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THE UNIVERSITY OF ALBERTA

AN ASSESSMENT OF AN OUTDOOR LEADERSHIP PROGRAM

by

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

DEPARTMENT OF ELEMENTARY EDUCATION

EDMONTON, ALBERTA

SPRING, 1980

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "An Assessment of an Outdoor Leadership Program" submitted by Ian K. Coutts, in partial fulfilment of the requirements for the degree of Master of Education.

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Supervisor

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Date 10th December 1979

DEDICATION

To my family, with love

ABSTRACT

The effect of a wilderness based Outdoor Leadership Program on participants has been explored in this thesis, not only changes which occurred in participants' self concept and locus of control but also the events and experiences which may have lead to the changes. The emergence of leadership and leadership development were also examined.

The Outdoor Leadership Program was offered by Camrose Lutheran College and was developed over a period of years by the Leadership Team. Participants gained university credit for successful completion of the course components. The Rocky Mountains and the North Saskatchewan River provided the physical settings for the program.

Eighteen participants between the ages of eighteen and fifty took part in a twenty-one day wilderness Outdoor Leadership Program. Another nineteen Camrose Lutheran College students formed a Control Group. The Tennessee Self Concept Scale and the Rotter Internal-External Locus of Control Scale were administered to the Experimental Group before and after the program. The Control Group completed the scales prior to the commencement of the program. Results showed a significant increase in total self concept of the Outdoor Leadership Program participants. Significant increases were also found in the self concept subscales of Identity, Behaviour and Physical interaction effects. Both Experimental and Control Groups scored around the fiftieth percentile for population scores showing that they were persons "who,. . .tend to like themselves, feel they are persons of value and worth and have confidence in themselves" (Fitts, 1965, p. 2).

Locus of control scores showed no significant differences from pre to post, possibly because of a "ceiling effect" operating on participants.

Participant observer data and participants' perceptions indicated that competence and skills were the most important attributes of leadership and in leadership emergence. It was concluded that outdoor skills, communication skills and interpersonal relationships were enhanced by the course, but that it was the total milieu of a unique environment, program elements, competent leadership and close-knit community which caused change in the participants.

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CHAPTER I

STATEMENT OF THE PROBLEM

Introduction

Over the past 30 years Outdoor Education programs have experienced tremendous growth and today an intense interest exists (Donaldson, 1972; Gabrielson & Holtzer, 1965; Hammerman & Hammerman, 1973; Smith, 1972). What was once a response to providing children with experiences in a rapidly disappearing natural environment and expanding the limitations of the classroom gradually developed into something more as other benefits were perceived by educators. They could see the positive effects of living in a residential situation where pupil-teacher rapport is developed (Hammerman, 1973; Passmore, 1972; Smith; 1972), socialization occurs at an increased rate, and principles of democracy are developed (Blocksidge, 1978; Conrad, 1973; Hammerman, 1973; Smith, Carson, Masters, & Donaldson, 1972).

Partly as a response to the need for competent outdoor educators and leaders (Medrick, 1978), and partly as a result of the development of such outdoor based groups such as Outward Bound where personal development through outdoor experiences is stressed, many universities and colleges in North America decided to include Outdoor Education experiences as part of the available curriculum (Pick, 1972, Medrick, 1978). The focus of these courses varied from personal skill development and knowledge of the outdoors to the more abstract development of personal qualities such as self awareness, self concept, interpersonal

relationships and leadership potential (Conrad, 1973; Fletcher, 1970; Hammerman & Hammerman, 1973; Smith, Carson, Masters, & Donaldson, 1972; Medrick, 1978).

It would appear that Donaldson and Donaldson's (1973, p. 7) view of Outdoor Education as "education in, about and for the outdoors" has been expanded so that the outdoors is now used as a means to effect certain changes in individuals and groups and not merely as an end in itself.

> In the outdoor setting the great need is to find out what aspects of the outdoor experience truly affect the subjects. As yet there is little research to identify what factors may be influencing persons in this setting. (Gibson, 1977, p. 15)

Statement of the Problem

To accomodate this need in outdoor education, an Outdoor Leadership Program was examined critically and evaluated. In order to do this, certain changes which occurred in individuals and groups over the duration of the program were measured and analyzed in detail. Particular attention was given to the following:

1. Examination of the existing theory and research relating to
   a. Outdoor Education through wilderness living.
   b. residential camping experiences.
   c. affective change in individuals which occurs in the outdoors.
2. The emergence of leadership in an outdoor situation.
3. The functioning of groups in an outdoor situation.
4. The isolation and description of significant events within

the program which may have led to change in individuals.

5. The case study of a group typifying the operation of an Outdoor Education Leadership Course.

The investigation took into account the aims and objectives of the program, its organizers and participants.

The Need for the Study

Many organizations are using potentially stressful outdoor experiences to effect changes and growth in individuals through small group living in a wilderness environment where limits of physical and mental endurance may be approached by the participants (Pickard, 1968; Roberts, 1974).

Glass (1975, p. 1) stated that:

> Several studies have been undertaken to test the effects of the experience on those variables thought to be important. Among the variables studied have been self concept, achievement, motivation to achieve, social adjustment, aggression values, attitudes towards school, alienation and the recidivism of adjudicated delinquents.

Although these variables have been measured and change is identified as having occurred, little work has been undertaken to determine what events caused the changes. As Kelly (1974, p. 11) stated, "The process is akin to electricity, we know it works but we are not sure why".

The process of change which seems to occur in Oudoor Education needs to be investigated. Groups such as Outward Bound, Correctional Agencies, Mental Institutions, Outdoor Leadership Schools and Tertiary Colleges use the outdoors as a laboratory where change is said to occur (Conrad, 1973; Donaldson & Goering, 1972; Hassel, 1969; Kelley, 1972; Pickard, 1968; Puttras, 1972). One way to investigate the change process is to be a

participant and observer in an outdoor experience; to interact with, and live through the total experience.

In his study on self, leaders and the group in Outdoor Education, Gibson (1977, p. 19), in speaking of personal fulfillment and social change, stated:

> Many claims have been made by the leaders of the Outward Bound Movement and other wilderness organizations in this regard, yet little systematic means can be found of comparing and assessing not only the impact of leadership process, but the self change of the students when immersed in the total milieu of the outdoor experience.

Increasing use of the outdoors by school groups demands that teacher training now includes experiences designed to improve teachers' competency in skills needed for the outdoors as well as having an understanding of the group processes occurring in that situation (Christie, 1972; Gabrielson & Holtzer, 1965; Hammerman, 1973; Holt, 1973). In order to plan teacher training experiences, more knowledge is needed about what occurs in the outdoors.

> With an increasing number of training courses in universities and colleges more and more leaders and instructors are becoming qualified to conduct their own Outdoor Education programs. These leaders should be aware of all aspects relating to their subject. (Thompson, 1975, p. 4)

Research Questions

The specific research questions investigated in this study were as follows:

1. What, if any, changes in self concept as measured by the

Tennessee Self Concept Scale (TSCS) occurred in participants on a twenty day Outdoor Leadership Program?

2. What, if any, changes in internal-external locus of control, as measured by the Rotter I-E Scale, occurred in participants on a twenty day Outdoor Leadership Program?
3. What events in the total experience of the Outdoor Leadership Program seemed significant to the observer in inducing certain changes which occurred in individuals?
4. How did leadership and status in the group appear to emerge in an outdoor situation?
5. What individual attributes, if any, caused a leader to emerge?
6. How did groups appear to make decisions under different environmental conditions during the Outdoor Leadership Program?
7. What impact, if any, did situations perceived by the participants as stressful have on the participants in an Outdoor Leadership Program?

Definition of Terms

Achieved Leader

An Outdoor Leadership Program participant who, because of certain personal qualities such as outdoor skills, interpersonal skills, effort and ability, emerges as an "unofficial" leader of a group or groups.

Ascribed Leader

The ascribed leaders include the Program Leadership Team and those officially appointed by the Program Leadership Team to act as leaders in the program.

Leadership Team

The four members who acted as leaders in the C.L.C. Outdoor Leadership Program.

Status

Status is the level of prestige afforded by other participants and leaders to an Outdoor Leadership Program participant or leader either because of the ascribed position or because of certain personal qualities they may possess.

Conceptual Definitions

Outdoor Education

The literature abounds with definitions of Outdoor Education. Many of the definitions are specific in nature (Gabrelson & Holtzer, 1965), limiting the scope of outdoor education to school children. For this study the definition used is "Outdoor Education is education in, about and for the outdoors" (Donaldson & Donaldson, 1973, p. 7).

Self Concept

The symbolic interactionist view of self was taken as the theoretical base for self concept.

Kinch (1971, p. 233) stated that, "The self concept is that organization of qualities that the individual attributes to himself". He used the word "qualities" to include both attributes and roles of the individual in perceiving himself.

Scott (1973, p. 18) described self as "a set of perceptions of oneself one learns from experience in numerous roles and situations experienced in social existence".

Using Sherwood's (1962) theory of self, he went on to say that, "Self is then, not a clearly defined conformity of images of self but rather a changeable, amorphous collection of self perceptions (subselves) of which the person may be only partly aware" (p. 17).

Significant Others (Referent Others)

Shibutani (1967, p. 168) describes significant others as ". . .those persons directly responsible for the internalization of norms. . .those who are actually involved in the cultivation of abilities, values and outlook". Stryker (1957, p. 377) stated it more simply, saying, "To speak of significant others is to say that given others occupy high rank in an 'importance' continuum for a given individual".

Wilderness

The term is perceived differently by each individual. The Oxford dictionary defines wilderness as "uninhabited, uncultivated" and as such most of the area used for the Outdoor Leadership Program in the Brazeau Ranges, Bighorn Valley and along the upper reaches of the North Saskatchewan River could be said to be wilderness.

Assumptions

1. That the behaviour and incidents described in the case study are typical of behaviour and incidents which occurred in other groups experiencing the Outdoor Leadership Program.
2. That the Spring 1979 Outdoor Leadership Program offered by Camrose Lutheran College (C.L.C.) is typical of other Outdoor Leadership Courses offered by that institution.

Significance of the Study

If the conclusions of this study indicate that outdoor wilderness experiences can have a desirable effect on participants' self concept, locus of control and various areas of individual skill, then further research may be needed to investigate long term changes in these areas. The study can provide information about outdoor activities, programs and settings which may provide a laboratory for the development of leadership and the implementation of change in individuals. This information may provide assistance to those people who plan and implement teacher training programs, outdoor leadership programs, delinquency rehabilitation programs and school outdoor education programs.

The study is only a part of the research needed to expand the understanding of the outdoor programs and their evaluation and the use of natural research methods as a means of evaluation.

Organization of the Study

Chapter I introduces the problem under study and states the purposes for the study together with the specific research questions and definitions of the terms used.

Chapter II reviews the literature available on outdoor education and wilderness programs of various types.

Chapter III discusses the methodology and techniques used in the study including instrumentation and a discussion of Participant Observation techniques. The procedure and data analysis are also outlined.

Chapter IV discusses the philosophy, aims and objectives of the C.L.C. Outdoor Leadership Program as well as providing a description of the physical settings and an overview of the course.

Chapter V introduces the people who were significant in the study including the members of the Case Study group and the Leadership Team. Group selection methods are also outlined.

Chapter VI is an Ethnographical account of a typical day during the Outdoor Leadership course.

Chapter VII includes a presentation and discussion of the quantitative data collected during the study showing the effects of the program on the participants.

Chapter VIII presents a discussion of the qualitative data in relation to the research questions.

Chapter IX summarizes the study and presents the author's conclusions and recommendations for further research.

CHAPTER II

REVIEW OF LITERATURE AND RELATED RESEARCH

Introduction

Many of the Outdoor Education wilderness programs have similar activities but are offered to different groups, each of whom has unique objectives (Gabrielson & Holtzer, 1965). The purpose of this chapter is to:

1. examine three theoretical models related to personal change through programming in the outdoors,
2. review the literature pertaining to Outward Bound programs,
3. review the literature pertaining to college and school use of the outdoors,
4. review the literature pertaining to therapeutic use of wilderness programs in relation to the treatment and rehabilitation of delinquents.

Theoretical Models to Explain Change in the Outdoors

Several explanations have been offered as to how the change process occurs in individuals as a result of an outdoor wilderness experience. Walsh and Gollins (1976, p. 16) explain the Outward Bound process using a linear model (Figure 1) showing stages through which the learner passes assisted by the instructor as a translator, initiator, trainer, maintainer, authority figure and role model. The delineation is made between program and process in the Outward Bound model.

A process exists as a generalized series of conditions,

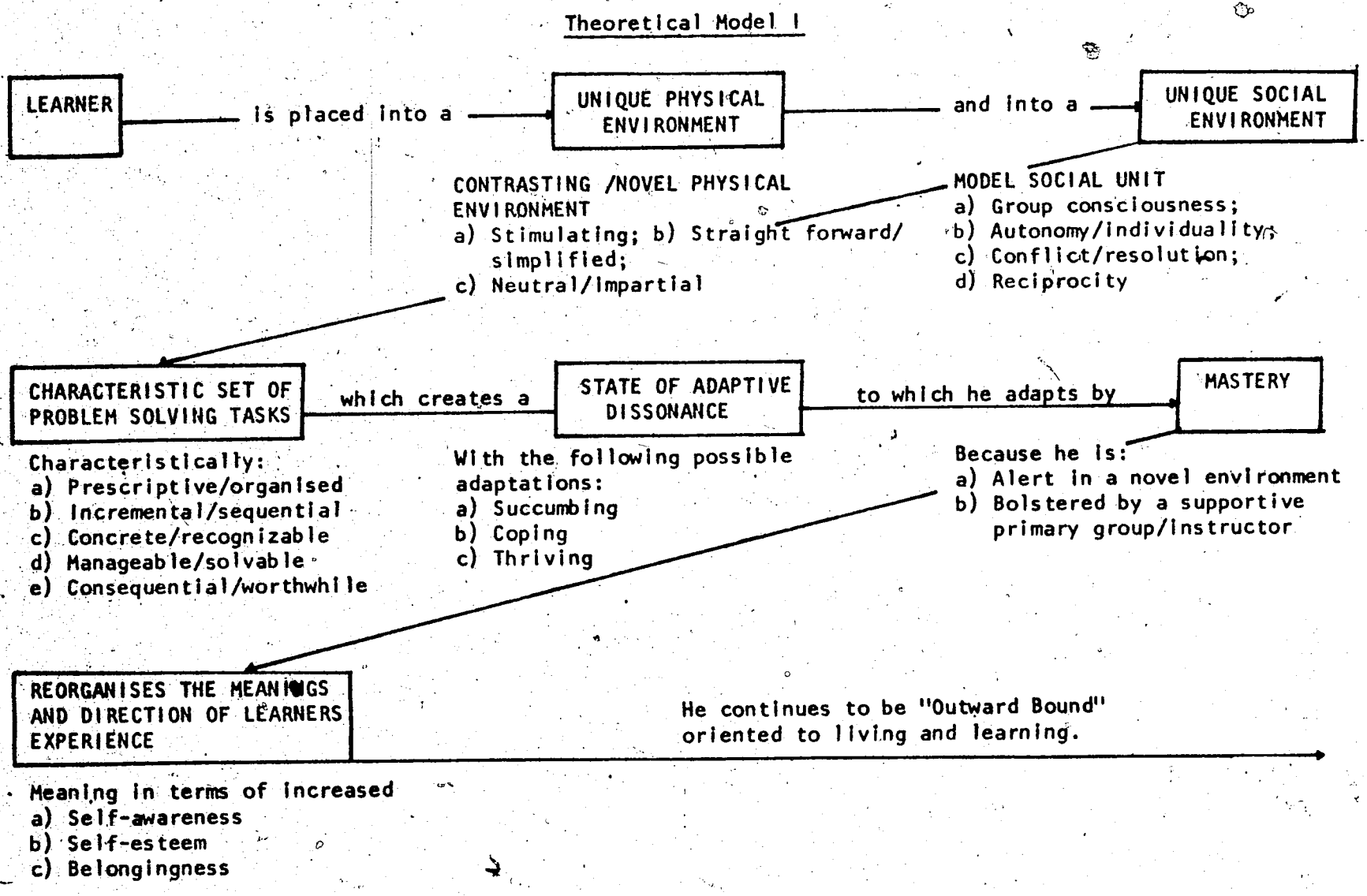


Figure 1. The Outward Bound Process. (Walsh and Golins, 1976)

> events and objects which interact to produce a desired effect. A program on the other hand is a distillation of the process. It exists as a specific set of activities, sequence of events, for a specific population, which is limited in space and time. (Walsh and Gollins, 1976, p. 1)

They go on to say that Outward Bound is an anxiety resolution model which through careful attention to activities will promote resolution through mastery of set problems.

Similar in operation but different in objective is Schein's (1961) model for the analysis of coercive persuasion for prisoners based on a model by Kurt Lewin (1947). The author points to several successive stages in which the change process occurs. These are labelled as unfreezing, changing and refreezing. Unfreezing involves an alteration of the forces acting on the person such that the existing equilibrium is no longer stable. This could be thought of as the induction of a need or a motive to change and is akin to the unique physical and social environment suggested by the Outward Bound model.

Changing involves provision by the agent of influence, of information or models to be identified with or imitated so that a direction of change toward a new equilibrium is achieved. This can be accomplished by learning something new, redefining something old and reevaluating personality or belief systems. In the case of the Outward Bound process, the instructor provides the role model to indicate a possible direction of change.

Refreezing involves the reintegration of the new equilibrium into the rest of the personality and into ongoing personal relationships of the individual. When the individual is outside of the unique short term

environment, be it an Outward Bound course, prison or leadership course, the new personality and beliefs may not survive as acceptance must be "supported and reinforced by the behavior of significant others" (Schein, 1961, p. 136).

Gibson (1977) in a study of value changes in participants on an Outdoor Leadership program developed an Outdoor Leadership model (Figure 11). The author shows the environment with its different elements as completely surrounding and controlling the subjects in the outdoor community. The curriculum elements as dictated by the leadership team are always planned with the environment in mind to maximize the reinforcement of the learning effect. Within the learning milieu, the interaction of groups, (Objective Public Evaluation, O.P.E.) with referent others (peers and leaders) continues to take place. No outcomes are predicted by the model, but change is implicit in it because of the interaction. The action of environmental elements, curriculum elements (skills and experiences) and the interaction of groups, leadership team and referent others, combine to alter the subject's state of readiness, and perhaps his subsequent orientation to life. The function of the leader as role model, facilitator, organizer and instructor does not appear to be as direct as in the Outward Bound process.

In order to increase the perceived risk to the subjects without jeopardizing safety, Gibson (1977, p. 282) states, "The critical aspect is to provide enough preparation to guarantee a level of success in the struggle without eliminating the challenge for the S's [subjects]".

Review of Literature Pertaining to Outward Bound Programs

There are presently about thirty (30) Outward Bound schools

Theoretical Model II

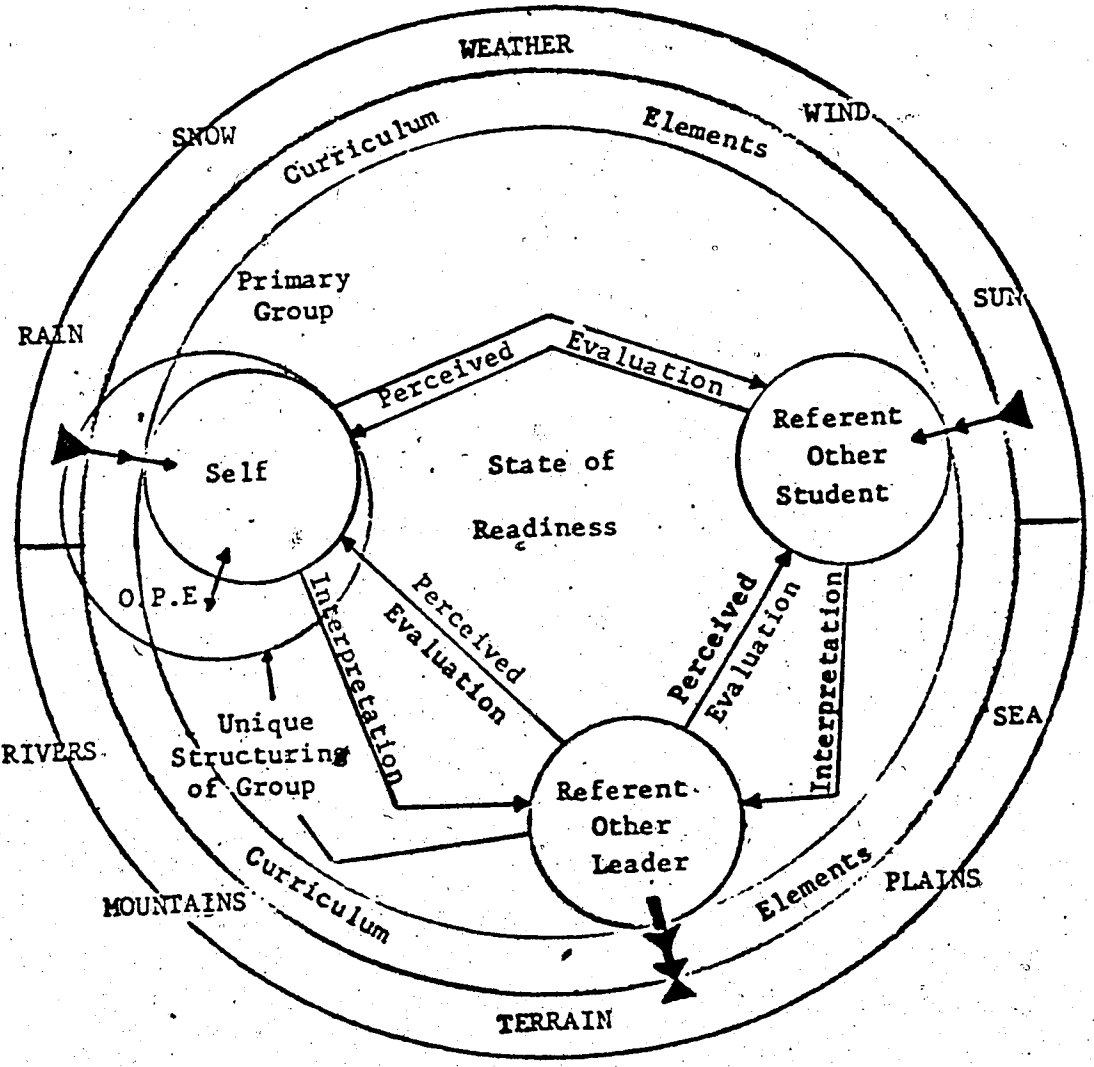


Figure II. The Outdoor Leadership Development Model. (Gibson, 1977)

operating throughout the world. Although the climate and physical settings may differ, the basic program is fairly standardized in length (23 to 28 days) and format, although actual content differs from place to place.

Generally the schools are composed of heterogeneous groups of students from different social and economic backgrounds. Each course includes:

1. a period of skill training and orientation,
2. a series of expeditions to develop and refine these skills and promote group functioning,
3. a solo experience where the individual is alone with a minimum of comforts and supports for three days,
4. a final expedition where groups are mixed and the initial experience reenacted with greater independence,
5. a final period of evaluation and termination. (Medrick, 1978 p. 6)

> The basic purpose of Outward Bound is for the participant to leave those comfortable anchors of home, friends and routine, and risk the different and unfamiliar in search of a better understanding of his resources and capabilities. (1978, Outward Bound Australia, Brochure)

Medrick (1978, p. 1) expands on this view when he states,

> the underlying educational philosophy of Outward Bound has been identified primarily through the vehicle of an extended wilderness experience where physically demanding and stressful experiences are used to stimulate personal growth, interpersonal effectiveness and discovery of one's relationship

to the environment.

The Outward Bound philosophy suggests that the course content in the form of skills learned is secondary to the concepts and approaches which result from the total experience (Richards, 1976; Medrick, 1978; Walsh & Gollins, 1976). Tasks are set by the course organizers which participants are expected to complete. Walsh and Gollins (1976, p. 7) suggest the following characteristics:

1. Outward Bound programs are organized, planned, programmed and managed with the degree of supervision depending on risk factors, skill and maturation of the participants.
2. Outward Bound problems ideally are introduced incrementally in terms of complexity and consequence, so that participants are challenged but not overwhelmed.
3. Outward Bound problems are concrete in that a particular problem requires a specific solution. The participants' feeling of accomplishment is enhanced by seeing the beginning and the end.
4. Outward Bound problems can be solved with the use of common sense and the application of basic skills which have been taught (incrementally).
5. Outward Bound tasks should have real consequences, not vicarious ramifications so that a "payoff" (positive or negative) is experienced by the participant.
6. Outward Bound problems are holistic; their solution requires the fullest complement of an individual's mental, emotional and physical resources.

The Outward Bound experience is designed to strengthen the self concept

of those participating (Richards, 1976; Smith et al., 1975; Medrick, 1978; Wetmore, 1972) and to ". . .drive a wedge between self and perceived self, between reality and perceived reality. It does this by bringing the person in rapid confrontation with a series of demands that give clear feedback to the participant" (Richards, 1976, p. 30).

Much of the research carried out on Outward Bound programs has been descriptive in nature and certainly the claims made for character development and training in young people have not been well supported by research (Gibson, 1977; Richards, 1976; Knapp, 1972). Typical of these claims is the following:

> In facing up to the dangers and hardships of the mountains, wilderness or sea, the Outward Bound student gains a greater sense of self reliance, a more profound feeling of inner strength. . .the student achieves a lasting awareness that should carry over into later life. . . . (Pickard, 1968, p. 22)

Much of the research which has been carried out was designed to measure personality change and in particular, self concept (Armstrong, 1975; Smith et al., 1975). Weaknesses in research design make some of their conclusions questionable. In particular, the lack of a control group when studying personality changes leaves doubt as to the validity of findings. Changes which are noted may have resulted from a natural maturation process or factors not associated with the Outward Bound program.

In a study of the effect of a twenty-three day Outward Bound program on the self concept and locus of control of participants, Stremba (1977) tested 13 male and female youths before and after the experience. A comparison group consisted of 27 individuals pre-enrolled

for an Outward Bound course which began five days after the course for the treatment group ended. The researcher found a significant difference in the concept of self component of self esteem in favour of the Outward Bound treatment group. There was no significant difference found in the concept of ideal-self measure, possibly because of a more realistic, rather than idealistic picture gained by the test individuals. On the basis of control measure, no significant differences were found due to a ceiling effect attained by the individuals (Stremba, 1977). Gillette (1971, p. 118) studied the effect of an Outward Bound Ski School on 34 participants to see whether certain attitudinal changes occured. Variables changing from pre-test to post-test were, assuming initiative, changing pace and doing as others do. Gillette doubted the influence of the school upon attitudinal changes, concluding that it may be a personal thing which does not normally occur in twenty-one days. No control group was used in the study.

Smith et al. (1975, p. 10) attempted to explain changes which occurred in individuals as a result of an Outward Bound experience, "self esteem is thought to grow when obstacles are surmounted which once provoked anxiety". Richards (1976) agrees with this view and indicates that through anxiety, arousal levels are heightened but that because of a lack of intra group competitiveness, anxiety is overcome and growth occurs. Smith et al. (1975) went on to study levels of self esteem, self awareness, self assertion and acceptance of others. Significant positive impact was measured on self assertion and self esteem of the participants over a control group in two of the three courses measured.

Other studies of change in individuals which occured as a result

of Outward Bound experiences were carried out by Koepke (1973), Clifford and Clifford (1967), and Wetmore (1972). All these researchers found positive changes in self concept as a result of the experience. In an attempt to determine the persistance of the influence of Outward Bound courses on participants, Fletcher (1970, p. 3) studied 3,000 of the 20,000 students who had attended Outward Bound courses in Britain between 1962 and 1967. Questionnaire responses from sponsors of students and students themselves revealed the following:

1. 55 per cent of sponsors believe that the influence is for life and 38 per cent believe that it lasts for several years,
2. 72 per cent of students believe that the influence is for life and 23 per cent believe that it lasts for several years.

This study is one of the few which looks at long term effects of Outward Bound on participants. Because of the claims made by proponents of Outward Bound regarding positive and lasting changes to individuals (Roberts, 1974), more research is needed in this field.

Review of Literature Pertaining to College and School Use of the Outdoors

The benefits of Outdoor Education in the total education process have been expounded by many educationalists (Hammerman, 1964; Smith, 1973; Conrad, 1973). Heppel (1964, p. 65) in a study to determine changes in college students as a result of camping experiences found that after an initial period of "settling in" attitude changes occured in ". . .awareness of the different environment, appreciation for informal group activities, individual differences, insights into children's interest spans, cooperativeness, eagerness and personality fluctuations".

Thompson (1975) investigated the change in self concept in a group of University of Alberta students as a result of a four day semi-wilderness experience. The measuring instrument used was Sherwood's (1962) Perception Inventory. Results of the study showed, "as did the work of Becker (1960), Davidson (1965), Steel (1969), Coolbaugh (1972) that an outdoor education camping experience can modify a self concept to the point where an individual perceives himself more positively after the experience than before the experience" (Thompson, 1975, p. 42).

In particular, the dimensions of leadership, socioemotional and skill were found to be highly significant. Thompson (1975, p. 43) suggested that,

> In the leadership area the dimensions of directing and initiative qualities which obviously were practiced in the experience and the subjects gained positive feedback of some form which produced the positive change.

Payne et al. (1970) attempted to establish the yalidity of wilderness adventure schemes in inducing change in individuals by replicating the Outward Bound study by Clifford and Clifford (1967). They expanded that study by including a control group and measuring two aspects of personality, neurotocism and extroversion using the Eysenck Personality Inventory (1964) and the Dickey Self Rating Scale for Self Esteem.

Thirty-five male school teachers were taken on an Arctic Training expedition and tested before and after the experience. Results showed that "those volunteering for the expedition were significantly more extrovert than the general population of students and that in those

who participated there was a significant reduction in the discrepancy between self description and ideal self description by the end of the expedition" (Payne et al., 1970, p. 1). They also found that socio-economic factors and type of school attended are important background variables.

Kreiger (1973) found that the self concept of school children, aged eight to fifteen years, was positively affected as a result of a four week organized camp experience. (The Lipsett Self Concept Scale for Children was used.) He noted that "few other situations provide the variety and intensity of group interactions over such an extended period of time. . ." and that ". . . .the accelerated social processes and cooperative group living experience characteristic of the organized resident camp points to its usefulness as a therapeutic tool" (Kreiger, 1973, p. 25). Alexander (1969) investigated the therapeutic use of the outdoors on boys from low income families. His results indicated a positive but non significant change in self concept.

Several researchers have attempted to set down the desirable objectives of outdoor programs (Weiner, 1965; Fleming, 1973; Holt, 1973). Fitzpatrick (1968, p. 2580) stated desirable goals as follows:

1. To help realize through Outdoor Education the full potential of an individual toward optimum development of the mind, body and spirit.
2. To develop awareness, appreciation and understanding of the natural environment and man's relation to it.
3. To develop knowledge, skills, attitudes and appreciations for the wise use of leisure time.
4. To promote democratic human relations and procedures through outdoor learning and group living experiences.

5. To permit an atmosphere conducive to the aesthetic development of the individual.

Kaplan (1974) attempted to substantiate the claims made for survival oriented wilderness programs by measuring self esteem and confidence of a group of fifteen to seventeen year old males who undertook a two week program. Instrumentation included the Rosenberg Scale of Self Esteem (1965) and questionnaires covering prior camping experiences and abilities and attitudes toward nature. Results indicated that students felt very positive toward the program regardless of previous experience. Of the ten specific skills for which before and after ratings were obtained, all but three showed significant increases ($p < .05$).

The Outdoor Challenge group scored significantly higher than did the control group in the initial phase of the study ($p < .02$). Results of the self esteem measure which were taken half a year after the completion of the course in order to measure long term changes to participants show no significant difference. The author suggests that this is due to a ceiling effect as the experimental group had an unusually high level of self esteem. Kaplan (1974, p. 14) concludes by stating that,

> The literature in the self concept area shows this to be a difficult aspect of psychological functioning to measure in a reliable fashion. When no change is found in self esteem after a particular therapy, program or whatever, there is always the question of whether the "no change" reflects what is implied. It could also reflect that the measuring instrument is inappropriate or insensitive.

Gibson (1977) carried out an extensive study on a series of outdoor group experiences varying in leadership roles and curricular emphasis. An Outdoor Self Inventory was developed using Sherwood's (1962) descriptive and evaluative framework. The author also developed an Outdoor Leadership Development Model (see Figure II) from the case studies and existing self and group process literature.

Results indicated that the subjects after being immersed in the program treatment had their total outdoor self identity enhanced beyond that of the control group. "The self-image of the subjects has moved toward a more positive outdoorsman ideal." (Gibson, 1977, p. 86). The outdoor skills and outdoor sportsman components of the Total Self Identity changed significantly in a positive direction, confirming the author's theoretical perspective "that the Total Self Identity is not dependent upon one subself but composed of many subselves" (p. 91). He concluded from the quantitative and qualitative data that a particular response was elicited from each subject according to program modification and treatment effect.

Review of Literature Pertaining to the Therapeutic Use of Wilderness Programs

It has long been argued that Outward Bound type programs can have a rehabilitative effect on delinquent youth, (Grubb, 1943; Hoffman, 1949; Kelly, 1974), largely through the sense of achievement and improvement in self concept it gives to each participant (Lavelle & Kreyes, 1977). Typically the delinquent "is a troubled, unhappy and disturbed person who dislikes himself and has a negative self-concept" (Fitts & Hammer, 1969).

Kelly and Baer (1971, p. 438) state

> that is of little value to attempt to point out to an adjudicated delinquent that he is far more capable than he feels himself to be. What is necessary however is to devise a set of circumstances whereby the delinquent boy can clearly demonstrate this competence to himself. Only then will opportunities for concrete impressive accomplishment promote personal growth.

The wilderness programs aim at enhancing the self-concept of the delinquent. The ultimate measure of success of a program is whether the delinquent recidivates after treatment and it is on this criterion that many studies concentrate (Kelly & Baer, 1971). The research design used to detect changes in delinquent self-concept is usually that of a pre-test, post-test using some sort of self concept measure.

One such study was carried out by Adams (1969) who used the Tennessee Self Concept Scale to ascertain the effects of a thirty day survival course, on nineteen institutionalized adolescents. He found a significant positive change in the total self-concept of the participants. Howard (1970) carried out a similar study using emotionally disturbed children and found similar results. The participants reported a significant improvement on social, moral-ethical, physical, personal and family subselves of the total self image.

Grant (1979) undertood a study to measure changes in the self-concept and locus of control of a group of delinquents who undertood a twenty-eight day wilderness program based on "Outward Bound" principles. The Tennessee Self Concept Scale and the Rotter Internal-External Locus of Control Scale were used in a pre-test, post-test design. No control group was tested. "Results from the post-tests showed a significant increase in both self-concept and internal locus of control, suggesting that the aims

of the camp to improve self-concept were being realized" (Grant, 1979, p. iv).

However, when broken down into the four camp groups only two of the four had significant increases ($p < .05$). The researcher believed that the discrepancy may have been due to different leadership styles and that "greater positive feedback from the counselors and the program activities is required to improve self-concept for the participants" (Grant, 1970, p. 132).

Recidivism rates are held as a measure of success of these delinquency programs. One such study was carried out by Kelly and Baer (1969) with their criterion for success being the difference in recidivism rates between the group who attended Outward Bound for twenty-seven days and a comparison group who were in training schools from six months to a year or more. Within one year of parole, the Outward Bound group had a twenty per cent recidivism rate and the comparison group forty-two per cent, a significant difference. Kelly (1974) suggested that success in the Outward Bound program was contingent on certain background variables such as the age at the time of committment, the type of offence and the presence of both parents in the home. He went on to say:

> Obviously, Outward Bound is not a panacea for all delinquents but it is an effective change agent for a significant number who can be identified and selected for participation. (Kelly, 1974, p. 7)

Similar results with recidivism rates were measured in studies by Goodyear (1968) and Thorvaldson and Matheson (1974).

Further research into the therapeutic use of wilderness programs was carried out by Willman and Chun (1973) into the Homeward Bound

program run by the Massachusetts Department of Youth Services. Using the Outward Bound model elements, the program evolved into a two phase program of six weeks. It is

> . . .a program of severe physical challenge, extreme excitement and perceived danger, followed by periods of relative calm, where participants can absorb and reflect on their accomplishments (Willman and Chun, 1973, p. 56)

Results indicated on a seven to fourteen month follow up study, that 20.8 per cent of the Homeward Bound group recidivated compared to 42.7 per cent of the control group. Activity based programs challenge the individual and extend his perceived ability limits and minimize the debilitating effects of a correctional institution.

Berube (1976) used this premise in designing a short term survival camping program and evaluating the effects on the participants using the Tennessee Self-Concept Scale. Two groups of six boys from the Westfield Treatment Centre for behaviourally disturbed children formed the Experimental Camping group and the no-treatment control group. Results of the pre-test indicated that the boys were typical of delinquents in that their scores were below 93 per cent of the population for positive self-concept. There was no significant difference between the pre-test and post-test in self-concept scores on the experimental and control groups.

Proponents of "Outward Bound" type schemes point to their apparent success in enhancing the self-concept of delinquents and lowering recidivism rates as a reason for their existence. It is claimed that these programs are relatively inexpensive, they develop meaningful relationships between participants and staff and that the placement

in a new environment facilitates the change process.

CHAPTER III

METHODOLOGY

Introduction

This chapter contains an overview of the research design, the procedures used in data collection, the instrumentation and the statistical treatment used in the data analysis. Also included are the limitations and delimitations and a discussion of Participant Observation techniques.

Research Design

The aim of this research was to record what changes may have occurred in individuals resulting from an outdoor experience over a period of time, not only the amount of change which may have taken place during that time, but also those events which may have led to that change.

To achieve this aim, the research contained both quantitative and qualitative data as the author believes it is important to measure changes in individuals and to describe the process by which that change takes place. Group interaction, group-leader behaviour, reactions under stress and challenge, the effects of the environment and specific outdoor skills all have a part to play in individual change and development.

Quantitative data was collected by the use of a two group (experimental and control group) pre-test--post test design. Tests were administered prior to and on completion of the outdoor experience.

The Tennessee Self Concept Scale (Fitts, 1964) and the Rotter Internal-External Locus of Control Scale (Rotter, 1966) were used.

Qualitative data involved the use of private interviews. The Outdoor Leadership team were interviewed on tape before and after the outdoor experience and four group members were interviewed after the experience. Informal interviews were held at opportune times during the experience. Questionnaires were completed by all participants before and after the course and personal logs were collected after the course. Documents used by the C.L.C. Leadership Team for evaluation were also utilised and the author kept a daily diary as a participant observer.

> It adds meaning to quantitative data as no psychometric analysis can. It is a record of the isolated, unique experience that no instrument other than the mind and eye can recognize. (Smith, Gabriel, Schott & Padra, 1975, p. 1)

Private Interviews

Private interviews were held with the four members of the C.L.C. Outdoor Leadership Team before and after the course to discover personal details, philosophy regarding outdoor education, expectations for the course and desired methods for achieving goals in outdoor education leadership training.

The participants who were members of the case study group were interviewed on tape after the course to ascertain reactions and opinions about certain incidents that occurred during the experience.

Questionnaires

Pre and post questionnaires prepared before the course and

assessed by University of Alberta teaching staff, who have expertise in questionnaire design, were administered to the participants by the Leadership Team.

An Individual Assessment Form prepared by the C.L.C. Outdoor Leadership Team was completed before and after the course to ascertain the participants' perception of their ability level in canoeing, back-packing, communication and outdoor skills.

Personal Logs

Personal logs were kept by participants as part of the course requirements and contained factual information as well as introspective data (see Appendix J). Logs were kept daily and included the following areas:

1. Environment;
2. Curriculum elements;
3. Group coping
   a) External--what was done by the group that was visible;
   b) Internal--what feelings the subject felt the group had;
4. Self
   a) External--what was done by the subject that was visible;
   b) Internal--feelings about oneself and others in terms of interaction and environment. (Gibson, 1977, p. 385)

Logs kept by the four case study group members were collected by the researcher and provided a rich source of data.

Participant Observation

For the duration of the outdoor experience (twenty days) the

researcher acted as a participant observer. The changes which occur in individuals over the time of an outdoor experience can be empirically measured, but the events which cause those changes are often not understood. Becker and Geer (1967, p. 110) state that:

> The most complete form of the sociological datum, after all, is the form in which the participant observer gathers it; and observation of some social event, the events which precede and follow it, and explanations of its meaning by participants and spectators, before, during and after the occurrence.

Bogdan and Taylor (1975, p. 5) in discussing participant observation state, "It is used here to refer to research characterized by a period of intense social interaction between the researcher and the subjects, in the milieu of the latter. During this period data are unobtrusively and systematically collected".

Events and dialogue considered significant by the researcher were recorded in a diary for use as research material. Naturally not all events were recorded and, as such, "the narrative portrayal of a program can be enthrallingly and richly evocative, but is frequently untrustworthy. It elicits private judgements from the reader; it is directed toward discovery rather than confirmation" (Smith, Gabriel, Schott & Padra, 1975, p. 1). It is because of the relatively subjective nature of some material that both quantitative and qualitative data were collected.

INSTRUMENTATION

Tennessee Self Concept Scale

The Tennessee Self Concept Scale (hereafter TSCS) is a standardized,

multidimensional scale developed by William Fitts in 1955 for the Tennessee Department of Mental Health. "The Scale consists of 100 self descriptive statements which the subject uses to portray his own picture of himself" (Fitts, 1965).

> The items of the scale fall into five general categories. Physical self, moral-ethical self, personal self, family self, social self. These areas are divided into statements of behaviour, self identity and self acceptance.
>
> There are five response categories for each question ranging from completely true (5) to completely false (1): the total positive score for the 90 items comprises the overall self esteem measure. (Fitts, 1965, p. 68)

Fitts, (1965, p. 1) goes on to say that, "The individual's concept of himself has been demonstrated to be highly influential in much of his behaviour and also to be directly related to his general personality and state of mental health".

The scale has five (5) response categories for each question ranging from completely true (5) to completely false (1).

Rotter's Internal-External Locus of Control Scale

The Rotter Internal-External Locus of Control Scale (hereafter I-E Scale) consists of 23 question pairs using a forced choice format, plus 6 filler questions. Internal statements are paired with external statements. "One point is given for each external statement selected. Scores can range from zero (most internal) to twenty-three (most external)" (Robinson & Shaver, 1976, p. 272). Rotter (1966, p. 80) defines Internal-External Locus of Control in the following way:

> . . .an event regarded by some persons as a reward

> or reinforcement may be differently perceived and reacted to by others. One of the determinants of this reaction is the degree to which the individual perceives that the reward follows from, or is contingent upon, his own behaviour or attributes versus the degree to which he feels the reward is controlled by forces outside of himself and may occur independently of his own actions. . . .a perception of causal relationship need not be all or none but can vary in degree. When a reinforcement is perceived by the subject as following some action of his own but not being entirely contingent upon his action, then, in our culture, it is typically perceived as the result of luck, chance, fate, as under the control of powerful others, or as unpredictable because of the great complexity of the forces surrounding him. When the event is interpreted in this way by an individual, we have labelled this a belief in <u>external control</u>. If the person perceives that the event is contingent upon his own behaviour or his own relatively permanent characteristics, we have termed this a belief in <u>internal control</u>.

The Sample

The sample consisted of seventeen (17) students enrolled in the Spring Outdoor Leadership Education Course at Camrose Lutheran College (C.L.C.) and who participated in the twenty (20) days of that course held from May 26th, 1979 to June 16th, 1979. Ten (10) females and seven (7) males completed the course. A control group of nineteen (19) students in attendance at C.L.C., but not enrolled in the Outdoor

Leadership Education Course, was administered a pre-test (March 15th, 1979) and a post-test (April 19th, 1979) on the TSCS and I-E Scale. The Control Group Sample consisted of ten (10) females and nine (9) males. The experimental group was observed as a whole, but special focus was directed toward a group of five (5) participants (including the researcher). The choosing of this group was based on a decision made by the four (4) Leadership Team members according to criteria of skills, experience and sex.

PROCEDURE

Quantitative Data

The procedure for this study involved a pre-test--post test of both the control group and the experimental group on the TSCS and the Rotter I-E Locus of Control Scale. In addition, an Individual Assessment Form compiled by the C.L.C. Leadership Team was completed by the experimental group before and after the course.

Qualitative Data

Qualitative data was collected from the participants and Leadership Team and included the following:

1. Questionnaires were completed by participants before and after the course.
2. The four (4) members of the Leadership Team were interviewed on tape before and after the course.
3. The four (4) members of the case study group were interviewed on tape after the course.
4. The case study groups' personal logs were collected after the course and used as a resource.

5. The researcher collected qualitative data during the course using Participant Observer Techniques. This entailed being an "active participant observer" (Schwartz, 1969) involved in all aspects of the course and living with the group of four (4) participants. Observations were kept daily using a diary. The view taken by the researcher of Participant Observation was from the Symbolic Interactionist perspective. Meaning is given to a situation primarily through people's interpretation and definitions of it. Their reactions in turn stem from this meaning. Bogdan and Taylor (1975, p. 14) discuss the situations which always consist of the actor, others and their actions and physical objects. They go on to say that; "situations, or aspects of situations (the actor, her or himself, other actors) come to be defined in different ways by different participants. . ." because of past experiences and differing interpretations of situations.

The participant observer ". . .tries to integrate his own perceptions of the situation with those of the participants and arrives at one or more pictures of the event which are recorded as data" (Vidich, 1969, p. 92).

The researcher's role was more than that of "active-participant observer" due to the twenty-four hour commitment of the course and the close contact with participants. To enable "normal" interaction and group functioning, the researcher was required to act as a group member. In addition the author's role as a researcher was not known to the participants. Wolcott (1973, p. 7) described the dilemma

when he stated:

> The role of participant and the role of observer are essentially complementary and mutually exclusive, the more perfectly you activate one, the less perfectly you activate its reciprocal.

In remaining anonymous as a researcher the ethical question of "covert research" (Bogdan & Taylor, 1975, p. 29) is raised.

> In matters of research then, the researchers must counter balance the multiple responsibilities they have to their profession, the pursuit of knowledge, the society, their subjects and ultimately themselves. Each researcher must define what is ethical.

To alleviate this problem, participants were informed of the researcher's role at the end of the course and given an opportunity to either remain anonymous or withdraw from the research. Another problem of Participant Observation is that of researcher effects. Hawke (1979, p. 11) states,

> The researcher should attempt to immerse himself within the situation and attempt to be an integral part of that cultural scene, but as far as humanly possible not affect change by his presence.

Bogdan and Taylor (1975, p. 51) explain it simply: "The researcher walks a thin line between active participant and passive observer". In the role as active participant and active group member, the researcher affected and was affected by the situations. However, researcher impact was minimized by remaining as "natural" as possible in the

outdoor setting.

Data Analysis

The quantitative data obtained was key-punched into I.B.M. cards and analysed using the ANOV 26 program of the Michigan Terminal System (M.T.S.) through the Department of Educational Research (D.E.R.S.) at the University of Alberta.

Comparisons of difference between means using a two (2) factor Analysis of Variance (ANOVA) with repeated measures was used to test the signficance of difference. "The statistical technique known as the analysis of variance (ANOVA) is used to determine whether the difference among two or more means are greater than would be expected by chance alone" (Hopkins & Glass, 1978, p. 332).

Critical Level of Significance

To assess the results of the two instruments and the individual Assessment form, the critical level of .05 was used. Qualitative data was used by the researcher to explain changes measured in subjects and to describe events which are significant or typify aspects of the course.

Delimitations and Limitations

Limitations

1. The participant observer ". . .is part of the context being observed and he both modifies and is influenced by this context" (Schwartz, 1969, p. 91).

2. Time constraints in the course influence the amount and type of change and interaction which occurs in the subjects.

3. Because of the size of the sample and lack of randomness in selection procedures, results will not be generalizable.

4. "The distorting effects of selective perception and interpretation on the observer's part" (McCall, 1969, p. 128) will mean results are not generalizable. "There appears to be no systematic method by which to check the quality or adequacy of data from interview and/or observation" (Gravelle, 1977).

5. Bogdan and Taylor (1975, p. 28) state,

> . . .we would recommend that researchers choose settings in which the subjects are strangers to them and in which they have no particular professional knowledge or expertise. . . . It is difficult for experts to hold their own beliefs and feelings in abeyance.

The author has fairly extensive experience in Outdoor Education and as such may have biases which could affect the data.

Delimitations

1. The study and findings were delimited to the Outdoor Leadership Education Course offered by the Camrose Lutheran College, Alberta, during the Spring of 1979.

2. The study was delimited to the seventeen (17) male and female students who were enrolled in and completed the C.L.C. Outdoor Leadership Education Course.

CHAPTER IV

CAMROSE LUTHERAN COLLEGE OUTDOOR LEADERSHIP PROGRAM: PHILOSOPHY PROGRAM AND SETTING

Introduction

In order to place the Leadership course in its correct context, the program as well as the physical settings used should be described. This chapter will present the philosophy, aims and objectives of the C.L.C. Outdoor Leadership Program and describe the physical settings of the 1979 Spring course.

C.L.C. Outdoor Leadership Course Spring Program

Philosophy

The basic philosophy of the C.L.C. Outdoor Leadership program is, "only through reality confrontation does one really become aware of himself and his relationship to others and the pervading power of nature" (C.L.C. "79 Outdoor Leadership Education" Information Brochure).

The program attempts to provide experiences in an unfamiliar setting which gives the participants the opportunity to gain increased awareness of themselves, others and nature in the outdoor environment. Through this increased awareness will come change and growth in the individual. The organizers of the program see the participants as being involved in an 'holistic' sense where the mind and body are not divided into parts but rather develop as one.

This process is achieved through stages of development during which the participant develops a deeper understanding and knowledge of himself and the outdoor environment.

Stages of development.

a. ascription--the participant is able to label what is seen.

b. description--the participant is able to see the function of what it does as well as labelling.

c. emersion--seeing the place (outdoor environment) within the entire setting.

d. "unknowingness"--unconscious sensitivity in focus.

(C.L.C. Outdoor Leadership Philosophy, 1979, p. 1)

The course organizers believe that within the outdoor setting, learning can occur in cognitive, sensory, emotional, motor and spiritual areas of the participant.

This learning occurs by placing individuals into a setting where skills are learned or developed, group coping and interaction is needed and times of high and low stress have to be experienced. The outdoor setting, say the organizers, provides these necessary ingredients as well as the element of risk. The setting takes away the "insulation" quality of the society in which people exist. Gibson (1979) in addressing the participants said "We have insulated ourselves in our society. . .we have cut out the extremes of experience. We want you to experience intense pain. You'll also experience intense joy". The Leadership team provided the "appropriate" models for behaviour and attempted to reflect values of "sharing" and "caring" as well as competency in all fields of outdoor leadership. They believe that Christian values are appropriate for the world today and for the outdoor environment and they attempt to reflect those values. If the participants are to become leaders in the outdoors, then their self concept should be improved, skill levels upgraded and attitudes

of flexibility, tolerance, patience, decisiveness and coping with stress will be developed.

Program Objectives

General objectives. The overall objectives of the Physical Education and Biology courses are to provide the participant with an experiential and intellectual introduction to Outdoor Education. In Physical Education, the course content is centred on the movement in, and enjoyment of the environment, and on the nature of man's impact on that environment. The Environmental Biology course is centred on the organization and interaction of living things in nature, how man can better understand and teach these relationships and what the future of life is to be given man's past. The content of both courses overlap and are inter-dependent.

Specific objectives. To develop:

1. A basic competency in outdoor living, survival skills and outdoor leadership skills.
2. A strengthening of areas of weakness in order for the individual to be an adequate leader in outdoor situations.
3. Skill and knowledge of the process involved in living and working in small groups in the outdoors.
4. A broad appreciation of the ways our natural resources may be used to enhance educational and recreational experiences.
5. Ecological concepts and their application for the wise use of our natural resources.
6. To become acclimatized (Van Matre, 1975)
   a. to feel at home with the natural world
   b. to be aware of the ecological processes that govern

life and to understand one's role as a part of these processes.

c. to increase both sensory awareness and conceptual understanding of the natural world.

d. to break down the barriers and remove the disguises between man and nature through the use of special immersing techniques.

e. to be aware of a set of experiences for building a sense of relationship with the natural world.

f. be able to describe a program which accomplishes the above outcome. (Gibson & Larson, 1979, p. 2)

The priorities developed in planning the Outdoor Leadership course at C.L.C. are as follows:

1. The safety of the individual and the safety of the group on the basis of risk-factor assessment.
2. Personal growth, realization of leader qualitites (potential) and community development.
3. Application of the values and techniques of non-impact and whole world concepts applied from wilderness to cities.
4. The safe use and care for equipment.
5. Reflecting Christian values in the lifestyle and the value systems that develop in the course as the above four priorities are presented. (Gibson et al., 1979, p. 1).

Content of the Course

1. Physical skills and knowledge.
2. Ecological concepts.

3. People values and skills.

4. Leadership processes.

Physical skills and knowledge.

I. a. Body climate control--heat loss
--heat gains
--operating principles in the outdoors.

b. Body function assessment--motor efficiency
--stress reactions

c. Body maintenance--water requirements
--nutrition requirements
--sanitation
--prevention and cure of minor wear and tear.

II. Risk assessment:

a. the process of risk assessment--awareness of danger/risk situations
--judgement in terms of degree of risk to take
--limits to be placed on activity attempted.

b. coping with areas of potential high risk in canoeing and wilderness hiking
--curative first aid
--recognizing dangerous flora and fauna

c. planning backup procedures--search and rescue
--contact persons
--time control plans

III. Basic physical outdoor living skills
--firemaking
--clothing selection

--equipment selection and use

--menu planning

--campsite selection

--camp sanitation

--camp cooking

--shelter options

--knots

--elements of survival

--roles and functions for basic camp efficiency

IV. Factors in community completeness

--thought for the day

--worship experiences

--campfires

--acclimatization--nature awareness

--community sharing and meals

V. Recreational activities

--crafts, poetry, baking, fishing, etc.

Ecological concepts.

a. Light, air, water and soil are the elements of life.

b. Life is divided into producers, consumers and decomposers.

c. Everything is becoming something else.

d. Everything has a home.

e. Homes in a defined area form a community.

f. Inhabitants of these communities live together in competition, cooperation or neutrality.

g. Predation is the major population regulating process, but man is the chief predator of all. (C.L.C. Outdoor Leadership Program Handbook, 1979)

People values and skills.

I. Process with people

a. individual processes

--experience leading to growth

--assessment

--judgement

--confident, decisive decision making

b. Processes of individual in group

--inclusion, control, intimacy

II. Skills with people

a. Awareness

b. Communication levers and influence

c. Theories of communication

d. Feedback skills

III. Values systems

a. The individual and ability to survive in the outdoors

b. The individual in a group and necessities for outdoor survival as well as Christian values.

c. The individual and the environment

--development of conservation awareness and attitudes.

Leadership processes.

I. Outdoor administrative processes

a. Establishing objectives.

b. Reality synthesis or the factors that bring the trip into being--planning.

c. Activity in action or organization and supervision.

d. Evaluation of goals, participants and use of feedback.

II. Leadership styles

a. Types of leadership

--democratic

--autocratic

--laissez-faire

--distributive leadership.

III. Learning the processes of leadership

a. Observation of leadership team roles

b. Accepting feedback.

The Program

The C.L.C. Outdoor Leadership Program ran for 22 days from the 26th of May to the 16th of June, 1979.

The program for the group studied follows.

The program.

Daily Schedule--Phase One--On Campus

	a.m.	p.m.
Day One	Arrival, registration and completion of forms and psychological profiles.	Orientation and lectures on Biology and outdoor skills. Social evening.
Day Two	"Thought for the day" and lectures--"Group Concern and Expectations", "Body Climate Control".	Activities: "Map and Compass Skills", "Fun Run". Lecture--"Communication Skills".

	a.m.	p.m.
Day Three	Skills session: "Knots, Stoves, Tools, Shelters"	Assignment to small groups. Lecture on "Menu Planning and Food Packaging". Equipment check-out. Group menu planning.
Day Four	Reading exams. Purchasing and packaging food.	Purchasing and packaging of food--personal packing. Loading and packing of vehicles.
	Phase Two--In the Mountains	
Day Five	Drive via David Thompson Highway to starting point at Abraham Dam past Nordegg.	Walk into Allstones Lake.
Day Six	Hike along the Tershishner Creek. Total group debriefing and discussion.	
Day Seven	Groups walk unaccompanied to the junction of the Bighorn and Littlehorn River. Crossing of the Bighorn River.	
Day Eight	Biology lecture "Habitat and Micro-environments"	Group debriefing. Worship service.
Day Nine	Unaccompanied hike from Bighorn River through Sunkey Creek to the Shankland Valley.	
Day Ten	Hike from Shankland Valley up to 8,000 foot ridge down to Hidden Mesa. Campfire and community supper.	

	a.m.	p.m.
Day Eleven	Hike along Gonika Creek to Goldeye Camp. Drive to Pioneer Ranch Camp, Rocky Mountain House.	
	Phase Three--Pioneer Ranch Camp	
Day Twelve	At Pioneer Ranch Camp. Orienteering.	Canoeing skills (lake). Second group debriefing.
Day Thirteen	Restocking of food for canoeing. Orienteering.	Food restocking and packing for canoeing. Group campfire.
	Phase Four--On the River	
Day Fourteen	Drive to Nordegg and pack for canoeing on the North Saskatchewan River.	Paddle to "Kenya Plains" campsite.
Day Fifteen	Stay at "Kenya Plains" campsite. Practicing canoe strokes, forced "dumping" of canoes. Lecture and activity, "Biology and Population", "Food Chains".	
Day Sixteen	Paddle down river. Practice white water techniques.	Paddle down river. Worship service and campfire.
Day Seventeen	Paddle down river through Class II and III rapids.	Total group meeting. "Highs and Lows".
Day Eighteen	Paddle down river.	Paddle "Devil's Elbow" rapids.
Day Nineteen	Paddle "Devil's Elbow" rapids.	Paddle to Fisher's Rapids and make camp.
Day Twenty	Paddle down river.	Individual debriefing. Campfire and community

	a.m.	p.m.
		supper.
Day Twenty-One	Paddle to Rocky Mountain House Bridge.	Load canoes onto trailer and drive to Camrose. Banquet.
	Phase Five--C.L.C.	
Day Twenty-Two	Clean up. Check in equipment.	Complete psychological profiles. Departure.

Program Overview

The program was divided into five phases. The first four days were spent in residence at C.L.C. preparing for the outtrip by way of lectures and activities. The second phase consisted of six days backpacking through the Brazeau Ranges as a total group or in small groups. Phase three was spent in residence at Pioneer Ranch Camp practicing orienteering and preparing for the canoeing outtrip. Phase four was spent paddling the eight miles of the upper reaches of the North Saskatchewan River, negotiating rapids and assimilating the changing habitats of the river valley. This phase comprised six days. Phase five included the return to C.L.C. campus for checking in, final evaluation and farewells.

The seventeen (17) participants (18 including the researcher), were divided into four groups of either four or five with at least two males and females in each group (see Chapter V). These groups remained the same for the duration of the course.

The leadership team consisted of four C.L.C. staff members (three male, one female), two of whom were ex-students of the Outdoor Leadership Program and were now husband and wife. The leadership team did

assign themselves to particular groups but moved freely from group to group as necessity dictated. Instructional duties were divided between members of the Leadership Team depending on expertise and availability.

In general, course content was integrated in that the Biology and Outdoor Education sections were not delineated and a large part of the content was included as the opportunity arose. The whole program was based on Christian principles of "sharing" and "caring" and these values were promoted by leadership role models and by structured services.

> The course provides a unique experience in not only becoming more effective in the physical skills of wilderness living and travel, but also in learning the communication processes of living with others in a small Christian community completely immersed in the power and impact of nature. (C.L.C. 79 Outdoor Leadership Education Brochure)

Physical Settings

Camrose Lutheran College Campus

C.L.C. is situated in Central Alberta and is in the heart of a rural community. The college offers the first two years of university credit and is affiliated with the University of Alberta. Most of the students live in residence on the campus.

C.L.C. campus is dotted with buildings of different vintages. "Old Main", the original school building (circa 1910) stands at the end of a long driveway and shows its age with its wooden exterior and rural farmhouse design. The "South Dorm" stands about 100 metres across manicured lawns from "Old Main" and was home for the participants

during the first and last phases of the course. The central section of the residence contained rooms on two floors while wings on either side formed a lecture theatre, recreation lounge and kitchenette where most of the course meetings and lectures were held. The rooms had the neat, almost sterile quality of a residence which has been vacated for the summer. Linoleum floors, foldaway beds, two desks and cupboard space with only a couple of bumper stickers inside cupboard doors and scribblings on the desk to remind the observer that students lived here two weeks prior to our arrival.

The other focus of attention on campus was the dining hall. Located under "Convocation Hall", it was typical of college dining areas with shiny stainless steel kitchen and rows of tables and chairs. Normally serving hundreds of students, the dining hall looked incongruous with the twenty or so people preparing for the course set at one end and only a small part of the service area in use.

Above the dining hall, the equipment room is housed. The Physical Education staff have gradually built up an impressive selection of outdoor equipment, including tents, packs, axes, stoves, life jackets, and paddles. Equipment was "signed out" to participants at appropraite times from a servery type window.

Across the Creek to the east of these buildings were situated the newer residences, now empty because of Spring and Summer break.

One was reminded of the rural setting of the college as to the north there were very few houses but to the south the river valley contained no buildings. Civilization was evident in the form of a bare ski hill, cross country skill trails and piles of junk clogging the creek.

While running through the valley, the ever present trail bikes and "ping" of rifle bullets reminded one of the proximity to Camrose City.

The Brazeau Ranges

Located on the eastern slopes of the Rockies near the Abraham Dam, the Brazeau Ranges are covered by boreal forest, predominantly spruce and pine. The area is just outside Banff National Park and is noted for its high, imposing, snow-covered peaks and plunging valleys. Snow and ice still remained on the lower north facing slopes and the Bighorn and Littlehorn Rivers ran fast and deep because of spring run-off.

Although a few horse trails and cutlines are located in the area, the majority of travel is through bush or along game trails which criss-cross the area. The uncharted nature of the area is amplified by the maps used (1934) because many contours were dotted indicating the cartographers did not traverse the terrain. The maps proved to be very frustrating to the author when Group 3 became "misplaced" during a particularly trying day of hiking.

Long ridges were to be found at around 8,000 feet and on climbing one of these on the fifth day out one participant commented, "It was beautiful to look around 360 degrees and see mountains. We could see everywhere we had travelled from the North Saskatchewan River to the Bighorn River to the Shankland River."

At the base of the steeper mountains were scree slopes which provided anxious moments for those who were inexperienced in negotiating the loose rock lying at a forty-five degree angle. They promised a long slide for anyone who put a foot in the wrong place!

Throughout the six days of backpacking, the group was fortunate to be blessed by "ideal" weather for spring. Generally warm days with cool nights (down to 0°C) and only a short period of rain. The lack of deep snow, which usually existed at this time, made travel relatively easy. After travelling through the region one participant commented, "How can someone look at this and say there's no God?".

Pioneer Ranch Camp

Despite its rustic appearance, Pioneer Ranch Camp was a welcome bit of "luxury" after six days of wilderness travel. The camp is situated near Crimson Lake Provincial Park. Wooden cabins are dotted along the lake front. Their weatherbeaten exterior matches the interior with no electricity, ancient woodstove and bunkbeds where previous tenants have written or carved their names for posterity. The cabins were quickly made to look "lived in" with the remnants of a six day backpacking trip strewn across the floor as well as a liberal spreading of gear needed for the upcoming canoe trip.

The large cookhouse and dining room was situated at the centre of the cabin area. The rustic charm of the wooden building was further enhanced in the eyes of the course participants by large meals prepared by volunteer cooks. After eating trail food for six days, appetites were enlarged to unusual proportions. At one end of the dining hall a large, cheerful open fire warmed an area strewn with benches, bookshelves and old comfortable chairs and chesterfields which had sagged over the years through the weight of young campers. For three days this area became the socializing focal point for discussion, singing and "commercials" time; the name given by the Leadership Team to a short lecture on one of the curriculum elements of the

course.

From the verandah at the front of the dining hall the lake could be seen with its island. The lake gave the camp its charm but also provided the marshes which acted as breeding grounds for the mosquitoes which plague the camp. The dock area housed the canoes and was used as a training ground for the canoeing part of the course.

Surrounding the camp were the areas used for orienteering, consisting of hilly woodland, wide open gravel pits and nearer to the lake, swampy marshland. Toward the north lay the provincial campground with its grid of roads and campsites, confusing "would be" orienteers. After two days most of the participants had grasped the fundamentals of "map and compass running" and were keen to continue with their newfound sport.

North Saskatchewan River

The Bighorn Dam now backs up the waters of the North Saskatchewan River into Abraham Lake. Originally designed as a huge recreational area with boating and camping facilities the area has now become something of a "white elephant" because of the extremely strong winds which whistle in from the west along the river valley. Downriver of the Dam, water flows swiftly but smoothly for several miles before being narrowed and turned by the rocky outcrops and hills which occur in the area. It is here that the well known rapids are found. "Fishers", "Devil's Elbow" and "The Brierleys" are Class Three rapids and provide the novice or expert canoers with a choice of passages, depending on ability and bravado. Almost all the participants and Leadership Team "ate water" at some time or other during the six days.

Although the feeling is strong that one is in a relatively

untouched environment, reminders such as refuse and a couple of bridges show that the boundaries of wilderness areas are rapidly shrinking under the onslaught of civilization. This became even clearer when approaching Rocky Mountain House where open drains spewed out raw sewerage, and the junk disposed of by townspeople littered the banks.

Many of the campsites used were showing signs of overuse--a concern recognized by the Leadership Team ". . .we have too many people with a value system not compatible with the preservation of the wilderness". It was on the six days of river travel that the canoeists jargon of 'keeper', 'haystacks', 'eddies', 'pry and draw' became common language for the participants.

Summary

The C.L.C. Outdoor Leadership program attempts to provide experiences which will enhance the personal growth, skills and leadership qualities in the individual. The students are placed in a unique physical setting with a well planned program to take away the protective shell of our modern society. Gibson (1979) stated, "We have insulated ourselves in our society, we have cut off the extremes of experience". The Leadership Team provide the necessary skills and theoretical instruction as well as being role models and initiators of program.

The five phase Outdoor Leadership program gives residential experience in a college setting, backpacking in the Rocky Mountains, living at Pioneer Ranch Camp, whitewater canoeing on the North Saskatchewan River and returning to the college campus.

Course participants are placed into small groups for the

duration of the experience in order to develop interpersonal relationships and group coping.

The splendour of the physical settings provides a catalyst which stimulates the development of desirable outcomes.

CHAPTER V

LEADERS AND THE GROUP

Introduction

This chapter provides a descriptive profile of the individuals who comprised the case study group. Group 3 was formed on day three of the course and remained together throughout. An explanation is given as to the group size and selection method of the group.

The Leadership Team formed an important part of the total program as role models, program initiators and coordinators, instructors and counsellors. A descriptive profile is presented together with leadership roles and personal philosophies.

Group Construction

The primary groups which were formed after three days and remained throughout the course were based on the following guidelines:

1. If a person can fulfill the important expectations of a group, he/she will be valued by group members.
2. The greater the diversity of these important expectations, the greater the opportunity for each individual to gain personal worth.
3. If a group needs all its members to achieve its goals, it will recognize the value of its members.
4. Competition between groups will be reduced and the forces to bring about group development will be the struggle to live effectively in the outdoor environment.
5. A group should consist of five to six people to create a

climate for maximum development of a person and to facilitate decision making.

6. To facilitate co-educational understanding and provide increased areas of expertise and group task differentiation, males and females are placed in each Primary Group. (Gibson, 1977, p. 110)

The Primary Group referred to by Gibson is analogous to the "ten-group" in Outward Bound (Walsh & Gollins, 1976). It is "a concept for an interdependent peer group of anywhere from seven to fifteen who have a common objective" (Walsh & Gollins, 1976, p. 5). They add,

> The ten group represents a social environment that promotes individual decision making which at the same time has the support of a peer group and which takes into consideration the wishes and welfare of the group. . .individuality within a cooperative framework.

Accordingly, the C.L.C. groups were formed by the Leadership Team taking into account individual strengths and weaknesses, risk factors in the outdoors and socio-emotional considerations. Leadership Team observation over the first three days of the course as well as the Individual Assessment Form (Appendix H) were used in group formation.

Each group was based on the following:

1. One or more strong canoeists as a resource leader.
2. A balance of swimming power for each group.
3. An expedition leader well oriented to map and compass.
4. A competent first aider to deal with emergencies.
5. One or more experienced cooks.

6. At least one socio-emotional or fun leader.

7. A balanced ratio between males and females. (Gibson, 1977, p. 111)

The Group

L.M. (Female)

After four years of studying political science L. did not appear to be suited to the outdoor life, either physically or mentally. The "Fun Run" early in the program saw her unable to run two blocks and concerns were held by the Leadership Team as to her ability to see it through. This concern was not helped by the clothing L. brought with her, which was completely inappropriate for a spring expedition in the Rockies. L. looked like she belonged in the insulated confines of the university campus. However, her apparent physical fragility and quietness hid a determination which came to be admired by leaders and group as the course progressed. One of the Leadership Team commented: "L. was not an athlete at all but an intellectual with little background. I think she made a lot of strides forward. . .she had courage at tackling the unknown".

L's motivation for taking the C.L.C. Leadership Course stemmed from a desire to return to childhood camping experiences:

> Last year I felt my life was imbalanced with too much indoor studying. . .I get the feeling that I've been a little pushed around by really strong personalities. . . .I was beginning to wonder if I had any internal reserve. . . .I wanted to see if it was still there.

The "wall" which L. had built around herself had group members commenting she's, "hard to get to know" and a "very private person".

By the end of the course she had commented, "It is interesting to see how much people can do when there really isn't another alternative".

M.L. (Male)

"I didn't bother reading any of the books. I like the practical side rather than all that shit". M's comment on arriving at C.L.C. for the Outdoor Leadership Program summed up his attitude to life generally. "The horse", so named because of his great strength in relation to his shortness was a natural athlete and learned skills quickly and well, despite his initial low self rating on the Individual Skills Assessment (M = 66 Group Mean $\bar{x}$ = 107.4).

He became the clown of the group and displayed obvious enjoyment at most of the activities on the course, particularly canoeing, orienteering or river crossing where an element of danger of competition existed. His hockey background was reflected in a strong, well proportioned body. He looked like a hobo with unkempt hair under the familiar camoflauge, peaked cap, glasses, red shirt and the decrepit hiking boots which always had the laces trailing behind. Perhaps his most noticeable outfit consisted of the "cut off" jeans with woolen long johns underneath. It was difficult for group members to stay angry at M. when he kicked over the supper or didn't help with camp chores because of his infectious smile and refusal to take anything too seriously.

One of the Leadership Team commented after the course:

> There wasn't a great change in M. 'cos all he did was to transfer some prowess in physical strength and other areas. Transition was very easy for M. 'cos he's a super athlete. You put the super athlete with the character he had in hockey

and he learnt very quick. . .

J.S. (Female)

J. aged nineteen, had just completed her two years at C.L.C. and wanted to be a vet. She came on the course as a result of pressure from one of the Leadership Team with whom she had a close family relationship.

J. came from a very competitive and "achievement oriented" family and had developed a toughmindedness and determination which sometimes clouded her judgement as to her limits of endurance.

Her constant outward show of cheerfulness got on the nerves of some group members, expecially when everyone had suffered from a hard day.

One group member commented:

> I've never heard her voice tone change. She's just so even. I hate doing dishes, especially in the bush and J. just does it. She's so cheerful.

The strong spiritual side of J. was evident as her faith was confirmed each morning in a prayer. "I feel very close to God up here and I'm grateful for all that he's allowed us to do."

Her presence on the Outdoor Course was summed up by a leader: "J. had something to prove. To J. it was more a personal thing than a physical thing".

D.D. (Female)

D.D. has a deep spiritual conviction which had only recently been developed. This conviction was obviously enhanced by her experiences in the outdoors. She wrote in her log:

> When I am out of doors I feel very close to God. Out there

the world is beautiful and free. Every trip I find my faith in God and my trust in myself and others strengthened. Her Christian values were carried through in to relationships with people. One of the leaders commented, "D. is a very sensitive person and her lifestyle is based on caring for others".

She was of rural, Ukranian background and had a strength of character and forcefulness which sometimes made her seem overbearing to other group members, especially early in the program. Her outdoor skills were highly developed after completing other C.L.C. Outdoor Courses and she delighted in carrying a pack which seemed too heavy for her. An old scout hat handed down by one of two brothers was a permanent fixture on her head, along with a green scarf which became the "busy signal" for the latrine at each camp site. D. was not an "out front" leader but in camp she moved and acted with authority, helped by the fact that she kept the only copy of the group menu and by being first up every morning to get the fire going and awaken the less energetic participants.

Her philosophy was expressed in her log:

> I learned how to communicate with people, how to love them and help them as well as accept their love and help in return.

The Leaders

The Leadership Team are described here with a statement of their orientation and philosophies regarding the outdoors.

G.G. (Male)

Married (48) with a Doctorate at University of Alberta in

Outdoor Leadership and group processes. He has extensive outdoor experience which was developed as a result of his youth as the son of a logger, as a high school and college teacher and in Scouting, Y.M.C.A. and church camps. He is a skilled outdoor leader in relating to people and the environment. Displays a high level of religious interest and committment to Christianity. Has been at C.L.C. since 1963.

Philosophy and Orientation to the Outdoors

"I go into every course with high expectations. People are going to grow in terms of being closer and having a more real relationship to God. Secondly they will learn how to live out this type of relationship with other people. Thirdly, they will gain a new awareness of the environment and how dependent we are and how we have to use it wisely. I am concerned that people walk away with a new world attitude."

"Man struggles in reality confrontation and going through blood, sweat and tears. Through this process he grows and continues his journey."

"I try to project a role of a situational leader. I play many roles; in some situations I'm a dictator. In other situations, I tend to be very permissive and democratic. I see myself particularly with my Leadership Team as trying to build in leaders so that they see themselves as strong. It's important that they be strong. I like to be out in front leading--feeling important, but I'm only as strong as they are."

"In terms of leadership development, the model is the key. I think that the program elements are important to have an effect of helping people have an assessment of themselves. . .when we get out

in the situation we try to live that ourselves. . .We try to utilize the environment to teach the lesson we are talking about."

"I don't expect any student to do anything that I won't try. I may not be able to do it as well as they can but I'll try. I think that's crucial to leadership."

"There are some unknown quantities but there is a base for leadership in terms of the environment, in terms of people and in terms of oneself. We put the people in a small group and let the leadership emerge."

"In terms of expertise, I'm a generalist. I can just about put my hand to anything in the course. I have a lot of skills with people in terms of relationships. In physical skills, likely I'm one of the best axemen in the country but I never use an axe anymore."

"I see myself as an ideological leader and a spiritual leader. I think in most emergencies I can get people through."

D.L. (Male)

Married (37) with a Doctorate from Ohio State University in Acarology and Entomology. His early outdoor interests developed from hunting, Scouts and a rural background. Later he was involved in the Youth Hostel Leadership program. Has a high level of expertise in Environmental Biology and whitewater canoeing and displays intense religious interest and committment to Christianity. Has been at C.L.C. since 1971.

Philosophy and Orientation to the Outdoors

"It comes to personal growth in all areas and part of it, personally for me, is to see people come and grow and love some of the

settings and the life that they find there, appreciate it more and also find a way to relate to something that maybe they haven't paid attention to. And out of that becoming concerned and therefore being more of a concerned citizen when they come home."

"The skills are a means to an end. The students come for credits not realizing that our agenda is not necessarily for credit but to give that experience."

"The course has been a vehicle by which we found a lot of our students have told us afterwards or expressed in some form their relationship to God and creation is different from when they came."

"I would say profile wise I tend to be low. And tend to be a person who tries to feel out where people are at and I very often am a back-up person for G. when we are in the autocratic phase we say, O.K. here's what's going to be happening. I am usually the person who's reading group feelings and individuals working out some kind of consensus where people are at. I've always been able to relate to individuals in one to one and tend to find that I have a chance to make friends with an awful lot of the students."

"You get an awful lot done if you care about people or are a caring person. That's a primary factor for me. And then again you have to have your skills enough to safely take people out there so you're within your liability and within your ability to bring people through this experience."

"Our emphasis is in those four areas that we put our trust into--the skills and knowledge, and natural and ecology concepts, the communication skills and the leadership training."

L.B. (Male)

Married to leader E.B. (25). Completed a Physical Education degree at the University of Alberta and is currently working on a Masters in Applied Behavioural Sciences with special interest in interpersonal skills and communication. He is an ex-student at C.L.C. with particular outdoor skills in cross country skiing, canoeing and backpacking. Has a high level of commitment to Christianity.

Philosophy and Orientation to the Outdoors

"I think the communication stuff I've done fits in very well with the course, especially with the Christian emphasis on sharing and caring for one another--being able to describe your feelings to another person--it provides an awareness of ourselves which helps us grow."

"G. knows how to do the communication skills but he hasn't had the background or the theory behind it and since going to the States, I'm able to provide the theory as to why things are happening."

"We want learning outcomes and that depends upon the leaders, who they are and how they present the material and then it depends on the environment. . . .We want people thinking and learning out there but the big thing we want people to do is to have an increase in their self esteem."

"I keep a log profile. I see myself as fitting in more on a [illegible]

course, we'll see you there.' It's strictly depending on situation. It's the safety of the students that's important."

"People find out who they are. Out there they have to stand on their own two feet. You don't have your big fancy car, your social status. Who you are, your real core comes through."

E.B. (Female)

Married to leader L.B. (23). Completed the Physical Education degree at the University of Alberta and the Outdoor Leadership course at N.O.L.S. Her orientation to the outdoors came through family camping where she has a high level of fitness and skills. She is a committed Christian and is a former C.L.C. Outdoor Leadership course student.

Philosophy and Orientation to the Outdoors

"In Outdoor Education, people are taken away from all those shelters, the things that make you comfortable. Out in the woods, it's you, what skills you have that will help you."

"I worked with juvenile delinquents and that's where I started to see the benefits of Outdoor Education. This is where people start to depend on themselves and each other."

"I felt the only reason they are taking me on this course is because I'm L.'s wife. I don't have any skills at all and then I looked at my skills and it seemed like I was able to fit all those areas. It made me feel better. . .plus the fact that I was female."

"Because I'm in shape and I know I can carry an 85 pound pack, I figure that's the smallest battle and that is to have

"I want people to come out of the course feeling confident in their own ability but yet being able to assess their abilities honestly."

"I want to play a really low profile where I don't tell them what to do but where I leave people to make decisions."

"The leader needs the ability to communicate, the ability to have people do what you want them to do, somebody who has the skills and is able to do those things which he or she asks the group to do. To be able to sit back and have other people take the lead."

CHAPTER VI

A DAY IN THE LIFE OF

Introduction

This chapter provides an ethnographic account of one day in the C.L.C. Outdoor Leadership Program for Group 3. The day chosen for description occured on the fourth day of the backpacking section of the course and was significant in that all groups operated independently in finding their way from the Bighorn River to the Shankland River.

It was not possible for the author to operate as an ideal participant observer because of membership in the group. As such, the author was affected by and affected the group operation and course of events. However, the chapter aims at a description of events, not interpretation and, "to see the insider's viewpoint" (Spradley & McCurdy, 1972, p. 158), of the Outdoor Leadership program. Please note, the names used in this chapter have been changed.

A Day in the Life of Group 3

It didn't look like much of a shelter for spring time in the Rocky Mountains, the large piece of clear plastic tied between two trees in an A frame shape and open at both ends. Droplets of rain melted together and ran down the plastic illuminated by the first rays of sun shining weakly through deep trees. Under the shelter five cocoon like figures were huddled together snatching a few last moments of sleep. Suddenly, the stillness was shattered by an ear-piercing yell [illegible] traditional wake up call.

"Are you alive Maxy? I need the Snoseal," Dee asked quietly. Jane stirred, "Wake up, Max, you're cooking breakfast." Max's head slowly emerged from inside his sleeping bag, hair everywhere under his camouflauge cap.

"Shit I'm cold, I've only got shorts on." Slowly he pulled out the boots which he always kept inside his sleeping bag, pulled on his trousers and the familiar blue jacket. At the other end of the leanto the three girls were in various stages of getting dressed for a crisp morning.

Group Three's morning routine had very quickly been established over the three days of backpacking. In the "kitchen" area, designated by a tall spruce tree and three rotted logs placed strategically, Max was working on a reluctant fire. The evening rain had dampened most of the wood. Jane was huddled over the stove which after emitting a few yellow flames, burst into the familiar Optimus roar. Wet clothes were hung in the sun to dry on a bank a little distance from the camp and by now the fire was burning well. Linda sat cross legged braiding her long, dark hair and putting the blister preventing moleskin on her feet.

Other chores like getting food bags out of the tree, collecting water from the spring and pulling the shelter down were carried out with little talk. It appeared that each of the group knew what had to be done.

Breakfast consisted of oatmeal and tea cooked by Max. "This'll stick to your ribs buddy; try it with some Vegemite." Max could never get used to the idea that Australians could eat, much less like the black beverage so enjoyed by the author. After breakfast the group split up and went to attend to [illegible]

cleaning dishes, dousing the fire, filling the latrine and packing the paraphernalia of a backpacking trip. In the distance, the other three groups could be heard doing the same thing.

Eight o'clock was the agreed on meeting time at the leader's camp for the day's instructions. Group Three slowly struggled up the hill. The sun was now shining brightly and there were few clouds to interrupt the expanse of blue. In the distance stark, snow-capped peaks stood out against the blue background. The Bighorn River ran swiftly in the deep valley which it had cut over the centuries.

"Obviously your clock is wrong, my girl," Greggo quipped to Jane in answer to her question about the meeting time.

The group returned to camp to finish packing. Linda had her head in her pack and commented, "I don't have any food, Jane."

"Don't worry," said Jane over her shoulder.

"Let's split it, o.k.?" was Linda's firm reply. The issue of how much weight each person should carry had assumed some importance over the last two days.

Back at the leader's camp, Doc pointed the group's destination on the map. "The N in Shankland on the Shankland River. You work out your own route and give us your plan." After poring over the map, Jane and Max came up with the forecast that we would be covering eight miles, climbing 1,600 feet and by using the formula for distance and climb, we would arrive in camp at 12:30 a.m.! There was some concern about Linda's knee holding up on the hike so a [illegible] was obtained from Greggo as a precaution.

An air of [illegible] [illegible] waiting for final [illegible]

"We want you to have virtually zero weight. Get Maxwell the horse to carry some of that load." Greggo lifted Linda's pack and weighed it against Max's. Linda protested briefly but eventually her sleeping bag, stove and food were distributed between other group members.

With the weigh in completed, the seventeen students and four leaders walked single file along a horse trail to a point overlooking the Bighorn River. Thought for the day was offered every morning by one of the Leadership Team as a theme for the day and as a spiritual experience.

A quiet, reflective mood was apparent as the group sat on the cliff's edge with sun warming their faces and sparkling off the water below.

"I want you to close your eyes for a minute," began Leo. "This is the big day for all of us." He went on to read from Dag Hammerskjold and offer a prayer for a safe journey. After a few instructions from Greggo the four groups lifted their packs and headed out at five minute intervals across the terrace which followed the course of the river. Max took the lead and looked like a well loaded pack horse with Linda's sleeping bag tied on the top and his own on the bottom.

In the distance, Greggo followed his distinctive bush hat and red pack visible above the tall grass and shrubs. The Leadership Team strategy was for each of them to accompany a group at a distance but not to interfere with navigation or planning.

The first hour [illegible] walking along [illegible] gently sloping hills. [illegible]

Boughs stripped of bark by moose are strong and light and alleviate the problem of sap on the hands caused by live boughs.

Jane and Linda were keeping a close eye on the map as it was important to cut down across the Shankland Creek Valley at the right place to avoid the swamp. A group decision was made as to the place to cross and after a few moments where mud sucked at boots, relatively dry land was reached. The Shankland Creek was narrow enough to jump but Linda had difficulty because of her knee which seemed to be painful. She explained that it was worse going downhill. The broad, flat expanse of the swamp was soon left behind and the climb towards the ridge started through clumps of spruce and pine. Morale was high despite some concern for Linda's knee and there was a spirited discussion about favorite childhood T.V. shows. It was significant that the last sighting of Greggo, our watchdog, had been by Max when the swamp was being crossed. Max commented that he would probably turn up and ask for a Vegemite sandwich when we're just sitting down to lunch. The rest of the group agreed while Jane commented, "He knows this area like the back of his hand. He's probably taken a short cut."

After an hour of steady climbing, frequent map consultation and traversing of steep hills it was decided to eat even though the area chosen seemed like a mosquito breeding ground. Linda's "skunk oil" was put to use by Max, Linda and Dee in stopping this invasion of our solitude. Packs were opened and the green lunch bag revealed the usual lunchtime fare of crackers, peanut butter, the increasingly popular Vegemite and the last of the cheese and salami.

"Where do you think we are? Dee inquired [illegible]

"We should be [illegible]" she replied, [illegible]

tell with all the trees around."

"Those dotted contour lines don't help much either," added Jane.

After discussing our location (without reaching a consensus), the lunch debris was put away and Dee applied a tensor bandage to Linda's knee which was getting steadily worse, judging by the look on her face.

The group headed in a northeasterly direction climbing all the time, the author leading and Dee acting as whip. After an hour and a half of alternate climbing and descending through dense trees, Dee commented, "The swamp shouldn't be here. It's not marked on the map." The swamp shouldn't have been there if the group was on course.

The large creek running through the swamp deepened the fear that we weren't where we should be. Once again the much used pocket of Dee's pack was unzipped and the 1934 vintage map removed. Anxious eyes scanned the contours for signs of a swamp and creek. Jane broke the silence and the tension, "We're not lost, just misplaced!"

Another ten minutes on and a "non-existent" logging road was reached, calling for another hasty map consultation. Max preferred to cool himself in the stream which ran under the road.

"I think we'll have to head at 30°," was the author's considered opinion, which was agreed with by Jane, Dee and Linda, even though it meant a very steep climb through dense trees. Dee's comment brought laughter from everyone, "Just think, next week and we'll be on the river. No problem about getting lost there except maybe for Max."

Tiredness became obvious as the climb progressed and the group became stretched out with only the occasional silhouette of Linda visible

through the trees at the rear, limping and using her walking stick. The spruce trees thinned and gave way to pine trees interspersed with patches of old snow; reminder that we were getting up fairly high.

The pace slowed and rest stops became more frequent. Conversation slowed down, even at rest stops as hidden reserves of energy were mustered. Even Max's constant chatter disappeared under the weight of his heavy pack. As if in answer to a silent prayer, an old logging road was reached and followed. Finally after three hours of constant climbing, the road led up on to the ridge which we had been searching for, for so long. Jane flopped down her pack still on. Linda painfully lowered herself while the rest of the group collapsed. The mountains and landmarks were all clear now. "There's the bald slope near the river junction"; "There's where we were yesterday."; "The Bighorn's over there." Quickly the map was oriented and spirits revived. The joking and talking started again along with liberal helpings of gorp to celebrate and energize tired bodies. "We're not lost. We aren't where we should be but at least we're on top," was the author's relieved comment. The wind quickly cooled the sweat on tired faces, reviving and chilling at the same time. It was 6:00 p.m. at an elevation of 6,800 feet.

"What a view," commented Max, looking at the vista in front of him. Slightly overcast sky, huge treeless, snowcapped mountains, plunging river valleys choked with greenery and scree slopes.

"I wonder where Greggo is?" Dee commented. It was over six hours since we had seen him. Her question was answered after about half an hour of walking the ridge. It was Dee who first heard the whistle. Greggo's familiar hat, brown shirt, army trousers and a

very large smile greeted Group Three on a turn in the trail. "Where have you been?" was his cheery opening. "I thought I was going to repeat last year's performance," he said, alluding to the rescue mission where he had climbed this same ridge three times in a night, leaving him exhausted for the rest of the trip. After discussing where we had become "misplaced", packs were lifted again.

"Let me take your pack, Linda," Greggo urged.

"No, it's o.k.," was Linda's firm reply. After a while we reached Greggo's pack and Leo who looked resplendent in his pink wind pants and jacket, and black, bushy beard. Another map consultation took place with Greggo pointing out where we were. Max took little interest, preferring to sit alone on a rock. Linda's knee was giving her trouble. Dee and Greggo attended to her by wrapping another bandage, this time over the top of her army pants. Dee asking her anxiously, "Is that too tight? Does that feel o.k.?"

Greggo commenced rummaging through Linda's pack, "I'm sorry to take over like this but it's seven o'clock and Linda's knee worries me." Linda grimaced but said nothing. "You've done plenty girl. It's a long way you've walked and I didn't think it would hold up as well as it has," Greggo grabbed her affectionately under the chin and went to her pack which he continued emptying.

"Wait a minute, it's not very heavy, really," Linda urged.

"You've done enough for today. You can carry it up the mountain tomorrow." Greggo became more insistent and continued transferring the contents of her pack into Leo's. There was little Linda could do as Dee was still bandaging her knee, but her face was set in a hard stare.

"I would be much happier if I could carry my pack," she continued, now close to tears.

"I don't want to have to carry you over the mountain kiddo!" Greggo said with finality. Jane and Max sat quietly on nearby rocks although taking an interest in what was happening. When the transfer was complete, Linda stood up, tested her knee and walked away from the group. Leo moved in and put his arm around her shoulder talking quietly. Tears trickled down her cheeks.

"I've never cried so much in my life," she whispered. There was little conversation at this time and no one seemed sure as to what to do. Greggo and Leo shouldered their packs and started to leave without the five group members which caused some confusion.

"See you at camp," said Greggo as he shuffled off down the track with Leo following.

The five group members looked at one another realizing that home wasn't quite so close and that once again we were left to our own resources. After a quick map consultation, it was decided to head down off the ridge into the Shankland River Valley.

Linda's knee was now obviously very bad after a long steep climb down to the river but spirits were good because camp should have been a little way downstream. Darkness was now closing in because of the tall mountains either side and the lateness of the hour. A steep hundred foot drop to the river made the travelling difficult. Another half hour of walking and still no sign of the camp. Dee and myself were anxious now that perhaps we had come off the ridge downstream of the camp. The river had now flattened out and the walking was easy along well defined game trails.

"This must be it, see the river coming in over there and that tall mountain, and that bend in the river," the author was saying irritably, annoyed that the camp wasn't where it should have been.

Dee and Jane took a keen interest agreeing that somehow the rest of the people had been misplaced. Linda took little interest in the proceedings and Max was uncharacteristically quiet. At this stage, Jane took out her whistle and started blowing, presumably to attract the attention of the missing campers.

"We'll make camp here," the author suggested.

Dee agreed, "Yes, it's getting dark and by the time we get the shelter up. . . ." The others nodded silent agreement. The earlier elation of coming off the ridge had now passed and there were signs of exhaustion.

Through the gloom across the river, Max sighted the familiar pink of Leo's wind pants, "Hey, there's Greggo and Leo." The group waited but there was no move by the two leaders to cross the river. Packs were lifted and the fast flowing river crossed but the leaders had disappeared along the deep game trail. Tiredness gave way to anger now and muttered comments were made by Max, Jane and the author about "playing games" with people. Eventually we caught them and in the half dark under a tall canopy of trees, Greggo explained that our position was further upstream than we had thought. It was suggested that camp should be made but it was overridden by Greggo who indicated that the camp wasn't far off. A silent determination and aggressiveness had fallen over the group, directed mainly at the two leaders.

Packs were lifted again and the author led off, followed by Jane, Max, Linda and Dee, all stumbling at times because of either the dark

or lack of coordination induced by exhaustion. Half an hour later shouts of greeting and a clearing dotted with plastic shelters welcomed Group Three. Offers of assistance were politely but firmly refused as the five resolutely went about the business of building a shelter, putting on a belated supper and attending to personal needs. In the darkness around a flickering fire, Max commented, "Well, we did it--and without Greggo!" The anger and exhaustion had evaporated somewhat and spirits were high again.

It was 11:30 p.m. and time to bed down. Five cocoon like figures lay under the familiar plastic. "I need a back massage!" Max stated. The author agreed strongly and the morale boosting and muscle relaxing activity continued for some time before sleep descended on the members of Group Three.

Discussion

The Leadership Team and the Case Study Group members were discussed in Chapter V. It is clear that the C.L.C. Outdoor Leadership Program stresses the development of leadership skills, outdoor skills, interpersonal relations, group coping and personal development in an outdoor environment (see Chapter IV). The experiences are programmed by the Leadership Team but the outdoors is not a carefully controlled learning environment. Weather, terrain, accidents, fitness, tiredness, level of skills, group cooperation and the like all affect what will occur. The unknown 'x' factor cannot be foreseen. The important actors in this scene are the Leadership Team and the group within the environment. This discussion will focus on [illegible] Group Three [illegible]

program elements (Gibson, et al., 1979). The events discussed are not necessarily typical of the rest of the course.

The Leadership Team use Distributive Leadership function where three types of leadership are used, depending on the situation (Democratic, Autocratic and Laissez-Faire). From the outset of the hike, G.'s role was ambiguous as he was following the group but not a part of it. The leadership situation within the group became confused because of this. One member commented,

> I felt really glad that we lost him. I felt really uncomfortable with him staying behind us. I felt that people were more on edge and it affected their leadership. I know it affected their leadership. . .no one would step out and volunteer to do something. (Interview)

The day was set out as a challenge and the presence of a leader affected the satisfaction of success. Group members were glad that Greggo had lost them. "We were all quite proud that we lost Greggo because without him around we had to rely solely on us to get us to our destination" (Group member's log).

In the author's opinion, leadership roles should be clearly defined in each situation to avoid confusion on the part of the students. The leader's role was not well defined in "shadowing" the group as he was, ". . .there but not there" (Group member's comment).

The autonomy of the group was affected and as such they were indecisive. The situation on the ridge and in the river valley exemplify this. The leader's assessment of risk to the group put him into an autocratic leadership style with consequent resentment. "I was so mad I could just spit."; "Our group was frustrated after finding

Greggo because we felt as if we were no longer in control of our destination," were comments by two of the group.

Alternate taking over and withdrawing from a leadership situation, which has been assessed as potentially dangerous, creates confusion.

For Linda, the situation on the ridge affected her perception of success and satisfaction in completing the hike. "I'd felt good about getting so far but then the whole day and the whole challenge had been spoiled." For Greggo the risks had to be weighed against the need for personal fulfilment of individuals. He commented during debriefing,

> It's important to see that other people can interpret your state of physical being better than you can when you're tired. . . .It's important to restructure your concept of pride and to be aware of the total state of the community.

In terms of defining goals, there was ambiguity. For the individuals in the group, the day was perceived as a personal challenge as well as a group activity. For the Leadership Team it was seen more as a group challenge and learning experience. Hence the reluctance on the part of the group members to "give up weight" and accept help on arrival in camp.

> When we got to camp many people offered to do our chores. . . but we all stuck together and did it ourselves. . . .we felt strong when we could set up the camp on our own. (Group member's log)

The Leadership Team saw accepting of assistance as a necessary part of the growing experience and important in risk assessment. "Limits are placed on the activity to be attempted according to

strengths and weaknesses of the group" (Gibson et al., 1979).

The author believes that clear goals should be set and maintained for participants as both individuals and members of a group.

In terms of the group, democratic leadership was practiced with input from all members. Decisions were reached without conflict even in the situation where the group was lost. However all group members felt that the author played a major leadership role in finding the way.

> B. [the author] was leader especially getting into the ridge. If there was a point where we didn't know where we were he would decide.
>
> It was obvious that you [the author] had taken the leadership role for yourself for finding the way. Everyone put in their share but if we were looking at a crunch it would be your decision. . . .
>
> I think it was basically you [the author, re leadership]. A lot of times when we were going through wooded areas and game trails I saw M. as leader, and a lot of times I saw you as a leader. . .(Group members' interviews)

The major reason for this was the author's experience in map and compass work (see Chapter VIII) and, to a lesser extent, age (31). This development is consistent with the C.L.C. statement (Gibson et al., 1979, p. 6), "Everyone's point of view is considered in decision making, but the final decision is to be made by the person with the greatest degree of competence".

It is the author's opinion that the experience described was significant for each of the participants, not only in the experience itself, but through the feedback offered later in debriefing and

discussion sessions. In this way, the ascribed leaders were able to adjust future programming and decision making, and individuals were able to gain further insight into the techniques and problems involved in leadership. The role model of the ascribed leader in this setting is consistent with the Outward Bound view of the instructor as "exemplar" (Walsh & Gollins, 1976, p. 12) where, "those characteristics considered instrumental in enabling the students to employ alternatives to problems and to transferring successful alternatives to future experience".

Greggo's experience and judgement regarding risk led him to make decisions as an "authority figure" (Walsh & Gollins, 1976, p. 11). He acted as, ". . .guardian, continually assessing the state of each individual and the group to be able to encounter each problem with a more than reasonable chance of success".

In sum then, it is the author's opinion that:

1. The Leadership Team displayed superior technical competence and knowledge in assessing how group members were feeling in a time of stress in relation to environmental hazards. This knowledge and skill is related directly to the experience they have in Outdoor programs.

2. Within the group, leadership was by democratic consent or by the individual who displayed competence in that particular skill or area.

3. Communication within the group was effective and alleviated any conflict before it began, even in potentially stressful situations, like getting lost. Communication with the Leadership Team was strained at times because of the lack of definition of the ascribed leader's

role. That is, was he an interested bystander or autocratic leader?

4. The group had a common objective, to successfully complete the day as a group. This goal was achieved although it was affected to an extent by the Leadership Team's interference.

5. The individual goals varied with each participant but generally it was to successfully complete the hike. This objective was achieved but for at least one member of the group, Leadership Team interference lessened the feeling of accomplishment, and frustration was demonstrated through anger and withdrawal.

6. Leadership Team goals were for each group to successfully get to camp and, within the limitations of safety, to do it unassisted. A leader assessment of risk decision meant that the goal had to be modified for safety reasons.

7. Feedback between group and Leadership Team at debriefing allowed an understanding of the leadership processes which had been operating on that particular day and "cleared the air" between the actors.

CHAPTER VII

IMPACT OF THE PROGRAM ON PARTICIPANTS

Introduction

To test for changes in self concept and locus of control, group scores on these dependent measures were analyzed by means of a two way analysis of variance (repeated measures) design. The respective variables were Group and Time (Pre and Post). Tests used were the Tennessee Self Concept Scale (Fitts, 1965) and the Rotter Internal-External Locus of Control Scale (Rotter, 1966). Qualitative data was used to supplement and explain the quantitative data.

Abbreviations Used in This Chapter

Self Criticism Score (SC)

This scale contains mildly derogatory statements that most people admit as being true for them. Individuals who deny most of these statements most often are being defensive and making a deliberate effort to present a favorable picture of themselves. High scores indicate a normal, healthy openness and capacity for self criticism. (Fitts, 1965, p. 2)

Total "P" Scores (TOT)

This is the most important single score on the scale.

> It reflects the overall level of self esteem. Persons with high scores tend to like themselves, feel that they are persons of value and worth, have confidence in themselves and act accordingly. People with low scores are doubtful

about their own worth; see themselves as undesirable, often feel anxious, depressed and unhappy and have little faith in themselves. (Fitts, 1965, p. 2)

Identity (ID)

"These are the 'what I am' items. Here the individual is describing his basic identity--what he is as he sees himself" (Fitts, 1965, p. 2).

Self Satisfaction (SS)

"This score comes from those items where the individual describes how he feels about the self he perceives. In general this score reflects the level of self satisfaction or self acceptance" (Fitts, 1965, p. 2).

Behaviour (BEH)

"This score comes from those items that say, 'this is what I do or this is the way I act'. Thus the score measures the individual's perception of his own behaviour or the way he functions" (Fitts, 1965, p. 3).

Physical Self (PHYS)

"Here the individual is presenting his view of his body, his state of health, his physical appearance, skills and sexuality" (Fitts, 1965, p. 3).

Moral Ethical Self (MES)

"This score describes the self from a moral ethical frame of reference--moral worth relationship to God, feelings of being a 'good' or 'bad' person, and satisfaction with one's religion or lack of it" (Fitts, 1965, p. 3).

Personal Self (PS)

"This score reflects the individual's sense of personal worth, his feeling of adequacy as a person and his evaluation of his personality apart from his body or his relationship to others" (Fitts, 1965, p. 3).

Family Self (FAM)

"This score reflects one's feelings of adequacy, worth and value as a family member. It refers to the individual's perception of self in reference to his closest and most immediate circle of associates" (Fitts, 1965, p. 3).

Social Self (SOC)

"This is another 'self as perceived in relation to' others in a more general way. It reflects the person's sense of adequacy and worth in his social interaction with other people in general" (Fitts, 1965, p. 3).

Summary of Results and Discussion

Self Concept

The most important measure of self concept is the total P or total self concept score being the total of all subscales.

An examination of the results (see Table 1 and 2) indicates that there was a significant difference between Experimental versus Control groups over the pre-test--post-test (d.f. = 1, 34; $F = 5.65$; $P < .05$) although the groups were selected from the same population. Both the Experimental and Control groups were enrolled at C.L.C. during 1979.

TABLE 1

Total Self Concept Scores

on Control and Experimental Group Means

Total "P" Scores

	Group 1	2	3	4	Experimental Group Mean	Control Group Mean
Pre-test	355	349	357	347	352.4	333.6
Post-test	370	368	362	372	368.2	335.0

TABLE 2

ANOVA Summary Data for TSCS Total Self Concept Scores

(Experimental vs. Control)

Source	df	M.S.	F-Ratio	Probability
A (Group)	1, 34	12139.4	5.654	.023*
B (Time)	1, 36	1327.9	8.775	.005*
AB (Interaction)	1, 34	935.3	6.181	.017*

*P < .05

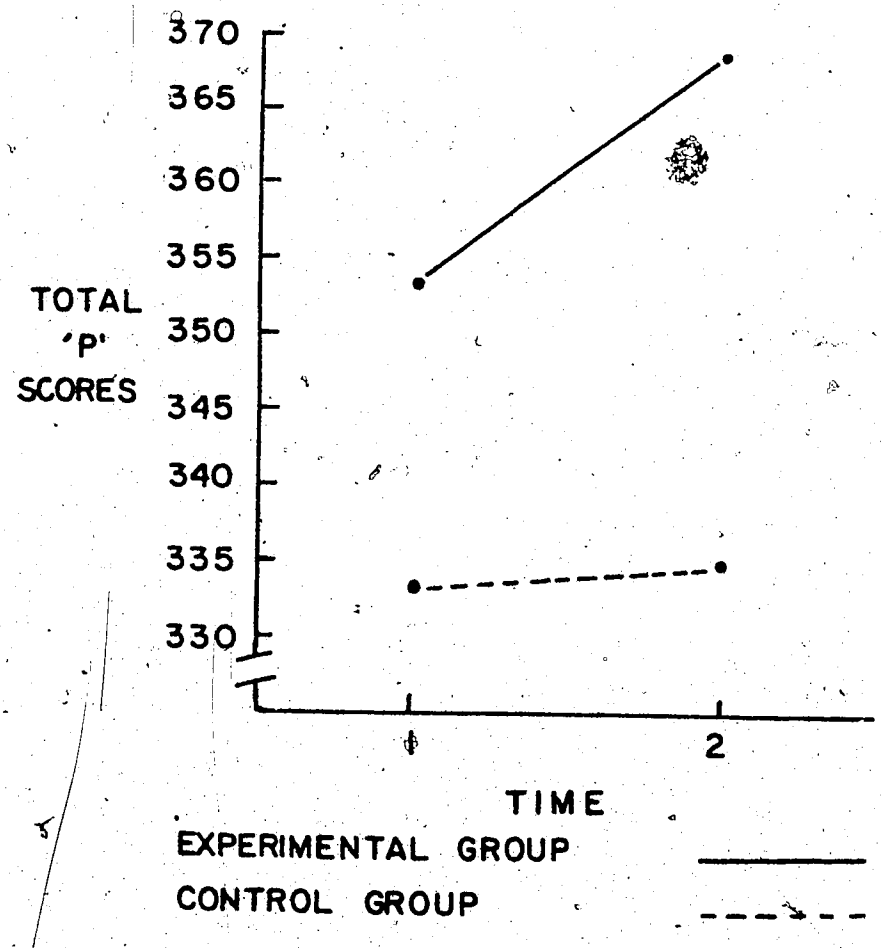
Inspection of group means (see Table 1) pre and post over combined groups, all subjects, reveals that the major contribution to this significant difference appears to be group 1, ($\bar{x}$ = 355.6 pre-test; $\bar{x}$ = 370.0 post test) group 2 ($\bar{x}$ = 349.0 pre-test; $\bar{x}$ = 368.2 post-test) and group 4 ($\bar{x}$ = 347.0, pre-test; $\bar{x}$ = 372.2, post-test).

A significant interaction effect was achieved (d.f. = 1,34; F = 6.18; P < .05) indicating that students who enrolled in the C.L.C. Outdoor Leadership Program were likely to achieve a greater change in self concept than those who merely enrolled in other C.L.C. courses. This interaction effect is clarified by the non-parallelness of lines on the graph (see Figure III).

These results are consistent with one of the aims of the C.L.C. Outdoor Leadership program, to enhance the participants' self-concept. Many different influences combine to improve the self concept of an individual but it is the author's belief that the following factors were important during the program. (This is discussed further in Chapter VIII.)

1. Leadership--The C.L.C. Outdoor Leadership Team saw their behaviour as the key factor in passing values on to the course participants. The prerequisite for a leader in this situation was to have Christian values of sharing and caring and these were reflected in their behaviour as role models. Their outdoor and interpersonal skills were highly developed (see Chapter V) and each had a unique contribution to make which was complementary to the total Leadership Team. That the participants identified with the Leadership Team is evident in the questionnaire (Appendix C) with responses like, "I believe I saw empathy and caring and I wish to be more like them". In the groups leadership was left up to the individual members without

FIGURE III: INTERACTION EFFECT ON TOTAL SELF CONCEPT SCORES: EXPERIMENTAL vs CONTROL GROUP (see table 2)



comment from the Leadership Team.

2. Skills--All the participants felt that they had improved in outdoor skills such as canoeing, map and compass, backpacking, nature arts and crafts (see Appendix I) and in communication and leadership skills and in reacting under stress. A balance was achieved between heightened arousal through perceived risk and allowing social growth in small and large groups. Individuals were allowed to feel that they had something to offer to the group in skills or socio-emotionally. Group selection methods (see Chapter V) attempted to strengthen this tendency by placing individuals according to safety considerations and individual strengths.

3. Immediate Feedback--The participants, because of the unique wilderness environment, were given immediate feedback regarding the appropriateness of their behaviour. Greggo stated this at the beginning of the program,

> When you are in the wilderness without the insulation of civilization's comforts and you do anything wrong, you get an immediate payoff or feedback. If you read your compass wrongly then you get lost! If you don't bring firewood in and it rains during the night then you don't get a fire going.

The participants knew where they stood regarding their own and the group's survival in the outdoors and as all of them did survive, the overall feedback received was one of accomplishment and achievement. In the short term, quite specific goals were achieved, such as finding one's way to a river junction, climbing a ridge, negotiating rapids or successfully preparing a meal. In the eyes of significant

others (group members) one's self worth is enhanced because of this success. The Total P results indicate that all groups had scores above the population means (Population $\bar{x}$ = 345.57) even at the pre-test (Experimental Group $\bar{x}$ = 352.4), suggesting that normally they are persons who, ". . .tend to like themselves, feel that they are persons of value and worth and have confidence in themselves" (Fitts, 1965, p. 2). Post-test scores (Experimental Group $\bar{x}$ = 368.2) indicate even greater increases where one could perhaps expect a ceiling effect to be in operation (see Figure VII). It appears that having a positive self image puts the participant in a position where those positive feelings are reinforced with each success.

Tables 3 and 4 show the ANOVA Summary Data for sex effects on Total Self Concept scores for both experimental and control groups. No significant differences were found except on Time for the Experimental Group, nor was there evidence of interaction effect. The Time main effect variable on the Experimental Group (df = 1; F = 7.544, P < .02) indicates that with male and female group scores collapsed together there is a significant difference in Total P scores from Time one to Time two. These results would suggest that the Outdoor Leadership Program has no sex bias in the type of results achieved by participants, at least in the area of self concept. This is consistent with the findings of Grant in assessing self concept gain from a wilderness delinquency program (1978, p. 113), "it appears from the results that female success in completing the program equals that of males".

The subscales incorporated into the Tennessee Self Concept Scale were examined using analysis of variance to test for significance.

TABLE 3

ANOVA Summary Data for Sex Effects on Total Self Concept Scores (Experimental Group)

Source	df	M.S.	F-Ratio	Probability
A (Sex)	1, 15	210.0	.100	.756
B (Time)	1, 17	2063.4	7.544	.014*
AB (Interaction)	1, 15	.320	.012	.915

*P < .05

TABLE 4

ANOVA Summary Data for Sex Effects on Total Self Concept Scores (Control Group)

Source	df	M.S.	F-Ratio	Probability
A (Sex)	1, 17	1071.7	.454	.509
B (Time)	1, 19	17.76	.298	.591
AB (Interaction)	1, 17	16.57	.279	.604

Significant changes were detected in the Identity, behaviour, physical, personal and social scales.

The Self Criticism scores (see Tables 5 and 6) indicate that no significant differences occurred between Experimental and Control Group, pre and post-test scores. There was no interaction effect. This result is consistent with students who have, "a normal, healthy, openness and capacity for self criticism" (Fitts, 1965, p. 2). One interesting result is that one Outdoor Leadership program participant had a self criticism score on both pre-test ($x = 19$) and post-test ($x = 14$) which fell below the first percentile indicating that he is, "being defensive and making a deliberate effort to present a favourable picture. . ." (Fitts, 1965, p. 2). On total P scores he was above the 99th percentile (pre-test $x = 401$; post-test $x = 416$), suggesting that "the positive scores are probably artificially elevated by his defensiveness" (Fitts, 1965, p. 2). This particular participant had difficulty on the course, in both physical and interpersonal coping. A contributing factor may have been his age (50) compared to the rest of the group, (Experimental Group $\bar{x} = 22.8$ years; see Appendix I).

An examination of the Identity subscale scores (see Tables 7 and 8) reveals a significant difference between Experimental and Control Groups, pre and post-test ($df = 1, 34$; $F = 8.013$; $P < .01$). The groups contributing most to this significant difference appear to be Group One ($\bar{x} = 129.2$ pre-test; $\bar{x} = 135.0$, post-test), and Group Four ($\bar{x} = 126.5$, pre-test; $\bar{x} = 134.2$ post-test). A significant group by time interaction effect was achieved ($df = 1, 34$; $F = 4.027$; $P < .05$) indicating that the members of the Experimental Group were likely to

TABLE 5

Group Means for Self Criticism Subscale of Self Concept Scores

	Self Criticism Scores					
	Group				Total Group	Control Group
	1	2	3	4		
Pre-test	32.4	32.0	33.0	35.0	33.05	34.57
Post-test	35.2	28.7	32.7	33.5	32.70	35.57

TABLE 6

ANOVA Summary Data for Self Criticism Subscale of Self Concept Scores (Experimental vs. Control Group)

Source	df	M.S.	F-Ratio	Probability
A (Group)	1, 34	86.568	1.220	.277
B (Time)	1, 36	1.822	.184	.670
AB (Interaction)	1, 34	8.271	.835	.367

TABLE 7

Group Means for Identity Subscale of Self Concept Scores

	Identity Subscale					
	Group				Total	Control
	1	2	3	4	Group Mean	Group Mean
Pre-test	129.2	126.5	131.0	128.35	128.35	122.26
Post-test	135.0	129.7	132.0	134.2	132.88	121.57

TABLE 8

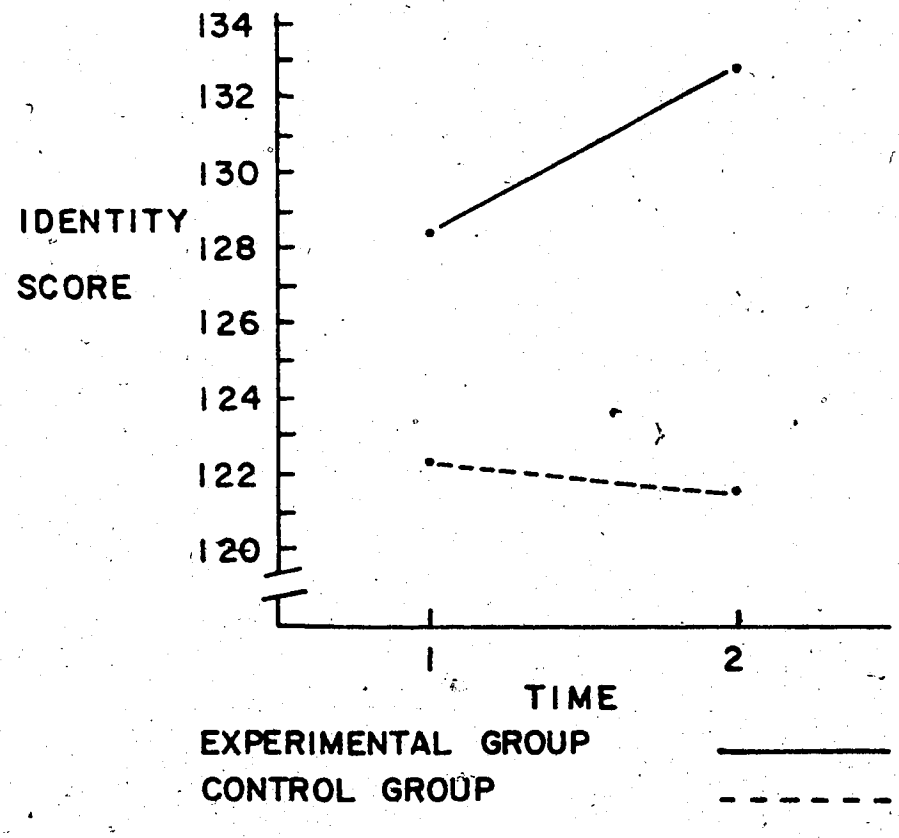
ANOVA Summary Data for Identity Subscale of Self Concept Scores

(Experimental vs. Control Group)

Source	df	M.S.	F-Ratio	Probability
A (Group)	1, 34	1357.04	8.013	.007*
B (Time)	1, 36	67.29	2.219	.145
AB (Interaction)	1, 34	122.10	4.027	.052*

*P < .05

FIGURE IV: INTERACTION EFFECT ON IDENTITY SUBSCALE OF SELF CONCEPT SCORES: EXPERIMENTAL vs CONTROL GROUP (see table 8)



achieve a higher positive score because of their participation in the C.L.C. Outdoor Leadership program (see Figure IV). The findings are consistent with Total P scores and are indicative of how the individual describes his basic identity or, ". . .what I am" (Fitts, 1965, p. 2). Results suggest that as a consequence of the C.L.C. Outdoor Leadership program, participants changed their own perception of what they are. The author believes that this is largely a result of the leaders' role model which gives a guide to behaviour and the positive influence of group living which was successful because of mutual acceptance and cooperation. Each participant had a place in the total group and a contribution to make in terms of skills, leadership or socio-emotional strengths. Most of the participants were challenged at some time by the elements, the river, the mountains or in interpersonal relationships and subsequently overcame the challenge. This, the author believes, would tend to strengthen the perception of self.

One participant, in stating expectations for the course, said, "Strengthening of internal spirit and will"; another said, "A better learning about myself and my attitudes towards others". The arrival at the camp for Group Three (see Chapter VI) became an achievement after encountering many obstacles. For those participants, this goal achievement could strengthen perceptions of "what I am".

In terms of the Self Satisfaction subscale (see Tables 9 and 10), findings indicated that there was no significant group or interaction effect. However, a significant time effect was observed ($df = 1$; $F = 8.475$; $P < .01$), when Control and Experimental Group scores were combined, pre-test to post-test. On examination of the group means (see Table 9), Group Two ($\bar{x} = 110.0$, pre-test; $\bar{x} = 120.5$, post-test)

TABLE 9

Group Means for Self Satisfaction Subscale of Self Concept Scores

	Self Satisfaction					
	Group					
	1	2	3	4	Total Group Mean	Control Group Mean
Pre-test	112.4	110.0	109.7	108.2	110.23	103.57
Post-test	115.6	120.5	113.0	116.2	116.29	106.31

TABLE 10

ANOVA Summary Data for Self Satisfaction Subscale of Self Concept Scores (Experimental vs. Control Group)

Source	df	M.S.	F-Ratio	Probability
A (Group)	1, 34	1241.25	2.998	.092
B (Time)	1, 36	346.83	8.475	.006*
AB (Interaction)	1, 34	50.048	1.223	.276

*P < .05

and Group Four ($\bar{x}$ = 108.2 pre-test; $\bar{x}$ = 116.2, post-test) appear to contribute most to the result. Figure VII indicates that the Experimental Group means fall well above population means for self satisfaction (Population $\bar{x}$ = 103.67) suggesting that the participants are generally satisfied with their perceptions of themselves.

The behaviour subscale (Tables 11 and 12) results indicate a statistically significant group effect (df = 1, 34; F = 4.712; P < .05) suggesting that the Experimental Group enhanced their perception of the way they functioned when compared with the Control Group from Time one to Time two. On examination of group means (Table 11) Group one ($\bar{x}$ = 114.0, pre-test; $\bar{x}$ = 119.4, post-test), Group Two ($\bar{x}$ = 112.5 pre-test; $\bar{x}$ = 118.0, post-test) and Group Four ($\bar{x}$ = 112.2, pre-test; $\bar{x}$ = 121.7 post-test) appear to have contributed largely to this result. An interaction effect approaching significance (df = 1, 34; F = 3.746; P < .06) was found to have occured (see Figure V) suggesting that the Experimental Group were likely to have improved their perception of the way they act because of the C.L.C. Outdoor Leadership Program. Figure VII shows that the Experimental Group were slightly below the population median score on the pre-test scores (46th percentile) for behaviour but on the post-test they had improved by 18 percentile scores. The author suggests that the improved perception of, "what I do" (Fitts, 1965, p. 3) is due to the following:

a. Acceptance by the group. The individual group members (significant others) accepted each other's behaviour so that each group functioned successfully and problems were overcome.

b. Acceptance by the leaders--each individual was made to feel accepted by the Leadership Team (significant others) along with their

TABLE 11

Group Means for Behaviour Subscale of Self Concept Scores

	Behaviour Group					
	1	2	3	4	Total Group Mean	Control Group Mean
Pre-test	114.0	112.5	116.5	112.2	113.82	107.78
Post-test	119.4	118.0	117.0	121.7	119.05	107.10

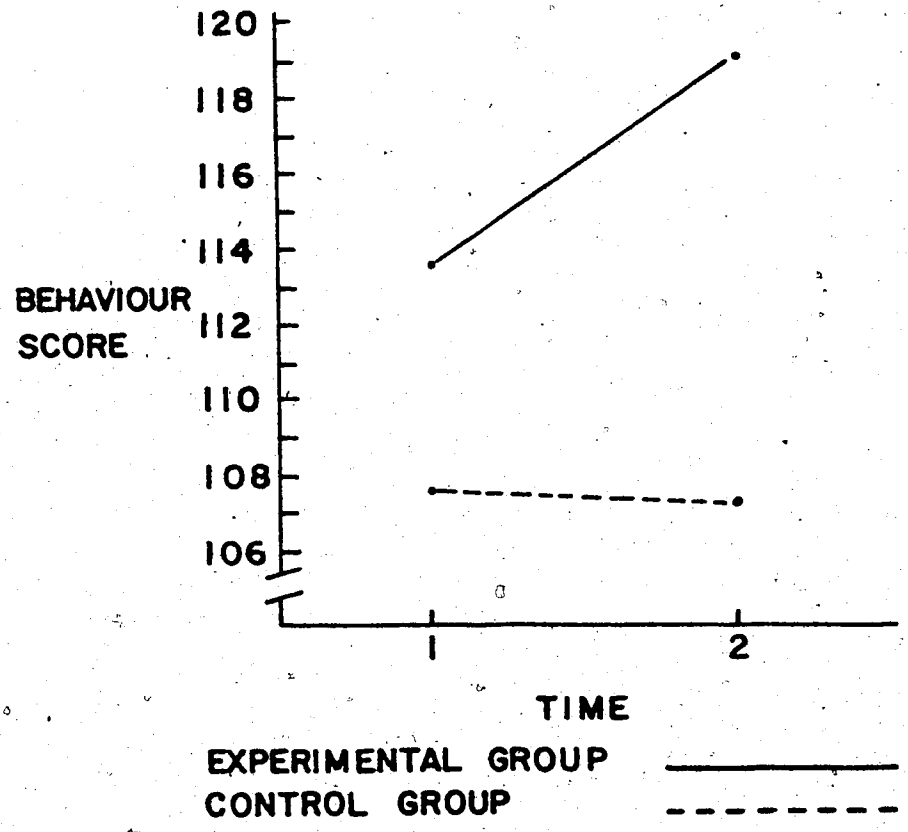
TABLE 12

ANOVA Summary Data for Behaviour Subscale of Self Concept Scores (Experimental vs. Control Group)

Source	df	M.S.	F-Ratio	Probability
A (Group)	1, 34	1452.09	4.712	.037*
B (Time)	1, 36	93.36	2.22	.144
AB (Interaction)	1, 34	157.08	3.746	.061

*P < .05

FIGURE V: INTERACTION EFFECT ON BEHAVIOUR SUBSCALE OF SELF CONCEPT SCORES: EXPERIMENTAL vs CONTROL GROUP (see table 12)



individual personality traits and behaviour. This is consistent with the Symbolic Interactionist view of self where one's view of self is formed as a reflection of signficant other's perceptions.

Typical of the participants' comments is, "I felt love and accepted and felt they had respect for me as a person, in the sense of respect they have for anyone as an individual, this gave me confidence".

c. Clear role models--The Leadership Team provided clear and consistent role models in the outdoors with well developed skills, an ethic of environmental responsibility and a humanistic approach to interpersonal relationships. Participants found it comfortable to adopt this model clarifying their perception of behaviour at least in the outdoor situation.

In terms of the physical subscale of self concept (see Tables 13 and 14), significant group ($df = 1, 34$; $F = 4.703$; $P < .05$), time ($df = 1$; $F = 12.665$; $P < .001$) and group by time interaction ($df = 1, 34$; $F = 5.943$; $P < .05$) effects were achieved. This result is consistent with this type of outdoor program which has a heavy emphasis on developing skills, personal fitness and a subsequent weight loss and toning up of muscles. The individual assessment form for skills (see Appendix I) shows a mean increase in scores ($\bar{x} = 107.41$, pre-test; $\bar{x} = 141.2$, post-test) indicating that all participants realized an improvement in perceived outdoor skill level. The participants' general health and feeling of well being is enhanced so that his/her view of, ". . .body, state of health, physical appearance, skills and sexuality" (Fitts, 1965, p. 3) is improved. An improvement of 17 percentile points (see Figure VIII) was made in the total Experimental Group means, Time one to Time two. The major contributors to this result appear

TABLE 13

Group Means for Physical Subscale of Self Concept Scores

	Physical Group					
	1	2	3	4	Total Group Mean	Control Group Mean
Pre-test	71.0	70.0	73.0	68.5	70.64	67.73
Post-test	76.0	75.7	76.2	74.0	75.52	68.63

TABLE 14

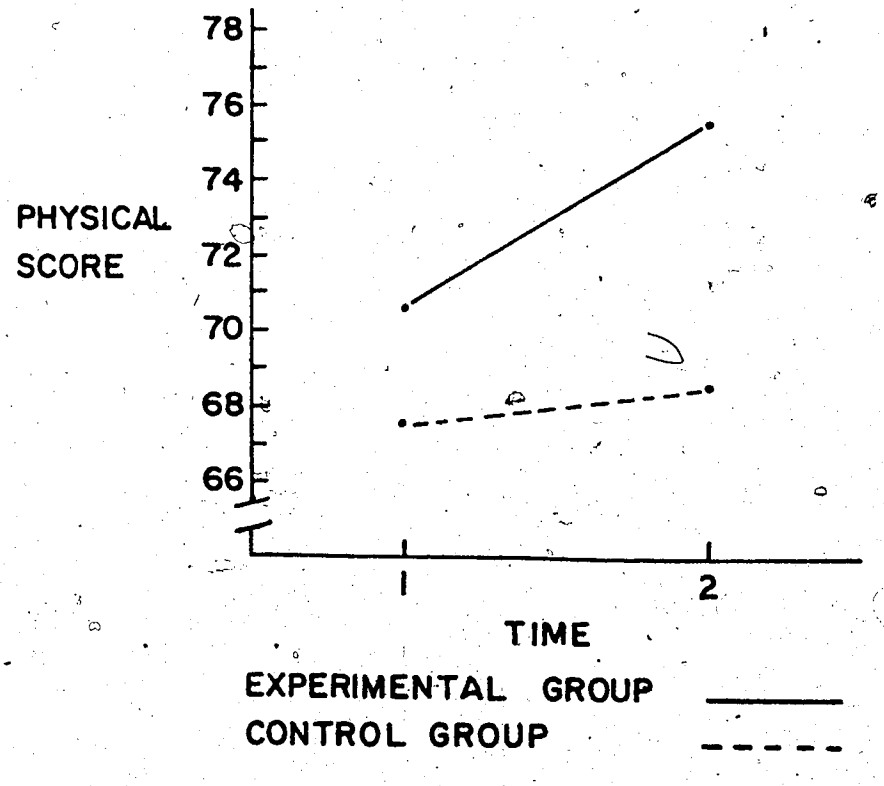
ANOVA Summary Data for Physical Subscale of Self Concept Scores

(Experimental vs. Control Group)

Source	df	M.S.	F-Ratio	Probability
A (Group)	1, 34	432.20	4.703	.037*
B (Time)	1, 36	150.42	12.665	.001*
AB (Interaction)	1, 34	70.58	5.943	.020*

*P < .05

FIGURE VI: INTERACTION EFFECT ON PHYSICAL SUBSCALE OF SELF CONCEPT SCORES: EXPERIMENTAL vs CONTROL GROUP (see table 14)



to be Group One ($\bar{x}$ = 71.0 pre-test; $\bar{x}$ = 76.0, post-test), Group Two ($\bar{x}$ = 70.0 pre-test; $\bar{x}$ = 75.7, post-test) and Group Four ($\bar{x}$ = 68.5, pre-test; $\bar{x}$ = 74.0, post-test).

Figure VI shows the significant interaction effect indicating that individuals enrolled in the Outdoor Leadership program are more likely to gain in physical self concept than those who were members of the Control Group.

The Leadership Team see physical skills as a means to an end in the total program in fostering spiritual and personal growth, ". . .a lot of our students have told us afterwards or expressed in some form their relationship to God and creation is different from when they came. . . .The skills are a means to an end".

The moral-ethical subscale (see Tables 15 and 16) results reveal no significant group, time or group by time interaction effects. It could be expected that a significant result could be achieved in this area of self concept due to development of spiritual awareness and the feelings of closeness generated by the Leadership Team. However, Figure VII shows that scores were above the population median on both pre and post-test scores, (54th percentile, pre-test; 63rd percentile, post-test) suggesting that the participants viewed their relationship to God, moral worth and of being a "good" person as being satisfactory.

Inspection of the Five Group (the four small groups and Control Group) moral-ethical subscale scores (see Table 40. Appendix G) indicates a significant time ($df = 1$; $F = 4.947$; $P < .05$) and group by time interaction effect ($df = 4, 31$; $F = 3.055$; $P < .05$).

The interaction effect (see Figure VII) is interesting in that

TABLE 15

Group Means for Moral-Ethical Subscale of Self Concept Scores

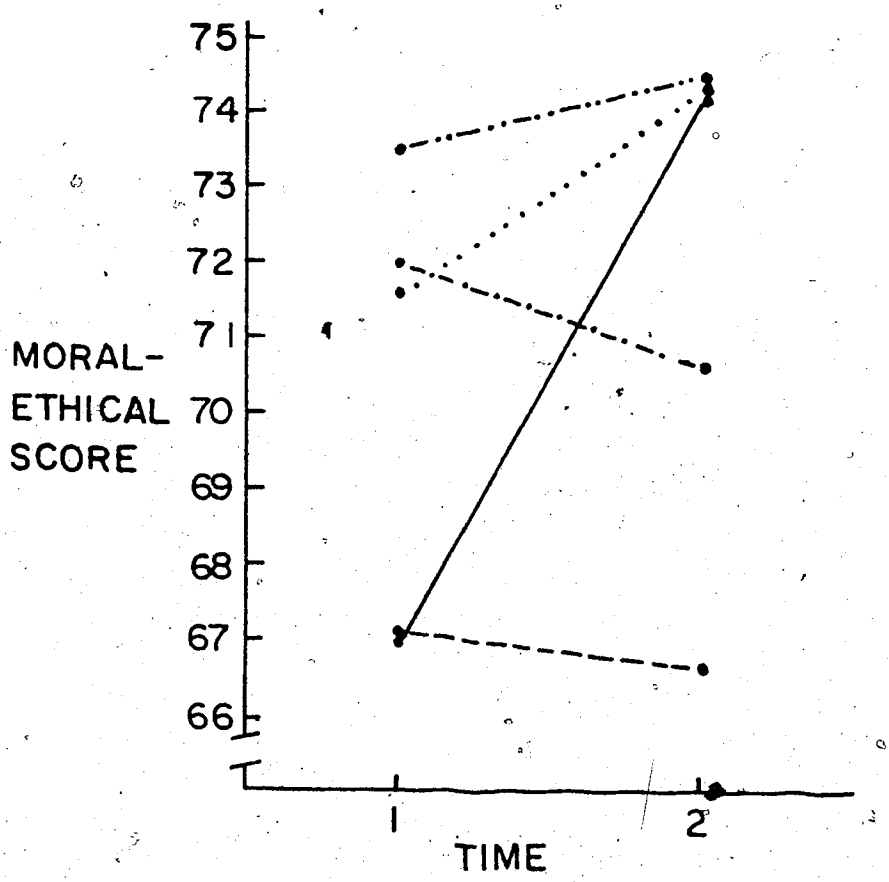
	Moral-Ethical					
	Group					
	1	2	3	4	Total Group Mean	Control Group Mean
Pre-test	71.6	72.0	73.5	67.0	71.05	67.10
Post-test	74.4	70.7	74.5	74.2	73.52	66.84

TABLE 16

ANOVA Summary Data for Moral-Ethical Subscale of Self Concept Scores (Experimental vs. Control Group)

Source	df	M.S.	F-Ratio	Probability
A (Group)	1, 34	508.47	3.178	.083
A (Time)	1, 36	22.36	2.100	.156
AB (Interaction)	1, 34	32.94	3.094	.087

FIGURE VII: INTERACTION EFFECT ON MORAL-ETHICAL SUBSCALE OF SELF-CONCEPT SCORES: FIVE GROUP SCORES (see table 40, Appendix G.)



membership in particular groups may bring about a change in moral-ethical self concept for the individual. Group One ($\bar{x}$ = 71.6, pre-test; $\bar{x}$ = 74.4, post-test) and Group Four ($\bar{x}$ = 67.0, pre-test; $\bar{x}$ = 74.2, post-test) are the groups which have the greatest positive change. Comments made by Group Four members regarding the spiritual effect of the course were, "It defined the place of Christianity in my philosophy--before I wasn't sure it existed"; "I saw a lot of living proof of what the Lord's world is made up of"; "I'm always more aware of God in the wilderness"; "The two worship services were particularly meaningful. . .".

In terms of personal subscale scores (see Tables 17 and 18) a significant group (df = 1, 34; F = 8.701; P < .005) and time effect was achieved. On inspection of the group means (see Table 17), Group One ($\bar{x}$ = 69.2, pre-test; $\bar{x}$ = 73.6, post-test) and Group Two ($\bar{x}$ = 69.5, pre-test; $\bar{x}$ = 75.7, post-test) appear to have been most responsible for the increase. The course participants' "sense of personal worth, his feeling of adequacy as a person and his evaluation of his personality apart from his body or his relationships to others" (Fitts, 1965, p. 3) has increased significantly over the duration of the course when compared to the Control Group. This is consistent with the aims of the C.L.C. Leadership Team where acceptance of others for what they have to offer is preached and practiced. All of the Experimental Groups are above the population mean (population $\bar{x}$ = 64.55) for this subscale on both pre-test and post-test. This is consistent with a group of students who are studying at a tertiary level.

Comments of participants which are consistent with this view of self are, "They (the experiences) allowed me to grow as leader but

TABLE 17

Group Means for Personal Subscale of Self Concept Scores

	Personal Group					
	1	2	3	4	Total Group Mean	Control Group Mean
Pre-test	69.2	69.5	69.0	68.5	69.05	63.52
Post-test	73.6	75.7	69.5	70.7	72.47	64.42

TABLE 18

ANOVA Summary Data for Personal Subscale of Self Concept Scores

(Experimental vs. Control Group)

Source	df	M.S.	F-Ratio	Probability
A (Group)	1, 34	828.24	8.701	.005*
B (Time)	1, 36	83.83	10.251	.002*
AB (Interaction)	1, 34	27.68	3.386	.074

*P < .05

more important as a person"; "I was really strained by the pace and the weight but once I got the idea of a 'positive mental attitude' I found that there are no limits to my capabilities"; "They challenged my capabilities to their fullest and that helps my self fulfillment".

The family subscale scores of self concept (see Tables 19 and 20) revealed no significant group, time or group by time interaction effects. This author believes that this result is understandable as the family subscale, "reflects one's feelings of adequacy, worth and value as a family member" (Fitts, 1965, p. 3) and as the participants were removed from the family milieu, this score would not be expected to alter significantly.

It is interesting to note that the Experimental Group means are higher than 52 per cent (pre-test) and 60 per cent (post-test) of the total population mean scores (see Figure VIII).

In terms of the social subscale, scores for self concept (see Tables 21 and 22), a significant group effect ($df = 1, 34$; $F = 5.532$; $P < .05$) was achieved when compared with the Control Group from Time one to Time two. This score reflects, "the person's sense of adequacy and worth in his social interaction with other people in general" (Fitts, 1965, p. 3).

An examination of the group means (see Table 21) suggests that Group Two ($\bar{x} = 68.5$, pre-test; $\bar{x} = 73.5$, post-test) and Group Four ($\bar{x} = 69.0$, pre-test; $\bar{x} = 75.0$, post-test) were mostly responsible for this significant result. No other main effects or interaction

TABLE 19

Group Means for Family Subscale of Self Concept Scores

	Family Group 1	2	3	4	Total Group Mean	Control Group Mean
Pre-test	73.6	69.0	71.5	74.0	72.11	69.78
Post-test	74.6	72.5	70.5	78.2	74.00	69.47

TABLE 20

ANOVA Summary Data for Family Subscale of Self Concept Scores

(Experimental vs. Control Group)

Source	df	M.S.	F-Ratio	Probability
A (Group)	1, 34	211.26	1.846	.183
B (Time)	1, 36	11.56	1.561	.220
AB (Interaction	1, 34	21.09	2.847	.100

TABLE 21

Group Means for Social Subscale of Self Concept Scores

	Social Group 1	2	3	4	Total Group Mean	Control Group Mean
Pre-test	70.2	68.5	70.2	69.0	69.52	65.47
Post-test	71.4	73.5	71.2	75.0	72.70	65.63

TABLE 22

ANOVA Summary Data for Social Subscale of Self Concept Scores

(Experimental vs. Control Group)

Source	df	M.S.	F-Ratio	Probability
A (Group)	1, 34	556.418	5.532	.024*
B (Time)	1, 36	50.609	2.617	.114
AB (Interaction)	1, 34	40.025	2.070	.159

*P < .05

FIGURE VIII TOTAL CHANGE IN SELF CONCEPT AS BROKEN DOWN INTO TEN SUB-AREA PROFILES: EXPERIMENTAL GROUP MEAN

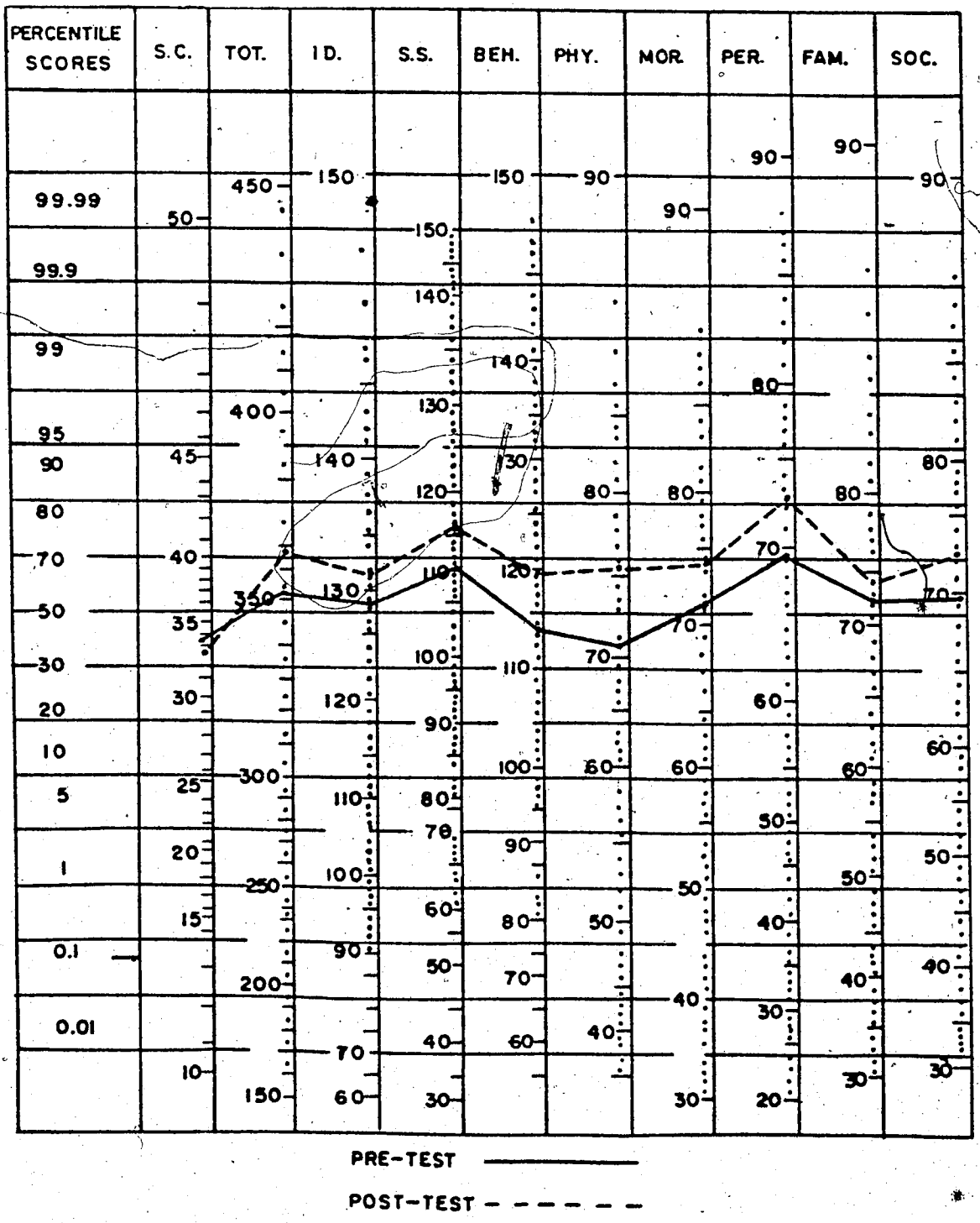


FIGURE IX TOTAL CHANGE IN SELF CONCEPT AS BROKEN DOWN INTO TEN SUB-AREA PROFILES: CONTROL GROUP MEAN

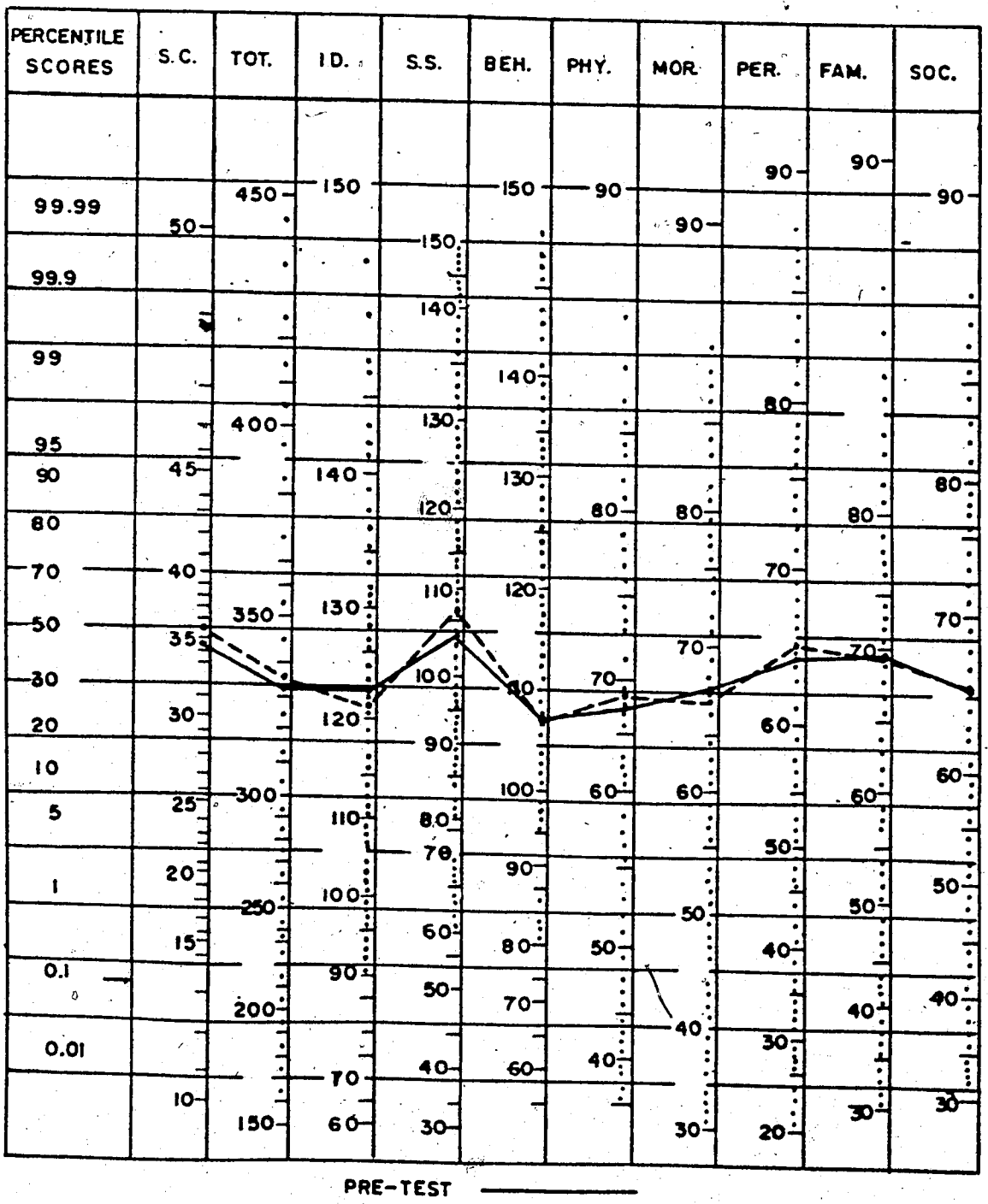


FIGURE X TOTAL CHANGE IN SELF CONCEPT AS BROKEN DOWN INTO TEN SUB-AREA PROFILES: GROUP I MEAN

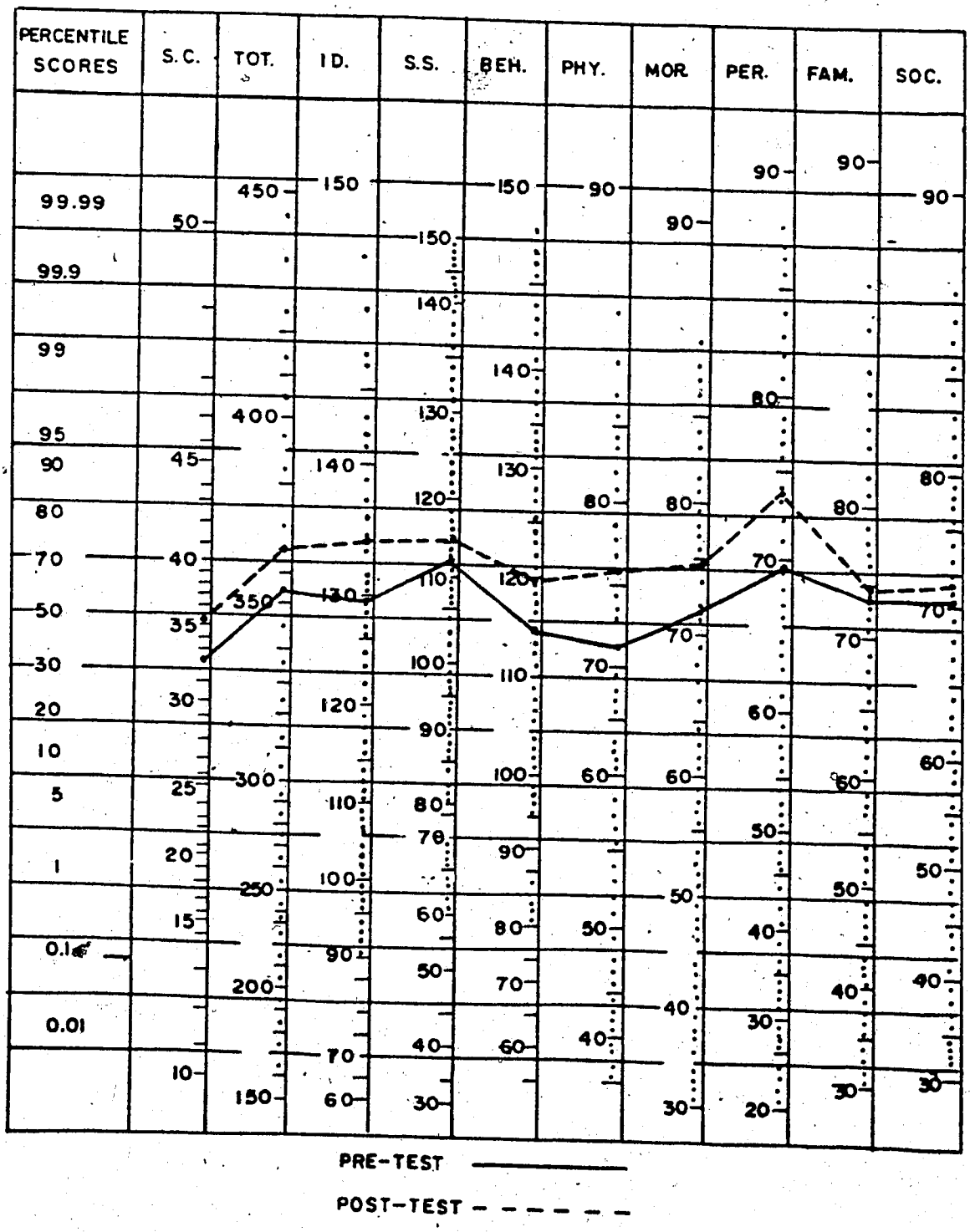


FIGURE XI TOTAL CHANGE IN SELF CONCEPT AS BROKEN DOWN INTO TEN SUB-AREA PROFILES: GROUP II MEAN

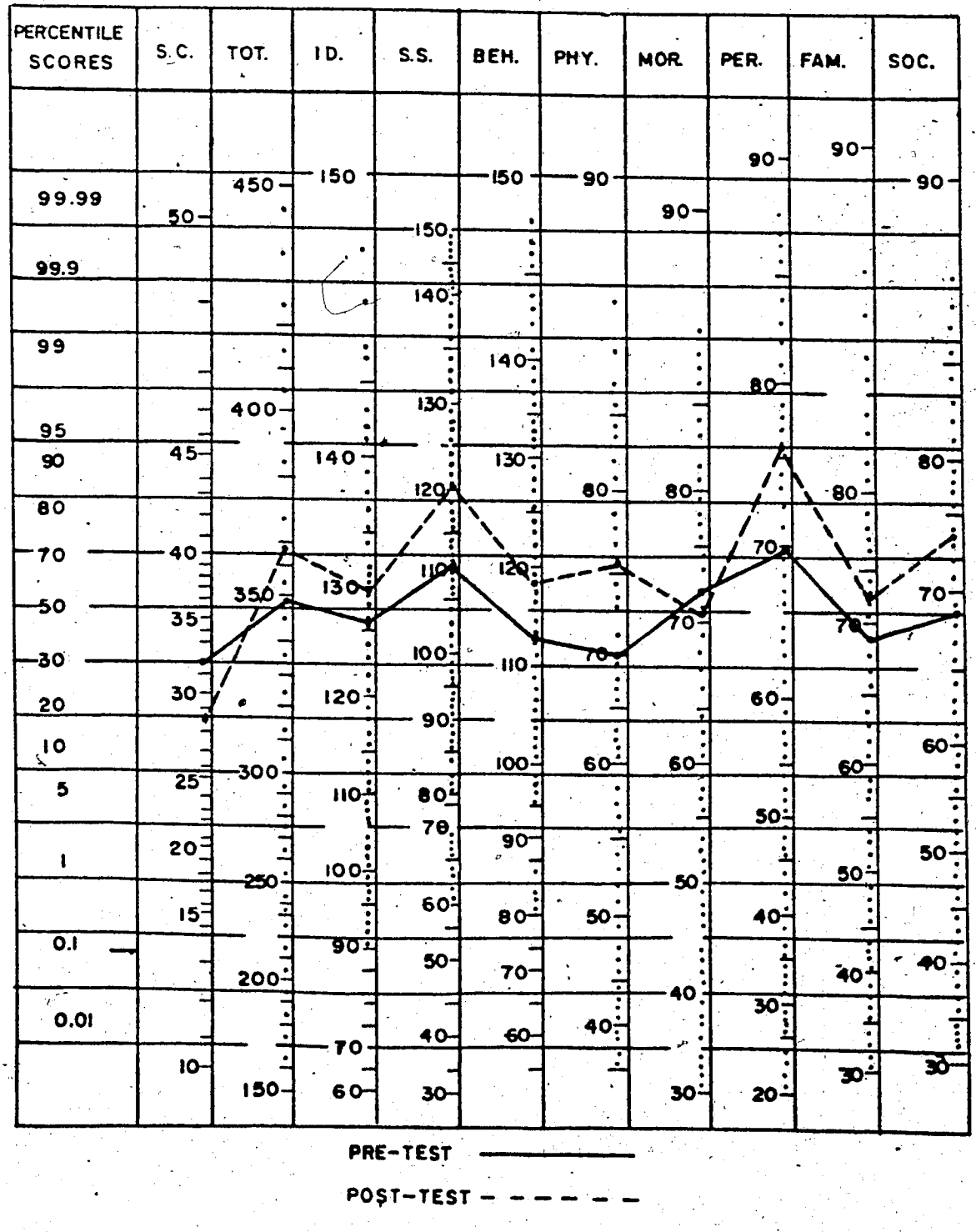


FIGURE XII TOTAL CHANGE IN SELF CONCEPT AS BROKEN DOWN INTO TEN SUB-AREA PROFILES: GROUP III MEAN

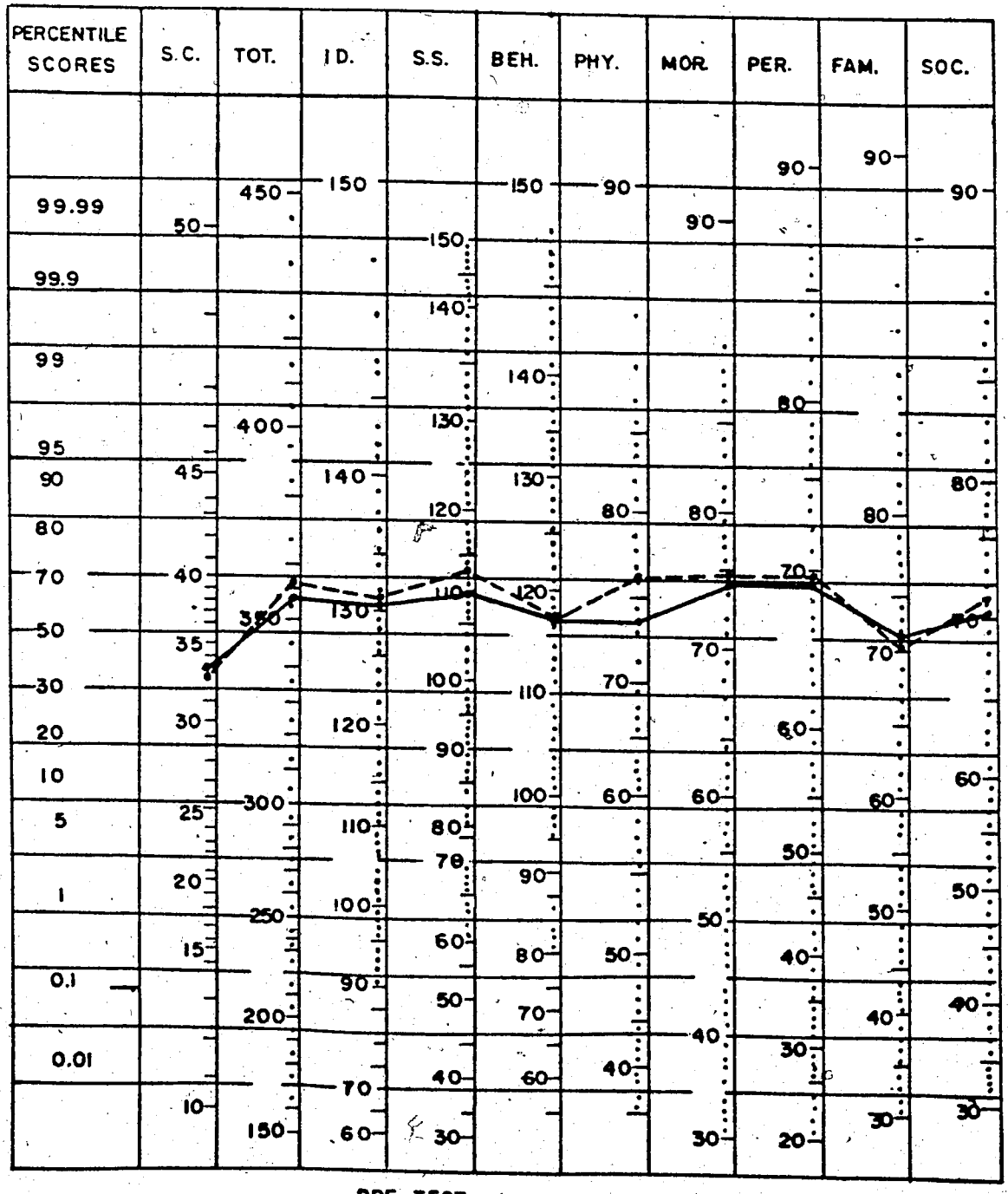
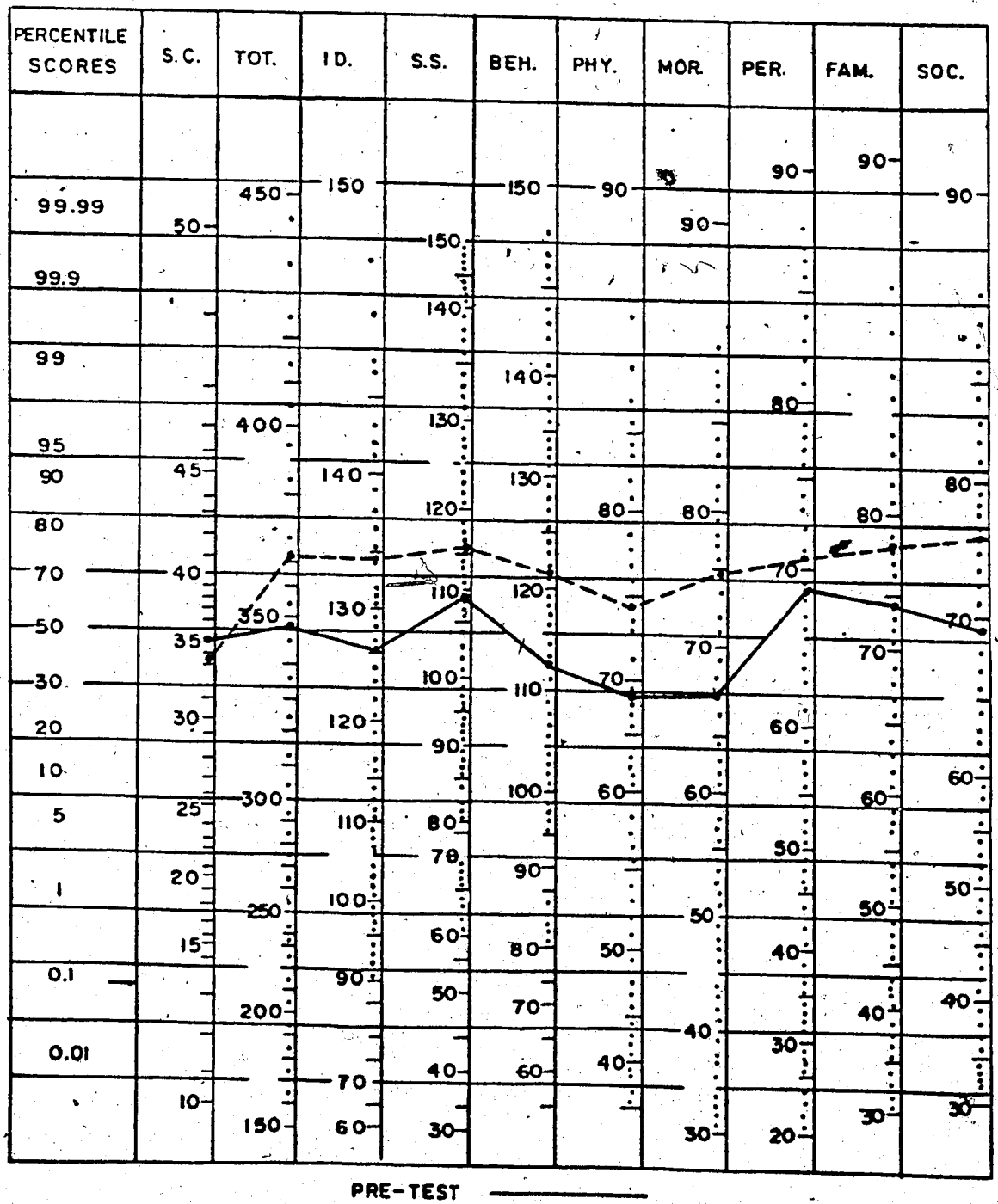


FIGURE XIII TOTAL CHANGE IN SELF CONCEPT AS BROKEN DOWN INTO TEN SUB-AREA PROFILES: GROUP IV MEAN



effects were realized on this subscale.

The total change in self concept as broken down into the ten sub-area profiles are illustrated for total group, control group and individual group means in Figures VIII to XIII. The ANOVA Summary Data for Total Self Concept Data and subscales for Five Groups is presented in Appendix G.

Locus of Control

Table 23 shows the group means for change in locus of control as measured by the Rotter Internal-External Locus of Control Scale (1966). Examination of the means reveal a change in Experimental Group means over time ($\bar{x}$ = 8.471, pre-test; $\bar{x}$ = 7.176, post-test) and a relatively static Control Group ($\bar{x}$ = 8.000 pre-test; $\bar{x}$ = 8.053, post-test). However, using analysis of variance to test for the significance of difference, Table 24 shows that there was no group, time or group by time interaction effects.

The results indicate that the participants were characterized by being internal in their locus of control and believed that their success or failure was contingent upon their own behaviour and ability and that fate or luck had little to do with their lives. The researcher believes that because the participants had this perspective from the outset a "ceiling effect" may be in operation where there is little room to improve test scores. The results also appear to be consistent with relatively high self concept scores as measured by TSCS, especially the Total P score, and subscales of behaviour and self satisfaction which measure attitudes consistent with an internal belief in control

TABLE 23

Group Means for Internal-External Locus of Control

	Locus of Control Scores					
	Group					
	1	2	3	4	Experimental Group Mean	Control Group Mean
Pre-test	5.800	10.000	8.750	10.000	8.471	8.000
Post-test	4.000	7.750	8.500	9.250	7.176	8.053

TABLE 24

ANOVA Summary Data for Rotter Internal-External Locus of Control Scores (Experimental vs. Control Group)

Source	df	M.S.	F-Ratio	Probability
A (Group)	1, 34	.739	.026	.873
B (Time)	1, 36	6.914	1.414	.242
AB (Interaction)	1, 34	8.139	1.665	.205

of one's destiny. All these TSCS scores for the Experimental Group were above the mean scores for the total population in the post-test (see Appendix F).

ANOVA Summary Data for sex effects on the I-E Scale scores are found in Tables 25 and 26. For the Experimental Group, no sex or sex by time interaction effects were found, but a significant time effect ($df = 1$; $F = 4.797$, $P < .05$) was achieved. This result suggests that when both male and female scores are collapsed there is a significant change in internal control over the duration of the course (males $\bar{x} = 6.429$, pre-test; $\bar{x} = 5.286$, post-test: females $\bar{x} = 9.9$ pre-test; $\bar{x} = 8.5$ post-test). The difference in male and female means is interesting and suggests that males are more internal than females but the results are not statistically significant.

The Control Group (see Table 26) had no group, time or group by time effects on the I-E Scale Scores. It appears that the participants generally feel that they are in control of their lives and that any success they have will be due to their work and ability. The author believes that this is consistent with a group who are attending a tertiary institution where the belief in internal control is reinforced through constant assessment by instructors.

Summary

The Tennessee Self Concept Scale and the Rotter Internal-External Locus of Control Scale were administered to the nineteen Control Group subjects (March 15th, 1979 pre-test; April 19th, 1979 post-test) enrolled at C.L.C. and the seventeen Experimental Group participants attending the C.L.C. Spring Outdoor Leadership Program (May 26th, 1979

TABLE 25

ANOVA Summary Data for Sex Effects

on Locus of Control Scores: Experimental Group

Source	df	M.S.	F-Ratio	Probability
A (Sex)	1, 15	92.026	2.524	.132
B (Time)	1, 17	13.313	4.797	.044*
AB (Interaction)	1, 15	.137	.049	.827

*P < .05

TABLE 26

ANOVA Summary Data for Sex Effects

on Locus of Control Scores: Control Group

Source	df	M.S.	F-Ratio	Probability
A (Sex)	1, 17	1.314	.067	.799
B (Time)	1, 19	0.0	0.0	1.000
AB (Interaction)	1, 17	4.425	.627	.439

pre-test; June 16th, 1979, post-test).

All subjects (Experimental and Control Groups) scored around the population mean scores on the TSCS pre-test indicating that generally they, "tend to like themselves, feel that they are persons of value and worth, have confidence in themselves and act accordingly" (Fitts, 1965, p. 2). The post-test results indicated a significant increase in Total P scores when compared to the Control Group over Time one to Time two. This result suggests that the C.L.C. Outdoor Leadership Program was responsible for the participants' change in concept of self. The author believes that the key factor in the self concept change was the Leadership Teams' behaviour as role models reflecting their Christian ideals of sharing and caring, environmental ethics and outdoor skills. In addition, the participants' achievement in completing the course, gaining new skills and being accepted as a contributor in the group situation may have had an effect. When total self concept was broken down into nine sub-areas, significant interaction effects were observed in identity, behaviour and physical subscales on Experimental versus Control Group scores.

Locus of control results for the Experimental Group showed no significant changes from pre-test to post-test when compared with the Experimental Group. The author suggested that a ceiling effect may have been operating because the subjects already operated with an internal orientation in locus of control.

CHAPTER VIII

PARTICIPANTS' PERCEPTIONS OF THE PROGRAM

Introduction

The participants in an Outdoor Leadership Program perceive each experience differently. Each reaction to the environment, leadership, group interaction and stress is unique.

This chapter presents the C.L.C. Outdoor Leadership Program participants' responses to questions regarding leadership and change in the outdoors and includes the author's observations as a participant observer.

What Attributes Does the Leader Have Which May Have Caused That Person to Become Leader?

It has been stated by the Victorian Bushwalking and Mountaincraft Training Advisory Board (1978, p. 2) "leadership is more an art than an exact science. . .Leadership is a relationship that exists between persons in a social situation. Persons who are leaders in one situation may not necessarily be leaders in other situations".

The participants in the C.L.C. Outdoor Leadership program perceived the attributes of a leader in the following way (see Table 27):

1. In responding to the pre-post questionnaires (see Appendices B and C) the participants saw "Competence in skills and knowledge of the outdoors" as the most important attributes of an outdoor leader ($x = 8$ pre-test; $x = 13$ post-test). This is consistent with behaviour on the course where those with certain skills emerged as leaders, especially in map and compass and canoeing skills. In describing the

TABLE 27

Frequency of Response Regarding Participants' Perceptions of the Attributes of a Leader on Pre-Post Questionnaires (see Appendix B and C) Experimental Group

Leadership Attribute	Pre	Post
Competence in skills and knowledge of outdoors	8	13
Loving, understanding and caring nature	9	7
Patience and perseverance	5	6
Good judgement and confidence	6	3
Communication skills and a willingness to listen	3	4
Organization ability	1	5
Good personality and drive	4	1
Control of oneself, calmness	4	1
Experience	2	3
Assertiveness		4
Sense of humour	1	2
Knowledge of people		3
Physical strength and endurance		2
Love of outdoors	1	2
Responsibility	1	1
Maturity		1

attributes of a leader who emerged in Group Two, a member commented, "He became leader mostly because of the experience in skills and camp organization". The emergence of leadership tended to be situational in that the leadership persisted only in the area of expertise.

2. The participants (x = 9 pre-test; x = 7 post-test) saw a "loving, understanding and caring nature" as significant attributes of a leader. The author believes that this is largely due to the role model offered by the Leadership Team who 'acted out' these qualities which they held to be important.

One of the Leadership Team stated, "In terms of leadership development, the model is the key. . .There's the values you need to live in society, tolerance, caring, patience, cooperation, humour".

The author suggests that the participant responses reflect the roles played by the Leadership Team.

3. "Patience and perseverance" was presented as an attribute of a leader (x = 5 pre-test; x = 6 post-test). On the C.L.C. Outdoor Leadership program, the participants had to display these virtues at some time, either in the backpacking where perseverance overcame the tiredness and rough terrain, or orienteering where patience was required to learn a new skill or to teach others a new skill. "Perseverance, mental toughness, discipline, patience. If you haven't got those you can't live in the environment as a leader" (leader's comment).

4. "Good judgement and confidence" were seen as significant for leadership in six cases pre-test and 5, post-test. Those people who were recognized as having these qualities emerged as leaders as a natural course of events. Confidence, the author believes, enables an individual to exercise judgement in risk assessment, finding one's

way or setting up camp.

5. "Communication skills and a willingness to listen" was rated by some participants as a leadership attribute (x = 3 pre-test; x = 4 post-test). This also was an objective of the C,L.C. Program.

The author believes that the Leadership Team had a high level of competency in communication skills and acted as teachers and role models in promoting the skills of communication.

> The leader needs the ability to communicate, the ability to have people to do what you want them to do, somebody who has the skills and is able to do those things which he or she asks the group to do; to be able to sit back and have other people take the lead. (Leader's comment)

6. "Organization ability" was referred to as a leadership attribute by some participants (x = 1 pre-test; x = 5 post-test). It is interesting that five of these responses were indicated after the course was completed (see Table 27) suggesting that during the program organization was recognized by participants as being important. The author suggests that certain individuals within groups and the Leadership Team demonstrated these traits.

Other leadership attributes as perceived by the participants are indicated on Table 27. "Personality and drive" were cited before the course but not after (x = 4 pre-test; x = 1 post-test). "Control of oneself", "assertiveness", "sense of humour", and "experience" were perceived by some of the participants as being leadership qualities.

The author suggests that it is difficult to define the exact leadership attributes necessary, as each individual operates in a different way. However, there is a "basic" requirement of a knowledge

of skills and understanding of people.

One of the leaders stated, "There's a base of leadership in terms of people and in terms of oneself" (leader interview).

Case Study group members (Group Three) saw the author and Dee as being the main leaders in the group, although in a very democratic style. "I saw Dee as camp leader and B. [the author] as field leader. . . because of their map and compass skills and organization skills"; "Knowledge of the outdoors from experience with Outdoor Education trips and B. [the author] because of his maturity" (Group Three Questionnaires).

In the Individual Assessment Form (see Appendix I), Dee perceived her skill level in the pre and post-test as higher than the total group mean ($\bar{x}$ = 141.1). The leaders' assessment of her skills closely approximated that score (Dee x = 146; Leaders x = 141). This is consistent with the need for a leader to have skills and knowledge. Although Jane and Max perceived their skill level to have improved dramatically (Jane x = 117 pre-test; x = 154, post-test; Max x = 66 pre-test; x = 139 post-test) over the course, the Leadership Team evaluated their skill level as much lower (Leaders' assessment of Jane x = 124; Max x = 114). This suggests that Jane and Max's judgement of themselves was inaccurate with regard to skills. "Good judgement" was seen as a significant attribute of a leader and perhaps their lack of judgement and skills was the reason they were not seen as leaders by group members.

The author also closely approximated the Leadership Team's assessment on skills (Author x = 135 pre-test; x = 149 post-test; Leaders' assessment x = 150 post test) and was above the group mean for post-test ($\bar{x}$ = 141.1). In commenting on the author's leadership role in Group Three, Dee said, "Your patience and everything like you'd know

we were doing something wrong or that there was a better way but you'd let us do it and figure that out for ourselves".

"Patience and perseverance" were seen as important leadership attributes by some participants (see Table 27). Linda's skills assessment remained at a relatively low level (x = 86 pre-test; x = 111 post-test) and closely approximated the Leadership Team's assessment of her (x = 112) skill level. This lack of perceived success or improvement by Linda may explain why she did not emerge as a leader in the group, especially when her knee injury is taken into account (see Chapter VI).

". . .the greatest battle is to have the energy to do what we have to do" (Leader's comment). It appears that Linda did not have the energy or skills necessary to emerge as a leader. This appears to be reflected in her perception of herself in terms of self concept. Total P Scores on the TSCS were the lowest in the total group (x = 325 pre-test; x = 305 post-test) placing her in the lower ten percent of total population scores.

The author suggests that for a leader to emerge his/her self image must be favourable. This is a function of their perception of their ability in terms of skills, understanding of people, personality and the other attributes quoted in Table 27. It is also a function of other's perception of their ability. In the outdoor situation, the skill level of an individual is highly visible to others and to that individual, and feedback is strong and immediate if something is not done correctly. Perception of an individual's ability by significant others (group members and leaders) is made public when a situation arises calling for leadership. Those who have demonstrated knowledge and ability will be sought out for leadership

decisions. In the case of Group Three, the members who demonstrated the leader attributes were projected into a leadership role even if motivation to take that role was lacking. As Max commented, "When it comes down to brass tacks you have to have somebody who knows what they're doing".

How Do Leadership and Status Appear to Emerge in Outdoor Group Situations?

The participants in the C.L.C. Outdoor Leadership Program indicated those who had emerged as leaders in the small group situations and the reasons for that emergence.

1. Nineteen responses were made indicating that "competence and experience in skills" were important factors in those people emerging as leaders (see Table 28). This result is consistent with the responses in Table 27 showing the important attributes of a leader as perceived by the participants, that is, "competence in skills and knowledge of the outdoors". It is interesting to note that in Group One this was seen by one participant as the only reason a particular leader emerged. They emerged as leaders because of "skill areas only. They lacked communication (T. especially) and cooperation" (participant questionnaire). Another participant commented, "One becomes a leader as soon as you can do something better than all the rest in your group. And then to show them how it's done".

The Leadership Team structured the groups according to the strengths of individuals and group safety considerations (see Chapter V), and attempted to avoid labelling people as leaders. "We put the people in situations in a small group and let leadership emerge. We try very hard not to label people as leaders" (leader's interview). It is clear

TABLE 28

Frequency of Response Regarding Factors Causing the Emergence of Leadership and Status in Outdoor Group Situations (see Appendix C) Experimental Group

Attributes Important in Leadership and Status	Frequency
Competence and experience in skills	19
Cooperation and sharing qualities	7
Organization ability	6
Enthusiasm, initiative and decisiveness	6
Ability to communicate effectively within the group	3
Patience	2
Domineering personality	1
Respect from others	1
Voice of authority	1

that the ascribed leaders can invest status and leadership in participants by their actions and words. Merely appointing an individual as a First Aid person in a group gives status or appointing a particular canoeist as "the Whip" indicates that he/she is a person who has particular skills that are recognized by the ascribed leaders and maybe a person of authority.

2. "Cooperation and sharing qualities were indicated as significant in determining leadership and status emergence (x = 7) within groups (see Table 28). "The most competent usually naturally takes over the leadership in the area of their competence, however all group members have tremendous input into the pool of knowledge and experience" (participant's comment). Although skills are indicated as important the cooperative and sharing spirit in which those skills are dispersed is significant. The "cooperation and sharing qualities" cited by the participants as significant in leadership and status relate closely to the "loving, understanding and caring nature" quoted in Table 27 as attributes of an outdoor leader.

3. "Organization ability" is seen as significant for leadership and emergence (x = 6). This could be viewed as a "skill" quality which can be developed. It is the author's opinion that a high level of organization was displayed by the Leadership Team and that this was recognized by the participants, thus giving this quality an important standing as a desirable leadership trait. If the ascribed leaders represent an ideal role model reflecting high organization ability then for others to emerge as leaders they should display this trait.

"Enthusiasm, initiative and decisiveness", "Ability to communicate effectively within the group", and "patience" were other qualities and

skills displayed by those who emerged as leaders (see Table 28) as cited by participants.

Within the Case Study Group, the author and Dee were seen by group members and the Leadership Team as emerging as leaders. One of the Leadership Team commented on the situation,

> O.k. in terms of leadership, I found all the way through that you [the author] were in a very precarious situation because you were the leader. . .on the mountain you were considered a good mountain leader but when you got on the river you changed from a mountain leader to a person of authority. . .it wasn't questioned. People just accepted that.

The other group members perceived an even input of leadership decision making but relying on input from those most skilled. "We all shared our skill knowledge" (participant comment). However Dee commented, "I cannot think of a strong point in Jane or Linda or Max where they would know more than say you [the author] or myself, where they could take leadership responsibility".

The author suggests that in this group situation leadership responsibility was projected onto Dee and the researcher because of their "competence and experience in skills" but that the role of leader was not assumed full time and democratic leadership was practiced.

What Impact Do Situations Perceived by the Participants as Stressful Have on the Participants in the Outdoor Leadership Program?

Each individual perceives stress in a unique way. Situations which are stressful for one person will not be for another. For the

participants in the Outdoor Leadership Program the most difficult and stressful activities and situations are presented in Table 29. The Outward Bound process (see Figure 1) presents the overcoming of stress situations as the basis for their programs. By placing students in a state of "adaptive dissonance" where they are stressed, change and growth can occur by overcoming this dissonance. "The implication is that no change or adaption can occur without dissonance" (Walsh & Gollins, 1976, p. 10). The levels of achievement in adapting are stated in terms of "succumbing", "coping" or "thriving" through mastery (Walsh & Gollins, 1976, p. 16).

The problem for the leaders then is to provide challenge without overwhelming the participants by making the task seem impossible. On the other hand, if the challenge is elminated by the task being too easy, the participants will obtain little satisfaction.

Smith (1977, p. 9) stated, ". . .there must be a continuing effort by the teacher [leader] to match the nature and difficulty of the tasks set with the present, real capabilities of the pupils [participants] so that subjective expectancy of success is high".

The C.L.C. Leadership Program participants all completed the course but each will have a perception of their own level of success based on their own expectations, significant other's perceptions of their success, perceived performance in skills, adaptation to group living, and the level of acceptance by others in the group.

An examination of Table 29 reveals the activities considered by participants to be stressful to them. The reason stated by eleven of the participants for the difficulties encountered was lack of experience in the activity. The impact of the total program in terms

TABLE 29

Activities/Situations Perceived by the Participants as Stressful or Potentially Stressful on the Outdoor Leadership Program

Experimental Group

Activities/Situations Perceived as Stressful	Pre
Whitewater canoeing and rapids	7
Backpacking (lack of physical conditioning)	7
Adapting to a group living situation	3
Map and compass (orienteering)	1
Shelter building (lack of knowledge)	1
Activities/Situations Perceived as Stressful	**Post**
Backpacking	3
Orienteering	6
Canoeing	4
Group debriefing	2
Writing a diary	1
Being democratic within the group	1

of change in the individuals has been documented in the self concept scores and locus of control scores in Chapter VII. The part played in changing self concept by adaptation due to overcoming stress can only be guessed at. However, the following participant comments indicate some individual responses.

"They [the experiences] help to build character and expand

the dimensions of one's personality."

"They [the experiences] allowed me to grow as a leader but more important as a person."

"It's not that I couldn't do it. I just felt there was something better a person could be doing with his time."

"I find it good to be able to push yourself beyond the pain threshold at times. Sore ankles, blisters and also aching muscles. I'm glad I did it. Struggle produces further perseverance."

[re: debriefing] "It was difficult for me to express in words what I felt. Afraid of being misinterpreted. I don't like to evaluate people in such detail."

The Case Study Group encountered stress in a variety of situations, particularly stress induced by physical exhaustion. However, resolution of the anxiety caused by stress was perceived differently by each individual (see Chapter VI). Linda's perception of her success in adapting to a state of dissonance was negative. The author believes she judged herself in terms of the total group ability levels and not in terms of the improvement she had made over the twenty-one days of the course. She believed that others perceived her as a burden and low in skills and endurance. "I was somewhat worried about holding the group back" (participant's log). This belief was somewhat born out by the comment of one group member, "I wondered about Linda, how she was going to do physically". In the total scene however, one of the Leadership Team evaluated her performance positively, "Linda who was not an athlete at all but an intellectual. . .I think she made a lot of strides forward". Her perception of her lack of achievement in overcoming stressful situations is reflected in self concept scores

(x = 325 pre-test; x = 305 post-test), her self rating on skills assessment (x = 111 post-test; group mean $\bar{x}$ = 141.1 post-test) and the locus of control scores which showed her as being more external in the post-test (x = 9 pre-test; x = 12 post-test).

Jane commented on her adaptation to stress,

> These experiences were the best thing that could have happened to me. It was quite rough for me in several areas but I gained greatly from them all. . .
>
> It meant a lot to me to have crossed what I considered my pain threshold and yet be able to continue on.

Her success in overcoming stress and anxiety had a positive effect which was reflected in her total self concept scores (x = 393 pre-test; x = 419 post-test) placing her at the 98th percentile of total population scores.

Dee responded to physical stress in the following way,

> I enjoy testing myself physically. I like endurance activities and like to push myself to higher levels. . .I feel that endurance type activities are excellent for your mind and spirit as well as your body.

Dee was confident in her ability to cope in the outdoors and she had more experience than other group members. Again her self concept scores reflect a more positive view of herself after the course (x = 386 pre-test; x = 393 post-test). As discussed in Chapter VI the long term results of the Group overcoming a stressful situation was a feeling of closeness to other group members. The state of dissonance which the participants have been in has now been resolved through the mastery of the situation.

What Events in the Total Experience of the Outdoor Leadership Program Induce Change in the Participants?

What Changes Occur in the Participants?

Self concept and locus of control changes in participants as measured by the TSCS and the Rotter Internal-External Locus of Control Scale have been discussed (see Chapter VII) together with the author's observations regarding those changes.

The participants on the C.L.C. Outdoor Leadership Program indicated the important events or activities on the course which induced some change or benefit in them. In general the participants responded in terms of skill activities (see Table 30). This is consistent with this type of course where skills are being used and developed in order to survive.

TABLE 30

Events/Activities Perceived by the Participants as Inducing Change or Being Beneficial

Activity/Event	Frequency
Backpacking	2
Orienteering	8
All activities together	1
Observation in nature	1
Living in a community	4
Canoeing	4
Individual assessment	2

The gaining of skills by the participants is reflected in their Individual Assessment Form (see Appendix I), a self rating form. All participants perceived their skill level to be higher at the finish of the course than at the start ($\bar{x}$ = 107.4 pre-test; $\bar{x}$ = 141.1 post-test). This change is consistent with the significant change in physical subscale of self concept (see Chapter VII) and is to be expected in this type of course.

"Living in a community" and "individual assessment" (see Table 30) were cited by some participants as being significant events in the program--these events are not particularly skill related. Two of the reasons for these choices are as follows: "I needed the companionship and communication activity to develop that part of my life"; "It [individual assessment] made me look at myself more closely and try to improve, even if it was painful" (participant's questionnaire responses).

Table 31 shows the major changes or benefits gained by participants as a result of the Outdoor Leadership Program. It is interesting to note that the skills learned were not seen as the most important benefits by the participants. This result is consistent with the Leadership Team's view that skills are secondary in importance to interpersonal relationships and personal growth (see Chapter V).

The author suggests that, again, the leaders reflect this view in their actions and words as role models. They are significant others to the participants and this perspective is internalized during the twenty-one days of the course. The author suggests that the development cited by the participants in areas of communication, understanding, sharing, confidence and skills (see Table 31) will have an effect on

TABLE 31

Major Changes/Benefits Perceived by Participants as a Result of Significant Activities and Events of the Outdoor Leadership Program - Experimental Group

Benefit/Change Perceived by Participants	Frequency
Ability to share in a group	9
Ability to communicate with and understand others	16
Increased confidence in self	7
Gained more skills	6
Gained greater patience	6
Greater appreciation of nature	5
Improved physical conditioning	3
Ability to slow down and relax	3
Spiritual growth	3
Respect for others	1
Indicated areas where more growth is needed	1
Feel more real	1
Greater personal drive	2

their self concept. The way in which they see themselves has changed positively and in "taking the role of the other" (Shaver, 1975, p. 78), they see themselves as significant others see them.

"I can symbolically put myself in the other's position to determine what sort of impression I am making" (Shaver, 1975, p. 78). The author believes that the participants' perceptions of the impression they are making has improved over the time of the course.

> "I gained confidence--a new sense of confidence in myself--I grew spiritually."
>
> "All factors worked together to make me look at myself and see more clearly who I am and what way I work with people."

The Case Study Group perceived change in themselves in the following way:

> "It increased my awareness of the need for other people. We cannot make it on our own. We rely on other's knowledge as well as our own."
>
> "This outdoors experience has given me a sense of drive and unwillingness to quit."
>
> "It improved my physical conditioning and character in terms of endurance, patience and stamina."
>
> "I learned something about myself that I really hadn't known earlier and that I wish I had."

In terms of self concept change, Group Three had the lowest mean total P score on the post-test ($\bar{x}$ = 362). This was largely due to Linda's score on self concept.

Spiritual Effect of the Program

The spiritual effect of the program in relation to change in the participants is important due to the emphasis placed on Christian values and Christian living by the Leadership Team.

Table 32 shows the frequency of response by participants to questions posed before and after the Outdoor Leadership Program (see Appendices B and C). Pre: "Do you think the upcoming experience will have any spiritual effect on you?" Post: "Did the course affect you spiritually?"

TABLE 32

Frequency of Response Regarding the Spiritual Effect of the Outdoor Leadership Program - Experimental Group

Spiritual Effect	Pre	Post
Yes	11	13
No	--	4
Don't Know	4	--
No Response	2	--

The spiritual beliefs and commitment level of the participants varied greatly. However, the emphasis given to spiritual growth by the Leadership Team made it an important part of the course.

In Table 32 the participants indicated that they expected some kind of spiritual effect from the program (x = 11 pre-test). In the post-test response, thirteen indicated there had been some sort of

spiritual effect from the program. A self fulfilling prophecy could be operating here as those who believed that the course would effect them spiritually were affected in this way. The author believes that the Leadership Team were exemplars in promoting spiritual growth and Christian values of "sharing and caring". One of the Leadership Team commented, "We set the stage by going out there--they may not be Christian, they may just be thinking of the deity and creation. . . people that did believe felt very comfortable in expressing what they believe because it had a high priority".

Table 33 indicates the spiritual changes participants perceived in themselves as a result of the program. It appears that being in the Rocky Mountains environment had an effect on the spirituality of the participants because of the "beauty and grandeur" which surrounded them.

> "I saw a lot of living proof of what the Lord's world is made up of. . .The people and their outlook, the clouds and mountains--realizing how insignificant man really is."
>
> "It [the program] increased my belief in the love of God. The sense of fellowship and love, the love of God in our leaders and other group members."
>
> "The environment made me more aware of the power of God, especially in the sense of the power of the river. Also the majestic beauty of the mountains. The two worship services were particularly meaningful and individuals who expressed their opinions and emotions." (participant questionnaire responses).

TABLE 33

Spiritual Effect of the Outdoor Leadership Program on Participants - Experimental Group

Spiritual Effect	Frequency
Strengthened faith in God	6
Saw the beauty and grandeur of nature	8
Closeness in the group worship services	3
Greater respect for religion	2
Saw love reflected in the leaders	3
Defined the place of Christianity in life	1
Reliance on God for strength	1
Provided insight into the nature of life	1

Summary

Responses by the seventeen participants and four leaders to certain facets of the C.L.C. Outdoor Leadership Program were recorded in questionnaires and in interviews before and after the course.

In terms of the attributes of a leader, the majority (x = 8 pre-test; 13 post-test) of participants indicated that "competence in skills and knowledge of the outdoors" was important along with a "loving, understanding and caring nature" (x = 9 pre-test; x = 7 post-test). The participants suggested that "competence and experience in skills (x = 19) "were the major reasons for leadership and status emerging within the group.

The author suggested that the role model projected by the Leadership Team was most important in promoting and instilling these beliefs in the participants. The Leadership Team were competent in outdoor skills and interpersonal relationships necessary to be an effective leader.

With regard to stress and its effect the author concluded that perceptions of stressful situations were unique to the individual but that overcoming dissonance and anxiety was beneficial to most of the participants and may have had a positive effect on their self concepts.

In terms of the activities or events inducing change, again the responses were uniquely individual and covered a variety of events. In assessing the type of change which occured, the majority (x = 16) of participants indicated the "ability to communicate with and understand others". The author suggested that this also effected the participants' perceptions of themselves.

In conclusion, the spiritual effect of the program was described. The majority (x = 13 post-test) of the participants indicated that that the course did have a spiritual effect on them.

CHAPTER IX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

A review was made of the relevant literature pertaining to the use of the outdoors as a means of inducing change in individuals. Particular attention was given to research on Outward Bound programs and process, College Outdoor Education programs and the therapeutic use of outdoor programs for delinquents. The evidence pointed to positive changes in self concept for the individuals who participated in residential outdoor programs. The author studied the Camrose Lutheran College Outdoor Leadership Program (Spring; 1979) while acting as a participant observer.

The C.L.C. Outdoor Leadership Program has been developed over a number of years and has specific objectives and highly structured curriculum elements designed to produce personal growth and leadership in participants as well as improving skill levels. The course is carried out in a community operating with Christian ideals.

The purpose of the study was threefold. Firstly, to provide an ethnographic account of the backpacking section of the program. Secondly to measure changes in the participants' self concept and locus of control. Thirdly, to describe the participants' and author's perceptions of what events may have caused these changes.

The instruments used to measure change were the Tennessee Self Concept Scale and the Rotter Internal-External Locus of Control Scale. The seventeen (17) subjects were tested with the instruments before

and after the twenty-one (21) day program. A control group consisting of nineteen (19) subjects enrolled at C.L.C. were tested in March and April, 1979.

Results of the TSCS on the pre-test showed the participants on the C.L.C. Outdoor Leadership Program to be higher in self concept than 58 per cent of the population, indicating that they were, "persons who tend to like themselves, feel that they are persons of value and worth, have confidence in themselves and act accordingly" (Fitts, 1965, p. 2).

A pre-test--post-test comparison with the control group showed a significant increase in total self concept in the experimental group as compared to the control group. Significant positive increases were found in the self concept subscales of Identity, Behaviour, Physical, Personal and Social. Significant interaction effects were achieved on the Identity, Behaviour and Physical subscales.

In terms of locus of control scores, no significant pre-post differences were found in the experimental group. The author suggested that this result may have been due to a "ceiling effect" operating in the participants.

The results indicated some inconsistencies between the small groups, particularly with regard to the case study group. The author suggested that one individual was largely responsible for this. Further research is required to determine causes for inconsistencies between groups.

With regards to leadership, the author's observations and participants' responses indicate that outdoor leaders require competence and outdoor skills as the most important attributes. The participants generally believed that they had developed many of these skills during the program.

Overall, the C.L.C. Outdoor Leadership Program achieved its objectives in developing leadership qualities, self esteem, personal and spiritual growth in the participants.

Conclusions

The author believes that the C.L.C. Outdoor Leadership Program provides a unique experience for the participants. The people who attended the course were already high in self concept but through participation scored even higher in that particular measure. They also gained in terms of outdoor skills, communication skills and in the knowledge of outdoor leadership skills and requirements. The Leadership Team have organized the program efficiently and provide activities and experiences which maximize the benefits accruing to the participants.

It is difficult to isolate and evaluate the elements of the program which appear significant in causing change. Each individual reacts uniquely to the program elements and environmental situation. Indeed, it appears that the program elements, combined with the unique environment, under very competent leadership in a closeknit community, provides the milieu in which change occurs.

The author is of the opinion that the Leadership Team was crucial to the program's success for the following reasons:

1. The provided highly visible, competent, identifiable role models for the participants.
2. They "lived" their Christian principles of "caring and sharing".
3. They challenged the participants within the bounds of safety.
4. They provided stable united leadership in most situations.
5. The program has evolved over a number of years with constant

evaluation and improvement, principally by two of the senior leaders, and is now at a high level of development.

6. They had a high level of skill in communication, counselling, knowledge of the environment, risk assessment and knowledge of outdoor skills.

Although some research has been carried out regarding personality changes in people who participate in wilderness programs, it is not the wilderness environment itself which induces the change; rather it is the human social environment and the program which is carried out within that natural environment that has the effect on personality.

With the participants gaining in self concept, learning outdoor skills and leadership requirements, the requirement now is a follow up study to see if those skills are used by participants in outdoor leadership situations after the program is completed.

The participants gained a perception of the most important attributes of a leader. They saw skill and competence as being a prerequisite for outdoor leadership.

Although further evaluation is required it is clear that the C.L.C. Outdoor Leadership Program provides a unique experience for the participants which increases their self concept, knowledge of outdoor skills and leadership attributes.

Recommendations

Future Research

The author recommends that future researchers consider studying the program and philosophy of other Outdoor Leadership Programs such as the National Outdoor Leadership School (N.O.L.S.) and the Blue Lake

Centre. A comparison could be made of different programs along with their relative success on common criteria.

In terms of self concept and locus of control, long term changes which occur in individuals should be studied. Are the changes which occur as a result of the Outdoor Program lasting or only short term? The author is of the opinion that once the unique environment and community are vacated for the "real world", a lowering of these personality measures may occur.

Further research is needed into the use made by participants of the leadership knowledge and skills they have acquired on the course. Does the program just provide an exciting, but terminal experience, or are the skills learned put to use?

The optimum time for an outdoor program needs investigation in that there may be a course length which provides the greatest possibility for change in the participants.

Although this study provided some insight into the "distributive leadership" style used by the C.L.C. Leadership Team, further research is needed into various leadership approaches in the outdoors.

The relative effectiveness of authoritarian, laissez-faire, democratic and distributive leadership styles needs to be further investigated in various outdoor situations under different conditions.

Lastly, closer investigation is needed into the effect of variables of age, sex and previous outdoor experience on the personality measures used in this type of study.

C.L.C. Outdoor Leadership Program

The author makes the following recommendations which may be beneficial to the C.L.C. Outdoor Leadership Program:

1. The roles of the Leadership Team should be well defined in each situation so that their position is not seen as ambiguous by the participants and the small group autonomy is not threatened unnecessarily.

2. The Leadership Team should define and clarify long and short term objectives throughout the course. This will supplement the personal and group goals of the participants and assist in developing the feelings of achievement and satisfaction gained by individuals. This may further enhance the positive self-concept of participants.

3. Many of the participants felt that they did not have enough "free time" in which to relate to other group members, withdraw and think alone or complete log book committments. In an intensive program such as the C.L.C. Outdoor Leadership Program it is difficult to provide a balance between activity and rest. Perhaps the amount of "free time" can be increased without sacrificing the content.

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APPENDICES

APPENDIX A

DEPARTMENT OF MOVEMENT EDUCATION,
UNIVERSITY OF ALBERTA.

March 11th, 1979.

Dear _____,

As part of my thesis data collection I am presenting a Student Questionnaire before and after the Camrose Lutheran College Outdoor Leadership Program.

I would be grateful if you would comment on the wording, clarity, and suitability of the questions and recommend any alterations, additions, or deletions you feel are necessary.

I can be contacted at the address given below.

Thanking you in anticipation,

Yours sincerely,

(I. K. Coutts)

I. K. Coutts,
Department of Movement Education,
University of Alberta.

Phone: 432-4787.

Submitted to:
Dr. H.A. Scott
Professor J. James
Dr. C. Padfield
Dr. D.A. MacKay

APPENDIX B

NAME: _____ AGE: _____

DATE: _____

SEX: M. F.

CAMROSE LUTHERAN COLLEGE OUTDOOR LEADERSHIP COURSE

STUDENT QUESTIONNAIRE

PLEASE READ THIS FIRST:

On the upcoming outdoor experience there will be many different people participating who have different personalities and varying degrees of experience. In order to gain some idea of your attitudes and background, you are asked to complete the following questionnaire.

All responses will be treated confidentially.

1. What University or College do you attend?

_____

Full-time or Part-time? _____

2. What do you expect to do when you finish your schooling?

_____

_____

3. What do you expect to get out of the upcoming outdoor experience?

_____

_____

_____

4. What effect do you think that living in an outdoor environment will have on you?

_____

_____

_____

_____

5. How do you think you will be able to cope with the physical endurance aspects of the course?

_____

Why? _____

_____

_____

6. From what you know about the Course, what (if any) activity do you look forward to most?

_____

Why? _____

_____

_____

7. From what you know about the Course, what (if any) activity do you think you will have most difficulty with?

_____

Why? _____

_____

_____

8. Do you think you will have any problems in adapting to a group living situation?

_____

If so, why? _____

_____

_____

9. Please list any outdoor camping experiences you have had (e.g., Outward Bound, Youth Groups, Church Camps, etc.)

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

10. What other outdoor experiences have you had?

Leadership:

11. Do you think leadership can be developed?
Are leaders born or made?

12. In your opinion what are the most important characteristics for an outdoor leader to have?

13. Do you think the Course will develop your expertise as an outdoor leader?

How?

14. What were your reasons for taking this Outdoor Leadership Course?

15. How would you define Outdoor Education?

16. What activities and experiences would you include under the heading of Outdoor Education?

17. Do you think the upcoming experience will have any spiritual effect on you?

If so, in what way?

APPENDIX C

NAME: _____ AGE: _____

DATE: _____

SEX: M. F.

CAMROSE LUTHERAN COLLEGE OUTDOOR LEADERSHIP COURSE

STUDENT QUESTIONNAIRE

PLEASE READ THIS FIRST:

You have just completed an Outdoor Leadership Education Course. Each of you will have your own unique experiences which will have had some effect on you. In order to gain some idea of your opinions, experiences, and what you liked or disliked about the Course, you are requested to answer the following questions.

Please think carefully and answer honestly.

All responses will be treated confidentially.

1. Which activity or activities did you <u>enjoy</u> most on the Course?

_____

Why? _____

_____

_____

2. What activity did <u>you benefit</u> from most?

_____

In what way did you benefit?

_____

_____

_____

3. What activity was most difficult for you on the Course?

Why?

4. What was your response to the outdoor experiences which involved physical endurance? (e.g., orienteering and canoeing)

5. What was your overall impression of these experiences?

6. Has this total outdoor experience affected your future orientation to outdoor activities?

If "Yes", how?
If "No", why not?

7. What effect (if any) did living in the out of doors have on you?

8. Did you have any problems in adapting to a group living situation on the Course?

Explain:

9. a) Did you learn anything from living with the group?

Explain:

b) What effect did the outdoor environment have on your group living?

10. What do you think are the most important personal characteristics necessary to be an Outdoor Leader?

11. What have you learned about group leadership from your experience?

12. What effect (if any) did the leaders have on <u>you</u> personally?

13. How did the leaders interact with your group?

14. Were you aware of any people who emerged as leader(s) in your group?

Who?

15. What do you think were their particular attributes which caused them to emerge as leaders?

16. Did your group have any particular problems during the Course?

If so, how was this resolved?

17. Did you have any <u>personal</u> problems during the course?

If so, how was this resolved?

18. Did the Course affect you spiritually?

If so, in what way?

What experience(s) led to this effect?

19. Are there any changes you would make in the Course?

What are they?

APPENDIX D

INSTRUCTIONS FOR THE I-E SCALE

This is a questionnaire to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternatives lettered a or b. Please select the one statement of each pair (and only one) which you more strongly believe to be the case as far as you're concerned. Be sure to select the one you actually believe to be more true rather than the one you think you should choose or the one you would like to be true. This is a measure of personal belief: obviously there are no right or wrong answers.

Your answers to the items on this inventory are to be recorded on a separate answer sheet which is loosely inserted in the booklet. REMOVE THIS ANSWER SHEET NOW. Print your name and any other information requested by the examiner on the answer sheet, then finish reading these directions. Do not open the booklet until you are told to do so.

Please answer these items carefully but do not spend too much time on any one item. Be sure to find an answer for every choice. Find the number of the item on the answer sheet and black-in the letter next to the number which you choose as the statement more true.

In some instances you may discover that you believe both statements or neither one of such cases, be sure to select the one you most strongly believe to be the case as far as you are concerned. Also try to respond to each item independently when making your choice; do not be influenced by your previous choices.

PLEASE DO NOT MARK THE BOOKLET

THE ROTTER INTERNAL-EXTERNAL CONTROL SCALE

1. a. Children get into trouble because their parents punish them too much.

   b. The trouble with most children nowadays is that their parents are too easy with them.

2. a. Many of the unhappy things in people's lives are partly due to bad luck.

   b. People's misfortunes result from the mistakes they make.

3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.

   b. There will always be wars, no matter how hard people try to prevent them.

4. a. In the long run people get the respect they deserve in this world.

   b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

5. a. The idea that teachers are unfair to students is nonsense.

   b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

6. a. Without the right breaks one cannot be an effective leader.

   b. Capable people who fail to become leaders have not taken advantage of their opportunities.

7. a. No matter how hard you try some people just don't like you.

   b. People who can't get others to like them don't understand how to get along with others.

8. a. Heredity plays the major role in determining one's personality.

   b. It is one's experiences in life which determine what they're like.

9. a. I have often found that what is going to happen will happen.

   b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

10. a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.

    b. Many times exam questions tend to be so unrelated to course work that studying is really useless.

11. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.

    b. Getting a good job depends mainly on being in the right place at the right time.

12. a. The average citizen can have an influence in government decisions.

    b. This world is run by the few people in power, and there is not much the little guy can do about it.

13. a. When I make plans, I am almost certain that I can make them work.

    b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyway.

14. a. There are certain people who are just no good.

    b. There is some good in everybody.

15. a. In my case getting what I want has little or nothing to do with luck.

    b. Many times we might just as well decide what to do by flipping a coin.

16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.

    b. Getting people to do the right thing depends upon ability; luck has little to do with it.

17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand nor control.

    b. By taking an active part in political and social affairs the people can control world events.

18. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.

    b. There really is no such thing as "luck."

19. a. One should always be willing to admit mistakes.

    b. It is usually best to cover up one's mistakes.

20. a. It is hard to know whether or not a person really likes you.
    b. How many friends you have depends upon how nice a person you are.

21. a. In the long run the bad things that happen to us are balanced by the good ones.
    b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

22. a. With enough effort we can wipe out political corruption.
    b. It is difficult for people to have much control over the things politicians do in office.

23. a. Sometimes I can't understand how teachers arrive at the grades they give.
    b. There is a direct connection between how hard I study and the grades I get.

24. a. A good leader expects people to decide for themselves what they should do.
    b. A good leader makes it clear to everybody what their jobs are.

25. a. Many times I feel that I have little influence over the things that happen to me.
    b. It is impossible for me to believe that chance or luck plays an important role in my life.

26. a. People are lonely because they don't try to be friendly.
    b. There's not much use in trying too hard to please people, if they like you, they like you.

27. a. There is too much emphasis on athletics in high school.
    b. Team sports are an excellent way to build character.

28. a. What happens to me is my own doing.
    b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29. a. Most of the time I can't understand why politicians behave the way they do.
    b. In the long run the people are responsible for bad government on a national as well as on a local level.

NAME: _____ AGE: _____

DATE: _____

ROTTER I-E SCALE : ANSWER SHEET

Item No.	Page 2	
1	a	b
2	a	b
3	a	b
4	a	b
5	a	b
6	a	b
7	a	b
8	a	b
9	a	b

Item No.	Page 3	
10	a	b
11	a	b
12	a	b
13	a	b
14	a	b
15	a	b
16	a	b
17	a	b
18	a	b
19	a	b

Item No.	Page 4	
20	a	b
21	a	b
22	a	b
23	a	b
24	a	b
25	a	b
26	a	b
27	a	b
28	a	b
29	a	b

PREVIOUSLY COPYRIGHTED MATERIAL,

IN APPENDIX E, LEAVES 177 TO 183,

NOT MICROFILMED.

TENNESSEE SELF-CONCEPT TEST

BY WILLIAM H. FITTS,1964.

NASHVILLE, TENNESSEE. COUNSELOR RECORDINGS AND TESTS, 1965.

APPENDIX F

MEANS FOR

TENNESSEE SELF-CONCEPT SCALE

Score	Mean
Total Positive	345.57
Identity	127.10
Self Satisfaction	103.67
Behavior	115.01
Physical Self	71.78
Moral-Ethical Self	70.33
Personal Self	64.55
Family Self	70.83
Social Self	68.14

TABLES

APPENDIX G

APPENDIX G

TABLE 34

ANOVA Summary Data for TSCS Total Self Concept Scores

Five Groups

Source	df	M.S.	F-Ratio	Probability
A (Group)	4, 31	1357.6	.577	.681
B (Time)	1, 36	2109.4	13.934	.000*
AB (Interaction)	4, 31	245.6	1.622	.193

*P < .05

TABLE 35

ANOVA Summary Data for Self Criticism Subscales

of Self Concept Scores - Five Groups

Source	df	M.S.	F-Ratio	Probability
A (Group)	4, 31	32.571	.432	.784
B (Time)	1, 36	.838	.089	.767
AB (Interaction)	4, 31	13.319	1.411	.253

TABLE 36

ANOVA Summary Data for Identity Subscale of Self Concept Scores

Five Groups

Source	df	M.S.	F-Ratio	Probability
A (Group)	4, 31	170.64	.931	.458
B (Time)	1, 36	145.86	4.628	.039*
AB (Interaction)	4, 31	29.37	.932	.458

P < .05

TABLE 37

ANOVA Summary Data for Self Satisfaction Subscale

of Self Concept Scores - Five Groups

Source	df	M.S.	F-Ratio	Probability
A (Groups)	4, 31	159.19	.352	.840
B (Time)	1, 36	382.11	9.055	.005*
AB (Interaction)	4, 31	30.62	.726	.581

P < .05

TABLE 38

ANOVA Summary Data for Behaviour Subscale of Self Concept Scores

Five Groups

Source	df	M.S.	F-Ratio	Probability
A (Group)	4, 31	165.58	0.491	.742
B (Time)	1, 36	204.15	4.708	.037*
AB (Interaction)	4, 31	42.70	.985	.430

*P < .05

TABLE 39

ANOVA Summary Data for Physical Subscale of Self Concept Scores

Five Groups

Source	df	M.S.	F-Ratio	Probability
A (Group)	4, 31	62.29	.628	.646
B (Time)	1, 36	207.18	16.214	.000*
AB (Interaction)	4, 31	10.35	.810	.528

*P < .05

TABLE 40

ANOVA Summary Data for Moral-Ethical Subscale of Self Concept Scores - Five Groups

Source	df	M.S.	F-Ratio	Probability
A (Group)	4, 31	73.08	.421	.792
B (Time)	1, 36	45.33	4.947	.033*
AB (Interaction)	4, 31	27.99	3.055	.031*

*P < .05

TABLE 41

ANOVA Summary Data for Personal Subscale of Self Concept Scores Five Groups

Source	df	M.S.	F-Ratio	Probability
A (Group)	4, 31	109.52	1.069	.388
B (Time)	1, 36	101.70	13.147	.001*
AB (Interaction)	4, 31	14.82	1.916	.132

*P < .05

TABLE 42

ANOVA Summary Data for Family Subscale of Self Concept Scores

Five Groups

Source	df	M.S.	F-Ratio	Probability
A (Group)	4, 31	72.505	.603	.663
B (Time)	1, 36	27.291	3.900	.057*
AB (Interaction)	4, 31	13.422	1.918	.132

*P < .05

TABLE 43

ANOVA Summary Data for Social Subscale of Self Concept Scores

Five Groups

Source	df	M.S.	F-Ratio	Probability
A (Group)	4, 31	64.761	.589	.673
B (Time)	1, 36	88.770	4.470	.042*
AB (Interaction)	4, 31	17.410	.877	.489

*P < .05

TABLE 44

ANOVA Summary Data for Rotter Internal-External Locus of Control Scores - Five Groups

Source	df	M.S.	F-Ratio	Probability
A (Group)	4, 31	33.430	1.219	.322
B (Time)	1, 36	12.455	2.398	.131
AB (Interaction)	4, 31	2.453	.472	.755

Individual Assessment Form

Name ____________________

Date ____________________

Directions: Rate yourself for each of the following skills areas using a 1 to 5 scale where the scale means the following:

Ratings: 1. You have no experience of any kind with this skill area nor do you have any clues from past reading experiences of how to proceed.

2. You have no personal experience in this skill area but you have read about it and have some idea of what to expect.

3. You have had some exposure to this skill area and feel you know enough of the fundamentals to be able to carry through, especially if others were around doing the same thing with whom you could check yourself.

4. You feel confident enough about your skill level in this area that you feel you could carry out a reasonable job with it on your own or in a small group situation without further instruction.

5. You would feel competent and confident enough in this skill area to teach others the fundamentals of the skill

This information is essential to the leadership team of this course as it is one of the means by which we get the necessary feedback from/about you that enables us, first, to tailor the course to fit your needs, and second, to have information in this area when we form the small group structure.

This information is not used for grading purposes in this course. We want honest, straight forward information -- no false modesty nor inflated ratings designed to impress -- because this enables us to deal more effectively with the skills we present and to know more effectively where you are starting from as you begin this course.

* *

Skills	Ratings 1	2	3	4	5
1. Controlling body climate in an outdoor setting					
2. Your mental reactions when under physical stress					
3. Basic Canoe Paddle Strokes a. from Bow b. in the Stern					
4. White Water Paddle Strokes a. from Bow b. in the Stern					
5. Canoe/Person Rescue Mechanics on a river					
6. Organizing, packing and storing gear for a canoe trip					
7. How to cross rivers safely when on foot					

8. How to walk safely on steep slopes, rock, snow, ice, timber
9. Finding your way through an unknown area
10. Ability to use a topographical map to locate yourself and find your way around
11. Ability to use a compass to find your way around
12. Orienteering Ability and Skills
13. Level of First Aid competence
14. Experience in accident/crisis situations
15. Judgment of risk in dangerous situations
16. Ability to recognize food plants and poisonous plants
17. Recognition and dealing with animals in the bush
18. Recognizing and dealing with problem insects and other small animals in the bush
19. Ability to make/light a fire under any conditions found
20. Selecting, packing and organizing equipment for back-packing
21. Menu planning, purchasing and packing for outdoor activities
22. Selection, maintainence, and leaving campsite when in the bush
23. Campfire cooking
24. Making a shelter when without a tent
25. Basic knots (5)
26. The elements of survival
27. Campfire skills: singing to stories, to skits
28. Outdoor Arts and Crafts skills
29. Nature appreciation sessions
30. Accurately describing people's behavior
31. Being able to do Perception Checks
32. Accurately describing feelings
33. Being able to paraphrase
34. Demonstrating leadership skills in any group setting
35. Demonstrating leadership skills in bush conditions

APPENDIX I

Individual Assessment Form Results

37 Items
Total Possible Score High = 185
Low = 37

N = 17 Male n = 7
Female n = 10

Name	Age	Sex	Group	A Pre	B Post	C Gain	D Group Gain	E Leader Assessment Post	F Difference B-E
TG	50	M	1	151	161	10		156	5
SM	31	F	1	118	134	16	$\xi C = 180$	132	2
DN	18	M	1	102	136	34	$\bar{x} = 36$	125	11
LG	22	F	1	84	158	74		139	19
LS	19	F	1	74	120	46		114	6
NH	18	M	2	156	161	5		161	0
KV	21	F	2	123	155	32	$\xi C = 95$,	127	28
JG	30	M	2	96	120	24	$\bar{x} = 23.7$	124	-4
DW	18	F	2	98	132	34		113	19
DD	19	F	3	122	146	24		141	5
LM	22	F	3	86	111	25	$\xi C = 179$	112	-1
ML	19	M	3	66	139	73	$\bar{x} = 39.7$	114	25
JS	19	F	3	117	154	37		124	30
TP	19	F	4	99	130	31		118	12
MR	18	M	4	124	154	30	$\xi C = 139$	137	17
EJ	26	M	4	94	141	47	$\bar{x} = 34.7$	112	29
WP	19	F	4	116	147	31		141	6

Age $\bar{x} = 22.8$ $\xi A = 1826$ $\xi B = 2399$ $\xi D = 5.19$ $\xi E = 2190$

$\bar{x} = 107.4$ $\bar{x} = 141.1$ $\bar{x} = 34.8$ $\bar{x} = 128.8$

APPENDIX J

Personal Log

The personal log of the trip will help you become more aware of interactions taking place involving the environment, program elements, the group and you. At the end of the course you will be asked to meet with the course instructor to discuss the experiences based on your log. Your log should be kept every day, be treated as your own private property and is not to be shared.

Each day you will fill out two pages for the day. The one on the left should involve the environment, program elements and the group; the one on the right your own response and feelings. A sample of structure is as follows:

Page 1	Page 2

Date: June 3/1977 - 10:00 p.m.

Environment - Cold/foggy 32° - 60°
1. Started with rain ended sunshine
2. Steep mountainous country on the south-eastern slope of Brazeau Range.
3. Kept to ridges for travel.

Curriculum Elements
1. How to pack - Jim, Brian
2. Map and compass work - Ron
3. Plants edible - Janet

Group Coping
a. External - our group was the first on the trail this morning. Everyone did their job, even Joe for the first time today.

b. Internal - We are still having problems learning to arrive at a consensus for action. Everyone thinks their's is the only way to do things.

Self
1. External - Made my first fire today without paper. Even started fire in the rain with flint and steel.

2. Internal - Felt better today, my blisters are beginning to heal. Had a great feeling of accomplishment over the fire building. My group felt good that I could do it and I guess that makes me feel good.
- The sunset was unbelievably beautiful tonight--think I am beginning to understand this one-with-nature bit.
- Felt like hitting Jim over the head with the frying pan when he accidentally kicked dirt on the eggs. He doesn't pay attention to where he puts his big feet.