, 2001a, p.104)

Horaková (cited in Intertouch, 1999) identified a range of activities that aimed to achieve the course objectives. These activities are 'framed' by instructors to set the atmosphere, intensity, and allow participants the ability to play:

1. Workshops: For example, dance, drama, music, and art. The aim is spontaneity, creativity, discovery, and trying new things. Creativity is part of the process, with the atmosphere and level of activity important.

2. Role-play programmes: For example 'dancing hall' and making 'video clips'. The aim is to challenge participants through different roles, ones similar to themselves and also different.

3. Structured games: Usually set up as team activities with small teams at the beginning and large teams at the end of the course. These are often physical challenges with problem solving tasks, for example 'Camel Trophy'. They aim to address leadership, planning, communication, strategy development, trust, time management, and team building. An important issue is the physical safety of the group.

4. Non-structured games: For example 'Labyrinth' or 'Individual survival of the soul'. These are group and/or individual activities, where participants need to react spontaneously, be flexible and help others (Horaková, cited in Intertouch, 1999).

Horaková (cited in Intertouch, 1999) indicated that the games allowed participants the ability to play and were important in achieving the objectives of the course:

> It is a game, which makes our Outward Bound School different from the others. A game is different than a workshop, discussion, or rock climbing, rafting or ropes course. Playing is a very common children activity... they are spontaneous, they are really forgetting who they are if they are playing ...They feel free to make mistakes and try new things, because in the game they are safe... A person can discover many new things about himself and about the others in a game. If we go deep enough into a game, we are able to leave fears and apprehensions. It brings out a lot of emotions, intensive communication and truthful behaving as well. In a game we are solving many team or individual tasks, we are putting a lot of energy (often physical), effort and knowledge into it, we are playing different roles. It brings a lot of issues for debrief, which are connected with real life. The game is based on a story or framing, structured with rules or principles and leading into fulfilling task or to some conclusion or peak... People are afraid to use games, because they seem to be just for children (p.16).

The range of activities

The following activities that made up part of the course scenario (Appendix 1d) are included here, as they were significantly different to those used in the other two Intertouch courses:

- 'Multi-legger' involved teams of five running around a lake as pairs with one blindfolded, as threes with legs tied together, as fours running backwards and as a five carrying one member of the group. The strategy was to ensure that all of the team had done each of the tasks.

- 'Scrabble' was also a team game played by running to many places on the base and picking up letters that then were formed into words.

- A social activity, based on the 'Titanic', gave everyone roles on an 'ocean liner'. There were three different 'social classes' and the evening ended with the boat hitting an 'iceberg'. The rapid 'escape' involved negotiating a number of wet obstacles before getting on a life raft across a lake.

- A creative workshop framed small pictures from a mass of colour.

- 'Close Encounters' involved the whole group. Pairs approached each other and stopping at a distance where they felt comfortable. This activity was towards the end of he course and was about trust and level of friendship (field notes, March 1999).

METHODS

The data collection methods used in this part of the study are summarised in Figure 6.1 below.

Research questions	Date	Sample (response rate)	Method
How well did the perceived course objectives match the stated course objectives? What were the course outcomes? What were the key elements of the educational process in achieving the outcomes?	March 1999	Intertouch 99 course participants	Participant observation as an instructor
		Intertouch 99 course participants (N=12/15)	Questionnaire survey: Pre and post-course
		OBA instructors (N=4/5) OBCZ instructors (N=4/4)	Semi-structured interviews
	August 1999	Intertouch 99 course participants (N=9/15)	Longitudinal approach: Six-month post-course questionnaire
	March 2000	Intertouch 99 course participants (N=6/15)	Longitudinal approach: One-year post-course questionnaire

Figure 6.1 Data collection methods used at the Intertouch course at Outward Bound Australia

Participant observation

The nature of my instructor role on the Intertouch 1999 course meant that participant observation was similar to that at Intertouch 1998. Once again due to the nature of how the instructors facilitated the course, I was able to be part of the group of instructors and participants as an observer and participant. The instructing team was made up of four Czech and five OBA instructors, plus myself. There were a number of difficulties in developing the course. The normal planning time for this type of course was not possible due to other instructing commitments of the OBA staff. It was only possible to get the full team together three days before the course. This resulted in the Czech instructors doing much of the planning. In addition, three OBA team members had no previous experience with any programme of this kind. This caused some misunderstanding and lack of communication, which along with different expectations and working styles added to the stress of the team (Intertouch, 1999). My previous experience of both Czech and the OBNZ courses helped in providing greater understanding for the OBCZ and OBA instructors about their different backgrounds to facilitating courses. My field notes once again recorded observations of participants, instructors, the environment and activities.

Questionnaire survey

There were seventeen participants at the start of the course. It was intended to be public enrolment, but due to a lack of numbers, the group included ten trainee OBA instructors, plus five others having experience of OB courses. Quantitative questionnaires were given to participants pre- and post-course (Appendix 2j & 2k). Although this had not been done at OBCZ, instructors at OBA were used to this type of quantitative tick box approach. This illustrated how in an emergent design some research methods may be more appropriate for different contexts and cultures. It also allowed comparison with the OBNZ results, although the sample size for Intertouch 1999 was small. The questionnaires were based on those given at OBNZ. However, the number of Likert scale questions was cut to aspects of self-concept in order to reduce its length. Fifteen of the seventeen participants returned the post-course questionnaire (two participants did not complete the course). The number of matching responses from pre- and post-course questionnaires was 12/15 (80%), which allowed comparative statistical analysis.

Longitudinal approach

A questionnaire was sent to participants six months post-course (Appendix 2l). A follow up copy was also sent to all participants by E-mail two weeks later. This questionnaire was similar to the questionnaire given out six months after the Intertouch 1998 courses. The response rate was 9/15 (60%). A questionnaire was also sent by E-mail one year after the course, which contained two open-ended questions asking about the long-term impacts (if any) of the course and the key factors in achieving these impacts (Appendix 2m). These two questions had also been added to the six months post course questionnaire. A follow up copy was also sent by E-mail two weeks later. The response rate was 6/15 (40%). Some participants were unable to be contacted due to changed circumstances.

Semi-structured interviews of instructors

It was intended to interview instructors immediately after the course about the key factors of the OBA and OBCZ courses and their respective strengths and weaknesses. However, the instructors indicated that this would be inappropriate due to tiredness and a need to reflect for some time before making comment on the course. This meant that a compromise of a combination of semi-structured interview and questionnaire response

was arranged. Eight of the nine instructors participated (88%), four by written response. The written responses may have been more limited than the interview responses, due to the semi-structured nature of the interviews. I took notes during the interviews as suggested by Merriam (1998). The nature of the research and issues of confidentiality were discussed. Informed consent was obtained verbally due to the trust and friendship I had formed whilst part of the instructor team. The following two questions were asked in the semi-structured interview and in the questionnaire, with instructors encouraged to respond as fully as possible (Appendix 2n).

1. What are the key factors of the OB educational process?

2. What are the strengths and weaknesses of the 'Czech way' as opposed to the Australian courses?

Data analysis

The Likert scale data was analysed using the computer statistics package SPSS 8.0 for Windows (SPSS Inc., 1998). The student t-test for paired samples, a parametric technique, was used to compare the means for related pre-and post-course questions for each sample. The Wilkoxon Matched-Pairs Signed Ranks Test, a non-parametric technique, was also used. as this is a reliable test for small samples (N<30).

The descriptive data from participant questionnaires and instructor interviews was analysed and coded using the HyperRESEARCH (Researchware, 1998) qualitative data analysis package. The data analysis from participant questionnaires involved first coding the responses dependant on the questions asked. These were then categorised into those that related to Course Objectives, Course Outcomes and Educational Process (Original Codes, Appendix 6a). Codes showing similar characteristics were then combined to form Grouped Codes (Appendix 6b). The Final Themes were then developed from related Grouped Codes (Appendix 6c). The data analysis from instructor interviews also developed Original Codes (Appendix 7c), Grouped Codes (Appendix 7d).

FINDINGS FROM PARTICIPANT OBSERVATION AS AN INSTRUCTOR

The lack of planning before the course meant that at the beginning the Czech instructors were heavily involved in running activities and reviews. This caused some frustration for the Australian instructors who felt that their opinion was not being heard (Intertouch, 1999). It was also unclear whether this was a Czech course in an Australian context or a mixture of the approaches. Together with increasing tiredness this led to disagreements amongst the team until these matters were addressed. The development of the dynamics amongst the team of instructors was a very rapid one, however the perceived success of the course scenario by the team was due to the commitment of each member to contribute and assist where possible at all times despite the difficulties outlined above. The range of knowledge, experience, and strengths within the team aimed to add to the richness of the course for participants (Intertouch, 1999).

The analysis of my participant observation is descriptive in nature to focus on the development of the 'dramaturgy' during Intertouch 1999. My field notes described the innovative beginning to the course, which aimed to provide the group with some unexpected challenges and take them away from their normal world:

> The course began at 2.22pm in Hyde Park Sydney. Introduced by a 'swagman' going on walkabout across Australia and a 'city tour guide', the participants were led with white masks to the Art Gallery and through the Botanical Gardens. Participants and instructors were then introduced describing themselves as 'pictures in a gallery'. Following lunch, where they had to feed each other, their task was to navigate an historic walk of Sydney. This included bypassing the annual gay 'Mardi Gras', listening to the sounds of Aboriginal trees, meeting a 'convict' at the Rocks, and finally developing a musical 'symphony' outside the Sydney Opera House (field notes, March 1999).

After driving overnight to a remote location near Canberra, day two involved a number of 'ice-breaker' activities and other activities to develop the group dynamics before continuing the journey in the evening with a 10km bush walk. The peaceful and relaxed atmosphere showed the trust that was forming amongst the group. It was already evident that due to past experiences of OB courses, many of the participants were used to reviewing situations as they voiced a range of insights and metaphors even at this early stage. My field notes describe the journey to the centre on day three, which involved a number of challenging group activities:

> The day's 'journey' following a stream down a valley full of kangaroos was introduced by a 'maiden' describing the story of the 'Knights of the round table' and the search for the 'Holy Grail'.

The search for 'virtues of compassion, integrity and perseverance' was also discussed linking this story to the original aims of Kurt Hahn and Outward Bound. Various tasks had to be accomplished along the way giving clues to the Holy Grail… The evening meal was a banquet where 'the virtues' were presented through poems written during the day. Each participant was also 'knighted' for the traits that they had brought to the day. The evening concluded with greetings from different parts of the world (field notes, March 1999).

The day after arriving at the base one of the participants suddenly left the course. He indicated on leaving that he had found it difficult and uncomfortable to accept the variety of creative and role-play activities, expecting a similar physical challenge to one that he had experienced on a previous course at OBA. He also felt that the course did not fit with his own 'macho' image and he could not justify to himself or family time off work to do a course of this nature. Another participant left later in the course due to the death of a close friend. She commented one year after the course that there had been no long-term negative effects, but indicated it *"could be threatening for people who have not seen this type of course before especially if they are focused and motivated by the traditional OB methods"*.

The 'Labyrinth', where participants lived their lives from 'birth to death', was a particularly powerful programme releasing many strong emotions. The review brought almost all participants and instructors to tears. Many discussed aspects of their lives that they had not previously talked about. Further evidence of the supportive and trusting environment that had been established over the previous days was the support shown from their new friends, although it also illustrated the need for emotional safety procedures and counselling training for instructors in order to react appropriately in such situations. The 'Close Encounters' activity resulted in many of the group hugging each other, showing the close friendships developed through their shared experiences. My field notes describe the end of the course, but particularly for the OBA trainees this was just the start of their friendships and OB experiences.

The final task was to create a theatre play for an old people's home that afternoon. With limited planning time the performance was eagerly received and much appreciated, bringing home to participants that they were to return to the 'real world' soon. At the end of the course a rope was cut symbolising that everyone was now to continue on their own journey after this shared experience. Many tears were shed as good byes were said (field notes, March 1999).

The following day the instructors reviewed the course. The biggest problem identified was the lack of preparation time and the inability of the instructors to meet as a team to plan the course. The Czech instructors believed that having the whole team involved in the planning process was particularly important, as the OBA instructors had no previous experience of facilitating a course of this kind. Therefore, planning the course, training the OBA instructors, and getting to know each other were all happening in a short time period, which resulted in unnecessary misunderstanding and miscommunication (Intertouch, 1999). The OBA instructors were very experienced and used to facilitating courses on their own, whereas the Czech instructors were used to a team approach. There was also a lack of clarity about whether this was a Czech-Australian Intertouch or a course based on the 'Czech way' in an Australian context. This presented some difficulties relating to leadership of the course. At the beginning of the course the Czech instructor's knowledge of the individual activities meant that they controlled and planned most of the scenario. This was a very stressful period for the team added to by the intensity of the course and increasing levels of tiredness. However, during the second half of the course the team worked well together as they got to know each other and the OBA instructors understood more about the 'dramaturgy' process. There was greater input from all the team into adapting the end of the course to the needs of the group of participants, with the OBA instructors contributing many creative ideas (Intertouch, 1999).

FINDINGS FROM QUESTIONNAIRE SURVEY OF PARTICIPANTS

Table 6.1 summarises post compared to pre course participant responses (Appendix 8b) about the accuracy and importance of aspects of self-concept showing statistically significant difference in means (in bold) (p<0.025). These findings indicated positive change for all aspects except, 'I am a spiritual/ religious person' (ES = -.2), but revealed only statistically significant (p<0.025) change in the respondent's perception of their 'good verbal skills and reasoning ability' (ES =1.01). The respondent's perception of the accuracy of aspects of self-concept computed an average ES of .56, and for their importance an average ES of .67. These figures are nearly twice that recorded by Hattie *et al.* (1997) in their meta-analysis of adventure education programmes. However, it should be noted that this was a small sample with twelve matching pairs.

Table 6.2 provides a summary of the number and percentage response for each of the Final Themes and Grouped Codes post, six months and then one year after the Intertouch course in 1999. The numbers in bold indicate responses to open-ended questions about the course impacts and key factors in achieving these impacts. All other responses come from specific open-ended questions asked immediately after and six months after the course. Each Final Theme is in bold, with the related Grouped Codes below. It should be noted that some of these Final Themes also relate to a single Grouped Code. Hence the Grouped Codes are also in bold (for example, course design and group of participants).

Quotations from the participants provide descriptive examples of the Grouped Codes. These quotes clearly indicate the feelings of the participants about the Course Objectives, Course Outcomes and Educational Process. It should also be noted that to distinguish from the general text, quotations are shown in italics. The percentage response or number of respondents to particular questions is indicated in brackets ( ). Participant responses from Likert scales are also reported for two questions asked immediately after course. These questions asked whether the course met expectations and the importance of the instructors in the facilitation of the course.

Table 6.1 **Mean, standard deviation, and mean differences for participant responses about the importance of aspects of self-concept immediately before (pre) and after (post) Intertouch 1999. Statistically significant changes in the mean differences are indicated in bold (p<0.025) and in variances as * (p<0.05). Effect size (ES) and confidence intervals (CI) are also shown.**

How accurate is this statement about you	Pre-course			Post-course						
	N	M	SD	M	SD	M diff	t	ES-CI	ES	ES+CI
I am an honest/reliable/trustworthy person	12	1.16	0.39	1.83	1.53	0.67	-1.48	1.5	1.72	1.94
I have good problem solving skills	12	1.67	0.49	2.42	0.9	0.75	-2.46	1.25	1.53	1.81
I have good relationships with my parents	11	1.45	0.69	2.18	1.47	0.73	-0.82	0.65	1.06	1.47
I have good verbal skills and reasoning ability	12	2	0.74	2.75	1.14	0.75[1]	-2.69	0.59	1.01	1.43
I am concerned for my health and fitness	12	1.58	0.69	2.08	1.44	0.5	-0.97	0.33	0.72	1.12
I am an emotionally stable person	12	1.83	0.72	2.33	1.3	0.5	-1.25	0.29	0.69	1.1
I am good at creative thinking	12	1.75	0.75	2.25	1.22	0.5	-1.32	0.24	0.67	1.09
I have good relationships with opposite sex	12	1.58	0.52	1.91	1.08	0.33	-1.08	0.34	0.63	0.93
I am a hard working employee	12	1.58	0.67	2	1.28	0.42	-0.96	0.25	0.63	1.01
I am a caring and understanding person	12	1.67	0.65	2	1.28	0.33	-0.89	0.14	0.51	0.88
I have good relationships with same sex	11	1.73	0.79	2	1.1	0.27	-0.82	-0.13	0.34	0.81
I am/was a good student in academic subjects	12	2.5	0.91	2.67	0.65	0.17	-1	-0.33	0.19	0.7
I am good at sports and physical activities	12	2.33	0.99	2.5	1.24	0.17	-0.32	-0.39	0.17	0.73
I have an outgoing personality	12	1.91	1	2.08	1.44	0.17	-0.43	-0.4	0.17	0.74
I am a practical/mechanical/handy person	12	2.83	1.27	3	1.13	0.17	-0.46	-0.58	0.13	0.85
I am physically attractive/good looking	11	2.9	0.54	2.9	0.3	0	0	-0.32	0	0.32
I am a spiritual/ religious person	12	2.83	1.27	2.58	1.38	-0.3	0.52	-0.92	-0.2	0.52
Sum of ES									9.98	
Average ES									0.55	

How important is this statement about you	Pre-course			Post-course						
	N	M	SD	M	SD	M diff	t	ES-CI	ES	ES+CI
I am an honest/reliable/trustworthy person	12	1.16	0.39	1.83	1.53	0.67	-1.43	1.5	1.72	1.94
I have good verbal skills and reasoning ability	12	1.25	0.45	2	1.28	0.75	-2.14	1.41	1.67	1.92
I am a caring and understanding person	12	1.17	0.39	1.75	1.55	0.58	-1.25	1.27	1.49	1.71
I have good problem solving skills	12	1.33	0.65	2.08	1.31	0.75	-1.91	0.79	1.15	1.52
I am an emotionally stable person	12	1.5	0.52	2.08	1.31	0.58	-1.47	0.82	1.12	1.41
I have good relationships with opposite sex	11	1.39	0.51	1.91	1.38	0.55	-1.4	0.78	1.08	1.38
I have good relationships with my parents	12	1.5	1	2.08	1.62	0.58	-1.25	0.01	0.58	1.15
I am a hard working employee	12	1.5	0.91	2	1.35	0.5	-1.32	0.03	0.55	1.06
I am concerned for my health and fitness	12	1.41	0.79	1.83	1.59	0.42	-0.81	0.08	0.53	0.98
I have good relationships with same sex	12	1.42	0.67	1.75	1.36	0.33	-0.94	0.11	0.49	0.87
I am a practical/mechanical/handy person	12	2.16	0.94	2.58	1.09	0.42	-1.16	-0.09	0.45	0.98
I have an outgoing personality	12	1.75	0.75	2.08	1.31	0.33	-0.89	0.02	0.44	0.86
I am physically attractive/good looking	11	3.36	1.12	3.72	1	0.36	-1.49	-0.34	0.32	0.98
I am good at creative thinking	12	1.83	0.84	2.08	1.24	0.25	-0.64	-0.18	0.3	0.77
I am/was a good student in academic subjects	12	2.83	1.28	3.16	1.11	0.33	-0.94	-0.47	0.26	0.98
I am good at sports and physical activities	12	2.25	1.22	2.5	1.38	0.25	-0.58	-0.49	0.2	0.9
I am a spiritual/ religious person	12	2.75	1.42	2.33	1.23	-0.4	0.86	-1.1	-0.3	0.51
Sum of ES									12	
Average ES									0.67	

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[1] Statistically significant for T value from Wilkoxon matched pairs signed ranks test

Table 6.2   Summary of participant responses for each Final Theme (in bold) and Grouped Code(s), for time periods after Intertouch 1999

Final Themes (in bold) and Grouped Codes	INTERTOUCH 1999					
	Post course		Six months after		One year after	
Number of participants	15	100%	15	100%	15	100%
Number of respondents	15	100%	9	60%	6	40%
COURSE OBJECTIVES						
Personal development	6	40%				
Fun	2	13%				
Interpersonal development	6	40%	2	22%		
International course	2	13%	1	11%		
COURSE OUTCOMES						
Personal development PD	14	93%	9	100%	5	83%
Self awareness	10	67%	7	78%	2	33%
Self confidence	8	53%	8	89%	3	50%
Personal direction	5	33%	1	11%		
Personal change	7	47%	5	56%	5	83%
Interpersonal development IR	12	80%	5	56%	3	50%
Relationships	7	47%	4	44%		
Friendships	8	53%	2	22%		
Communication	5	33%	1	11%		
Professional development PR	10	67%	7	78%		
Other impacts	13	87%	8	89%	6	100%
EDUCATIONAL PROCESS						
Course design	7	47%	6	67%	2	33%
Holistic approach	4	27%	5	56%	2	33%
Group of participants	4	27%	5	56%	3	50%
Range of activities	14	93%	8	89%	6	100%
Physical activities	3	20%	2	22%	1	17%
Creative activities	5	33%	6	67%	4	67%
Individual activities	12	80%	8	89%	4	67%
Group activities	5	33%	6	67%	2	33%
Atmosphere	8	53%	6	67%	1	17%
Environment					1	17%
Instructors	14	93%	8	89%	3	50%
Instructors were great	12	80%	5	56%		
Instructor methods	10	67%	6	67%		

Participant questionnaire responses immediately after Intertouch 1999

<u>Course objectives</u>

All fifteen participants indicated on a three point Likert scale that the course had exceeded their expectations. This is illustrated by the following typical comments:

- *It was the most memorable experience of my life. I have never felt so close to so many people, explored so many emotions or feelings or felt so happy, relaxed and confident so deeply.*

- *I thought I would be challenged emotionally, spiritually, and physically, but it went further than I could ever have imagined.*

- *Exceeded expectations by so far it's incredible. I had no idea. I didn't know what to expect except that it would be exciting and I was transported to a magical fairyland*

- *Beyond exceeding it reached the stars. I never thought that with such a short period of time with in various activities and people I could learn and feel more than I have ever in my life. This will stay with me 'til I'm dead.*

Table 6.2 shows that six respondents (40%) perceived personal and interpersonal development as the main objectives of the course. These are typical comments:

- *The opportunities to touch other people, their cultures and relationships with them our own personal emotions and feelings and be able to develop and apply this beyond the course into my own life.*

- *Intertouch was learning about myself and others and how the two interact. It was about discovering beauty within and living the magic.*

- *A time of sharing, learning, realising, undoing, pushing, challenging, loving, for everyone in a positive group dynamic. A journey of the inner and outer me.*

<u>Course outcomes</u>

1. Personal development

Table 6.2 indicates that personal development was the main outcome of the course for almost all respondents (93%). There was a range of effects on personal development with ten responses (67%) about self-awareness, eight (53%) about self-confidence, and five (33%) about personal direction. The following typical comments illustrate these effects:

- *The course pushed me physically, emotionally, and mentally. Having stepped out of my comfort zone in so many areas, I now have a stronger self-belief, and level of achievement. I look forward to sharing these new attainments as soon as possible.*

- *I'm sad to move on but I guess that's life and I feel so much more confident to do it and take on what life presents next. I'm inspired to continue what you have started, the seeds are growing!*

- *It has opened up new areas for me to explore and learn; given me new confidence in myself, woken up my creative self, inspired me to continue 'workshops' Intertouch has started. It helped me*

confront, recognise and understand so many underlying emotions and feelings I was only barely aware of.

- *Feel myself again, more trust in my inner sense of direction. Feel so much more confident to express my gifts to others.*

- *I am a lot more aware of my own traits and it has had a huge impact on the way I see myself.*

Seven respondents (47%) commented about how the course had caused personal change in their lives. These two examples indicate that the course had accelerated personal growth:

- *The course was fantastic. I seemed to have more lows than highs, but it is the highs I am trying to remember. Thanks to everyone involved. I know I will need a lot of time to process and understand the course. But it highlighted loud and clear the importance of living for the here and now and that I have most of what I need to do that within me. I am working on a lot of issues, but I know I will get through them. Intertouch has accelerated the growing curve for me.*

- *Huge. I feel like my wounds have healed, that I have been given wonderful gifts and found resources within myself to live fully. I have worked out so much stuff here and dumped baggage I never knew I had and discovered new worlds that were previously closed to me…*

2. Interpersonal development

Table 6.2 indicates that twelve respondents (80%) mentioned aspects of interpersonal development. There were eight (53%) comments about friendships, seven (47%) about relationships and five (33%) about communication. These are typical examples of the responses.

- *Given me confidence to reach out for love and support, companionship and laughter. I so want to give more to people, learn from them, understand them, share with them.*

- *Huge, I trust people more; I can love them and believe that they love me. I am comfortable with touching and showing my weaknesses I feel that I can meet others on a deeper more real level. I feel much healthier in my relationships with others.*

- *I'm more centred and calm, at peace with myself. It should assist me in my relationships with others.*

- *It has helped me come to terms with giving personal info and also to understand others feelings better.*

3. Professional development

Ten respondents (67%) indicated that the course had an impact on their professional development. This finding was not surprising as thirteen of the seventeen participants worked for OB. This is one typical comment:

Well my own bag of tricks has grown from ideas that were used. Also facilitation techniques and the way they were used.

The following is a comment from a participant who was not OB staff:

> *Don't know yet, but I know it will help me strive for more balance, more time for loving people, and less on pure work.*

4. Other impacts

Thirteen participants (87%) commented that the course had other impacts. The following typical examples indicate the significant impact of the course on participant's lives:

- *It was more incredible than I can ever describe. It has made such an enormous impact on me. My heart is happy and doesn't hurt for the first time in my life.*

- *Probably my greatest changing event of my life. While I have gone through other intense periods of change, none have been as short as 13 days.*

- *The birth of my new life. The grand opening of my doorway. The most incredible changing point in my life.*

Five (29%) participants indicated that although the course had had an impact 'time will tell' about the long-term effects of the course; this was a typical response:

> *Revitalised, more centred and focussed. However, it's early days. I need to reflect more. The course confronted me with values and thoughts. The course challenged me to take stock of where I am at.*

Educational process

Table 6.2 illustrates the percentage response for each of the elements of the educational process. These are discussed in more detail below:

1. Course design

Seven (47%) respondents commented about aspects of the course design; four (24%) mentioned the holistic approach to the course. This comment illustrates the importance of the holistic approach to the course being a life changing experience:

> *...we were all immersed in one of the most challenging, exciting and testing 13 days of our lives. There is no way that I can break the Intertouch experience down into a few words. Suffice to say, for me it was a life changing experience where I got to know myself, my fellow group members and our instructors at a level I could not previously comprehended. This is not a personal development program that focuses only upon growth through physical challenge. Instead we were all creatively, emotionally culturally and even spiritually stretched (as well as the usual physical tests.... The whole experience was fantastic! I can't thank the instructors enough for the time effort and energy they invested in this project. It was an unforgettable experience that I will carry with me always.*

The following response emphasises how the holistic approach had impacted on personal and interpersonal development:

> *I am sitting by the river remembering. I am reading my poems to a group of people who feel like family, although we only met two weeks ago. These people helped me know my gifts, and I'm not afraid any more to develop them and offer them to the world. Intertouch has taken me everywhere inside myself, and so much explored outside - we have climbed through caves, fed each other, slept alone by the river, painted masterpieces with our noses, feasted on a cruise ship, led each other blindfolded and ran through the hills and rivers. There was so much more, but always the challenge of exploring the parts of ourselves that are often ignored, where many butterflies come out of cocoons, flowers blossomed, confidence soared and we all were reminded how to care for each other and ourselves. I left old parts of me behind in every step; I burnt the limits set by my mind. All this while life watched and danced with me.*

The following comment indicated the importance of play and the variety of challenge in the design of the course:

> *Feel like a child again, born into the new world. Learning new experiences and learning about myself. How strange it is though when you think you know yourself and realise you know so little. I have been challenged in ways I never thought possible. I have learnt about the other senses, how alert and sharp they can be when I am in touch with them.*
>
> *Creatively, I've been exposed to new musical instruments, art, drama, dance, role playing and acting.*
>
> *Spiritually, I've been introduced to my 'KI', reflection and knowing myself.*
>
> *Physically, I've been challenged way beyond my limits.*
>
> *Mentally, I've been stretched to examine stuff through new eyes, all through the day, everyday.*

2. The group of participants

Four respondents (27%) mentioned the group of participants as an important factor of the course. This is one of the comments about the support and openness amongst the group:

> *The openness/commitment from others in the group to learn themselves as well as support others in their learning.*

3. The range of activities

Table 6.2 indicates that fourteen respondents (93%) commented about the range of activities. One question asked about which activities had taken participants out of their comfort zone or they had learnt most from. Twenty-two activities were mentioned. Twelve (80%) of these comments were about individual activities. The most common

responses were nine (60%) about 'Labyrinth' and seven (47%) about 'Individual survival for the soul' ('Life run'), with no other activity mentioned more than twice. Typical comments about these two activities included.

- Labyrinth and life run: *I was confronted with areas of my life I hadn't resolved and was not completely happy with. I had to face it, then beat it.*
- Labyrinth: *It touched real live emotions with in a very life like context.*
- Labyrinth: *It was like a dress rehearsal for real life and created a huge amount of thought and development. It scared me and it was so powerful to move through that fear. I learnt a lot in that life to make this one better. Life run was similar, lots of time to run and think and rituals to dump garbage and be cleansed*
- Life run: *I established some clear questions to now try and answer; it also put together a lot of the scrambled feelings from the course.*

One participant indicated in a letter to the group, written on 'Solo', how the course had been a turning point in her life:

Each one of you is a seed with enough love and caring. You all have the potential to become the magnificent flower. Each flower has its own individual smells, colour and beauty. Each flower is a representation of your love. Over the past 24 hours I have realised that I too have a seed, but have been buried and sheltered well beneath the cold surface. Here all that stopped me withering was my dreams. But the seasons have changed and now, through all of you, for the first time in my life, I have been given the chance to break the ice and melt the snow away. I have woken and am learning to dance. I have been able for the first time to discover my beauty and be admired and loved for it, to spender in the sunlight and drown myself in its love, and this is real love unconditional love. It is springtime inside me now and I have blossomed. So to all of you, I give you the gift of my flower in whatever capacity, because each of you helped grow it and gave me the gift of living for this I am eternally grateful. Thank you.

Five respondents (33%) mentioned the creative activities. The following comment illustrates the impact made by some of the creative activities.

The creative workshops of art, music and dance: Helped me explore and confront hidden feelings of creativity and release them with confidence and inspiration to create more.

Five respondents (29%) also mentioned the group activities and three (18%) the physical activities. The following comment indicates that a different approach could have been used for some of the debriefs:

With some activities/ programmes where the emotion was quite high, it was a little daunting to have almost the same number of instructors as participants. Emotional activities would have been more comfortable in a smaller group.

4. The atmosphere

Eight respondents (53%) mentioned the atmosphere as important in developing a safe learning environment. These are two typical responses:

- *I couldn't imagine how full on and creative the activities were, also just the tone and scene setting. It provided a very safe learning environment.*

- *A supportive environment to stretch our boundaries personally.*

5. The instructors

Fourteen (93%) participants indicated on a four point Likert scale that the instructors were very important to the facilitation of the course; one (7%) indicated that the instructors were important. These are typical examples of the comments emphasising the supportive and creative approach of the team:

- *They were each and every one of them fantastic, kind, loving, supportive, sincere, always smiling, each had their own aspects and attributes to share with us. Helped us learn about each other, ourselves and all areas of our lives that we perhaps were closed off to or were not really aware of. They created an incredibly supportive network that gave an atmosphere to allow us to open up, express ourselves, share, give love, touch and laugh.*

- *All were wonderful, putting in enormous time, energy, love and commitment to the course. Everything was well prepared and organised even when I didn't know what the hell was happening. They were all honest in their opinions, knew when to step back and let the group be together. At times I felt there were too many of them. I wasn't able to get close to all the instructors.*

- *They were sensational, amazing people who created and facilitated amazing things. They were all very loving, compassionate and supportive, which is a huge must.*

- *They have been my inspiration. Very in tune and sensitive to the group and individual needs. So much of everyone was a part of the course. All their individual creativity's, thoughts, feelings, energies, made the course what it was. Thank you very much.*

Participant questionnaire responses six months after Intertouch 1999

Nine of the participants (53%) returned the questionnaire. Six (67%) of the responses were from women, which was a higher proportion than the equal proportion that started the course.

Course outcomes

1. Personal development

Table 6.2 shows that all nine (100%) of the respondents reported aspects of personal development. Eight mentioned increased self-confidence (89%) and seven indicated increased self-awareness (78%). The following are typical examples of the comments:

- *Intertouch has given me the strength to make big decisions with my personal family life. It has allowed me to have a network of support around me and I feel a lot more comfortable with who I am and where I stand in regards to my decisions. I feel more open to getting to know people and believing in myself allowing people to discover my beauty. I feel the sky is the limit. Now that I know my own potential and the potential of others around me I have been allowed to break free in my professional development as well as helping others to do the same. I feel unconquerable.*

- *About me, who I am, or even who am I? How I relate in this time and place to those around me and about what makes me tick, creatively, spiritually, emotionally, physically. An absolutely brilliant course, the level of personal development I gained was high. I have difficulty in being able to specifically and directly know how Intertouch has helped me be a better person, but I know it has. I draw on my experiences and knowledge gained from Intertouch every day. When things are difficult for me I remember all the diverse challenges I was faced with and overcome through Intertouch and I try and remember what I found within me to get me though then I am able to get through the difficult times.*

- *An opportunity of a lifetime for personal growth.*

- *Heaps! It's hard to say what is due to Intertouch and what is due to other activities in my life, but my personal life transformed dramatically. Emotional issues began to be resolved that were very heavily effecting me, with the course giving me a sense of returning wholeness. That continued to grow (and still is). To me IT was the beginning of a phase of much healing and renewal of inspiration for life.*

Five respondents (56%) indicated that personal change had occurred and one (11%) about change in personal direction. This is one of the comments:

> *I was inspired to keep growing and exploring after the course rather than simply regard Intertouch as a period of change and leave it at that. In many respects Intertouch is still going on for me. I have been working on incorporating more creativity in my work. This isn't simply an Intertouch thing though as I was quite creative before the course. I use 'KI' all the time at work.*

2. Interpersonal development

Five respondents (56%) mentioned interpersonal development; four (44%) commenting on relationships, two (22%) about communication, and one (11%) upon friendships. These are two of the comments:

- *More tolerable of peoples differences. Knowing what I have found within myself I can help others find what is within them. Have less will to try and change everyone…learning to accept them as they are.*

- *I have been working on building closer and stronger relationships with male friends. I have also been working on being a better listener. These are things I started at Intertouch.*

3. Other impacts

Almost all respondents (89%) indicated that the course had had other impacts. The following two responses indicate the course had been a turning point and had accelerated personal development:

- *My new life's beginning. 'After one door closes another one opens', Intertouch was my opening. Intertouch certainly started something big for me. I still believe this was the single most distinguishing factor in the turn of my life. And for the rest of my life the sky is the limit. Incredible amazing experience, thanks again eternally.*

- *I wanted to stay on because I knew that during this journey of 2 weeks I was learning what would possibly take me 2 years or more in my 'normal' life. I know that this was more than an educational experience because when I try to explain the activities/learning to others, I often can't find the words. Intertouch was a wake up call too because all of that was and is within me, I only need to tap into it.*

Educational process

Table 6.2 shows the percentage response for each of the elements of the educational process. These are discussed in more detail below:

1. Course design

Six respondents (67%) mentioned the course design and five (56%) commented about the holistic approach. The following typical response highlights the holistic approach to the course design:

> *A mixture of fun, reflection, physical exertion, mental stimulation, discussion and interdependency was highlighted in various different activities. This mixture throughout the course did not enable stagnancy to arise in us, but was like the many different conditions that a tree would need to grow well. So as a result my own growth was rapid. The constant stimulation of all aspects of self was a key factor.*

This comment indicates the importance of safety and the ability to play:

> *The critical element is that this 'experiment' occurred in a 'cocoon' of safety/support/compassion/caring, allowing me to play full out. This cocoon allowed me to go on this emotional roller coaster of the highest highs and the lowest lows without wanting to get off.*

2. The group of participants

Five participants (56%) responded about the group. In particular the development of trust and the group dynamics is illustrated in the following response:

> *Having to work in group situations while being open and honest as possible. Realising through the various activities that others are not much different to yourself. We all have many of the same desires for happiness and many of the same fears and pains. Being around the same people in such*

an intense period of time and having a focus on personal development (through the activities) served as a catalyst to enhance understanding and awareness of others lives.

3. The range of activities

Almost all respondents (89%) commented about individual activities that they learnt the most from or took them out of their comfort zone. The activities mentioned most often were 'Labyrinth', which was mentioned six times (67%), and 'Individual survival for the soul' and 'solo', three times (33%). These are some of the comments about these activities:

- 'Labyrinth': *One of the most powerful events of my life and certainly most powerful on the course.*
- 'Individual survival for the soul'*: For me put it all together.*
- 'Solo': *Didn't take me out of my comfort zone but certainly an important part of the course.*

Six respondents (67%) commented about the creative activities. These are two of the responses:

- *All of the dance, drama, art, music, role plays, took me out of my comfort zone too, but I learnt most about these because I discovered I had a lot to offer to something I never knew I had the ability.*
- *The creative workshops of painting and dance, which helped me have more confidence in my creative side.*

Six respondents (67%) also mentioned the group activities. The following are two of the comments:

- *Circle of men and women discussion about relationships. I learned so much from listening-both genders feel confusion, highs/lows etc.*
- *The debriefings were great, it allowed us all to know what was going on for all of us...I realised that I can make a contribution is this regard. It was a breakthrough for me to hear my own voice, and I am trying to volunteer 'my say' in an on-going basis.*

Only two respondents (22%) mentioned the physical activities.

3. The atmosphere

Six respondents (67%) commented about the atmosphere. This is a typical response:

The set up of an environment that encourages different emotions to come out and be comfortable with that. This is a key factor in personal change as I see it because if you feel comfortable with how you feel and comfortable with expressing it, you are more willing to keep that change going.

4. The instructors:

All nine (100%) respondents indicated on a four point Likert scale that the instructors were very important in the facilitation of the course. Eight (89%) made comments about the instructors. Five (56%) responses indicated that the instructors were 'great' and six (67%) mentioned the instructor's facilitation methods. The following are typical responses.

*   *The amazing energy, support, creativity etc of the Intertouch facilitators/trainers that both challenged me and modeled for me. They modeled what we discussed/experienced as well. Some of the discussions I had with the instructors were where my learning/insights came.*

*   *Awesome group and great mix of Czech and Australia and, great support, fun, joined in with the activities and above all became friends with us.*

*   *They were very important to guide us all. They provided a safe environment and each had certain skills/ abilities that they were open with. The instructors did not seem like instructors. They were on my level as well, very much part of the group.*

Participant questionnaire responses one year after Intertouch 1999

Only six of the fifteen participants (40%) returned the questionnaire sent one year after Intertouch 1999. Four (67%) of the responses were from women, which was the same proportion six months after the course. All six had also returned the questionnaire six months after the course. Despite the number of responses being low, the responses provided the following insights:

Course outcomes

1. Personal development

Table 6.2 shows that five of the six respondents (83%) indicated that the course had had an effect on aspects of personal development. All five (83%) mentioned personal change, three (50%) self-confidence, and two (33%) self-awareness. The following are typical examples of the responses:

*   *The main impact, which has been long lasting, is the confidence I gained in myself from the course and specifically from the people involved in the course with me.*

*   *I would like to create more and Intertouch has inspired me to take up painting.*

2. Interpersonal development

Three respondents (50%) mentioned aspects of interpersonal development. This is one of the comments:

I think I get along a lot better with people too. I always did, but it just seems different now...it's like it is more real or something. I have a few close friends rather than a heap of acquaintances.

3. Other impacts

All six respondents (100%) indicated that the course had had other impacts on their lives. The following is a typical response:

- *It's amazing even after 12 months I still find I am learning new things about the program.*

Educational process

Table 6.2 shows that following elements of the educational process were identified as important in achieving the course outcomes:

1. Course design

Two respondents (33%) mentioned the holistic approach of the course. The following comment illustrates the importance of developing themes

> *Constant theme and reiterating certain points throughout Intertouch meant that the concepts were deeply imbedded in me when I finished the course. I understood everything that had been happening to me during the course and could then transfer this to my regular life.*

2. The group of participants

Three respondents (50%) commented about the importance of the group of participants. These were two one of the responses, which also indicated that the instructors were part of the group.

- *Both the instructors and fellow participants really helped develop a very strong and safe environment, which allowed me to come out of myself and look at things about me which I like and didn't like.*

- *Key factors were all the instructors, not to mention all the wonderful course participants.*

3. The range of activities

There were four responses (67%) about the creative and individual activities, two (33%) about the group activities and one (17%) about the physical activities. The following are examples of the comments about the activities:

- Creative: *Intertouch has helped develop a creative side of me I didn't believe was there and now when introduced to something I have this belief that I can do it too. This came from all the workshops we did with paint, music, dance and so on.*

- Group: *I really loved hearing what the others were experiencing. I think those insights, the games of trust, which we played (blind soccer and the like) and the comments which we wrote on each others brown sheets of paper were very helpful in understanding myself and others.*

- Individual: *Reading my journal and feedback chart occasionally and being reminded of how far I have come and how far I still need to go. Even this research and method of revisiting the ideas of Intertouch, as well as receiving the solo letter one year on, has helped me achieve these impacts as it means it is all very relevant still and not just an anomaly that once happened to me.*

4. The atmosphere

Only one person (16%) mentioned the environment:

The spirit and understanding and zest provided and environment for us all to grow.

5. The instructors

Three respondents (50%) commented about the instructors. This responses indicates the excellent facilitation by the instructors:

Excellent facilitation and closure of the course certainly helped me achieve the impacts as I felt that at the time there was nothing left unanswered.

FINDINGS FROM INSTRUCTOR INTERVIEWS

Eight of the nine instructors of the Intertouch course in Australia were interviewed or returned the questionnaire (four from OBA and four from OBCZ). Five of the eight were female. Table 6.3 summarises the number of responses for each Final Theme relating to the questions asked.

Table 6.3   Summary of number of instructor responses for each Grouped Code relating to the key factors of the educational process and other factors relating to the strengths and weaknesses of courses at OBA and OBCZ

Grouped Code Number of instructors = 8	KEY FACTOR N (AU, CZ)		OUTWARD BOUND AUSTRALIA				OUTWARD BOUND CZECH REPUBLIC			
			Strengths		Weaknesses		Strengths		Weaknesses	
EDUCATIONAL PROCESS	N	%	N	%	N	%	N	%	N	%
Course design	7 (3,3)	88%	4 (1,3)	50%	5 (2,3)	63%	7 (3,4)	88%	6 (3,3)	75%
Group of participants	6 (3,3)	75%	3 (3,0)	38%	1 (1,0)	13%	2 (2,0)	25%	1 (0,1)	13%
Range of activities	5 (3,2)	63%	7 (4,3)	88%	2 (2,0)	25%	4 (2,2)	50%	1 (1,0)	13%
Atmosphere	3 (1,2)	38%					3 (1,2)	38%		
Instructors	6 (3,3)	75%	2 (1,1)	25%	2 (1,1)	25%	4 (1,3)	50%	5 (3,2)	63%
OTHER FACTORS										
Transfer					2 (1,1)	25%	1 (1,0)	13%	3 (2,1)	38%
Resources			5 (2,3)	63%					5 (4,1)	63%
Environmental impact					1 (1,0)	13%				

Key factors of the educational process

Table 6.3 indicates that there were five key factors of the educational process identified by the eight instructors: course design, the group of participants, the range of activities, the atmosphere, and the instructors. Examples of the responses from both Australian and Czech instructors are given below:

1. Course design

Seven instructors (88%) mentioned aspects of course design. The importance of clear aims (themes) is made clear by these two comments:

- *Key factors include a solid educational and philosophical base and underpinning aim. You need to know what you want to achieve and why. Purpose (similar to aims) in the activities also needs to be clear to both participants and instructors).*

- *Good preparation, to know what is the course about (themes, issues), to know why we are doing it (motivation).*

2. The group of participants

Seven instructors (88%) commented upon the importance of the group of participants. The openness of the participants to challenge themselves is mentioned in these responses:

- *The participants have to be there on a volunteer basis, fully embracing the full value contract ideal, ready to challenge themselves and accept whatever results may come.*

- *Participants' willingness to join programmes and to think about themselves and their openness, need to want to be there, need to be able to listen, open to everything they are told about themselves.*

3. Range of activities

Five instructors (63%) commented about the activities. A range of progressively challenging activities is indicated in these two comments:

- *Diverse program that caters for different levels of participants. Surprises, increasing challenges, initial immersion then progressive program.*

- *Balance of activities (physical, social, creative challenge). Variety, element of surprise, change of pace (rhythm) of the program. Gradation, gradual development of activities, e.g. creative activity, more demanding activity, independent preparation (theatre).*

4. The atmosphere

Only three instructors (38%) mentioned the atmosphere. This is one of the comments:
> *Setting is also important; the right setting governs inspiration and motivation.*

5. The instructors

The facilitation of the course was mentioned by seven of the eight (88%) instructors. These are two typical responses:

- *You have to have the right facilitators and the right combination of facilitators too!*

- *Experiences, quality team of individuals of different strengths, abilities and skills.*

Strengths and weaknesses of the Outward Bound Czech Republic courses

Strengths of the Czech type of course

Table 6.3 shows that seven instructors (88%) indicated that the main strength of the Czech type of course was the design. Four instructors (50%) mentioned that the activities and the planning by the team of instructors were also strengths. These are two typical comments:

- *Overall a more holistic challenge, people taken out of comfort zones physically, spiritually, emotionally, creatively and socially. Activities are generally achievable by all participants independent of fitness levels or disability.*
- *Allows for comprehensive self-examination and self-exploration of the individual in a supporting and caring environment. A true time and place apart. Lots of opportunities for self-reflection.*

Only a few comments were made about other strengths; three related to the atmosphere (38%) and two (25%) to the group of participants. One instructor (13%) indicated that the course was *"very impactful for both staff and participants"*.

Weaknesses of the Czech type of course

Table 6.3 indicates that despite being the main strength six instructors (75%) commented that course design was also a weakness, in particular the long planning time and potential impacts on emotional safety. These points are illustrated by the following responses:

- *The effect of the programs on the participants may be deeper than staff are able to deal with.*
- *High preparation time.*

Five instructors (63%) also commented upon the burnout of staff and/or difficulties associated with a team approach, and in resourcing the course. These are typical responses:

- *Lack of teamwork. Heavy emphasis on dramaturgy may alienate some people. Instructor intensive programme (and therefore intensive).*
- *Huge emotional input required from staff.*
- *Very high production, many instructors needed…a lot of material, lengthy process of preparation.*

Other weaknesses mentioned were three (38%) about the lack of transfer, one (13%) about the atmosphere, and one about the group (13%). This is one of the comments about the lack of transfer:

> *Many activities are 'contrived', no real action/consequence learning.*

Strengths and weaknesses of traditional Outward Bound Australia courses

Strengths of traditional OBA courses

Table 6.3 shows that seven instructors (88%) commented the following strengths of the traditional OBA courses, five (63%) about the resources, and four (50%) about the course design and range of activities. These are typical responses:

- *The nature, location, all activities are real, with real consequences, it is not a game.*
- *Experienced instructors lead standard courses.*
- *Systems, routines, and procedures.*
- *Able to deliver programs close to the majority of the Australian population through the 'mobile' concept.*

Other comments about the strengths were three (38%) about the group of participants and two (25%) about the instructors. This is one of the comments:

> *Sequencing of both activities and participant responsibilities results in the participants being able to take over much of the responsibility for, and ownership of, the course.*

Weaknesses of traditional OBA courses

Table 6.3 shows that five instructors (63%) commented that a weakness of the traditional OBA approach was course design, which was 'standard', not for everyone, and lacked planning. These are typical comments:

- *Routine, sameness. No space, time, energy for creativity. Standard product, which doesn't reflect society.*
- *Cannot adjust course due to logistics. All preparation done by co-ordinator who doesn't facilitate.*
- *Not accessible to everyone. Some people afraid of the bush. Not everyone has a positive experience.*

There were a few other comments about the weaknesses; two (25%) about the activities, the instructors and the resources, and one (13%) about the group of participants and the impact on the environment.

DISCUSSION

The main findings relating to the research questions from this part of the study are discussed below in light of appropriate literature.

Course objectives

The theme for Intertouch was an international course with objectives of learning about oneself, discovering talents and taking responsibility for one's life (Intertouch, 1999). The participant responses immediately after the course indicated that the main perceived objectives related to personal and interpersonal development, which were the same Intertouch objectives stated by Petrová (1997). These findings support the view of Priest (1990b, p.114), who identified that "the purpose of adventure education is to bring about an awareness" of changes in personal and interpersonal development. Two participants also mentioned, immediately after the course, the international nature of the Intertouch course and having 'fun'.

Course outcomes

The findings from comparison of the pre-and post course questionnaires on changes in self-concept showed only significant statistical change (p<0.025) in 'verbal skills and reasoning ability', but an average effect size of .56 and .67 for accuracy of, and importance of, aspects of self-concept, respectively. Hattie *et al.*'s (1997) meta-analysis of OBA programmes computed an average effect size of .47. The small sample size and the openness of many of the Intertouch 1999 group to change, due to previous OB experiences, may have resulted in a 'euphoric effect' (Marsh & Richards, 1986), and inflated post-course scores. The descriptive qualitative responses indicated that the 1999 Intertouch at OBA had resulted in personal development for almost all respondents, and that the impacts had resulted in many 'powerful learning experiences' (Greenaway, 1995) for the participants. This is illustrated by the following comment:

> *I am feeling very privileged and blessed to have had this time out. Time to look at myself and observe others being gently, sensitively exposed to a myriad of challenges and experiences that evoked so very much in me. A rich tapestry of living, if only more could be exposed to education for life. Love and thanks to the Intertouch team.*

This suggests that the quantitative approach can show only a limited perspective of the perceived course outcomes due to the pre-prepared questions. Hattie *et al.* (1997) in

their meta-analysis of adventure education programmes generated a similar conclusion. The findings from Neill's (1999) study of OBA courses also supported this view, with 'time management' being the most significant outcome from a pre- and post course quantitative study of over three thousand participants.

The main outcomes for almost all of the respondents (93%) immediately after the Intertouch course were in aspects of personal development. These aspects included increased self-awareness (59%) and self-confidence (47%). The course had also been a period of personal change (41%). In addition, interpersonal development was indicated as a main effect of the course (71%), in particular better friendships (47%) and relationships (41%). The effects on personal development were still evident six months and a year after the course, although the number of responses about interpersonal development fell to half six months and one year after the course. Almost all respondents indicated that the course had an impact on them immediately after, six months after and one year after the course. This point is illustrated by the following comments made one year after the course:

- *I know the impacts of Intertouch were huge on me.*
- *A rich tapestry and exploration of the human spirit. Very insightful and refreshing. It was particularly energising and like an incredible tonic. I can still vividly recall not needing much sleep (like four or five hours was sufficient) as I was so hyped and stimulated.*

Elements of the educational process

Both participants and instructors identified the key elements of the course to be the course design, the group of participants, the range of activities, the atmosphere and the instructors. These are discussed in more detail below.

Course design

Two thirds of respondents commented six months after about the course design, although only a third mentioned course design a year after. This finding suggests that other factors, such as the activities and instructors, were more tangible immediately after the course. Gaike Knottenbelt, OBNZ School Director, indicated that the Intertouch course offered a more holistic challenge:

a greater exploration of the whole human person (mind, body, and soul). The Czechs were very good in attention to detail, it made people feel welcome and good with all the thought that went into the

creative ideas. The variety of activities was wonderful, the planning and work involved was very evident (personal communication, 15 April 2000).

Almost all the Czech and Australian instructors (88%) identified the course design as a strength of the Intertouch course, but the amount of planning time involved as a weakness. My participant observations as an instructor support these views.

The group of participants

Six (75%) of the Intertouch instructors indicated that an important factor that affected the outcomes of the course was the participant's openness to join the programmes. Olga Petrová, the Intertouch Course Director pointed out that participants might bring with them different themes to those of the course, which may be difficult to react to the scenario. In this group of participants the presence of many who had already experienced an Outward Bound course may have contributed to their openness to the different programmes (personal communication, 12 December 1999). My own participant observation supported this view, although the participant, who left the course early, clearly had difficulty in accepting the alternative approach to the course. Those participants with previous experience of OB courses were familiar with debriefing the activities. This resulted in participants expressing personal insights from the activities early in the course, a point Schoel *et al.* (1988) indicated normally occurs later in the course. Although the instructors provided the structure to the review process, many of the participants were very open with their thoughts, particularly during the discussion of 'men and women' and after the 'Labyrinth' and 'Individual survival for the soul' activities. Over half the respondents commented about the group of participants six months and one year after the course. The following are two typical responses indicating the importance of the group in achieving the impacts six months after the course.

- *Working in a group was a challenge, but since then I have developed a lot in how I relate to others.*
- *The intense interaction with other people...The Intertouch course was a stimulant with all its people closeness. Showing me its OK to be close and share feelings.*

The range of activities

The Intertouch course used a combination of physical, creative, group, individual and group activities. The main response was about the individual activities, with twelve (80%) commenting immediately after, eight (89%) six months after and four (67%) one

year after the course. The 'Labyrinth' and 'Individual survival for the soul' activities were mentioned most. The following comments were made six months after the course:

- 'Labyrinth': *Living the life of another person yet feeling the emotions as if you were him.*
- 'Individual survival for the soul': *The course was all about journeys. 'Getting there'. On one such journey we were asked to record on our 'soul map' how we would get there. I replied, experience life to the max. Life is an inward/outward journey of constant discovery and beauty. One of thought and feelings and of the senses...To get there I stay in tune with my heart. I take notice of the omens and I have confidence in my senses.*

Five (33%) respondents commented upon the creative activities immediately after the course. Six (67%) respondents commented six months after and four (67%) one year after the course. The importance of these activities is illustrated by the following typical comments made one-year after Intertouch:

- *I feel more creative in my mind due to the art activities we did...It's when I look at the sunset, look at a painting, look at the landscape when I'm bush walking. I just feel like this part of my mind was opened a little bit more. The various activities involving painting helped develop my appreciation of colour. Painting the big concrete type 'silo' things reminded me how creative we all really are and that synergy is an amazing thing.*
- *Intertouch allowed me to experience creativity at a new level. I had always been a creative person, however locked into old ways of creative expression. Since the course I haven't stopped singing, writing songs, poems, playing guitar, drawing and more. The best bit about it is that creativity enhances your thinking. I have been able to deal with different problems that come up at work more effectively. I believe it is because I look further than previous for solutions.*

Five (33%) respondents mentioned the group activities immediately after the course. Six commented (67%) six months after, but only two (33%) commented one year after. There was little mention (<25%) of the physical activities at any time after the course. My participant observations indicated that the range of activities provided social, physical, and emotional challenges. The intertwining of these challenges with activities that allowed reflection, such as 'Labyrinth', 'Solo', 'Individual survival for the soul', presented a holistic approach to learning that has been advocated for experiential education by Dewey (1938), Hopkins and Putnam (1993), Cooper (1994), and Andresen *et al.* (1995). However, the findings discussed above, particularly up to six months after the Intertouch course, do not support the conclusions of Hattie (1992a) that physical outdoor activities produce the most benefit for participants, except perhaps in the short term up to six months. The findings from this part of my study indicated that there was a range of activities that participants learnt the most from or took them out of their

'comfort zone'. This finding supports the views of Dewey (1938) and Wurdinger (1994) who argued that although adventure education tends to emphasise physical involvement as necessary to complete the learning process, experiential education had a much wider application involving problem solving activities and reflection.

The atmosphere/learning environment

Half of the respondents commented about the atmosphere immediately after the course and two thirds commented six months after, but there was only one mention one year after about this aspect. Seven (88%) of the Intertouch instructors indicated that the outdoor wilderness environment was a strength of OBA, which resulted in activities with real consequences. However, the environment was not just the physical environment. The members of the team spent a great deal of time preparing the logistics and 'framing' of the games, in addition to creatively decorating the main indoor area and 'tea room'. Horaková (cited in Intertouch, 1999) indicated the use of games in the Czech approach enabled participants to play in a safe environment. Gaike Knottenbelt, the OBNZ School Director supported this view and indicated that:

> It is very important in my observation and experience to create an atmosphere/ a spirit of openness and honesty. Creating atmosphere takes effort and time but I believe it assists in making people feel good about themselves and the journey they are undertaking (personal communication, 15 April 2000).

Van Matre (1974) and Bacon (1983) supported the view that a safe learning environment that allows participants the ability to play is particularly important for the success of a course. The following responses one-year after the course illustrate this point:

- *What makes Intertouch special is the environment created that allows participants to open up and the safe and supportive atmosphere created by loving individuals in debriefing any issue each individual need to discuss. This is paramount to any individual's growth. If only it could be created in everyone's daily living we would all be able to discuss any issue of concern rationally and helpfully for the good of all.*
- *The fact that we could take each activity as we wanted and go with it as far as we wanted, sometimes we needed to pull back and that freedom allowed us to. The very tight and strong safety net around us formed by the instructors and the net between us.*

The instructors

Immediately after and six months after the course, almost all respondents commented about the instructors. Only three (50%) commented a year after the course. The instructors were seen by participants to be part of the group. Kalisch (1979) and Hopkins (1985) also indicated the importance of the instructors and the power of the process of group dynamics in achieving personal growth. The following comment indicates that each of the instructors added to the success of the course:

> *Each of them brought something completely different to the team. I couldn't imagine what it would have been like without even just one of the members - all integral to the overall success.*

The instructors changed the original course scenario to the needs of participants, as indicated in the following comment from one of the instructors:

> *The planning of the course is done from other experiences. The course is for these participants; it is not possible to repeat. It is for these people, this time, this place.*

The instructors worked long hours in planning and facilitating the course. This resulted in the instructors becoming increasingly tired. The problem of instructor burnout was indicated by half of the instructors. This point is illustrated by the following comment:

> *Incredible work-load whilst running course. Facilitators need good time off after a grueling course of this nature. Could be quite an expensive course to operate from a human resource aspect. Planning time and sufficient time off afterwards.*

The level of preparation and the issue of instructor burnout associated with the Intertouch courses suggest that they may not be financially viable in a commercial setting; a view supported by Krouwel (2000).

CONCLUSIONS

The findings indicate that the Intertouch course at OBA achieved its stated objectives relating to personal development and interpersonal development. Participants perceived both personal and interpersonal development as objectives of the course. The Intertouch course in Australia produced powerful learning experiences for almost all respondents. They indicated that many of these impacts particularly on aspects of personal and interpersonal development were still evident six months and one year after the courses. Aspects of professional development were also reported by two thirds of respondents, which was not surprising as many of the group were trainee or OB instructors. Although there had been some 'teething problems' with the delivery of the course due to different expectations of the Czech and OBA instructors it had been very successful and showed that the OBCZ methods had application in other contexts other than the Czech Republic. However, the long planning time, the low staff-student ratio, and issue of instructor burnout may have financial implications in commercial settings.

The Czech method of course design involving 'dramaturgy' is an effective way of linking and interweaving course goals. The intertwining of social, physical, creative and reflection 'waves' provides a holistic balance of action and reflection. The instructors and participant responses along with my participant observations as an instructor identified the following key elements of the educational process:

- A holistic process of course design;
- The openness of the group of participants;
- The range of social, physical, creative, and reflective activities;
- The positive and supportive atmosphere that allowed participants to play;
- The range of instructor's facilitation methods.

POST SCRIPT

Following the trial of the Intertouch course in February 1999, a new course, Innersense was developed at OBA for February 2000. Planning for the Innersense course built on the creative elements of the Intertouch course and also focused on the use of all senses. However, this course was cancelled due to lack of numbers along with a later course in June 2000. Gaike Knottenbelt, the OBNZ School Director, indicated that this was not surprising as the Intertouch course offered:

> More emotional risk taking, which could be very intimidating for some. Emotionally demanding (would not suit some participants although it's probably exactly what they need for growth and change). Hard to describe, therefore hard to market and sell (personal communication, 15 April 2000).

The cancellation of Innersense at OBA indicated that its perceived image and promotion need careful consideration. The integration and training involving the 'dramaturgy' and activities into a traditional outdoor programme may be more appropriate than a stand-alone course. An Intertouch course was held in the Czech Republic in July 2000. A further Intertouch course was held at the Outward Bound School in Hong Kong in November 2000 involving mainly Chinese participants, and four Czech instructors not previously involved in Intertouch.

235

CHAPTER SEVEN
DISCUSSION OF THE FINDINGS
FROM THE THREE PARTS OF THE STUDY

<u>My flower</u>

Each one of you is a seed with enough love and caring.
You all have the potential to become the magnificent flower.
Each flower has its own individual smells, colour and beauty.
Each flower is a representation of your love.

Over the past 24 hours I have realised that I too have a seed,
But have been buried and sheltered well beneath the cold surface.
Here all that stopped me withering was my dreams.
But the seasons have changed and now, through all of you, for the first time in my life,
I have been given the chance to break the ice and melt the snow away.
I have woken and am learning to dance.

I have been able for the first time to discover my beauty and be admired and loved for it,
To splender in the sunlight and drown myself in its love,
And this is real love unconditional love.
It is springtime inside me now and I have blossomed.
So to all of you, I give you the gift of my flower in whatever capacity,
Because each of you helped grow it and gave me the gift of living,
For this I am eternally grateful, thank you.

(written by a course participant on 'Solo' at Intertouch 1999 at Outward Bound Australia)

CHAPTER OVERVIEW

This chapter discusses the key findings from each of the three parts of the study in light of the literature discussed in Chapter Two and the aims of the thesis. The first aim of the thesis was to analyse whether courses held at OB in New Zealand, the Czech Republic and Australia achieved their stated objectives. The outcomes from the 22-day and 9-day OBNZ courses and the Intertouch courses in the different contexts all indicated effects on aspects of personal and interpersonal growth, particularly increased self-confidence. These outcomes were evident up to six months after the courses. For Intertouch in 1998 and 1999, these outcomes were still evident one year after and, for Intertouch 1997, two years after the courses. These outcomes indicate that the stated objectives of personal and interpersonal development for all the courses in the different contexts were achieved.

The second aim of the thesis was to develop a greater understanding of what factors facilitated the outcomes for participants from these OB courses. The findings from my participant observations, the participants, and the instructors, indicated that key elements of the educational process were the course design, the range of activities, the atmosphere, the group of participants and the instructors. The OBNZ courses focused on a series of standard outdoor activities with real and natural consequences. The findings indicated that the diversity of the group of participants and the instructor's facilitation of the courses were important in developing a safe, positive and supportive learning environment. This finding was in contrast to Brett's (1994) perception that the methods used at OBNZ were militaristic and inappropriate in today's society. However, the planning of the courses at OBNZ was restricted by the emphasis on the logistics, safety and equipment requirements for mainly physical outdoor activities. The instructors indicated there was a need for more training in debriefing and counselling skills. What differentiated the findings from the Intertouch courses at OBCZ and OBA was the instructor's role in the planning of the course' dramaturgy', the 'framing' of a range of 'games', and the development of an atmosphere that allowed participants to 'play' (Martin, 2000; Martin, & Leberman, 2000); although a disadvantage of this approach was the long planning time involved.

INVESTIGATION OF EXPERIENTIAL PROGRAMMES USING QUALITATIVE AND QUANTITATIVE APPROACHES

Andresen *et al.* (1995) argued that assessment of outcomes was an important factor in measuring the effectiveness of experiential education courses. However, before this present study there had been no formal evaluation, follow up or research procedures in place at OBNZ or OBCZ to evaluate course and participant objectives. The findings from comparative analysis of Likert scale responses before and immediately after the 22-day and 9-day courses indicated few statistically significant changes in aspects of self-concept. Hattie *et al.* (1997) also reported in their meta-analysis of adventure education programmes that there was often a lack of detected statistical significance, despite a sense that major change had occurred. However, computing effect sizes did allow comparison between the different courses.

The use of a tick box approach limited the nature of response to the questions asked. The use of open-ended questions led to descriptive responses that provided much greater insight into the nature of the participant's experiences and the effects of the courses than the quantitative results. This point was particularly evident when analysing the Intertouch 1999 participants pre- and post-course questionnaire responses, which had used tick box questions relating to self-concept, as they indicated the only statistically significant response was improvement in 'verbal skills and reasoning'.

The limiting questions of the quantitative approach are in contrast to the responses from an open-ended question about effects of the course on their personal life immediately after the courses, which were subjective and richly descriptive. The following are typical examples immediately after the Intertouch 1999 course:

- *I'm a lot more aware of my own traits and it has had a huge impact on the way I see myself.*
- *It has opened up new areas for me to explore and learn; given me new confidence in myself, woken up my creative self, inspired me to continue 'workshops' Intertouch has started. It helped me confront, recognise and understand so many underlying emotions and feelings I was only barely aware of.*
- *Feel myself again, more trust in my inner sense of direction. Feel so much more confident to express my gifts to others.*

The choice of qualitative methods to evaluate course outcomes in this present study (see Chapter Three) supports the views of Barrett and Greenaway (1995), Dahlgren and

Szczepanski (1998), Allison and Pomeroy (2000) and Nichols (2000), who argued that these methods provided an appropriate way of investigating the many variables of outdoor education. The qualitative approach did not attempt to quantify statistically the effects of the course. However, as Burnard (1991) recommended, the data was coded, categorised and 'quantified' in order to present the findings. The qualitative methods recorded personal insights into the effects of the courses, but this did make it difficult to indicate whether the outcomes of the OBNZ courses were better or worse than the Intertouch courses at OBCZ or OBA, other than by the percentage response rates related to particular themes. The descriptive accounts from participants illustrated some of the images of transfer, which linked the educational process and personal and interpersonal development outcomes (Martin, 2000). This point is illustrated by the following response two years after Intertouch 1997:

The first point to highlight is the fact that I have set up my own Record Company up. This was done almost immediately after the Intertouch Course, and I don't think that I would have had the confidence or the trust in others to actually do this project. In my profession of Music, there are many challenges along the way, and the biggest one is keeping the bands in check and to prevent them from splitting up. With the skills learned on the Intertouch course, I simply highlighted the fact that they were a team and explained that they must release the frustration in appropriate areas or the team will fall apart, very much like what we learned on the course. The course also gave me the understanding of myself in order to achieve this goal. If I did not believe in myself how can I make others believe in me. The intense course showed me that I can do anything that I wish and with enough thought and confidence pull the project off. But probably the best impact that Intertouch gave me was the ability to fully understand people, and personally that is one skill I never want to lose. Making friends all over the world has shown me what good friends really are...The fact that I attended the course most certainly gave me the springboard to achieve and better myself in easily obtainable goals.

In summary, whilst the quantitative approach provides for a more accurate assessment of previously specified outcomes, the qualitative approach provided a rich assessment of unspecified outcomes. More importantly, the strength of the qualitative approach was its capacity to explore potential causative processes that occurred for different individuals during the experience. Increasing the trustworthiness of the naturalistic inquiry involved several approaches including methodological triangulation, which enhanced the study's credibility and transferability. Field notes and acknowledgment of personal bias provided an audit trail establishing dependability and confirmability.

DID THE COURSES ACHIEVE THEIR STATED OBJECTIVES?

Course objectives

The main objective of experiential learning is that, as a result of direct experiences, change occurs and this process leads to personal growth (Burnard, 1991; Dewey, 1938; Gass, 1993; Rogers, 1985). Personal and interpersonal development are the main objectives of adventure-based experiential education programmes set primarily in an outdoor environment (Barrett & Greenaway, 1995; Gair, 1997; Hopkins & Putnam, 1993; Hayllar, 1990; Hunt, 1989; Richards, 1994; Schoel *et al.*, 1988).

The stated objectives of the 22-day and 9-day courses at OBNZ (Outward Bound New Zealand, 1994b) were the same as those identified by Bacon (1983) for other OB courses. These objectives were to enhance personal development, interpersonal and environmental awareness, and to refine philosophy and values (Bacon, 1983). Holec (1994a) indicated that the objectives of OBCZ courses also related to aspects of personal and interpersonal development, and Bricháčcek (1994) suggested that the courses were based upon an environmental education approach. The main theme of the Intertouch courses was an international centre-based course with specific objectives related to aspects of personal and interpersonal development (Petrová, 1997). These objectives support Walsh and Golins (1976) and Sakofs and Armstrong's (1996) belief that OB uses a holistic process with specific objectives of personal, interpersonal or social development.

Personal development

Table 7.1 provides a summary of the participant responses about perceived course objectives for the courses investigated in this study. Participants of all the courses perceived one of the objectives to be related to aspects of 'personal development'. Over three-quarters (79%) of the 22-day course at OBNZ and Intertouch 1997 respondents, and 63% of the Intertouch 1998 respondents, indicated that 'personal development' was the main objective six months after the course. Forty percent of Intertouch 1999 respondents indicated that personal and interpersonal development was the main objective immediately after the courses. Gass (1993) and Nadler (1995) suggested that pushing people out of their 'comfort zones' was an objective of experiential and adventure education programmes. Participants of the 9-day course at OBNZ

commented about 'personal development' (39%), but also 'pushing personal limits' (48%) six months after the courses. Forty percent of respondents, immediately after the 22-day course, also perceived that an objective was to 'push personal limits'. However, to 'push personal limits' was only mentioned by two (14%) of respondents six months after the 22-day course, and it was hardly mentioned by the respondents from the three Intertouch courses. This finding suggests that it was the physical nature of the OBNZ courses, which participants perceived, particularly the older adults (aged 27+), pushed them out of their 'comfort zones'.

Table 7.1   Summary of the percentage and number of participant responses for the Final Themes (in bold) and associated Grouped Codes about perceived course objectives, for time periods after the courses

OBNZ	22-DAY COURSE				9-DAY COURSES			
	Post course		Six months after		Post course		Six months after	
Number of participants	54	100%	54	100%	39	100%	39	100%
Number of respondents	47	87%	19	35%	35	90%	23	59%
COURSE OBJECTIVES								
Personal development	22	47%	15	79%	20	57%	9	39%
Push personal limits	19	40%	2	11%	16	46%	11	48%
Interpersonal development	6	13%	3	16%	6	17%		
Teamwork	13	28%			8	23%		
Holistic challenge	7	15%			3	9%		
Environmental awareness					2	6%		
Develop skills	4	9%			1	3%		

OBCZ	INTERTOUCH 1997		INTERTOUCH 1998	
	Six months after		Six months after	
Number of participants	25	100%	30	100%
Number of respondents	14	56%	8	27%
COURSE OBJECTIVES				
Personal development	11	79%	5	63%
Push personal limits	2	14%		
Interpersonal development	6	43%	2	25%
International course	3	21%	1	11%

OBA	INTERTOUCH 1999			
	Post course		Six months after	
Number of participants	15	100%	15	100%
Number of respondents	15	100%	9	60%
COURSE OBJECTIVES				
Personal development	6	40%		
Fun	2	13%		
Interpersonal development	6	40%	2	22%
International course	2	13%	1	11%

Interpersonal development

Table 7.1 shows that less than 20% of respondents perceived that interpersonal development was an objective after the OBNZ courses. Similarly, less than a quarter of respondents indicated that interpersonal development was an objective six months after the 1998 and 1999 courses. However, 43% mentioned this objective six months after the Intertouch 1997. This finding is not surprising as a reunion of the Intertouch 1997 course was held at the time the questionnaire was given out.

Other objectives

Zook (1986) and Priest (1990b) emphasised the role environmental awareness can play in adventure education programmes. However, there was little evidence to suggest that environmental awareness was perceived as an objective in any of the three parts of the study.

Course outcomes

Table 7.2 provides a summary of the average effect sizes (ESs) relating to the accuracy and importance of aspects of self-concept immediately after the OBNZ and OBA courses (no quantitative findings were obtained for the OBCZ courses). A summary of the Final Themes (in bold), percentage and number of participant responses about perceived course outcomes, for time periods after the courses, is given in Table 7.3. The numbers in bold indicate responses to open-ended questions. All other responses are from specific open-ended questions asked about aspects of course outcomes.

Table 7.2   Summary of the average effect sizes (ESs) relating to the accuracy and importance of aspects of self-concept immediately after the OBNZ and OBA courses

	OBNZ 22-DAY COURSE	OBNZ 9-DAY COURSES	OBA INTERTOUCH 1999
Number of participants	54	39	15
Number of respondents	47	35	12
	ES	ES	ES
Accuracy of aspects of self-concept	.32	.05	.56
Importance of aspects of self-concept	.17	.31	.67

Table 7.3   Summary of the percentage and number of participant responses for the Final Themes (in bold) about perceived course outcomes, for time periods after the courses

OBNZ	22-DAY COURSE				9-DAY COURSES			
	Post course		Six months after		Post course		Six months after	
Number of participants	54	100%	54	100%	39	100%	39	100%
Number of respondents	47	87%	19	35%	35	90%	23	59%
COURSE OUTCOMES								
Personal development	**27**	**57%**	19	100%	**26**	**74%**	23	100%
Interpersonal development	**7**	**15%**	17	89%	**5**	**14%**	17	74%
Professional development			9	47%			5	22%
Other impacts	**10**	**21%**	5	26%	**2**	**6%**	6	26%
OBNZ for everyone	9	19%			6	17%		

OBCZ	INTERTOUCH 1997				INTERTOUCH 1998			
	Six months after		Two years after		Six months after		One year after	
Number of participants	25	100%	25	100%	30	100%	30	100%
Number of respondents	14	56%	17	68%	8	27%	10	33%
COURSE OUTCOMES								
Personal development	13	93%	**16**	**94%**	7	88%	**8**	**80%**
Interpersonal development	11	79%	**15**	**88%**	7	88%	**5**	**50%**
Professional development	5	36%			4	50%		
Other impacts	**7**	**50%**	9	53%	4	50%	6	60%

OBA	INTERTOUCH 1999					
	Post course		Six months after		One year after	
Number of participants	15	100%	15	100%	15	100%
Number of respondents	15	100%	9	60%	6	40%
COURSE OUTCOMES						
Personal development	14	93%	9	100%	**5**	**83%**
Interpersonal development	12	80%	5	56%	**3**	**50%**
Professional development	10	67%	7	78%		
Other impacts	**13**	**87%**	8	89%	6	100%

Table 7.2 shows an average effect size of .32 for 22-day course participant's perception of the accuracy of self-concept, which is similar to Hattie *et al.'s* (1997) findings for adventure programmes, but for the 9-day courses the average effect size was negligible (ES = .05). Table 7.2 shows that the average effect size for respondents perception of the accuracy of aspects of self-concept for the Intertouch 1999 course (ES = .56) was seventy-five percent more than that computed for the 22-day course at OBNZ (ES = .32). Hattie *et al.*'s (1997) meta-analysis of OBA programmes resulted in an average ES of .47. However, the Intertouch 1999 finding may reflect the nature of the participants (mainly OB staff) and the small sample size.

Table 7.2 also indicates that the effect size for participant perceptions of the importance of aspects of self-concept for the Intertouch 1999 course (ES = .67) was twice that computed for the 9-day OBNZ courses (ES = .32) and nearly four times that of the 22-day course (ES = .17). This finding suggests that depending on the maturity and openness of the participants, they may place more value on their self-concept at this stage, and although this may reduce the overall change scores, participants have a more realistic self-concept, and experience personal development at a later stage.

Personal development

Table 7.3 shows that the main outcomes perceived by almost all respondents six months after the OB courses evaluated in this study, related to aspects of personal development. This finding supports those of previous OB studies of outcomes (Clifford & Clifford, 1967; Ewert, 1982; Fletcher, 1971; Koepke, 1973; Hattie *et al.*, 1996; Hopkins, 1976; Shore, 1977; Wetmore, 1972). The following typical examples illustrate the impacts on personal development six months after the OBNZ courses and Intertouch courses:

22-day course at OBNZ:

- *Enhanced belief in my ability to achieve set goals.*
- *People don't recognise me I've changed so much. I am so much more confident.*
- *I am more assertive, communicate better, push myself harder, tolerate more and have more fun.*

9-day courses at OBNZ:

- *I believe in myself to the extent that no mountain is too high to climb.*
- *I feel more confident taking on new challenges. I feel like I am missing something if I don't have a goal.*
- *Helped me find my inner strength and overcome a lot of fears.*

Intertouch 1997:

- *Overall I feel much stronger and confident as an individual whenever I come to an obstacle in my life dealing with family, job, etc.*
- *It showed me a lot of my weak characteristics. It also showed me that others perceive me in a different way than I would think. Gave me a great push for the future, there's lots of things I'm good at and it helped my confidence a lot.*

Intertouch 1998:

- *More confident and connected with creative aspects of me. New enthusiasm for discovery.*
- *I know now what I'd like to do when I grow up.*

Intertouch 1999:

- *Intertouch has given me the strength to make big decisions with my personal and family life.*

- *A fantastic growth experience that assisted me in finding direction during a large transition period of my life.*

A higher number of responses were received two years after Intertouch in 1997 and one-year after the 1998 course than six months after the courses. These responses indicated that the effects on personal development were still evident. Although, the number of responses one-year after the 1999 course was only six, five (83%) perceived aspects of personal development.

The findings suggest that all the courses investigated did have considerable impact on many participants and these effects were lasting up to six months after the OBNZ courses; and up to two years after the Intertouch courses. For some, the OB courses were a major turning point in their life as illustrated by the following responses six months after the courses at OBNZ, OBCZ, and OBA, respectively:

- 22-day course at OBNZ: *I realised that the simple way of life was where I was happiest. When I am financially able I'm going to have a family and move to a small country town by water.*
- 9-day course at OBNZ: *Gave me a new lease of life, realised I am still able to meet/conquer new challenges.*
- Intertouch 1997 at OBCZ: *I have always struggled with my self-concept. During my two weeks at OB I felt great. I have always been the baby in the family I have played that role but also been placed in that role. OB broke that role for me and made me a stronger individual who could stand up to that family role. My last visit home my brother commented that I'm just one of them. I'm closer to my family than I've ever been.*
- Intertouch 1998 at OBCZ: *An amazing experience...A time of opening up and sharing much more of myself with others...Realised that I do need to really start to value my time alive more carefully.*
- Intertouch 1999 at OBA: *Incredible amazing experience...My new life's beginning. 'After one door closes another door opens', Intertouch was my opening.*

Interpersonal development

Interpersonal development objectives have been stated for outdoor and adventure education (Priest, 1990b). Table 7.3 shows that there was change in aspects of interpersonal development for respondents of all the courses. In particular, the main aspect of interpersonal development perceived by participants was improvement in relationships. More than 70% of 22-day and 9-day OBNZ course respondents commented about aspects of interpersonal development six months after the courses. This supports the findings of Mitchell and Mitchell (1988 &1989) who indicated that

increased interpersonal skills were an outcome of the 24-day course at OBNZ. The following typical examples illustrate the impact had on two 22-day course participants:

- *Got rid of long-term boyfriend, that everybody hated, the day I got back from the course...Have an amazing loving supportive caring boyfriend now, and we are equals. Amazed at what I used to put up with as acceptable.*

- *...heaps better. This has had a huge impact for me. My relationships with people and partner have improved greatly. I am able to get along with people with ease and understand where other people are coming from and understand they have feelings too!*

These typical comments from 9-day participants indicate perceived greater tolerance:

- *I am more aware of individual differences and likely to respect this since the course. This was a positive I took home with me.*

- *Positive attitude, patience, tolerance. Patience and ability to relate and listen to others.*

Six months after the 1997 and 1998 Intertouch courses over three-quarters of respondents commented about aspects of interpersonal development. For the Intertouch 1999 course, 56% of the respondents commented on aspects of interpersonal development. The following are typical examples of the comments six months after the three courses:

- Intertouch 1997: *In certain situations I'm good at leading the group, at decision making under pressure, and I've got good arguments to persuade others. I can be helpful to the team in this way. I can motivate a great deal. I did not know this about myself.*

- Intertouch 1998: *I learned to accept people. I mean different people, people with different attitude to life...All people from Intertouch 1998 have a big space in my heart and I am grateful for their enormous effort. Whenever we meet it can be the same feeling of friendship.*

- Intertouch 1999: *Working in a large group was a challenge, but since then I have developed a lot in how I relate to others.*

Nearly all (88%) of the respondents indicated aspects of interpersonal development two years after the Intertouch 1997 course. Half of the respondents one-year after the 1998 and 1999 courses also mentioned aspects of interpersonal development. The findings from both OBNZ and Intertouch courses indicate that the interpersonal development objectives were achieved six months after the courses, and the effects were lasting up to two years after the Intertouch courses for almost all the respondents. These findings support Burnard's (1991) view that experiential activities enhance interpersonal skills.

Professional development

Table 7.3 shows that aspects of professional development were reported by less than half the respondents of courses at OBNZ and Intertouch at OBCZ, although 78% responded about professional development six months after the Intertouch 1999 course. This finding for Intertouch 1999 was not surprising, as many were trainee or OB instructors. Professional development was not a stated objective of either the OBNZ courses or the Intertouch courses, but professional development programmes are a significant part of OB programmes internationally (Outward Bound International, 1997). The findings of this study suggest that these programmes should be designed and adapted for professional development needs and not rely on a standard format (Krouwel & Goodwill, 1994; Richards, 1994). The use of games and problem solving activities is common in these types of programmes (Kaagan, 1999; Wagner & Campbell, 1994), alongside the more traditional outdoor adventure activities (Bank, 1994; Krouwel & Goodwill, 1994).

Other impacts

Although environmental education was a stated objective of OBNZ courses (Outward Bound New Zealand, 1994b), there were few comments made by participants about impacts upon this aspect. Brichácek (1994) indicated that environmental education was an objective of OBCZ courses, however, it was not stated as an objective for Intertouch or perceived by participants as an impact. The findings from this study are contrary to Priest's (1990b) objectives for outdoor education, but are congruent with his objectives of adventure education. The findings support the view that the natural environment provides the context for many of the experiential education activities (Ewert, 1996; Gair, 1997), rather than environmental education being a specific outcome. Hopkins and Putnam (1993) and Roland and Hoyt (1984) believed that environmental awareness should be an integral part of adventure based experiential programmes. This suggests that if environmental education is to be an objective, the key is to make environmental sensitivity a proactive component of programme design, a view supported by Roland and Hoyt (1984). For example, courses developed by Van Matre (1974, 1979) and Ford (1981) were designed with outdoor education as part of a broader environmental education programme.

WHAT FACTORS FACILITATED THE OUTCOMES FOR PARTICIPANTS?

Key elements of the educational process

A summary of the Final Themes, percentage and number of participant responses about the key elements of the educational process, for time periods after the courses is given in Table 7.4. The numbers in bold indicate responses to open-ended questions. All other responses are from specific open-ended questions about the educational process.

Table 7.4   Summary of the percentage and number of participant responses for the Final Themes (in bold) about perceived key elements of the educational process, for time periods after the courses

OBNZ	22-DAY COURSE				9-DAY COURSES			
	Post course		Six months after		Post course		Six months after	
Number of participants	54	100%	54	100%	39	100%	39	100%
Number of respondents	47	87%	19	35%	35	90%	23	59%
KEY ELEMENTS OF THE EDUCATIONAL PROCESS								
Course design	**9**	**19%**	**3**	**16%**	**2**	**6%**	**11**	**48%**
Group of participants	**8**	**17%**	**5**	**26%**	**7**	**20%**	**8**	**35%**
Physical activities	**1**	**2%**	**3**	**16%**	**2**	**6%**	**3**	**13%**
Individual activities	**1**	**2%**	**1**	**4%**				
Atmosphere	36	77%	14	74%	33	94%	14	61%
Instructors	28	60%	15	79%	30	86%	16	70%

OBCZ	INTERTOUCH 1997				INTERTOUCH 1998			
	Six months after		Two years after		Six months after		One year after	
Number of participants	25	100%	25	100%	30	100%	30	100%
Number of respondents	14	56%	17	68%	8	27%	10	33%
KEY ELEMENTS OF THE EDUCATIONAL PROCESS								
Course design	**13**	**93%**	**5**	**29%**	**6**	**75%**	**5**	**50%**
Group of participants	**5**	**36%**	**5**	**29%**	**5**	**63%**	**4**	**40%**
Range of activities	**13**	**93%**	**6**	**35%**	**8**	**100%**	**3**	**30%**
Atmosphere	9	64%	5	29%	3	38%	5	50%
Instructors	9	64%	6	35%	7	88%	3	30%

OBA	INTERTOUCH 1999					
	Post course		Six months after		One year after	
Number of participants	15	100%	15	100%	15	100%
Number of respondents	15	100%	9	60%	6	40%
KEY ELEMENTS OF THE EDUCATIONAL PROCESS						
Course design	**7**	**47%**	**6**	**67%**	**2**	**33%**
Group of participants	**4**	**27%**	**5**	**56%**	**3**	**50%**
Range of activities	**14**	**93%**	**8**	**89%**	**6**	**100%**
Atmosphere	**8**	**53%**	**6**	**67%**		
Instructors	14	93%	8	89%	3	50%

Course design

Experiential learning is a process of learning through direct experiences (Carver, 1996; Luckmann, 1996) and is central to the philosophy of Kurt Hahn (Richards, 1990). The OBNZ and Intertouch courses were based on learning from experiences in the natural environment and components of OB courses advocated by Bacon (1983): skills training, stress/hardship, problem solving, service, reflection, and evaluation. However, a significant difference between the OBNZ and Intertouch courses was the range of challenges presented to participants.

The OBNZ courses involved a 'wave' of mainly physical outdoor activities, similar to the 'adventure wave' described by Schoel *et al.* (1988). The courses were based on Kurt Hahn's philosophy of a holistic education that aimed for personal development with adventure activities and developing outdoor skills as educational tools (Stetson, 1997). His philosophy of building character in youth emphasised challenging adventure experiences with real consequences (Richards, 1994; Stetson, 1997).

My participant observation of both 22-day and 9-day courses indicated that the standard format in the course design meant that there was a lack of flexibility for the instructors to react to the needs of the participants. The emphasis of the instructors was on safety and 'hard' outdoor skills rather than 'soft' facilitation skills. However, although the courses at OBNZ were based on mainly physical and group activities, incorporated in these were associated problem solving challenges, as Walsh and Golins' (1976) indicated in their 'Outward Bound educational process model' (Figure 2.8). Table 7.4 shows that less than 20% of respondents commented about the course design immediately after or six months after the OBNZ 22-day course, although 48% mentioned this aspect six months after the 9-day courses, which may reflect the maturity of the older groups. Participants of both 22-day and 9-day courses indicated a statistically significant change in their perceptions that OBNZ 'develops holistic well-being' (see Chapter Four). My own perception was similar after the 9-day course in which I participated. However, the greater range of activities offered at OBCZ later provided me with a more holistic challenge. The following comment from an OBNZ course participant illustrates this point:

> *Made me realise I can give anything a go and not to let the mind stop you. It was good for mind, body, and soul.*

'Dramaturgy', a holistic method of course design at OBCZ

'Dramaturgy' on the Intertouch courses involved integrating games and activities that were carefully sequenced using the 'dramaturgy wave'. The course design of Intertouch maintained a holistic balance and a variety of challenges. Doughty (1991) indicated that this holistic balance of activities should provide the next generation of personal and professional development programmes. Boud, Cohen and Walker (1993), Cooper (1994), and Hopkins and Putnam (1993), also argued that experiential education should be holistic, encompassing mind, body and soul. Aspects of the course design were mentioned by more than two-thirds of respondents six months after the three Intertouch courses. At OBCZ it is the development of the 'dramaturgy' that determines course length, and is not just a case of fitting activities into a number of days. The findings of this study support Holec's (1994b) view that developing 'dramaturgy' as part of course design and incorporating a variety of activities were key elements in developing a holistic experiential education process. The following comments from two respondents six months after the Intertouch course at OBA illustrate this point:

- *It was like a lifetime of experiences/lessons compressed into two weeks. It was like an experiment where I experienced tests of every capability I thought I had as a human being, and more. I used every sense, every skill, every limb, and every milligram of energy in the shortest space of time possible. I used neurones I knew I had, and created connections between neurones that have never been used.*

- *The depth of the sessions, activities, subjects we were involved in, they went deeply into all aspects of our lives, social, psychological, mental, and physical.*

The Intertouch 1999 instructors also commented favourably about the strengths of the 'Czech way'. This is illustrated by the following non-Czech instructor response:

The challenge for the facilitating team is to maintain a meaningful sequential journey, as opposed to a series of activities without a sense of wholeness and purpose. The need for the mix was very evident, physical, mental, emotional and spiritual balance of activities.

However, the high number of staff required, issues of staff burnout, and the long period of planning time required are factors that instructors identified as weaknesses of this approach. These issues may make the OBCZ methods difficult to incorporate into the 'back to back' course requirements of other experiential education organisations, such as OBNZ and OBA.

The group of participants

My observation and participation in courses at OBNZ support Flor's (1991b) view that the impact of the process of group dynamics was a powerful catalyst in developing insights into personal growth. These observations were also supported by Barrett and Greenaway (1995) who indicated that the influence of the group was potentially "a more significant factor than either the outdoor or adventure ingredients" (p.19). However, Table 7.4 shows less than 35% of OBNZ respondents commented about the group immediately after or six months after the courses. There was a similar response rate for the Intertouch courses both at OBCZ and OBA. This finding suggests that participants perceived interpersonal development as an outcome rather than an element of the process. The following response two years after the 1997 course indicated that the group was a key factor in achieving the impacts:

Also the closeness that developed between my self and some of the participants, in a short time we built lasting relationships. This came from spending 24 hours with each other and relying on support in challenging situations. Learning each other's strengths and weaknesses and bringing out the best of each other.

The 'watch' size at OBNZ of between eight and fourteen participants was identified by Hattie *et al*. (1997) as a common feature of adventure programmes. In contrast, the Intertouch courses were based on considerably larger groups of up to thirty participants with a corresponding greater number of instructors, usually between six and eight compared to the one or two on OBNZ courses. Many of the activities required smaller groups or teams, which were often similar to the group sizes indicated above. During the Intertouch courses many of the reviews were in the large group, which presented difficulties as a few participants dominated the discussion while some said nothing. My participant observation indicated that when the review process involved smaller groups, this allowed the entire group to contribute. This view is supported by Greenaway (1993), who indicated that the reviewing process facilitated by the instructors should add value to the experience and enhance personal and group development.

The range of activities

Table 7.4 shows that less than 20% of OBNZ respondents commented about the activities, although there was not a specific question asked. Almost all respondents commented about the activities on the Intertouch courses six months after the courses. Over 85% mentioned the physical activities six months after the 1997 and 1998 Intertouch courses. The respondents indicated that many of the physical activities had taken them out of their 'comfort zone'. This may be due to them being unfamiliar with the activities. Hattie *et al.* (1997) indicated that most adventure programmes "involve doing things physically active away from the persons normal environment" (p.44).

However, a variety of creative, individual and group activities were also mentioned six months after the Intertouch courses as taking people out of their comfort zones and/or that they had learnt the most from. This supports my observation that the different activities presented a greater variety and likelihood of challenge to the participants. For example, participants who were struggling with the physical activities were able to be leaders in some of the creative activities. However, there were few responses one year or two years later suggesting that other factors were influencing the outcomes at this time. Although all respondents mentioned activities six months after the 1999 course in Australia, only 22% of respondents mentioned the physical activities. This may have been due to many of them being used to outdoor physical activities, as they were OB staff. The range of activities used on the Intertouch courses support the step of Sakofs and Armstrong's (1996) 'Active learning cycle' (Figure 2.9), which advocated physical, individual, and group experiences. The creative activities used on Intertouch added another dimension of challenge.

All courses evaluated in this present study had significant periods of reflection and review of activities, which Dewey (1916), Boud (1997) and Priest and Gass (1997) argued were essential for processing the adventure experience. The Intertouch courses in 1998 and 1999 also used games such as 'Labyrinth' and 'Individual survival for the soul', which allowed participants to reflect on their lives. These activities elicited very strong emotions both during the activity and the review afterwards, and produced 'powerful learning experiences' (Greenaway, 1995) for some of the participants. More respondents identified these activities (including physical activities), as taking them out

of their comfort zone and/or from which they had learnt the most, than any other activity mentioned. The following are examples of the comments:

- *Labyrinth-a chance to practice my life, real emotion felt.*
- *Labyrinth- it was so powerful, I find it hard to explain.*
- *Individual survival for the soul and solo were personally the two parts of Intertouch that stay in my mind as being personally fulfilling and educational.*
- *Individual survival for the soul: I connected with my inner-self and felt at one with my heart.*

The games were also real and meaningful, which Kraft and Sakofs (1991) had indicated was important for adventure experiences. Krouwel (2000) pointed out that the OBCZ games were so exciting and full that review may become an afterthought. "It may not even be utterly necessary; over twelve days of intensive, surreal, constantly modified activity, the lessons may emerge in an unforced way" (p.71). Rather than 'frontloading' the experiences with prescribed objectives (Priest & Gass, 1993), the games 'let the mountains speak for themselves' (James, 2000). This point is illustrated by the following comment:

> *The Labyrinth of life: as the game progressed the similarity between it and my life was quite scary and made me really face a few facts about myself and how I'm leading my life.*

The atmosphere/learning environment

Table 7.4 indicates that the atmosphere on the OBNZ courses and Intertouch 1997 and 1999 courses was described by over 60% of respondents six months after the courses, although only 38% responded for the 1998 Intertouch course. A specific open-ended question was asked, which may indicate why the response rate was higher for this factor of the educational process than for those already discussed. The following were typical responses:

22-day:

- *A very supportive environment. Spirits run high and the general atmosphere is an extremely positive one.*
- *Awesome spirit, everyone gets on really well with each other and gets into the OB motto 'to serve, to strive and not to yield'.*
- *Very open and peaceful. High spirited people. Basically bliss!*

9-day:

- *Positive enthusiastic, challenging, encouraging. A professional organisation.*
- *Friendly, fun, challenging, physically tiring, happy atmosphere, great team spirit.*
- *It was warm, group spirited and full on.*

The findings suggest that the importance of the atmosphere/learning environment of the OBCZ Intertouch courses is more evident up to six months after the course than at the later time periods. This may be due to the 'atmosphere' being less tangible than participant's memories of other aspects of the courses. The importance of the atmosphere six months after the courses is reinforced by the following typical comments:

- *One of the most amazing environments I have ever experienced, caring, open, fun, flexible, relaxed, casual, supportive, comfortable. One of the best two weeks of my life.*

- *The world would be a better place if we could all live in an environment of trust, friendships and values.*

- *Friendly, active, willing to try anything having and enjoying fun, breaking barriers between people.*

- *Unreal, amazing, unbelievable that in such a short space of time people were so close, friendly and opened their hearts to everyone.*

- *International, warm, breathtaking, exciting wonderful, friendly and positive.*

The Czech instructors place great emphasis on preparing and establishing the atmosphere of the course. The preparation of the course involves the instructors creating other environments, as indicated by the following participant response after the Intertouch 1999 course.

> *The Czech's were very good in attention to detail. It made people feel welcome and good with all the thought that went into the creative ideas like the pictures in the bunk rooms, the posters on the walls for daily writing, the creative tea room, the music, the set up of the main room we used etc.*

This finding supports the view of Carver (1996) who indicated that to achieve the objectives of experiential education was dependent on setting characteristics and the learning environment. Hopkins and Putnam (1993) suggested that the learning environment had a much more subtle and powerful influence. Boud *et al.* (1997) indicated that this involved the social, psychological and physical environment.

The development of a positive, friendly and supportive environment on the courses evaluated in this study reinforced the development of trust and the dynamics of the group. It also helped create a safe learning environment that enabled participants to remove previous personal constraints and social inhibitions, and particularly on the Intertouch courses allowed participants to 'play'.

1. The ability to play

At OBCZ, many of the activities are 'games' that allow participants to 'play' (Horaková, cited in Intertouch, 1999). Flor (1991b), Gilsdorf (1995), Millar (1968), Rohnke (1984, 1989, 1993), and Shoel *et al.* (1988) advocated the use of games in adventure based experiential education. Priest and Gass (1997) indicated that this play stage (Mortlock, 1984) or exploration and experimentation stage (Priest & Baillie, 1987) of the adventure experience was important in developing 'peak experiences' (Maslow, 1962) and a 'state of flow' (Csikszentmihalyi, 1991). Bisson and Luckner (1996) discussed the important role of fun and play in removing social barriers and stress and increasing intrinsic motivation and relaxation. This is reinforced during activities, which involve psychological and/or perceived physical risk, and push participants to extend their 'comfort zone' (Nadler, 1995; Robinson, 1992). One Intertouch participant describing their 'Labyrinth' experience, illustrates this point:

> *When taken out of one's comfort zone there was always the trust and support there to nurture and console. Playing the birth to death game was most emotive. It stirred up tremendous emotion in me considering my present situation and life stage.*

The approach of OBNZ courses was based on outdoor adventure activities with real consequences. This more physical approach also allowed the participants to have fun, as indicated in the following typical comments six months after the 9-day courses:

- *The courses are a great challenge and I had a great deal of fun on my course.*
- *Well organised, fun, challenging and satisfying.*

At OBNZ the removal of participants from their normal environment, by being placed in the outdoor environment with a diverse group (watch) of strangers, aims to encourage the removal of societal barriers and personal inhibitions. This supports the view of Gass (1993) who indicated that the unfamiliar environment was an important element of the process of personal growth through experiential learning.

2. Safety: physical and emotional

Luckmann (1996) and Sakofs and Armstrong (1996) identified establishing a learning environment that was physically and emotionally safe, as important in facilitating the learning process in experiential education. The findings of this study indicated that

OBNZ was concerned with safety and no negative comments were reported. These are typical comments:

- *I felt very safe.*
- *Friendly, serious, and safe.*
- *Well run with safety in mind.*

At OBCZ the physical and emotional safety of participants was also important. The following comment from a non-Czech instructor on Intertouch 1999 indicated that the range of activities was *"stretching people out of comfort zones while still maintaining physical and emotional safety"*. The following typical participant comments also indicate the safe and supportive environment created on the Intertouch courses:

- *OB should be a safe place where you can truly express who you are without having to put on a persona and not being judged. It has a free spirit of acceptance and positive energy where dreams and friendships can be formed.*
- *It provided a very safe learning environment.*
- *Safe, supportive and understanding environment.*

In summary, the findings from each of the three parts of this present study indicated that the atmosphere was fun, safe, positive and supportive, which was in contrast to traditional outdoor adventure courses where the emphasis was on perceived fear (Mortlock, 1984) and pushing participants physically out of their 'comfort zones' (Nadler, 1995). The findings from the Intertouch courses suggest that it is not just physical activities that push participants out of their comfort zones, but also a range of non-physical 'games'.

The instructors

Table 7.4 shows that six months after the courses at OBNZ, OBCZ, and OBA, almost all respondents indicated, via Likert scales, that the instructors were 'very important' factors in the success of the courses. A specific open-ended question was asked, which may indicate why the response rate was higher than other factors of the educational process already discussed.

The nature of the activities from the different course contexts had resulted in different emphasis and approaches by the instructors. At OBNZ the instructor's primary focus

was on the physical safety of the participants and initially teaching them the specific outdoor skills, for example sailing or kayaking. They then tended to become more distant from the group allowing them to 'survive' on their own. This approach was categorised by Baillie (quoted in James, 2000) as 'let the mountains speak for themselves'. The OBNZ instructors indicated that further training was required in developing debriefing and counselling skills. This supports Hayllar's (1990) view that 'soft skills' training was equally, if not more important, than that of technical outdoor pursuit skills.

Over 70% of respondents six months after the 9-day and 22-day course commented about the important role the instructors played and the methods used. Some instructors did focus on metaphor development, which Bacon (1983), Schön (1991), Priest and Gass (1997), and Hovelynck (1998, 1999a, 1999b) indicated was the key to facilitating experiential learning experiences. Typical examples of the OBNZ instructors approach is illustrated by the following participant comments:

- *Both were helpful when necessary but otherwise left us to our own devices. Inspiring.*
- *They were very approachable, but stood back and let the watch make the decision. They were very good at facilitating group discussions and getting feedback from all members. The two instructors worked very well, they enhanced each others input and there wasn't as much pressure as there would have been if there had been just one.*
- *He was important in the way that he was there, but let it be our experience.*
- *He was awesome, he could relate to everyone individually, not just the group.*

Table 7.4 shows that about two-thirds of the respondents commented about the instructors six months after the Intertouch 1997 course; one-third of respondents commented two years after. Almost all respondents commented six months after the 1998 course; one-third responded one year after. The Czech approach to the facilitation of courses involved 'framing' the experiences, as categorised by Priest and Gass (1997). My participant observation indicated that the use of games meant that framing of the experience through imaginary scenarios was used rather than the logistics of real activities. The team of instructors was able to react to the needs of the group, being flexible, creative and changing the scheduled programme. They also participated in many of the activities. This created a closer feeling between participants and instructors, which is illustrated by the following typical comments after the 1997 and 1998

Intertouch courses:

- *They became our friends, which was great.*
- *Imaginative and sensitive, good examples, good team approach, involved with group.*

Almost all respondents commented immediately after, and six months after, the Intertouch 1999 courses about the instructors: half commented a year after the course. The feedback from the course in Australia indicated the benefits of a team approach.

- *I felt almost as if the instructors were part of the group and I have enormous respect and admiration for everyone. They were my saviours.*
- *All staff were fantastic. I appreciated especially, all of their different backgrounds, which made it a greater experience.*
- *Had complete trust in them at all times. Compassionate, understanding, full of fun, great examples of what they are teaching.*
- *They were all great. Some I related to more than others, but all had such good guiding skills. Czechs had so much strong spirit.*
- *Fan-bloody-tastic, their commitment, energy and personal touch are just a few of the many qualities that all of them showed. I really appreciated it.*

Bacon (1983) suggested that the sense of nature, peace and personal challenge that pervaded the OB courses attempted to create an ideal philosophy of life, and the instructor who embodied these values realised the full power of the OB concept. The findings from this present study provide empirical evidence to support the views of Schoel *et al.* (1988) and Luckmann (1996) that the instructor plays an important role in facilitating the learning process. Greenaway (1993) and Heron (1989, 1993) indicated that this role was emphasised in structuring the review or debriefing of the experiences.

The empirical findings of this present study support the key factors of the educational process proposed by Itin (1999) in his 'Diamond model of the Philosophy of Experiential Education' (Figure 2.4). Itin (1999) suggested that a more holistic view of experiential education involved a process linking the interaction of facilitators, participants, the learning environment and the activities. He believed that the philosophy of experiential education is particularly necessary in meeting society's needs and as a vehicle for change in the twenty-first century.

Figure 7.1 summarises the key elements of the educational process before and during the course, and indicates the main course outcomes of this study. *What differentiates the findings from the Intertouch courses at OBCZ and OBA, in comparison to the traditional approach at OBNZ, is the instructor's role in the planning of the course 'dramaturgy', the 'framing' of a range of 'games', and the development of an atmosphere that allowed participants to 'play'.*
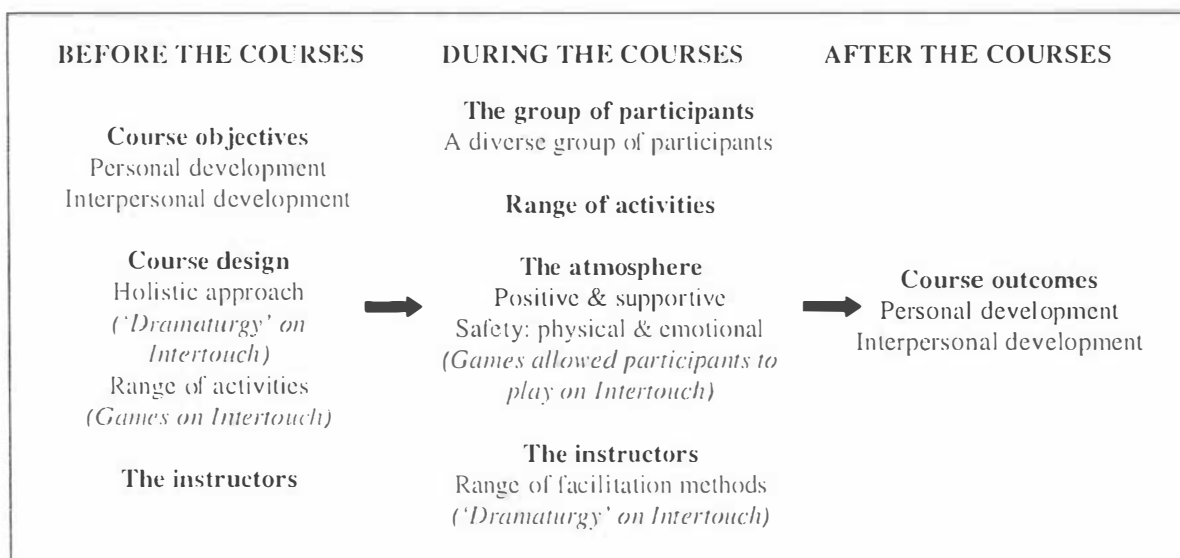
Figure 7.1   Summary of the key elements of the educational process before and during the course, and the main course outcomes from the findings of this study

CHAPTER EIGHT

CONCLUSIONS AND IMPLICATIONS OF THE STUDY

<u>Intertouch</u>

It was like a lifetime of experiences/lessons compressed into two weeks.
It was like an experiment where I experienced tests of every capability
I thought I had as a human being, and more.
I used every sense, every skill, every limb and every milligram of energy
in the shortest space of time possible.
I used neurones I knew I had, and created connections
between neurones that have never been used.

The critical element is that this 'experiment' occurred in a 'cocoon' of
safety/support/compassion/caring, allowing me to play full out.
This cocoon allowed me to go on this emotional roller coaster of
the highest highs and the lowest lows without wanting to get off.
I wanted to stay on because I knew that during this journey of two weeks
I was learning what would possibly take me two years or more in my 'normal' life.

I know that this was more than an educational experience because
when I try to explain the activities/learning to others, I often can't find the words.
Intertouch was a wake up call too because all of that was and is within me,
I only need to tap into it.

(written by a course participant six months after Intertouch 1999 at Outward Bound Australia)

CHAPTER OVERVIEW

This chapter states conclusions and implications drawn from the discussion of the main findings of this study. It is concluded that the Outward Bound courses investigated in New Zealand, the Czech Republic and Australia achieved stated objectives relating to personal and interpersonal development. The participants perceived the course outcomes to be aspects of personal and interpersonal development, particularly improved self-confidence and relationships. The rich descriptive data illustrated that qualitative methods were an appropriate and effective way of investigating experiential education and linking the study of outcomes with the investigation of the educational process.

It is also concluded that key elements of the experiential educational process were identified as a diverse group of participants, the range of instructor facilitation methods, a holistic approach to course design involving a variety of activities, and the development of a learning environment that emphasises physical and emotional safety, and creates a positive and supportive atmosphere. The development of course 'dramaturgy', a method of course design used at OBCZ (Holec, 1994a), aims to link, integrate and interweave these elements with the course goals to enhance the effectiveness of the educational process. What differentiates the findings from the Intertouch courses at OBCZ and OBA, in comparison to the traditional approach at OBNZ, is the instructor's role in the planning of the course' dramaturgy', the 'framing' of a range of 'games', and the development of an atmosphere that allowed participants to 'play'. In this study, the identification of the key elements of the process aimed to develop a greater understanding of what factors facilitated the outcomes for participants.

The implications of the study for the field of experiential education are:
- 'Dramaturgy' as a method of course design, and the intertwining of social, physical, creative, and reflection activities using 'the dramaturgy wave', which recognises the holistic and subjective nature of the outcomes of experiential education.
- A holistic model, which links the course outcomes and key elements of the experiential education process.
- The study of outcomes linked to the investigation of the experiential educational process using qualitative approaches.

CONCLUSIONS

Did the courses achieve their stated objectives?

The first aim of this thesis was to determine whether courses held at Outward Bound in New Zealand, the Czech Republic and Australia achieved their stated objectives.

1. The main objective of the OB courses evaluated in this study was perceived by participants to be personal development; interpersonal development was also mentioned, but with a lower response rate.

2. The statistical findings indicated that the average effect sizes for aspects of self-concept were greater for the 22-day than the 9-day participants immediately after the courses. The perceived outcomes from participants up to six months after the 22-day and 9-day courses at OBNZ suggested that the stated objectives of personal and interpersonal development were achieved.

3. Outcomes relating to personal and interpersonal development were also reported by Intertouch participants, both at OBCZ and OBA, six months after and up to one or two years after the courses. The findings suggest that the Intertouch theme of an international course with objectives of enhanced personal and interpersonal development through self-discovery was achieved.

4. The statistical findings from the OBA course indicated that the average effect sizes for aspects of self-concept were greater than that computed for the OBNZ courses. However, this finding may reflect the nature of the Intertouch 1999 participants (mainly OB staff) and the small sample size.

5. The OB objective, stated by Bacon (1983), of creating an experiential learning environment was achieved. Experiential learning is central to the philosophy of these OB courses.

6. There was little evidence of the other OB objectives stated by Bacon (1983) being perceived by participants as course objectives or outcomes (environmental awareness, and refining philosophy and values).

What factors facilitated the outcomes for participants?

The second aim of this thesis was to develop a greater understanding of what factors facilitated the outcomes for participants from these Outward Bound courses. The findings indicated that the key elements of the educational process were:

A holistic approach to course design using a standard format at OBNZ and involving 'dramaturgy' at Intertouch

1. As with many outdoor programmes, the emphasis at OBNZ was on a standard series of physical activities and the development of the group as key elements in the learning process.

2. At OBCZ, the development of 'dramaturgy' is a method of course design that incorporates a holistic and experimental approach to the planning of courses.

3. The instructors commented favourably about the strengths of the 'Czech way' approach, following the trial of Intertouch at OBA, but indicated that a weakness was the length of preparation time usually required.

A diverse group of participants

1. For all the courses observed in this study, the development of the group and trust amongst the participants were important in developing a safe and positive learning environment.

2. The instructors indicated that diversity and maturity within the group was important in accelerating the development of group dynamics.

3. The 'watch' size was between eight and fourteen at OBNZ; groups of up to thirty were on the Intertouch courses;

The range of activities

1. As indicated above, mainly physical outdoor group activities were used at OBNZ.

2. The Intertouch courses offered a greater variety of activities that were physical, but also social, creative, and reflective. The participants, the instructors, and my participant observations identified the range of games and activities as important in increasing the diversity (mind, body, and soul) of challenge for all involved.

The positive and supportive atmosphere, which was physically and emotionally safe

1. The atmosphere of the courses, which was established by the instructors and reinforced by the group dynamics, was a significant ingredient. The courses were set in nature and the positive and supportive atmosphere developed by the group and instructors enhanced the learning environment in all three parts of the study.

2. An atmosphere that ensured physical and emotional safety and allowed participants to 'play' was an important factor identified by my participant observations, the participants, and the instructors.

3. At OBNZ, the natural setting enhanced the range of physical outdoor activities, such as sailing, kayaking and tramping.

4. For the Intertouch courses held in the Czech Republic and Australia, in addition to the physical environment, the instructors spent considerable time developing the atmosphere through the 'framing' of the games and creative presentation of the centre.

A range of instructor facilitation methods

1. The instructor's facilitation of the learning process also involved important roles such as implementing safety procedures, skills training, and review and reflection upon the different activities.

2. The focus of instructor training at OBNZ and OBA is on the 'hard' outdoor skills and ensuring physical safety of participants. There was a need identified by OBNZ instructors for training in a greater range of 'soft' skills, particularly reviewing and counselling techniques.

3. In contrast, the focus for the training of OBCZ instructors is on the development of the course 'dramaturgy', which involves the intertwining of social, physical, creative and reflection 'games', as part of the 'dramaturgy wave'. Although outdoor skills are required and physical safety of the participants is important, facilitation skills and issues of emotional safety have greater emphasis.

4. One or two instructors were used on the courses at OBNZ, in contrast there were up to nine instructors on Intertouch

IMPLICATIONS OF THE STUDY

This thesis has evaluated the educational process and outcomes of Outward Bound course in three different contexts. It is accepted that as a case study the transferability of the findings may have limitations until tested in other contexts. However, the contribution to the field of experiential education is in the form of:

- 'Dramaturgy' as a method of course design;

- A holistic model, which links the course outcomes and key elements of the experiential education process.

- The investigation of experiential education programmes using qualitative approaches.

The development of 'dramaturgy' as a method of course design

1. The investigation of the Intertouch courses in this study has identified that the use of 'dramaturgy' is a method of course design, which places importance on planning and experimentation using a holistic approach (Martin, 2000; Martin & Leberman, 2000). First themes are chosen and then the 'scenario' is created, which involves intertwining the logistics of the individual activities. During the course, instructors change the scenario to react to the needs of the participants (Martin, 2000). The OBCZ courses are characterised by their range of innovative and creative 'games' and activities, which Krouwel (2000) suggested provide an experiential tool that allows the element of the unexpected.

2. The findings from this study suggest that the philosophy of the OBCZ courses challenges the idea of 'frontloading' (Priest & Gass, 1993) or having pre-prepared learning objectives. Instead the instructors seek "to help people discover solutions to their own issues within themselves" (Krouwel, 2000, p.64). This supports the view of Dewey (1938), that defining terms with specific stated objectives in the fields of outdoor, adventure, and environmental education ignores the holistic process and subjective nature of the outcomes that is fundamental to experiential learning (Carver, 1996; Cooper, 1994; Hopkins & Putnam, 1993).

3. The use of 'the dramaturgy wave' (Figure 8.1) in course design has implications for the associated fields of outdoor, adventure and environmental education as many of these types of programmes focus on development through one medium, for example physical outdoor activities (Martin, 2000). I suggest that this approach also has

implications for the design of both personal and professional development programmes, a view supported by Krouwel (2000). However, the planning time and number of instructors required may be limitations in commercial settings.

4. The empirical findings of this study suggest that the course 'dramaturgy' and range of games and activities developed at OBCZ have much to offer in terms of staff training and course development. These findings support the observations of Krouwel (1994, 2000) that the 'Czech way' offers a more holistic challenge than traditional OB outdoor approaches and provides the 'next generation of effective experiential programmes' to meet the needs of society today.

Examples of 'peak activities'   Group activities   Creative Workshops   Dancing hall   Camel trophy   Pointillism

Social wave

Physical wave

Creative wave

Emotional/reflection wave

Beginning of course   End of course
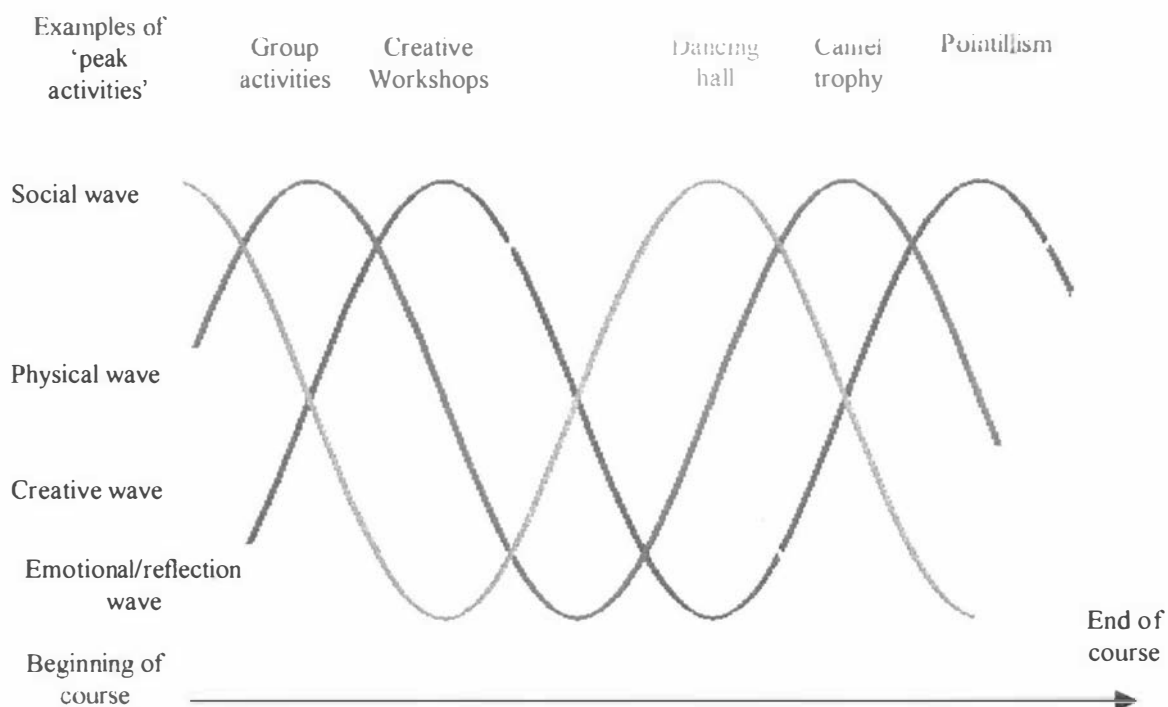
Figure 8.1   The 'dramaturgy wave', developed from the findings of this study (adapted from Martin, 2001a, p.104)

A holistic model, which links the course outcomes and key elements of the experiential education process.

1. Figure 8.2 is a holistic model, developed from the findings of this study, which summarises the key elements of the experiential educational process. The model illustrates the complex variables involved in developing experiential education programmes (people, processes, and outcomes). The instructors, along with the development of trust and the group dynamics amongst participants, are important

factors in the creation of a positive, friendly atmosphere and supportive learning environment that is physically and emotionally safe.

2. The use of a variety of activities aims to challenge participants mentally, physically, and emotionally (mind, body and soul). In this study, traditional outdoor activities, creative workshops and structured and non-structured games have been shown to be effective in producing experiential education activities that resulted in aspects of personal and interpersonal development (Martin, 2001a, 2001b).

3. The empirical findings of this present study have reinforced the views of Hattie *et al.* (1996, 1997), McKenzie (2000), and Nichols (2000) who indicated that the study of outcomes is of limited value unless linked to the investigation of the educational process. To achieve course objectives the key elements of the educational process have been categorised in this study as:

• The course design: a holistic approach (using 'dramaturgy' on Intertouch), integrating a variety of activities (or games) involving reflection;

• A diverse group of participants, and the instructors' facilitation methods;

• The learning environment: physical and emotional safety, a positive and supportive atmosphere (the games on Intertouch allowed participants to play).
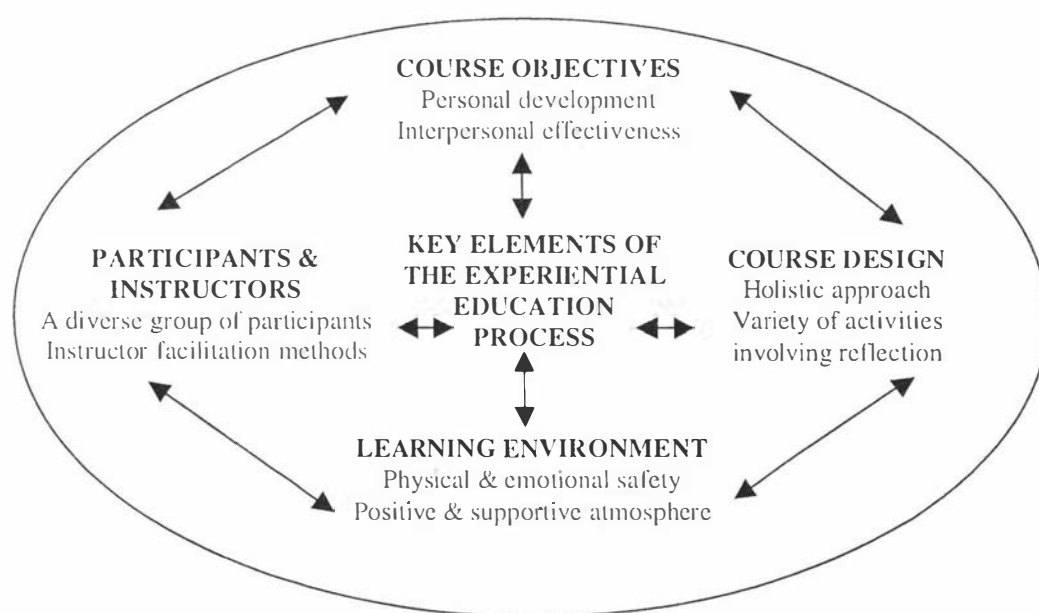
Figure 8.2   A holistic model of the key elements of the experiential educational process, developed from the findings of this study

The study of outcomes linked to the investigation of the experiential educational process using qualitative approaches

The empirical findings of this study indicate that the use of a number of qualitative methods is an effective and appropriate way of investigating the complex phenomena and many variables of experiential education. The case study was also a 'meaningful design' for the evaluation of the experiential programmes of Outward Bound. Both participants and instructors are integral parts of the process and the use of both these sources of data, along with my own observations has added to the validity, credibility and transferability of the findings through methodological triangulation. The open-ended question approach provided descriptive data that led to a greater insight into the actual effects and impacts one and two years after the Intertouch courses. This study has illustrated that the images of transfer that participants use, can link the educational process and course outcomes, a view supported by Barrett and Greenaway (1995), Dahlgren and Szczepanski (1998) and Allison and Pomeroy (2000). The descriptive range of accounts from individuals are important, with key themes being extracted even though participant experiences are very subjective and differ from one individual to another. These sources of diverse data are not surprising as the aim of holistic personal development courses is to elicit behaviour change. As a result this diversity does not lend itself just to quantification.

Recommendations for further research

The following issues have arisen as a result of this study:

- To investigate the outcomes of the Intertouch course in other International contexts.
- To test the 'holistic model of the key elements of the experiential educational process' in other adventure education settings.
- To evaluate the effectiveness of the 'dramaturgy wave' when applied to the course design of other experiential programmes.
- To consider whether activities from which participants learn the most are necessarily those that push them out of their 'comfort zone'?
- To review the importance of the debrief sessions as part of the overall reflection in course design.
- To assess the effect of different cultures in the development of group dynamics.

Personal post script

The development of this study has been a very personal journey and has impacted greatly on my own personal and professional life. Easterby Smith, Thorpe and Lowe (1991) identified three motivations for undertaking research: research as a vehicle for learning, personal growth and dealing with a real problem. All three were significant in this study.

Research as a vehicle for learning

I have undertaken many physical and sporting challenges in the past and my enrolment in the Ph.D. and involvement with Outward Bound appealed to me as one such significant challenge. I can also liken the research process to the training programmes I have followed in the past. There are many ups and downs along the way but the final goal is always the focus. I have certainly experienced the seven stages in the process of conducting a Ph.D. identified by Easterby Smith, Thorpe and Lowe (1991). These were "enthusiasm, isolation, increasing interest, increasing independence, boredom, frustration and a job to be finished" (p.12). The research process has been long and challenging, but particularly rewarding in my work with both undergraduate and post-graduate students in assisting them with their research projects. It has also enabled me to create, develop and facilitate a variety of personal and professional development courses. At the beginning of this study I did not regard myself as an outdoor or Outward Bound instructor, but my background was in education, teaching and management. In 1997, I jointly facilitated a one-day course with Professor Steve Truitt of the Harvard Outward Bound Project for students of the Harvard Graduate School of Education at Thomson Island Outward Bound. Whilst working for Outward Bound in the Czech Republic, I also facilitated four-day Professional Development Programmes for human resource managers at Tabak Ltd., marketing managers at Ford, and financial accountants at Unilever. These facilitation experiences and my involvement with the design and facilitation of the Intertouch courses in 1998 and 1999 gave me considerable insight into adventure based experiential programmes where the emphasis was not on outdoor physical 'hard skill' activities.

Personal growth

My involvement at the beginning of this study appeared to be purely on a professional level; however, little did I realise the type of personal development this study would bring. The greatest impact was meeting my wife Lenka on the 1997 course. We were married less than a year later and now have two sons David and Adam whose learning environment and ability to play have influenced my thinking in relation to this study.

Dealing with real problems

The initial motivation for this study was the 'real' problem that existed at OBNZ due to falling rolls and financial instability. My work as a researcher with OBNZ has been very interesting and stimulating, but also a steep learning curve, particularly dealing with the different stakeholder groups within the organisation, customers (participants and sponsors), instructors, management, and the board. This also presented difficulties as I often felt 'caught in the middle' or as an intermediary during the implementation of changes by management that impacted on instructors working schedules, particularly the diversification of courses aimed at specific target groups (Martin, 1998b). However, it was pleasing to see that the changes implemented have resulted in increased enrolments and an improved financial position (Outward Bound New Zealand, 1999).

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APPENDIX ONE

THE COURSES

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Appendix 1b The Outward Bound New Zealand courses

The 22-day course S375

Day	1	2	3	4, 5	6, 7	8
Activity	Arrive Fire brief Introductions	Team initiatives First aid & CPR training	Rock climbing Service	Bush scheme training (Tramping)	Community service	Ropes course Kayak training

Day	9-11	12-14	15-17	18-20	21	22
Activity	Rivers scheme (Kayaking)	Bush scheme expedition (Tramping)	Solo	Sea scheme (Sailing)	Marathon (24km)	Tree planting Farewell

The 9-day course, C133

Day	1	2	3	4, 5	6	7	8	9
Activity	Arrive Bush scheme (Tramping)	Bush scheme	PT Rock climbing Sea scheme (Sailing)	Sea scheme	Solo	Solo Ropes course	Rivers scheme (Kayaking)	Marathon (12km)
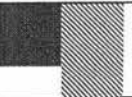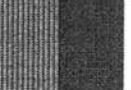
Appendix 1b The Intertouch course scenario Outward Bound Czech Republic August 1997

Date	Dawn	Breakfast	Morning 1	Morning 2	Lunch	Afternoon 1	Afternoon 2	Dinner	Evening 1	Evening 2	Night
Sunday							16.16pm Planetarium		Mystery of Prague		Travel to Doubravka
Monday	Arrive at Doubravka	Sleep	Intro to centre	Icebreakers/ Dynamics			'Mulilegger' (Physical)		Greetings from around the world (Cultural/social)		
Tuesday			Drawing in pairs (Senses)	Dance		Low ropes	Mountfield (Physical)		Garden party (Social)		
Wednesday			'Honeymoon' (Social)	Drama	International touches (Cultural)	Paper +paint (Creativity)	Astro game (Team)		Review Astro game	Clay	
Thursday		Fahrenheit 451 (Senses)		Video clips (Role play)		Video clips (Role play)	Ekosystems (Team)		Review Ekosystems	'Oscars' of the videos	Baby massage
Friday			Pointillism (Creativity)			Orienteering	Climbing			Dance Party (Role play)	
Saturday			Writing on sheets (Feedback)						Solo		
Sunday		Solo		Review Solo			Camel trophy (Physical/team)				Massage
Monday			Review Camel Trophy	Clean up centre		Leave centre			Silly John (Cultural)		
Tuesday				Silly John (Cultural)					Review Silly John	Poems (Creativity)	
Wednesday			Service			Abseiling	Feeling the forest (Senses)		Walking through Czech forest and villages		
Thursday			Walking through Czech forest and villages				Theatre (Team/role-play)			Dinner	
Friday			Flying fox/ writing letters			Common time...End of course					

Appendix 1c The Intertouch course scenario, Outward Bound Czech Republic August 1998

Day		Early Morning	Breakfast	Before noon 1	Before noon 2	Lunch	Afternoon 1	Afternoon 2	Dinner	Evening	Night
Friday	1.						BEGINNING in Prague (Start, Planetarium, Gallery with "raut" dinner, Tramway, Praga Mysteriosa				
Saturday	2.	TRAVELLING TO THE CENTRE" /Icebreakers and dynamics									
Sunday	3.	Introduction of the Centre		"RUNNING GAME" (Andy)		International 'touches'	CREATIVITY (Jitka) LOW ROPES (Rick)		International 'touches'		Greetings of the nations (Olina)
Monday	4.			Dancing + Dramatics (Frcka + Martin)			ROCK climbing (Olina + Rick) Orienteering (Svetla + Jenyk)				"ROLES Program" (Wedding Party) (Andy + Frcka)
Tuesday	5.	NEXUS (Jenyk)			DANCE/KI (Svetla/ Olina)		DANCE/KI (Svetla/ Olina)	Video Clips (Andy + Olina)			Men +.women/Sauna/clay (Jitka)
Wednesday	6.			LABYRINTH (Svetla + Jitka)				Running Game Ecosystems (Jenyk)			DANCING HALL (Tom Hecko)
Thursday	7.			WRITING SHEETS (Rick)			HIGH ROPES WORKSHOP	Leaving to SOLO	SOLO (Rick)		
Friday	8.	SOLO (Rick)		Return from SOLO	Review of SOLO		Team "INFECTION" (Svetla + Jenyk + Martin)				Nightgolf + Svetla's birthday (Jitka)
Saturday	9.	STALKER (Physical/mental)		ART Breakfast	Leaving to "SILLY John"	"SILLY JOHN"(Frcka + Andy)					
Sunday	10.	"SILLY JOHN"			Review of "SILLY JOHN" + Late lunch		CAMEL TROPHY(Jenyk)				Massage(Martin)
Monday	11.			POINTILISM (Jitka + Frcka)			"Individual survival for soul" (Ola + Svetla)				POEMS (Dead Poets) (Jitka + Frcka)
Tuesday	12.			Trapeze jump (Rick + Olina)			Service				THEATRE (Slideshow incl.)(Jenyk)
Wednesday	13.			Housecleaning	Leaving Centre...		Common TIME...END OF COURSE				

Appendix 1d The Intertouch course scenario Outward Bound Australia, March 1999

Date	Wave style	Early morning	B	Mid morning	L	Afternoon	D	Evening
27-Feb Sat **1** 28-Feb Sun **2**				Gear& food Dynamics *Zoë, Matt, Zoë Svetla*		2.22pm SYDNEY *Matt, Karim, Svetla, Jitka* Dynamics BIKE RACE *Svetla, Zoë, Jenyk, Andy*		Welcome Circle MUSIC ●*lina, Svetla* Night walk *Olina, Zoë*
1-Mar Mon **3**				FELLOWSHIP OF THE ROUND TABLE *Zoë, Olina*				NATIONAL GREETINGS *Olina, Matt*
2-Mar Tue **4**				MM MULTI- LEGGER *Creative Workshops* DRAMA *Jitka, Andy, Svetla*		SCRABBLE/ *COLOURMAZ* *Jitka, Rachel, Jenyk*		POSEIDON *Svetla, Karim*
3-Mar Wed **5**				*Creative Workshops* MUSIC prep. *Matt*		KI *Olina*		MEN& WOMEN *Jitka, Karim*
4-Mar Thu **6**				LABYRINTH *Svetla*		*Labyrinth* SITTING GAME *Review* *Jenyk*		TOUCHES *China* RELAXATION *Queensland* *Rachel*
5-Mar Fri **7**				MM Ki ROPES *Karim*		RICK's Sheets, BLIND SOCCER, TOUCHES *Vic., W.A.* *Andy*		*Rest* CAVES *Karim*
6-Mar Sat **8**		CAVES *Karim*		CAVES *Karim*		SOLO *Olina*		
7-Mar Sun **9**		SOLO *Olina*		SOLO *Olina*		*SOLO* INFECTION *Review* *Jenyk, Svetla, Matt*		DANCING HALL *Jitka, Rachel*
8-Mar Mon **10**				MMM *Service*		CAMEL TROPHY *Jenyk, Andy, Matt*		Massage *Rachel*

9-Mar Tue **11**				**MM** VIDEOCLIPS *Andy, Zoë*	**CLOSE** **ENCOUNTERS** DANCE *Olina* *Svetla*	**TOUCH** *Great* **OSCARS** session *Britain Andy, Zoë Matt*
10-Mar Wed **12**				**INDIVIDUAL SURVIVAL** **FOR THE SOUL** *Jitka, Olina*	**TOUCH** POINTILISM *Jitka, Zoë* *New Zealand touch*	**'DEAD POETS' POEMS** *Matt, Rachel*
11-Mar Thu **13**				**Theatre Prep.**	**THEATRE** *Svetla*	**Final SYMPHONY** *Matt* **SLIDESHOW** *Jenyk*
12-Mar Fri **14**				**Clean up** **FINAL** **Good Bye** **& Pack** **DEBRIEF** **Circle** *Matt* *Karim* **THARWA**		

KEY	
▬	Physical wave
▬	Social wave
▬	Emotional wave
	Feedback
B	Breakfast
L	Lunch
D	Dinner
MM	Morning Meeting
MMM	Long Morning Meeting

294

APPENDIX TWO
THE QUESTIONNAIRES

Appendix 2a   Pre course questionnaire, OBNZ

<u>Cover letter for questionnaire</u>

Introduction

The following questionnaire is being used to study the perceptions of, and the impacts to participants of courses at Outward Bound. The research will also try to find out what changes take place in perception, and in a person's self-concept, during the course and in the months afterwards. The intention is to find out more about the courses so that improvements can be made, if necessary. The research is being undertaken by Andy Martin, a lecturer in Sport and Outdoor Recreation Management, part of the Sport Management programme at Massey University.

What is involved?

Participation in the research is completely voluntary and information will remain confidential. Each questionnaire should only take a few minutes to complete and involves ticking boxes with the most appropriate answer and writing comments, which best describes your opinion of the question.

Firstly, you will be asked to fill in this questionnaire as you start the course. You will be asked to fill in a further questionnaire following the course and a third questionnaire will be sent to you, six months later, to be answered and sent back. Please follow the instructions carefully and answer all the questions that you can. You may get help with some of the questions, but please write down your answers only.

Thank you

Thank you very much for spending the time to fill in the questionnaires. Your answers are appreciated and important in the development of future courses. The Outward Bound course that you are about to enjoy has been developed and improved in response to comments from students of the past courses.

Using the five-point scale below, rate the following statements as they apply to your impression of OB

1 Definitely Agree	2 Agree	3 Don't Know	4 Disagree	5 Definitely Disagree

Please rate how satisfied you are with: (please tick the appropriate box)
E.g.   is in the Marlborough Sounds   ☐ ☐ ☐ ☐ ☐

Outward Bound:
Is where you learn outdoor skills   ☐ ☐ ☐ ☐ ☐

Is confidence building   ☐ ☐ ☐ ☐ ☐

Is mentally challenging   ☐ ☐ ☐ ☐ ☐

Is physically challenging   ☐ ☐ ☐ ☐ ☐

Is educational   ☐ ☐ ☐ ☐ ☐

Is expensive   ☐ ☐ ☐ ☐ ☐

Develops leadership skills   ☐ ☐ ☐ ☐ ☐

A place where you meet new friends   ☐ ☐ ☐ ☐ ☐

Instils self-discipline   ☐ ☐ ☐ ☐ ☐

Develops ability to work with others   ☐ ☐ ☐ ☐ ☐

Is for the youth of today   ☐ ☐ ☐ ☐ ☐

Builds self-reliance   ☐ ☐ ☐ ☐ ☐

Builds sense of responsibility   ☐ ☐ ☐ ☐ ☐

Is concerned with safety   ☐ ☐ ☐ ☐ ☐

Makes you more social   ☐ ☐ ☐ ☐ ☐

Makes you independent   ☐ ☐ ☐ ☐ ☐

Makes you interdependent   ☐ ☐ ☐ ☐ ☐

Develops holistic well-being   ☐ ☐ ☐ ☐ ☐

Develops positive attitudes   ☐ ☐ ☐ ☐ ☐

Builds fitness   ☐ ☐ ☐ ☐ ☐

Makes you more tolerant   ☐ ☐ ☐ ☐ ☐

Self-concept

a. Using the five point scale provided below, rate the following statements for their accuracy to you.
b. Then, please rate the same statements for their importance to you (using the five point scale).

Very Accurate 1 Very Important	Accurate 2 Important	Moderate or 3 Average	Inaccurate 4 Unimportant	Very Inaccurate 5 Very Unimportant

How to answer

For example, the statement ... "I enjoy the outdoors" ... may be Very Accurate (5) as a description of you, but it may also be Unimportant (2) to you

Accuracy: how accurate is this statement about you　　　　**Importance: how important is this statement about you**

☐ ☐ ☐ ☐ ☐ I am good at sports and physical activities　☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ I am physically attractive/good looking　☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ I have good relationships with opposite sex　☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ I have good relationships with same sex　☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ I have good relationships with my parents　☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ I am an emotionally stable person　☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ I am a spiritual/religious person　☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ I am an honest/reliable/trustworthy person　☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ I have good verbal skills and reasoning ability　☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ I have good problem solving skills　☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ I am/was a good student in most academic subjects　☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ I am good at creative thinking　☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ I am a practical/mechanical/"handy" person　☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ I am a caring and understanding person　☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ I am a hard-working employee　☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ I am concerned for my health and fitness　☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ I have an outgoing personality　☐ ☐ ☐ ☐ ☐

a. Using the five-point scale below, rate the following as they apply to your impression of the ease of the course activities and routines.

b. Then, please rate the same activities and routines for your impression of how much you would enjoy them (using the five point scale).

Very enjoyable	Enjoyable	Moderately enjoyable	Not enjoyable	Not enjoyable at all
1 Very easy	2 Easy	3 Moderately easy	4 Not easy	5 Not easy at all

How to answer

In the spaces provided to the right, write any comments you wish about the activity or school routine.

E.g. you may find mountain biking Very easy (1) but also not enjoyable (4), please tick the appropriate box

Ease	**Activity or Routine**	**Enjoyment**
☐ ☐ ☐ ☐	☐ Morning fitness activities	☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	☐ No smoking	☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	☐ No drinking	☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	☐ Strict timetables, punctuality time restraints	☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	☐ Communal living	☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	☐ Tent living	☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	☐ Ropes course	☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	☐ Rock climbing	☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	☐ Group activities	☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	☐ Running a 1/2 marathon	☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	☐ Tramping	☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	☐ Canoeing/ Kayaking	☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	☐ Snow pursuits	☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	☐ Sailing	☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	☐ Solo: being alone in the bush	☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐	☐ Service to community projects	☐ ☐ ☐ ☐ ☐

Appendix 2b   Post course questionnaire, OBNZ

Please tick or write answers to the following questions

1   When did you attend Outward Bound?   Month   _____
                                                 Year   _____

2   How long was the course?   Standard 22-24 days   ☐
                                        Compact (8 days)   ☐
                                        Two weeks   ☐

     Other (please specify)

3   Did you enjoy the course?   Very enjoyable   ☐
                                        Enjoyable   ☐
                                        Moderately enjoyable   ☐
                                        Not enjoyable   ☐
                                        Not enjoyable at all   ☐

4   Did the course meet your expectations?   Exceeded expectation   ☐
                                               Met expectations   ☐
                                               Don't know   ☐
                                               Expectations not met   ☐
                                               Expectations not met at all ☐

     Why or why not?

5   Describe what you understand to be the philosophy and objectives of Outward Bound

6   Describe the atmosphere, spirit and culture of the Outward Bound School

7   Would you recommend the course to others?   Yes   ☐
                                                  No   ☐
     Why or why not?

8   Which of the following describe the course as, value for money?

                                        Excellent   ☐
                                        Very good   ☐
                                        Good   ☐
                                        Average   ☐
                                        Poor   ☐

9.   How important was your instructor in the facilitation of the experience

                                        Very important   ☐
                                        Important   ☐
                                        Moderately important   ☐
                                        Not important   ☐
                                        Not important at all   ☐

     Any further comments about your instructor?

10. Please make any further comments you wish about the effects of the course on you

11. Please make any comments you wish about any aspect of Outward Bound courses. Please include any
     recommendations you may have for changes to the courses.

12. Using the five-point scale below, rate the following statements as they apply to your impression of OB

1 Definitely Agree	2 Agree	3 Don't Know	4 Disagree	5 Definitely Disagree

Please rate how satisfied you are with: (please tick the appropriate box)
E.g.   is in the Marlborough Sounds   ☐ ☐ ☐ ☐ ☐

Outward Bound:
Is where you learn outdoor skills   ☐ ☐ ☐ ☐ ☐

Is confidence building   ☐ ☐ ☐ ☐ ☐

Is mentally challenging   ☐ ☐ ☐ ☐ ☐

Is physically challenging   ☐ ☐ ☐ ☐ ☐

Is educational   ☐ ☐ ☐ ☐ ☐

Is expensive   ☐ ☐ ☐ ☐ ☐

Develops leadership skills   ☐ ☐ ☐ ☐ ☐

A place where you meet new friends   ☐ ☐ ☐ ☐ ☐

Instils self-discipline   ☐ ☐ ☐ ☐ ☐

Develops ability to work with others   ☐ ☐ ☐ ☐ ☐

Is for the youth of today   ☐ ☐ ☐ ☐ ☐

Builds self-reliance   ☐ ☐ ☐ ☐ ☐

Builds sense of responsibility   ☐ ☐ ☐ ☐ ☐

Is concerned with safety   ☐ ☐ ☐ ☐ ☐

Makes you more social   ☐ ☐ ☐ ☐ ☐

Makes you independent   ☐ ☐ ☐ ☐ ☐

Makes you interdependent   ☐ ☐ ☐ ☐ ☐

Develops holistic well-being   ☐ ☐ ☐ ☐ ☐

Develops positive attitudes   ☐ ☐ ☐ ☐ ☐

Builds fitness   ☐ ☐ ☐ ☐ ☐

Makes you more tolerant   ☐ ☐ ☐ ☐ ☐

13. Self-concept

a. Using the five point scale provided below, rate the following statements for their accuracy to you.

b. Then, please rate the same statements for their importance to you (using the five point scale).

Very Accurate 1 Very Important	Accurate 2 Important	Moderate or 3 Average	Inaccurate 4 Unimportant	Very Inaccurate 5 Very Unimportant

How to answer

For example, the statement ... "I enjoy the outdoors" ... may be Very Accurate (5) as a description of you, but it may also be Unimportant (2) to you

Accuracy: how accurate is this
              statement about you

Importance: how important is this
                statement about you

☐ ☐ ☐ ☐   ☐ I am good at sports and physical activities   ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐   ☐ I am physically attractive/good looking   ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐   ☐ I have good relationships with opposite sex   ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐   ☐ I have good relationships with same sex   ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐   ☐ I have good relationships with my parents   ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐   ☐ I am an emotionally stable person   ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐   ☐ I am a spiritual/religious person   ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐   ☐ I am an honest/reliable/trustworthy person   ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐   ☐ I have good verbal skills and reasoning ability   ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐   ☐ I have good problem solving skills   ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐   ☐ I am/was a good student in most academic subjects   ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐   ☐ I am good at creative thinking   ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐   ☐ I am a practical/mechanical/"handy" person   ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐   ☐ I am a caring and understanding person   ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐   ☐ I am a hard-working employee   ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐   ☐ I am concerned for my health and fitness   ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐   ☐ I have an outgoing personality   ☐ ☐ ☐ ☐ ☐

14. a. Using the five-point scale below, rate the following as they apply to your impression of the ease of the course activities and routines.
b. Then, please rate the same activities and routines for your impression of how much you would enjoy them (using the five point scale).

Very enjoyable	Enjoyable	Moderately enjoyable	Not enjoyable	Not enjoyable at all
1 Very easy	2 Easy	3 Moderately easy	4 Not easy	5 Not easy at all

How to answer

In the spaces provided to the right, write any comments you wish about the activity or school routine.
E.g. you may find mountain biking Very easy (1) but also not enjoyable (4), please tick the appropriate box

Ease **Activity or Routine** **Enjoyment**

☐ ☐ ☐ ☐ ☐ Morning fitness activities ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ No smoking ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ No drinking ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ Strict timetables, punctuality time restraints ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ Communal living ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ Tent living ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ Ropes course ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ Rock climbing ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ Group activities ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ Running a 1/2 marathon ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ Tramping ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ Canoeing/ Kayaking ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ Snow pursuits ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ Sailing ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ Solo: being alone in the bush ☐ ☐ ☐ ☐ ☐

☐ ☐ ☐ ☐ ☐ Service to community projects ☐ ☐ ☐ ☐ ☐

Appendix 2c   Six months post course questionnaire, OBNZ

It is now some time since you attended your Outward Bound Course. It is our aim to provide the very best course available. Your feedback is highly valued and will be of great assistance in monitoring our performance. All constructive comments, criticism or suggestions will be accepted and acted upon. Thank you for your time and effort; it truly is appreciated.

Optional: Name..   Instructor...........................
              Year attended ....   Course No......
              Watch.........................   Age.......................
              Tick box: Male ☐ Female ☐

Please tick boxes and we invite your comments/suggestions.

COURSE
1.   What made the difference for you to enrol on the course?

      _____

2.   Did the course meet your expectations?
      Exceeded expectations ☐ Met expectations ☐ Expectations not met ☐
      Why or why not? _____
3.   Please comment on the following long term effects of the course on you
a.   Personal development? _____

      _____

b.   Self-concept? _____

      _____

c.   Transfer to the work place? _____

      _____

d.   Relationships with other people i.e. partner, friends, family, workplace?
      _____
e.   Your approach to crisis, challenge, new opportunities? _____

      _____

f.   Skills ? _____
4.   Describe what you understand to be the philosophy and objectives of OB.:
      _____
5.   Describe the atmosphere, spirit and culture of Outward Bound:
      _____
6.   How important was your instructor in the facilitation of the course?
      Very important ☐ Important ☐ Moderately important ☐ Not important ☐
      Any further comments about your instructor? _____

      _____

7.   Please make any comments you wish about any aspect of Outward Bound courses.
      _____

      _____

Appendix 2d   Instructor interview questions, OBNZ

The main interview questions were:
- What are your objectives for the courses?
- What are the key factors for a successful course?

Once these questions had been asked, I asked further questions depending upon their earlier responses.

Appendix 2c   Six months post course questionnaire Intertouch 1997

It is now some time since Intertouch. We are interested to hear what has happened to you since the course and also ways for us to improve future courses. Thanks for your time and effort; it truly is appreciated. You may want to sign your name but we also understand if you want to remain anonymous.

Name...
Age.......
Tick box: Male ☐   Female ☐

1.   What made the difference for you to enrol on the course?

2.   Did the course meet your expectations?
Exceeded expectations ☐   Met expectations ☐   Expectations not met ☐
Why or why not?

Please comment on the following long term effects of the course on your:
3.   Personal development?

4.   Self-concept (Confidence, how you feel about yourself)?

5.   Transfer to your personal and professional life (How have you put into practice the things you learnt at Outward Bound?

6.   Relationships with other people
•   Partner

•   Friends

•   Family

•   Workplace

7.   Describe what you understand to be the philosophy and objectives of Outward Bound

8.   Describe the atmosphere, spirit and culture of Outward Bound:

9.   How important were the instructors in the facilitation of the course?
Very important ☐   Important ☐   Moderately important   ☐
Not important ☐
Any further comments about the instructors?

10. Please include any recommendations you may have for changes to the courses
new activities, future courses, safety

Please make any comments you wish about any aspect of Intertouch 1997

11. What is or was Intertouch for you?

12. Which programmes should we keep?

13. Which programmes should we not keep?

14. Which program did you learn the most from and why?

15. Which program took you out of your comfort zone the most and why?

16. Was there anything that you would not want to do again?

17. Was there anything that was missing for you in the programme?

18. How would you feel if the journey or time away from Doubravka was at the beginning of the course (this does not include the time spent on "silly John's travels")?

19. How do you feel about the price of the course?

20. What advice would you give us for future courses?

21. What message would you want to give to future participants?

22. Is there anything else that you would like us to know?

Appendix 2f   Two year post course questionnaire Intertouch 1997

Name:

1. What has been the impact (if any) of the Intertouch course on you in the two years? If there have been any impacts please comment as fully as possible.

2. What were the key factors in achieving these impacts, please comment fully

Appendix 2g   Six months post course questionnaire Intertouch 1998

It is now some time since Intertouch. We are preparing for Intertouch 99 down under at Outward Bound Australia and are interested to hear what has happened to you since the course and also ways for us to improve the course. Thanks in advance for your time and effort; they truly are appreciated. Please tick boxes or comment where appropriate.

Name...
Age.......................

1.   How did you hear about the Intertouch course and what made you go?

2.   Did the course meet your expectations?
Exceeded expectations ☐   Met expectations ☐   Expectations not met ☐
Why or why not?

3.   Please comment on the effects of the course on your:
• Personal life

• Relationships with other people

• Professional life

4.   What is or was Intertouch for you?

5.   Which programmes did you learn the most from or took you out of your comfort zone and why?

6.   How important were the instructors in the facilitation of the course?
Very important ☐   Important ☐   Moderately important   ☐   Not important ☐
Any further comments about the instructors?

7.   Please include any recommendations you have for changes to the course

8.   Is there anything else that you would like us to know?

Appendix 2h   One year post course questionnaire Intertouch 1998

August 1999
Name:

1.   What has been the impact (if any) of the Intertouch course on you in the past year? If there have been any impacts please comment as fully as possible.

2.   What were the key factors in achieving these impacts, please comment fully

Appendix 2j   Pre course questionnaire Intertouch 1999

Name...
Age.......................

1.   How did you hear about the Intertouch course and what made you go?

2.   Describe your expectations of the course?

3.   Is there anything else that you would like us to know

4. Self-concept
a. Using the five point scale provided below, rate the following statements for their accuracy to you.
b. Then, please rate the same statements for their importance to you (using the five point scale).

Very Accurate 1 Very Important	Accurate 2 Important	Moderate or 3 Average	Inaccurate 4 Unimportant	Very Inaccurate 5 Very Unimportant

How to answer

For example, the statement ... "I enjoy the outdoors" ... may be Very Accurate (5) as a description of you, but it may also be Unimportant (2) to you

Accuracy: how accurate is this statement about you

Importance: how important is this statement about you

I am good at sports and physical activities

I am physically attractive/good looking

I have good relationships with opposite sex

I have good relationships with same sex

I have good relationships with my parents

I am an emotionally stable person

I am a spiritual/religious person

I am an honest/reliable/trustworthy person

I have good verbal skills and reasoning ability

I have good problem solving skills

I am/was a good student in most academic subjects

I am good at creative thinking

I am a practical/mechanical/"handy" person

I am a caring and understanding person

I am a hard-working employee

I am concerned for my health and fitness

I have an outgoing personality

Appendix 2k   Post course questionnaire Intertouch 1999

Name...
Age........................

1.   How did you hear about the Intertouch course and what made you go?

2.   Did the course meet your expectations?
Exceeded expectations ☐   Met expectations ☐   Expectations not met ☐
Why or why not?

3.   Please comment on the effects of the course on your:
•   Personal life

•   Relationships with other people

•   Professional life

4.   What is or was Intertouch for you?

5.   Which programmes did you learn the most from or took you out of your comfort zone and why?

6.   How important were the instructors in the facilitation of the course?
Very important ☐   Important ☐   Moderately important   ☐   Not important ☐
Any further comments about the instructors?

7.   Please include any recommendations you have for changes to the course

8.   Is there anything else that you would like us to know?

9. Self-concept
a. Using the five point scale provided below, rate the following statements for their accuracy to you.
b. Then, please rate the same statements for their importance to you (using the five point scale).

Very Accurate 1 Very Important	Accurate 2 Important	Moderate or 3 Average	Inaccurate 4 Unimportant	Very Inaccurate 5 Very Unimportant

How to answer

For example, the statement ... "I enjoy the outdoors" ... may be Very Accurate (5) as a description of you, but it may also be Unimportant (2) to you

Accuracy: how accurate is this statement about you

Importance: how important is this statement about you

- I am good at sports and physical activities
- I am physically attractive/good looking
- I have good relationships with opposite sex
- I have good relationships with same sex
- I have good relationships with my parents
- I am an emotionally stable person
- I am a spiritual/religious person
- I am an honest/reliable/trustworthy person
- I have good verbal skills and reasoning ability
- I have good problem solving skills
- I am/was a good student in most academic subjects
- I am good at creative thinking
- I am a practical/mechanical/"handy" person
- I am a caring and understanding person
- I am a hard-working employee
- I am concerned for my health and fitness
- I have an outgoing personality

Appendix 21   Six month post course questionnaire Intertouch 1999

It is now about 6 months since Intertouch finished. At that time you were asked to complete questionnaires before and after the course. At the beginning of 1996, I started on a research project, which focused on Outward Bound New Zealand; this has formed the basis of my PhD. However, my involvement with Intertouch changed the direction of the research to focus more on the 'Czech way'.

I am writing to ask you to answer a couple of questions relating to the effects (if any) of the course on you. Participation in the research is completely voluntary and information will remain confidential. Even if you did not return previous questionnaires, you can still complete this one. Please answer as fully as you can and either send the reply in the addressed envelope by 'snail' mail (airmail) or email: andylenka@hotmail.com.

Name...

1. What has been the impact (if any) of the Intertouch course on you over the past 6 months? If there have been any impacts please comment as fully as possible:
- Personal life

- Relationships with other people

- Professional life

- Other

2. What were the key factors in achieving these impacts, please comment fully

3. What was Intertouch for you?

4. Which programmes did you learn the most from or took you out of your comfort zone and why?

5. How important were the instructors in the facilitation of the course?
Very important ☐   Important ☐   Moderately important   ☐   Not important ☐
- Any further comments about the instructors?

6. Any further comments about the course?

Appendix 2m   One year post course questionnaire Intertouch 1999

Name:

1. What has been the impact (if any) of the Intertouch course on you in the past year? If there have been any impacts please comment as fully as possible.

2. What were the key factors in achieving these impacts, please comment fully

Appendix 2n   Instructor interview questions/questionnaire Intertouch 1999

1.   What are the key factors (most important elements, activities) of a successful Outward Bound course? Please explain fully.

2.   What are the strengths (advantages) and weaknesses (disadvantages) of the Czech way as opposed to the Australian courses

   •   Advantages Australia

   •   Disadvantages Australia

   •   Advantages Czech

   •   Disadvantages Czech

APPENDIX THREE

PROMOTION OF INTERTOUCH AT OBA

Life is like an eighteen-speed bike. Most of us have gears we never use."
Come and take a ride with us and discover gears you did not even know
about.
Experience the new way of Outward Bound (and you don't need a bike)
Have a taste of INTERTOUCH...
INTERTOUCH is based on a concept developed by the Czech Republic Outward
Bound School, a world leader in cutting edge experiential education programs.

I - It's **International**, Intensive. Incredible, Irresistible, Inspiring
N - Nourishing, New, Nearly - normal
T - Teasing, Ticklish, Testing, Tasty
E - Ever enthusiastic, Entertaining, Energising, Exciting
R - Rural, Real, Relaxing, Restful, Rough
T - Tough, Tremendous, Today and Tomorrow
O - Original, Outstanding, **Outward Bound**, Outdoor, Offering
U - Unforgettable, Unbelievable, U and Us
C - Crazy. Challenging, Countryside and Culture. **Course**
H - Hey....

Go INTERTOUCH!

When: 27th February to 12 March 1999
Where: ... somewhere in southeast New South Wales
What: A centre based course with a few days of travelling through the bush
Who for: Anyone interested, ages between 20 - 45

If you would like to know more about INTERTOUCH, contact :**Imogen Scott**
Outward Bound Australia, Naas Rd, Tharwa 2620
Ph +612 6237 5158   FX +612 6237 5224 or e-mail on
imogens@outwardbound.com.au

The course capacity is 30 people only, so book early to avoid disappointment!

You will meet people from all around the world. "Touch" the
Australian Bush, its culture, people and traditions...the days
will be full of many different activities: games, discussions,
sports, challenges, creative workshops, adventures,
contemplation, travelling ... You will play, create, do
things you would never think of doing. You will
encounter yourself, your own abilities and limits
and learn about your possibilities
and sources of energy.

If you know someone else who could be interested in the course, please give them a copy. If you
are not going to use this material, please pass it to someone else.

ORIGINAL CODES SIX-MONTH POST 22 & 9-DAY OBNZ COURSES

Objectives (6o)
- 6o challenge
- 6o face fears
- 6o interpersonal relationships
- 6o leadership
- 6o personal development
- 6o push limits
- 6o self awareness
- 6o self confidence
- 6o self esteem
- 6o teamwork

Personal development (6pd)
- 6pd aims and goals
- 6pd change
- 6pd happy
- 6pd matured
- 6pd more calm
- 6pd more motivated
- 6pd more open
- 6pd new challenge
- 6pd new skills
- 6pd no change
- 6pd overcome fears
- 6pd positive change
- 6pd push limits
- 6pd self awareness
- 6pd self belief
- 6pd self confidence
- 6pd self discovery
- 6pd self esteem
- 6pd skills

Professional development (6wo)
- 6wo different priority
- 6wo less interested
- 6wo more flexible
- 6wo more positive
- 6wo more responsible
- 6wo more understanding
- 6wo no change
- 6wo now studying
- 6wo transfer

Interpersonal development (6ir)
- 6ir better communication
- 6ir better relationship
- 6ir impact
- 6ir leadership
- 6ir less tolerant
- 6ir more positive
- 6ir more supportive
- 6ir more tolerant
- 6ir more trusting
- 6ir no change
- 6ir open
- 6ir teamwork
- 6ir worse
- 6ir worse relationship

Atmosphere (6a)
- 6a excellent
- 6a fantastic
- 6a friendly
- 6a happy
- 6a loving
- 6a motivating
- 6a nature
- 6a peaceful
- 6a positive

- 6a safe
- 6a supportive

Instructors (6i)
- 6i challenged group
- 6i excellent
- 6i good communicator

- 6i great
- 6i motivating
- 6i poor facilitation
- 6i professional
- 6i remained remote
- 6i safe
- 6i supportive
- 6i well planned

OBNZ course responses (6)
- 6 big impact
- 6 challenge
- 6 comfort zone
- 6 environment
- 6 environmental awareness
- 6 fun
- 6 group
- 6 impact
- 6 intensity
- 6 length of course
- 6 not hard
- 6 outdoor activity
- 6 physical challenge
- 6 professional
- 6 safe
- 6 solo
- 6 transfer
- 6 unfamiliar environment

GROUPED CODES POST 22 & 9-DAY OBNZ COURSES

Number of responses is in
brackets (22-day, 9-day)

OBJECTIVES

**Personal development
(22, 20)**
- personal development
- self awareness
- self confidence
- new direction

Push limits (19, 16)
- push limits
- overcome fears

**Interpersonal development
(6, 6)**

Teamwork (13, 8)

Holistic challenge (7, 3)

**Environmental awareness
(0, 2)**

Develop skills (4, 1)

OUTCOMES

Other impacts (10, 2)
- big impact
- special time
- transfer
- fantastic

Course for everyone (9, 6)
- for everyone

PD self awareness (7, 4)
- self awareness
- self realisation
- self reflection

PD self confidence (4, 8)
- self confidence
- self belief
- self esteem

**PD personal direction
(4, 4)**
- aims and goals
- direction
- new opportunities

PD personal change (10, 8)
- motivating
- personal development
- personal challenge

**PD push personal limits
(13, 14)**
- push limits
- challenge
- faced fears

PD not pushed (3, 0)
- not pushed

**Interpersonal development
(7, 5)**
- better awareness of
  others
- friendship
- interpersonal
  development
- cultural

**Environmental awareness
(1, 1)**
- environmental
  awareness

PROCESS

**Physical activities
(1, 2)**
- adventure activities
- physical challenge

Individual activities (0, 1)
- solo

Environment (9, 5)
- environment
- outdoor challenge
- outdoor culture
- not normal environment

**Group of participants   (8,
7)**
- group
- review
- multi cultural

**Atmosphere was
supportive (18, 18)**
- family
- friendly
- supportive

**Atmosphere was positive
(19, 13)**
- free
- fun
- happy
- peaceful
- positive
- relaxed
- spiritual
- fear
- safe

**Atmosphere was great
(9, 11)**
- fantastic
- great
- hard to describe
- unique

**Instructors were great
(24, 18)**
- awesome
- great
- key factor
- excellent facilitator
- very good

**Instructor methods   (15,
14)**
- patient
- part of the group
- motivator
- professional
- qualified
- relaxed
- remained remote
- safe
- supportive
- the guide
- well planned

Course design (9, 2)
- holistic approach
- physical and mental
- challenge by choice
- intensity

GROUPED CODES SIX MONTHS POST 22 & 9-DAY OBNZ COURSES

OBJECTIVES

Personal development (15, 9)
- personal development
- self awareness
- self confidence
- self esteem

Push personal limits (2, 11)
- push limits
- overcome fears

Interpersonal relationships (3, 0)
- interpersonal relationships
- teamwork

OUTCOMES

Other impacts (5, 3)
- big impact
- impact
- transfer

PD self awareness (12, 1))
- self awareness
- self discovery

PD self confidence (16, 18)
- self belief
- self confidence
- self esteem

PD push personal limits (3, 5)
- push limits
- overcome fears

PD not pushed (1, 1)
- not hard

PD personal direction (9, 8)
- aims and goals
- new challenge

PD personal change (13, 6)
- change
- matured
- more calm
- more motivated
- more open
- happy

- new skills

PD no change (1, 2)
- no change

IR relationships (10, 9)
- better communication
- better relationship
- impact
- more positive
- more supportive

IR tolerance (11, 9)
- more tolerant
- more trusting
- open

IR teamwork (3, 3)
- leadership
- teamwork

IR no change (1, 3)
- no change

IR worse relationship (0, 3)
- worse relationship
- less tolerant

PR professional development (9, 5)
- change
- different priority
- less interested
- more enthusiastic
- more flexible
- more positive
- more responsible
- more understanding
- now studying

PR no change (0, 2)
- no change

Environmental awareness (1, 1)
- environmental awareness

PROCESS

Physical activity (3, 3)
- outdoor activity
- physical challenge

Individual activity (0,1)
- solo

Group of participants (5, 8)
- group

Atmosphere was positive (8, 8)
- motivating
- peaceful
- positive
- fun
- safe

Atmosphere was great (6, 1)
- excellent
- fantastic

Atmosphere was supportive (8, 8)
- friendly
- happy
- loving
- supportive

Course design (3, 11)
- challenge
- comfort zone
- length of course
- intensity

Instructors were great (8, 4)
- excellent
- great

Instructor methods (11, 16)
- challenged group
- good communicator
- professional
- motivating
- poor facilitation
- remained remote
- safe
- supportive
- well planned

Environment (6, 4)
- environment
- unfamiliar environment
- nature

FINAL THEMES (IN BOLD) AND ASSOCIATED GROUPED CODES IMMEDIATELY AFTER THE 22 AND 9-DAY COURSES

COURSE OBJECTIVES			
Personal development	**Interpersonal development**	**Holistic challenge**	**Environmental awareness**
• Personal development • Push limits	• Interpersonal development • Teamwork	• Holistic challenge (22-day only)	• Environmental awareness (9-day only)

COURSE OUTCOMES			
Personal development	**Interpersonal development**	**Other impacts**	**OBNZ for everyone**
• Self awareness • Self confidence • Personal direction • Personal change • Push personal limits • Limits not pushed	• Interpersonal development	• Other impacts • Environmental awareness	OBNZ for everyone

EDUCATIONAL PROCESS				
Course design	**Activities**	**Group of participants**	**Atmosphere**	**Instructors**
• Course design	• Physical • Individual (22-day only)	• Group of participants	• Was 'great' • Supportive • Positive • Environment	• Were 'great' • Instructor facilitation methods

FINAL THEMES (IN BOLD) AND ASSOCIATED GROUPED CODES SIX MONTHS AFTER THE 22 AND 9-DAY COURSES

COURSE OUTCOMES			
Personal development	**Interpersonal development**	**Professional development**	**Other impacts**
• Self awareness • Self confidence • Personal direction • Personal change • Push personal limits • Limits not pushed (22-day only)	• Relationships • Tolerance Teamwork • Worse relationships • No change	• Professional development • No change (22-day only)	• Other impacts

EDUCATIONAL PROCESS				
Course design	**Group of participants**	**Activities**	**Atmosphere**	**Instructors**
• Course design	• Group of participants	• Physical • Individual (22-day only)	• Atmosphere	• Instructors

APPENDIX FIVE
OUTWARD BOUND CZECH REPUBLIC CODES

ORIGINAL CODES SIX MONTHS POST INTERTOUCH 1997 & 1998

Intertouch objectives (ito)
- ito ability to play
- ito adventure in nature
- ito challenge
- ito comfort zone
- ito creative
- ito direction
- ito free
- ito international course
- ito interpersonal development
- ito push limits
- ito self discovery

Personal development (pd)
- pd aims and goals
- pd communication
- pd creativity
- pd exceeded limits
- pd motivation
- pd new challenges
- pd no change
- pd not pushed
- pd open
- pd positive
- pd revitalised
- pd self belief
- pd self confident
- pd self discovery
- pd self esteem
- pd self reflection
- pd stronger

Professional development (wo)
- wo aims and goals
- wo better English
- wo better study
- wo change
- wo hard to say
- wo more enthusiastic
- wo new ideas
- wo no change
- wo self confidence
- wo self reflection
- wo study less important

- wo transfer

Interpersonal relationship (ir)
- ir awareness of or from others
- ir better relationships
- ir communication
- ir feedback from others
- ir leadership
- ir more sensitive
- ir new friendships
- ir no change
- ir teamwork
- ir worse relationships

Intertouch atmosphere (ita)
- ita amazing environment
- ita safe
- ita self discovery
- ita supportive

Intertouch instructors (iti)
- iti bias
- iti energy
- iti great
- iti instructors
- iti key factor
- iti motivation
- iti participated
- iti prepared

Intertouch (it)
- it ability to play
- it abseiling
- it activities without talking
- it atmosphere
- it camel trophy
- it challenging activities
- it clay
- it climbing
- it close encounters
- it comfort zone
- it creative
- it dance

- it dancing hall activity
- it diverse group
- it drama activity
- it friendship
- it fun
- it gave me more
- it group
- it happy
- it high ropes
- it holistic approach
- it innovation
- it instructors
- it intensity
- it ki
- it labyrinth
- it learn about other cultures
- it life run
- it Mountfield cup activity
- it new activities
- it new challenge
- it new opportunities
- it non verbal communication
- it orienteering
- it painting in pairs
- it physical activity
- it poems
- it positive
- it review
- it ropes
- it running activity
- it safety
- it self reflection
- it silly john
- it solo
- it special time
- it talking in public
- it team game
- it the beginning
- it transfer
- it unexpected activities
- it video clip
- it zone

ORIGINAL CODES ONE YEAR & TWO YEARS POST INTERTOUCH 1998 & 1997, RESPECTIVELY

Outcomes
- aims and goals
- appreciate other cultures
- atmosphere
- better English
- better relationships
- big impact
- change
- colourful
- communication
- creativity
- email use
- enjoyable
- friendships
- fun
- happy
- leadership
- learnt about others
- listening more
- motivation
- new challenges
- new opportunities
- new skills
- no major change
- not pushed to limit
- open
- personal growth
- poor relationships
- positive
- sad
- self belief
- self confidence
- self discovery
- self esteem
- self reflection
- special time
- stronger
- teamwork
- transfer
- transfer not easy
- transfer to work
- travel
- trust

Process (p)
- p happy group
- p instructors
- p ability to play
- p atmosphere
- p challenging activities
- p close encounters activity
- p creative activities
- p diverse group
- p energy
- p environment
- p feedback from others
- p fun
- p group
- p holistic approach
- p innovative activities
- p intensity
- p labyrinth activity
- p length of course
- p motivation
- p painting in pairs activity
- p participants
- p physical and mental
- p physical challenge
- p powerful
- p range of games
- p reviewing
- p risk
- p rock climbing
- p role play
- p safety
- p self reflection
- p Silly John
- p the beginning of the course
- p unexpected activities
- p video clip activity

GROUPED CODES SIX MONTHS AFTER INTERTOUCH 1997 & 1998

Number of responses is in
brackets (1997, 1998)

OBJECTIVES

Personal development (11, 5)
- adventure in nature
- challenge
- creative
- comfort zone
- self discovery
- direction

Push personal limits (2, 0)
- push limits

Interpersonal development (6, 2)

International course (3, 1)

OUTCOMES

Other impacts (7,4)
- special time
- transfer
- gave me more

PD self awareness (8, 4)
- self discovery
- self reflection

PD self confidence (9, 1)
- self belief
- self confidence
- self esteem

PD push personal limits (1, 0)
- push limits
- not pushed

PD personal direction (8, 4)
- aims and goals
- new challenges

PD personal change (7, 5)
- creativity
- motivation
- open
- positive
- revitalised
- stronger

PD no change (1, 1)
- no change

IR relationships (8, 4)
- better relationships
- awareness of or from others

IR communication (3, 1)
- feedback from others
- communication
- more sensitive

IR teamwork (6, 0)
- leadership
- teamwork

IR friendships (9, 4)
- new friendships
- friendship

IR no change (1, 0)
- no change

IR worse relationship (1, 0)
- worse relationships

PRD professional development (5, 4)
- change
- more enthusiastic
- study less important
- transfer
- better English
- better study
- new ideas
- hard to say

PRD no change (3, 0)
- no change

PROCESS

Physical outdoor activity (13, 7)

- physical activity
- abseiling
- camel trophy
- climbing
- challenging activities
- high ropes
- mountfield cup
- orienteering
- ropes
- running activity
- zone

Creative activity (6, 6)

- creative
- activities without talking
- clay
- dance
- dancing hall activity
- drama activity
- painting in pairs
- poems
- video clip

Individual activities (3, 5)

- self reflection
- labyrinth
- life run
- solo

Group activities (6, 2)

- non verbal communication
- close encounters
- ki
- review
- silly john
- talking in public
- team game
- the beginning

Group of participants (5, 5)

- group
- diverse group
- learn about other cultures

Atmosphere was great (4,0)

- atmosphere
- amazing environment

Atmosphere was supportive (8, 3)

- ability to play
- fun
- happy
- positive
- safety
- safe
- supportive
- free

Course design (13, 6)

- holistic approach
- innovation
- intensity
- new activities
- new challenge
- new opportunities
- unexpected activities
- comfort zone

Instructors were great (6, 5)

- instructors
- key factor
- energy
- great

Instructor methods (3, 3)

- motivation
- participated
- prepared
- bias

GROUPED CODES TWO YEARS & ONE YEAR AFTER INTERTOUCH 1997 & 1998, RESPECTIVELY

OUTCOMES

Other impacts (9, 6)
- big impact
- special time
- transfer
- transfer to work
- transfer not easy

Course impression (2, 2)
- fun
- happy
- enjoyable
- colourful

Self-awareness (6, 6)
- self discovery
- self reflection

Self-confidence (10, 4)
- self belief
- self confidence
- self esteem

Personal change (12, 6)
- change
- motivation
- open
- personal growth
- stronger
- creativity
- new skills
- better English
- email use
- positive
- sad

Personal direction (12, 4)
- new challenges
- new opportunities
- aims and goals
- travel

Relationships (11, 5)
- better relationships
- appreciate other cultures
- learnt about others
- trust

Worse relationships (0,1)
- poor relationships

Communication (4, 0)
- listening more
- communication

Teamwork (3, 0)
- leadership
- teamwork

Friendship (11, 1)
- friendships

PROCESS

Physical outdoor activity (1, 0)
- rock climbing

Creative activities (4, 0)
- creative activities
- painting in pairs activity
- video clip activity
- role play

Individual activity (1, 2)
- labyrinth activity
- self reflection

Group activities (3, 1)
- close encounters activity
- reviewing
- the beginning of the course
- Silly John

Group of participants (5, 4)
- group
- happy group
- diverse group
- feedback from others
- participants

Atmosphere (5, 5)
- atmosphere
- ability to play
- environment
- energy
- fun
- powerful
- risk
- safety

Course design (5, 5)
- holistic approach
- challenging activities
- innovative activities
- intensity
- length of course
- physical and mental
- range of games
- unexpected activities

Instructors (6, 3)
- instructors
- motivation

FINAL THEMES (IN BOLD) AND ASSOCIATED GROUPED CODES SIX MONTHS AFTER INTERTOUCH 1997 &1998

COURSE OBJECTIVES	
Personal development	**Interpersonal development**
• Personal development • Push personal limits (1997 only)	• Interpersonal development • International course

COURSE OUTCOMES			
Personal development	**Interpersonal development**	**Professional development**	**Other impacts**
• Self awareness • Self confidence • Personal direction • Personal change • Push personal limits (1997 only) • No change	• Relationships • Friendships • Communication • Teamwork (1997 only) • No change (1997 only) • Worse relationships (1998 only)	• Professional development • No change (1997 only)	• Other impacts

EDUCATIONAL PROCESS				
Course design	**Range of activities**	**Group of participants**	**Atmosphere**	**Instructors**
• Course design	• Physical • Creative • Individual • Group	• Group of participants	• Was 'great' (1997 only) • Supportive	• Were 'great' • Instructor facilitation methods

FINAL THEMES (IN BOLD) AND ASSOCIATED GROUPED CODES ONE YEAR AND TWO YEARS POST INTERTOUCH 1998 & 1997, RESPECTIVELY

COURSE OUTCOMES		
Personal development	**Interpersonal development**	**Other impacts**
• Self awareness • Self confidence • Personal direction • Personal change	• Relationships • Friendships • Communication (1997 only) • Teamwork (1997 only) • Worse relationships (1998 only)	• Other impacts • Course impression

EDUCATIONAL PROCESS				
Course design	**Range of activities**	**Group of participants**	**Atmosphere**	**Instructors**
• Course design	• Physical (1997 only) • Creative (1997 only) • Individual • Group	• Group of participants	• Atmosphere	• Instructors

APPENDIX SIX
OUTWARD BOUND AUSTRALIA CODES

ORIGINAL CODES POST INTERTOUCH 1999

Intertouch objectives (ito)
- ito fun
- ito international course
- ito interpersonal development
- ito self discovery

Personal development (pd)
- pd aims and goals
- pd better balance
- pd big impact
- pd change
- pd creativity
- pd direction
- pd don't know yet
- pd open
- pd positive
- pd revitalised
- pd self awareness
- pd self belief
- pd self confidence
- pd self discovery
- pd self fulfilment
- pd self reflection
- pd special time
- pd spiritual
- pd strength

Professional development (wo)
- wo aims and goals
- wo better stress management
- wo better understanding
- wo big impact
- wo courage and determination
- wo creative
- wo direction
- wo learnt from others
- wo less important
- wo more committed
- wo more creative
- wo new direction
- wo new ideas
- wo new skills

Interpersonal relationships (ir)
- ir better relationships
- ir big impact
- ir communication
- ir friendships
- ir honesty
- ir listening
- ir love
- ir more accepting of others

- ir no change
- ir open
- ir trust

Intertouch instructors (iti)
- iti adapted course to needs
- iti atmosphere
- iti compassionate
- iti diverse group
- iti fantastic
- iti great
- iti inspirational
- iti key factor
- iti part of the group
- iti role model
- iti safety
- iti supportive
- iti too many
- iti trust
- iti well prepared

Intertouch (it)
- it ability to play
- it abseiling
- it aims and goals
- it art
- it art gallery
- it atmosphere
- it awareness of others
- it beginning of course
- it big emotions
- it big impact
- it bike race
- it calm
- it camel trophy
- it caving
- it challenge
- it close encounters
- it comfort zone
- it creative
- it creative activities
- it cultural activity
- it debrief poor
- it difficult to explain
- it difficult to transfer
- it drawing in pairs
- it environment
- it fantastic
- it feeding each other
- it for everyone
- it friendships
- it group
- it happy
- it holistic approach
- it holy grail

- it inner strength
- it inspired
- it intensity
- it labyrinth
- it lack of trust
- it learning from other cultures
- it learning from others
- it length of course
- it life run
- it love
- it magical
- it men and women
- it music
- it new challenges
- it new skills
- it open
- it personal growth
- it physical activity
- it poetry
- it pointillism
- it powerful
- it range of activities
- it review
- it risk
- it role play
- it safe
- it self awareness
- it self belief
- it self confidence
- it self discovery
- it self esteem
- it self reflection
- it solo
- it special time
- it supportive
- it transfer
- it trust
- it unexpected activities

ORIGINAL CODES SIX MONTHS AFTER INTERTOUCH 1999

Intertouch objectives (ito)
- ito fun
- ito international course
- ito interpersonal development
- ito self discovery

Personal development (pd)
- pd aims and goals
- pd better balance
- pd big impact
- pd change
- pd creativity
- pd direction
- pd don't know yet
- pd open
- pd positive
- pd revitalised
- pd self awareness
- pd self belief
- pd self confidence
- pd self discovery
- pd self fulfilment
- pd self reflection
- pd special time
- pd spiritual
- pd strength

Professional development (wo)
- wo aims and goals
- wo better stress management
- wo better understanding
- wo big impact
- wo courage and determination
- wo creative
- wo direction
- wo learnt from others
- wo less important
- wo more committed
- wo more creative
- wo new direction
- wo new ideas
- wo new skills

Interpersonal relationships (ir)
- ir better relationships
- ir big impact
- ir communication
- ir friendships
- ir honesty

- ir listening
- ir love
- ir more accepting of others
- ir no change
- ir open
- ir trust

Intertouch instructors (iti)
- iti adapted course to needs
- iti atmosphere
- iti compassionate
- iti diverse group
- iti fantastic
- iti great
- iti inspirational
- iti key factor
- iti part of the group
- iti role model
- iti safety
- iti supportive
- iti too many
- iti trust
- iti well prepared

Intertouch (it)
- it ability to play
- it abseiling
- it aims and goals
- it art
- it art gallery
- it atmosphere
- it awareness of others
- it beginning of course
- it big emotions
- it big impact
- it bike race
- it calm
- it camel trophy
- it caving
- it challenge
- it close encounters
- it comfort zone
- it creative
- it creative activities
- it cultural activity
- it debrief poor
- it difficult to explain
- it difficult to transfer
- it drawing in pairs
- it environment
- it fantastic
- it feeding each other

- it for everyone
- it friendships
- it group
- it happy
- it holistic approach
- it holy grail
- it inner strength
- it inspired
- it intensity
- it labyrinth
- it lack of trust
- it learning from other cultures
- it learning from others
- it length of course
- it life run
- it love
- it magical
- it men and women
- it music
- it new challenges
- it new skills
- it open
- it personal growth
- it physical activity
- it poetry
- it pointillism
- it powerful
- it range of activities
- it review
- it risk
- it role play
- it safe
- it self awareness
- it self belief
- it self confidence
- it self discovery
- it self esteem
- it self reflection
- it solo
- it special time
- it supportive
- it transfer
- it trust
- it unexpected activities

ORIGINAL CODES ONE YEAR AFTER INTERTOUCH 1999

Outcomes

- big impact
- better communication
- better relationships
- change
- interpersonal development
- live life to the full
- more creative
- more open
- new challenges
- new job
- peak experiences
- revitalised
- self belief
- self confidence
- self reflection
- society needs OB
- transfer

Process (p)

- p abseiling
- p caving
- p close encounters
- p creative activities
- p environment
- p feedback from others
- p group
- p group activities
- p holistic approach
- p holy grail
- p instructors
- p labyrinth
- p life run
- p men and women
- p new experiences
- p open
- p participants
- p poetry
- p review
- p ropes
- p self reflection
- p solo

GROUPED CODES POST INTERTOUCH 1999

Number of responses in brackets ( )

OBJECTIVES

Personal development (6)
- self discovery

Interpersonal development (5)

International course (2)

Fun (2)

OUTCOMES

Other impacts (13)
- powerful
- special time
- big emotions
- big impact
- better balance
- special time
- fantastic
- for everyone
- personal growth
- transfer
- don't know yet

PD self awareness (10)
- self awareness
- self discovery
- self fulfilment
- self reflection

PD self confidence (8)
- self belief
- self confidence

PD personal change (7)
- calm
- change
- creativity
- open
- positive
- revitalised
- spiritual
- inner strength

PD personal direction (5)
- aims and goals

Professional development (10)
- aims and goals
- better understanding
- big impact
- learnt from others
- less important
- more committed
- new direction
- new ideas
- new skills

IR relationships (7)
- better relationships
- big impact

IR communication (8)
- communication
- more accepting of others
- open
- trust
- lack of trust

IR friendships (5)
- friendship

PROCESS

Physical outdoor activities (3)
- abseiling
- bike race
- camel trophy
- caving
- physical activity

Creative activities (5)
- art
- art gallery
- creative
- music
- poetry
- pointillism
- role play

Individual activities (12)
- labyrinth
- life run
- solo

Group activities (5)
- close encounters

- cultural activity
- debrief poor
- feeding each other
- review

Group of participants (4)
- group
- learning from others
- learning from other cultures

Atmosphere (8)
- atmosphere
- environment
- magical
- happy
- love
- open
- safe
- supportive
- risk

Course design (5)
- challenge
- comfort zone
- new challenges
- new skills
- unexpected activities
- intensity

Holistic approach (4)
- holistic approach
- range of activities

Instructors were great (12)
- fantastic
- great
- inspirational
- key factor
- role model

Instructor methods (10)
- atmosphere
- compassionate
- diverse group
- supportive
- too many
- trust
- well prepared

GROUPED CODES SIX MONTHS AFTER INTERTOUCH 1999

OBJECTIVES

Personal development (2)
- self discovery

Interpersonal development (1)

OUTCOMES

Other impacts (8)
- special time
- big impact
- difficult to explain
- difficult to transfer
- for everyone
- inspired
- personal growth
- transfer

PD self awareness (7)
- self awareness
- self discovery
- self reflection

PD self confidence (5)
- self belief
- self confidence
- self esteem

PD personal change (5)
- change
- creativity
- open
- revitalised
- strength

PD personal direction (1)
- aims and goals
- direction

Professional development (7)
- better stress management
- big impact
- courage and determination
- more creative
- direction
- new ideas

IR relationships (4)
- awareness of others
- better relationships
- more accepting of others
- love
- no change

IR communication (2)
- communication
- honesty
- listening

IR friendships (1)
- friendships

PROCESS

Physical outdoor activities (2)
- camel trophy
- caving
- physical activity

Creative activities (6)
- creative activities
- drawing in pairs
- role play

Individual activities (8)
- labyrinth
- life run
- solo

Group activities (6)
- beginning of course
- close encounters
- holy grail
- men and women
- review

Group of participants (5)
- group

Atmosphere (6)
- ability to play
- environment
- happy
- open
- safe
- supportive

Course design (6)
- challenge
- comfort zone
- intensity
- length of course
- unexpected activities
- new challenges

Holistic approach (5)
- holistic approach
- range of activities

Instructors were great (5)
- fantastic
- great
- inspirational
- key factor
- role model

Instructor methods (6)
- adapted course to needs
- diverse group
- part of the group
- safety
- supportive

GROUPED CODES ONE YEAR AFTER INTERTOUCH 1999

OUTCOMES

Other impacts (6)
- big impact
- live life to the full
- peak experiences
- society needs OB
- transfer

Personal change (5)
- change
- more creative
- more open
- new challenges
- new job
- revitalised

Self-confidence (3)
- self belief
- self confidence

Self-awareness (2)
- self reflection

Interpersonal development (3)
- better communication
- better relationships
- interpersonal development

PROCESS

Holistic approach (2)
- holistic approach
- new experiences

Physical activities (1)
- abseiling
- caving
- ropes

Creative activities (4)
- creative activities
- poetry

Individual activities (4)
- labyrinth
- life run
- self reflection
- solo
- open

Group activities (2)
- close encounters
- feedback from others
- group activities
- holy grail
- men and women
- review

Environment (1)
- environment

Group of participants (3)
- group
- participants

Instructors (3)
- instructors

FINAL THEMES (IN BOLD) AND ASSOCIATED GROUPED CODES IMMEDIATELY AFTER AND SIX MONTHS AFTER INTERTOUCH 1999

COURSE OBJECTIVES	
Personal development	**Interpersonal development**
• Personal development (post course only) • Fun (post course only)	• Interpersonal development • International course

COURSE OUTCOMES			
Personal development	**Interpersonal development**	**Professional development**	**Other impacts**
• Self awareness • Self confidence • Personal direction • Personal change	• Relationships • Friendship • Communication	• Professional development	• Other impacts

EDUCATIONAL PROCESS				
Course design	**Range of activities**	**Group of participants**	**Atmosphere**	**Instructors**
• Course design • Holistic process	• Physical • Creative • Individual • Group	• Group of participants	• Atmosphere	• Were 'great' • Instructor facilitation methods

FINAL THEMES (IN BOLD) AND ASSOCIATED GROUPED CODES ONE YEAR AFTER INTERTOUCH 1999

COURSE OUTCOMES		
Personal development	**Interpersonal development**	**Other impacts**
• Self awareness • Self confidence • Change	• Interpersonal development	• Other impacts

EDUCATIONAL PROCESS				
Course design	**Range of activities**	**Group of participants**	**Atmosphere**	**Instructors**
• Holistic approach	• Physical • Creative • Individual • Group	• Group of participants	• Environment	• Instructors

APPENDIX SEVEN
INSTRUCTOR INTERVIEW CODES

Appendix 7a   Original codes OBNZ instructors

Objectives
- adventure
- environmental awareness
- goal setting
- progressive development
- responsibility
- safety
- self discovery
- teamwork

Process
- 22v9-day
- creative day
- holistic approach
- metaphors
- real consequences
- transfer

Facilitation
- counselling
- group process
- intensity
- observation
- review
- safety
- values
- diverse group
- staff burnout

Training
- counselling
- review
- sharing with staff

Appendix 7b   Grouped codes OBNZ instructors

COURES OBJECTIVES

Objectives
- adventure
- environmental awareness
- goal setting
- responsibility
- self discovery
- teamwork

EDUCATIONAL PROCESS

Course design
- intensity
- safety
- holistic approach
- real consequences
- transfer
- progressive development

The group of participants
- diverse group
- group process

Instructor facilitation methods
- counselling
- observation
- metaphors
- review
- values

OTHER FACTORS

Instructor training needs
- counselling
- review
- sharing with staff
- staff burnout

22-day vs. 9-day courses
- 22v9 day

Appendix 7c   Original codes Intertouch instructors

Process (p)
- p atmosphere
- p change to needs
- p connecting themes
- p course design
- p course objectives
- p environment
- p group diverse
- p group dynamics
- p holistic approach
- p instructors facilitation
- p metaphors
- p objectives
- p openness of group
- p participants
- p participants age
- p safety
- p planning
- p comfort zones
- p range of activities
- p relaxation
- p review
- p solo
- p teaching of skills
- p team of instructors
- p themes
- p unexpected activities

Strengths OBCZ (cs)
- cs atmosphere
- cs big impact on participants
- cs course themes
- cs creativity
- cs diverse group
- cs dramaturgy
- cs emotional risk
- cs flexibility
- cs group process
- cs holistic approach
- cs intensity
- cs less hard skills
- cs less time needed
- cs motivation
- cs originality
- cs participation of instructors
- cs planning
- cs range of activities
- cs self reflection
- cs instructing team

Weaknesses OBCZ (cw)
- cw course image
- cw group emphasis
- cw emotional risk
- cw expense of team
- cw instructor burnout
- cw games not real
- cw lack of formal review
- cw lack of physical
- cw need centre
- cw need facilitation skills
- cw no follow up
- cw preparation time
- cw resources

- cw team approach
- cw team dynamics

Strengths OBA (sa)
- sa centre
- sa course for everyone
- sa course length
- sa group process
- sa marketing
- sa mobile course
- sa one instructor
- sa physical safety
- sa pushes comfort zones
- sa real challenge
- sa resources
- sa standard course
- sa structure review
- sa systems
- sa wilderness

Weaknesses OBA (wa)
- wa emphasis on group
- wa environmental impact
- wa hard skills required
- wa instructor burnout
- wa lack of preparation
- wa lack of transfer
- wa mainly physical activities
- wa no follow up
- wa not for everyone
- wa only physical and social
- wa physical risk
- wa standard course

Appendix 7d   Grouped codes Intertouch instructors

EDUCATIONAL PROCESS (p)

Course design
- p course design
- p change to needs
- p holistic approach
- p objectives
- p planning
- p metaphors
- p safety
- p themes

Activities
- p comfort zones
- p range of activities
- p relaxation
- p review
- p solo
- p unexpected activities

Group
- p group diverse
- p group dynamics
- p openness of group
- p participants
- p participants age

Atmosphere
- p atmosphere
- p environment

Instructors
- p instructors facilitation
- p teaching of skills
- p team of instructors

STRENGTHS OBCZ (cs)

Course design
- cs course themes
- cs creativity
- cs dramaturgy
- cs emotional risk
- cs flexibility
- cs holistic approach
- cs intensity
- cs less time needed
- cs motivation
- cs originality
- cs planning

Activities
- cs range of activities
- cs self reflection

Group of participants
- cs diverse group
- cs group process

Atmosphere
- cs atmosphere

Instructors
- cs less hard skills
- cs participation of instructors
- cs instructing team

Transfer
- cs big impact on participants

STRENGTHS OBA (sa)

Course design
- sa course for everyone
- sa course length
- sa pushes comfort zones
- sa standard course

Activities
- sa structured review
- sa wilderness
- sa real challenge

Group of participants
- sa group process

Instructors
- sa one instructor
- sa physical safety

Resources
- sa centre
- sa marketing
- sa mobile course
- sa resources
- sa systems

WEAKNESSES OBCZ (cw)

Course design
- cw course image
- cw emotional risk

- cw preparation time

Group of participants
- cw group emphasis

Instructors
- cw expense of team
- cw instructor burnout
- cw need facilitation skills
- cw team approach
- cw team dynamics

Activities
- cw lack of formal review
- cw lack of physical

Transfer
- cw no follow up
- cw games not real

Resources
- cw need centre
- cw resources

WEAKNESSES OBA (wa)

Course design
- wa physical risk
- wa standard courses
- wa not for everyone
- wa lack of preparation

Group of participants
- wa emphasis on group

Instructors
- wa hard skills required
- wa instructor burnout

Activities
- wa mainly physical activities
- wa only physical and social

Transfer
- wa no follow up
- wa lack of transfer

Environmental impact
- wa environmental impact

Summary of grouped codes for OBA and OBCZ interviews

EDUCATIONAL PROCESS	OBA		OBCZ	
	STRENGTHS	**WEAKNESSES**	**STRENGTHS**	**WEAKNESSES**
Course design	Course design	Course design	Course design	Course design
Activities	Activities	Activities	Activities	Activities
Group	Group	Group	Group	Group
Atmosphere			Atmosphere	
Instructors	Instructors	Instructors	Instructors	Instructors
		Transfer	Transfer	Transfer
	Resources			Resources
		Environmental impact		

APPENDIX EIGHT
SUMMARY OF PARTICIPANT RESPONSES FROM LIKERT SCALES

Appendix 8a   Summary of participant response frequencies from Likert scales pre and post 22-day and 9-day courses at OBNZ

PRE 22-DAY AND 9-DAY COURSES PARTICIPANT RESPONSES ABOUT ASPECTS OF THE COURSE OBJECTIVES

Outward Bound:[1]	22-day course					9-day courses				
	1	2	3	4	5	1	2	3	4	5
Is where you learn outdoor skills	26	24	1	1		20	19			
Is confidence building	40	9	2	1		32	7			
Is mentally challenging	42	9	1	1		30	9			
Is physically challenging	41	10			1	30	9			
Is educational	34	13	3	1	1	20	16	2		
Is expensive	13	11	11	14	3	3	4	8	19	3
2Develops leadership skills	30	15	6	1	1	11	18	10		
A place where you meet friends	32	16	3		1	15	20	4		
Instils self-discipline	34	15	4			17	21	1		
Develops ability to work with others	36	16				19	18	1		
Is for the youth of today	20	18	5	6	2	10	11	4	11	3
Builds self-reliance	30	19	1	1		16	19	4		
Builds sense of responsibility	32	16	4			14	22	3		
Is concerned with safety	31	15	6			23	13	2		
Makes you more social	23	20	8	2		8	13	16	2	
Makes you independent	24	21	6	1		10	19	6	4	
Makes you interdependent	12	20	13	5	1	9	11	12	5	1
Develops holistic well-being	18	14	19			8	16	12	2	
Develops positive attitudes	31	19	1			8	16	12	2	
Builds fitness	36	16	1			19	19	1		
Makes you more tolerant	28	18	6			14	21	3	1	

POST 22-DAY AND 9-DAY COURSES PARTICIPANT RESPONSES ABOUT ASPECTS OF THE COURSE OBJECTIVES

Outward Bound:	22-day course					9-day courses				
	1	2	3	4	5	1	2	3	4	5
Is where you learn outdoor skills	30	15		2		17	16			
Is confidence building	39	8				28	5			
Is mentally challenging	42	5				25	8			
Is physically challenging	41	6				26	7			
Is educational	34	11	2			21	11	1		
Is expensive	4	12	9	19	3	2	4	4	18	5
Develops leadership skills	21	25	1			10	17	4	2	
A place where you meet friends	36	11				17	16			
Instils self-discipline	32	14		1		14	18	1		
Develops ability to work with others	41	6				23	10			
Is for the youth of today	25	12	4	3	3	14	6	5	7	5
Builds self-reliance	28	18	1			14	16	2	1	
Builds sense of responsibility	29	17	1			12	19	2		
Is concerned with safety	39	6	2			25	8			
Makes you more social	20	20	6	1		10	18	5		
Makes you independent	19	20	6	1		11	17	4	1	
Makes you interdependent	18	13	12	2	1	15	12	2	3	
Develops holistic well-being	25	18	4			10	20	2		
Develops positive attitudes	32	13	1			23	9			
Builds fitness	31	16				19	11	1	1	
Makes you more tolerant	27	16	4			13	18	1		

[1]   1=definitely agree; 2=agree; 3=don't know; 4=disagree; 5=definitely disagree

PRE 22-DAY AND 9-DAY COURSES PARTICIPANT RESPONSES ABOUT THE EASE OF ACTIVITIES

Ease of OB activities:[2]	22-day course					9-day courses				
	1	2	3	4	5	1	2	3	4	5
Morning fitness	10	13	14	5	1	2	5	18	9	
No smoking	27		2	5	6	28		1	2	4
No drinking	23	7	9	2	1	22	5	4	1	4
Strict timetables, punctuality, ...	7	15	15	7	1	8	12	11	2	1
Communal living	5	12	18	6	3	6	17	10		1
Tent living	7	13	10	6	2	7	12	13	2	
Ropes course	8	10	6	3	3	3	4	14	7	3
Rock climbing	11	11	6	2	2	1	6	14	8	3
Group activities	8	19	7	2	2	7	9	16	1	3
Running a half marathon	8	8	9	3	4	3	5	8	16	
Tramping	16	13	4	1	2	5	16	10	1	
Canoeing/Kayaking	17	9	3	3	2	4	8	15	3	1
Snow pursuits	16	9	3	2						
Sailing	17	5	3	5	3	4	5	18	4	2
Solo: being alone in the bush	12	8	6	3	4	6	8	8	6	3
Service to community projects	8	11	12	1	3					

POST 22-DAY AND 9-DAY COURSES PARTICIPANT RESPONSES ABOUT THE EASE OF ACTIVITIES

Ease of OB activities:	22-day course					9-day courses				
	1	2	3	4	5	1	2	3	4	5
Morning fitness	4	10	15	13	3	2	8	12	3	
No smoking	38	1	1	3		24	1	1	2	
No drinking	31	7	4	2		19	5	4		2
Strict timetables, punctuality,....	6	13	17	8	1	9	11	7	5	
Communal living	11	14	15	4		18	11	3		
Tent living	8	17	13	6	1	6	15	10	1	
Ropes course	10	4	9	15	7	4	7	6	9	5
Rock climbing	12	7	11	10	4	6	6	13	2	5
Group activities	8	13	18	5	3	9	11	11		
Running a half marathon	8	5	7	16	5	4	6	7	7	2
Tramping	7	5	13	2	6	4	9	13	5	1
Canoeing/Kayaking	9	8	15	8	5	1	5	12	9	5
Snow pursuits	7	10	15	8	1					
Sailing	11	9	15	8		4	10	15	3	
Solo: being alone in the bush	12	9	14	8	2	11	10	8	2	1
Service to community projects	15	16	14	2		5	11	7	3	

[2] 1=very easy; 2=easy; 3=moderately easy; 4=not easy; 5=not easy at all

PRE 22-DAY AND 9-DAY COURSES PARTICIPANT RESPONSES ABOUT THE ENJOYMENT OF ACTIVITIES

Enjoyment of OB activities:[3]	22-day course					9-day courses				
	1	2	3	4	5	1	2	3	4	5
Morning fitness	18	2				2	7	18	6	2
No smoking	9	9	20	6	1	25		2		6
No drinking	32	4	2	3	4	15	6	11	1	1
Strict timetables, punctuality, ...	29	8	7	1	1	7	7	17	3	
Communal living	10	12	19	5	8	5	14	14	1	1
Tent living	7	16	19	2	1	5	13	15		1
Ropes course	8	12	13	5	1	6	10	13	2	
Rock climbing	4	6	8	7	4	5	13	10	5	
Group activities	5	6	12	3	5	7	13	12	7	
Running a half marathon	6	15	9	4	2	1	5	9	7	11
Tramping	5	7	4	9	6	9	18	6		
Canoeing/Kayaking	11	7	14	1	2	12	8	9	3	
Snow pursuits	9	5	8	6	5					
Sailing	5	7	11	5	4	10	9	14	1	
Solo: being alone in the bush	6	7	7	8	4	6	6	15	4	1
Service to community projects	10	5	7	4	7					

POST 22-DAY AND 9-DAY COURSES PARTICIPANT RESPONSES ABOUT THE ENJOYMENT OF ACTIVITIES

Enjoyment of OB activities:	22-day course					9-day courses				
	1	2	3	4	5	1	2	3	4	5
Morning fitness	11	19	12	3		5	11	7	3	
No smoking	39	1	1	2	1	22	1	1	1	4
No drinking	33	6	4	2		18	7	4		1
Strict timetables, punctuality...	10	12	18	4	1	11	10	10	2	
Communal living	13	18	12	1		16	14	3		
Tent living	11	18	12	3	1	8	15	10		
Ropes course	25	13	5	1	1	12	12	5		3
Rock climbing	28	12	3	1	1	15	14	3		1
Group activities	17	18	9	3		16	14	1		
Running a half marathon	27	7	6	1		9	11	5	2	
Tramping	21	10	9	2		9	16	7	1	
Canoeing/Kayaking	27	6	9	3		13	12	6	1	1
Snow pursuits	24	8	7							
Sailing	25	12	5	2	1	15	12	6		
Solo: being alone in the bush	19	14	8	3	1	16	9	4	3	1
Service to community projects	21	14	9	1						

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[3] 1=very enjoyable; 2=enjoyable; 3=moderately enjoyable; 4=not enjoyable; 5=not enjoyable at all

PRE 22-DAY AND 9-DAY COURSES PARTICIPANT RESPONSES ABOUT THE ACCURACY OF ASPECTS OF THEIR SELF-CONCEPT

How accurate is this statement about: [5]	22-Day course					9-day courses [4]								
	1	2	3	4	5	1	2	3	4	5	6	7	8	9
I am good at sports and physical activities	14	13	22	2	1	4	2	9	1	16	2	3		
I am physically attractive/good looking	2	19	26	3	1		1	5	6	17	1	4	1	1
I have good relationships with opposite sex	10	24	12	2	4	3	3	13	7	12				
I have good relationships with same sex	7	25	18		1	2	3	13	4	14		1		1
I have good relationships with my parents	12	23	12	3	1	14	4	7	2	9		2		
I am an emotionally stable person	6	22	13	8	1	6	9	10	2	9		2		
I am a spiritual/ religious person	1	10	11	12	17	5		7	1	6	1	9	1	7
I am an honest/reliable/trustworthy person	22	24	4	1	1	17	4	12	1	3				
I have good verbal skills and reasoning ability	5	23	15	7	2	5	5	9	5	11	1	1		1
I have good problem solving skills	1	27	18	5	1	1	8	9	3	13	2	1		
I am/was a good student in academic subjects	7	10	21	9	4	2	4	8	6	11	2	5		
I am good at creative thinking	5	16	20	8	2	3	6	5	8	10	4			1
I am a practical/mechanical/handy person	10	15	17	6	4	3	4	13	3	12		3		
I am a caring and understanding person	13	30	7		2	11	6	13	6	2				
I am a hard working employee	30	11	8	2	1	15	7	14	1	1				
I am concerned for my health and fitness	22	19	7	1	2	8	7	16	4	3				
I have an outgoing personality	9	18	18	4	2	7	1	11	6	9	2	2		

POST 22-DAY AND 9-DAY COURSES PARTICIPANT RESPONSES ABOUT THE ACCURACY OF ASPECTS OF THEIR SELF-CONCEPT

How accurate is this statement about:	22-Day course					9-day courses								
	1	2	3	4	5	1	2	3	4	5	6	7	8	9
I am good at sports and physical activities	13	16	15	2		9	1	4	2	5	2	1	2	2
I am physically attractive/good looking	6	16	19	4		1	1	7	4	16	1	1		1
I have good relationships with opposite sex	17	17	10	2		3	7	9	4	7	1	12	6	11
I have good relationships with same sex	14	18	13			2	6	11	5	7	1			
I have good relationships with my parents	20	19	6		1	5	4	9	4	5	2			
I am an emotionally stable person	14	19	12		1	6	3	10	5	4	3	1		
I am a spiritual/ religious person	5	9	13	6	12	2	3	6	2	5	2	6	1	5
I am an honest/reliable/trustworthy person	26	16	3	2	1	8	6	15	1	2				
I have good verbal skills and reasoning ability	11	23	6	4	1	4	2	10	4	8	2	2		
I have good problem solving skills	6	20	18	1		1	5	11	4	8	1	2		
I am/was a good student in academic subjects	7	18	14	5	2	1	1	6	7	10	2	2	1	2
I am good at creative thinking	8	13	17	6	2	1	5	7	5	11	2	1		
I am a practical/mechanical/handy person	11	14	12	7	1	3	7	8	2	9	1	2		
I am a caring and understanding person	18	23	3			5	12	12		2	1			
I am a hard working employee	27	16	2	1		7	7	10	2	4		1		
I am concerned for my health and fitness	25	15	6			7	7	10	6	1			1	
I have an outgoing personality	18	12	13	2		5	5	7	3	7	3	1	1	

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4 9-point Likert scale used

5 1=very accurate; 2 (3)=accurate; 3 (5)=moderate; 4 (7)=inaccurate; 5 (9)=very inaccurate

PRE 22-DAY AND 9-DAY COURSES PARTICIPANT RESPONSES ABOUT THE IMPORTANCE OF ASPECTS OF THEIR SELF-CONCEPT

How accurate is this statement about: [7]	22-Day course					9-day courses[6]								
	1	2	3	4	5	1	2	3	4	5	6	7	8	9
I am good at sports and physical activities	17	20	6	4		6		8	4	10	2	4		2
I am physically attractive/good looking	5	20	16	5	2	1	4	5	5	10	5	3		3
I have good relationships with opposite sex	13	25	7	1	2	4	2	8	3	13	1	1		1
I have good relationships with same sex	15	22	7	3	1	1	2	11	4	12	2			2
I have good relationships with my parents	28	11	7		2	10	4	8	4	7	1			1
I am an emotionally stable person	23	17	5	2	1	4		4	3	5	2	6	2	9
I am a spiritual/ religious person	6	17	13	7	13	18	2	9	1	3				1
I am an honest/reliable/trustworthy person	32	11	2	1	7	6	6	8	2	8	1	2		1
I have good verbal skills and reasoning ability	19	18	7	3	1	4	6	9	3	9	2	1		1
I have good problem solving skills	14	25	6	2	1	1	3	9	4	11	2	3	2	
I am/was a good student in academic subjects	12	13	14	7	2	6	4	4	4	10	2	1		2
I am good at creative thinking	12	14	14	5	3	5	2	10	5	10		1		1
I am a practical/mechanical/handy person	15	15	14	2	2	12	4	12	1	3		1		1
I am a caring and understanding person	22	19	5		2	11	7	11	2	2				1
I am a hard working employee	30	11	5	1	1	11	5	12	2	2			1	1
I am concerned for my health and fitness	29	11	4	3	2	6	7	11	2	5	2			
I have an outgoing personality	22	12	10	2	1	5	3	14	3	6	1	1		1

POST 22-DAY AND 9-DAY COURSES PARTICIPANT RESPONSES ABOUT THE IMPORTANCE OF ASPECTS OF THEIR SELF-CONCEPT

How accurate is this statement about:	22-Day course					9-day courses								
	1	2	3	4	5	1	2	3	4	5	6	7	8	9
I am good at sports and physical activities	17	16	13			3	5	11	3	6	1	2		1
I am physically attractive/good looking	8	13	16	5	2	1	4	6	7	10		3		1
I have good relationships with opposite sex	17	23	5	1		3	7	9	4	6		2		
I have good relationships with same sex	14	24	6	1	1	5	7	9	5	6				
I have good relationships with my parents	30	12	3		1	7	6	8	2	4	1	1		
I am an emotionally stable person	23	16	6			6	7	15	3		1			
I am a spiritual/ religious person	8	11	12	6	9	4	3	4	4	3	3	7		4
I am an honest/reliable/trustworthy person	28	12	5	1		14	9	6	2	1				
I have good verbal skills and reasoning ability	19	22	4	1		6	6	12	2	5	1			
I have good problem solving skills	17	21	7			3	8	7	6	8				
I am/was a good student in academic subjects	11	15	16	4		1	2	16	4	7	2			
I am good at creative thinking	14	14	14	3		1	6	8	4	11	2			
I am a practical/mechanical/handy person	17	11	14	4		3	5	10	7	4	2	1		
I am a caring and understanding person	26	13	7			8	9	12	1	2				
I am a hard working employee	32	12	2			8	4	14	3	1		1		
I am concerned for my health and fitness	27	15	4			8	9	11	3					1
I have an outgoing personality	23	14	6	3		5	6	8	5	5	1	1	1	

[6] 9-point Likert scale used

[7] 1=very important; 2 (3)=important; 3 (5)=average; 4 (7)=unimportant; 5 (9)=very unimportant

Appendix 8b   Summary of participant response frequencies from Likert scales pre and post Intertouch 1999 at OBA

PRE/POST INTERTOUCH 1999 COURSE PARTICIPANT RESPONSES ABOUT THE IMPORTANCE OF ASPECTS OF SELF-CONCEPT

How accurate is this statement about [8]	Pre course					Post course				
	1	2	3	4	5	1	2	3	4	5
I am good at sports and physical activities	3	5		3	1	2	6	1	2	1
I am physically attractive/good looking		1	4	3	3		1	10		
I have good relationships with opposite sex	7	3		1	1	5	5		2	
I have good relationships with same sex	8	2		1	1	4	5	1	2	
I have good relationships with my parents	7	2		1	2	5	3	1	2	1
I am an emotionally stable person	5	4	1	1	1	3	6		2	1
I am a spiritual/ religious person	3	5	2	1	1	3	3	4		2
I am an honest/reliable/trustworthy person	8	2			2	8	2			2
I have good verbal skills and reasoning ability	5	5		1	1	1	5	3	2	1
I have good problem solving skills	5	4	1	1	1	1	7	2	2	
I am/was a good student in academic subjects	1	2	4	4	1		5	6	1	
I am good at creative thinking	4	6		1	1	3	6	1	1	1
I am a practical/mechanical/handy person	2	4	3	3		1	3	4	3	1
I am a caring and understanding person	9	1			2	5	5		1	1
I am a hard working employee	6	3	1	1	1	5	5		1	1
I am concerned for my health and fitness	9		1		2	5	5			2
I have an outgoing personality	5	4	1	1	1	6		3	2	1
I enjoy outdoor wilderness and remote area	4	2	4		2	4	6	2		

How important is this statement about [9]	Pre course					Post course				
	1	2	3	4	5	1	2	3	4	5
I am good at sports and physical activities	4	3	4		1	3	5		3	1
I am physically attractive/good looking		3	3	3	3	1		4	3	3
I have good relationships with opposite sex	7	4				7	3		1	1
I have good relationships with same sex	8	3	1			8	2		1	2
I have good relationships with my parents	9	1	1	1		7	2	1	2	
I am an emotionally stable person	6	6				5	4	1	1	1
I am a spiritual/ religious person	4		4	3	1	3	5	2	1	1
I am an honest/reliable/trustworthy person	10	2				8	2			2
I have good verbal skills and reasoning ability	9	3				5	5		1	1
I have good problem solving skills	9	2	1			5	4	1	1	1
I am/was a good student in academic subjects	2	3	3	3	1	1	2	4	4	1
I am good at creative thinking	5	4	3			4	6		1	1
I am a practical/mechanical/handy person	3	5	3	1		2	4	3	3	
I am a caring and understanding person	10	2				9	1			2
I am a hard working employee	8	3	1			6	3	1	1	1
I am concerned for my health and fitness	9	1	2			9		1		2
I have an outgoing personality	5	5	2			5	4	1	1	1
I enjoy outdoor wilderness and remote area	5	6	1			4	2	4		2

[8] 1=very accurate; 2=accurate; 3=moderate; 4=inaccurate; 5=very inaccurate

[9] 1=very important; 2=important; 3=average; 4=unimportant; 5=very unimportant

ANO, JE TADY MOST. ALE MY JSME ZVYKLÍ HLEDAT SI SVOU ČESKOU CESTU.

(YES, HERE IS A BRIDGE BUT WE ARE USED TO FINDING OUR 'CZECH WAY')

APPENDIX TEN
PUBLICATIONS

The following papers have been published (or are in press or review) as a result of this thesis:

Journal articles

Martin, A.J. (1996a). Inward sounds at Outward Bound. *New Zealand Safety Journal, 6, 53-61.*

Chu, M.M, Leberman, S.I., & Martin, A.J. (1998, Spring). Developing people, developing teams. The New Zealand Rugby Football Union Academy Squad goes to Outward Bound. *New Zealand Coach, 7(1),* 14-16.

Martin, A.J. (2000, July). Towards a new generation of Outward Bound. *Horizons: Journal of The Association for Outdoor Learning, 10,* 29-30.

Martin, A.J., & Leberman, S.I. (2000). Adventure the Czech way [On-line]. *Scisco Conscientia, 2(3),* 1-17.

Martin, A.J. (2001b). Dramaturgy: A holistic approach to outdoor education. *Australian Journal of Outdoor Education, 6(1),* 34-41.

Martin, A.J. (2001c). The dramaturgy wave. *Horizons: Journal of The Association for Outdoor Learning* (In press).

Martin, A.J., & Krouwel, W. (2001). Rejuvenating personal and professional development programmes. *Journal of Adventure Education and Outdoor Leadership* (In press).

Martin, A.J., Leberman, S.I., & Neill, J.T. (2001). Beyond the adventure wave: Dramaturgy as a method of experiential program design. *Journal of Experiential Education* (In review).

Martin, A.J., Neill, J.T., & Legg, S.J. (2001). Evaluating the inward sounds of Outward Bound: A case study of Outward Bound New Zealand. *Australian Journal of Outdoor Education* (In review).

Conference papers

Martin, A.J. (1996b). *Inward Sounds at Outward Bound: A personal reflection of the experience.* Paper presented at the 'From mystery to mastery' Outdoor Recreation Conference, December 7-9, Turangi, New Zealand.

Martin, A.J. (1997). Outward Bound: Process and outcomes. In C. Itin (Ed.), *Resource notes 1st International Adventure Therapy Conference, July 1-5, Perth* (pp. 144-154). Perth, Australia: Camping and Outdoor Education Association of Western Australia.

Martin, A.J. (1998a). *Outward Bound: The Czech way.* Paper presented at the 3rd National Outdoor Education Conference, January 14-18, Auckland, New Zealand.

Martin, A.J., & Knottenbelt, G. (1998c, January). *Outward* Bound: Expeditionary learning and the urban based challenge. Paper presented at the 3rd National Outdoor Education Conference, January 14-18, Auckland, New Zealand.

Martin, A.J. (2001a). Outdoor adventure the Czech way. In M.Green (Ed.), *12th National Outdoor Education Conference: Conference proceeding, January 15-18, LaTrobe University, Bendigo* (pp. 101-108). Victoria, Australia: Victorian Outdoor Education Association.
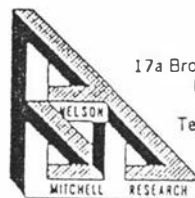
Reports

Martin, A.J. (1998b). *Outward Bound New Zealand: Course outcomes, educational process and management strategy.* Unpublished report, Outward Bound New Zealand, Wellington, New Zealand.

APPENDIX ELEVEN
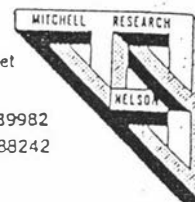# MITCHELL & MITCHELL'S (1988) SDQ QUESTIONNAIRE

A T T I T U D E S ,   O P I N I O N S ,   B E L I E F S

Q U E S T I O N N A I R E

17a Brougham Street
Nelson

Tel. NN (054) 89982
or 88242

S U M M A R Y   A S S E S S M E N T S

From the 205 questions you have just answered, we have taken several KEY STATEMENTS. We now want you to judge HOW ACCURATELY each statement describes you, and HOW IMPORTANT that statement is, in the feelings you have about yourself.

For example, the statement .... "I am very talented at music" .... may be Very Inaccurate as a description of you, but it may also be Very Unimportant to you.

HOW TO ANSWER:

1. In the boxes below are the numbers to choose for the Accuracy and Importance judgements you are to make about each statement.

2. For each statement please choose two numbers.
   a. First make your Accuracy judgement and write the number you choose on the left.
   b. Then make an Importance judgement and write this number on the right beside the statemen

Very Inaccurate 1 Very Unimportant	2	Inaccurate 3 Unimportant	4	Moderate or 5 Average	6	Accurate 7 Important	8	Very Accurate 9 Very Important

ACCURACY: How accurate is this statement about you?

IMPORTANCE: How important is this to you?

..........I am good at sports and physical activities.............................

.... I am physically attractive/good looking ....

.... I have good relationships with members of the opposite sex ....

.... I have good relationships with members of the same sex ....

.... I have good relationships with my parents ....

.... I am an emotionally stable person ....

.... I am a spiritual/religious person ....

.... I am an honest/reliable/trustworthy person ....

.... I have good verbal skills and reasoning ability ....

.... I have good mathematical skills and reasoning ability ....

.... I am/was a good student in most academic subjects ....

.... I am good at problem solving and creative thinking ....

.... I am a practical/mechanical/"handy" person ....

.... I am a caring, tolerant, understanding person...........................

.... I am a hard-working employee ....

.... I am concerned for my health and fitness ....

.... I have an outgoing, friendly personality ....

.... I enjoy outdoor wilderness and remote areas ....

THANK YOU VERY MUCH