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Maurice Flurie III

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PARTICIPANT FEELINGS AND VIEWS OF THE IDPEL LINSLY CENTER
ADVENTURE PROGRAM AND ITS EFFECT ON SELF-EFFICACY AND
PERSONAL LEADERSHIP DEVELOPMENT

by

Maurice E. Flurie, III

Submitted in partial fulfillment of

The requirements for the degree

Doctor of Education

Interdisciplinary Doctoral Program for Educational Leaders

School of Education

Duquesne University

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by

Maurice E. Flurie, III

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Abstract

Since 1993 Duquesne IDPEL cohort participants begin their educational journey by participating in the Professional Seminar (Pro-Sem). The initial portion of the Pro-Sem is currently held at the Linsly Outdoor Center (LOC). At Linsly participants are involved in several experiential based simulation experiences. The purpose of these experiences is to encourage dialogue and to build Cohort teamwork (Duquesne University, 1996). This study was compelled by the findings of Brufee (1999) and Vygotsky (1978) that social interaction allows the learner to gain knowledge more rapidly. A Heuristic phenomenological case study method was used in this study of the learning experiences of 23 IDPEL Pro-Sem participants at Linsly. Data collection involved post-activity surveys, post-activity audio taped interviews, participant journals, and video journals. The questions answered in the study were: (1) What specific activities did participants in the experience believe had, or will have, the greatest positive impact on their self-efficacy as leaders? (2) What emotions, thoughts and feelings did participants describe experiencing during the activities that initiated the cohesion of IDPEL cohort and advisory group members? (3) What specific activities and experiences did participants identify as having the greatest long-term and short-term emotional impact? The results of the study indicated that scaffolding the level of physical and emotional challenges influenced the value of the experience for the participants. The group reflection times were identified as having a profound effect on participants' feelings of self-efficacy and group cohesion. Finally, the study findings indicated a developmental framework of leadership that suggests a stage of leadership between the transformational and

transcendental stage suggested by Sanders et al. (2003). The “Inspirational Leader” describes the transitional stage when the individual moves from a motivational focus of the transformational leader, to a spiritual focus of the inspirational leader, and eventually the faith focus of the transcendental leader. This “Inspirational” stage is when the student/leader gains an understanding and desire to lead in another dimension. Spiritual leadership emphasizes a high interest in ethics, relationships and the balance between work and self (Wolf, 2004). Students of leadership recognize how critical spiritual intelligence is for exceptional leadership (Rogers, 2003).

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CHAPTER I

INTRODUCTION

Adventure Education and Leadership Development

Leadership Training in an Outdoor Environment

At first blush one may ask how could corporate or educational leadership skills be developed in an outdoor environment. In popular literature the term “corporate jungle” has been used to describe the challenges faced by individuals in the modern business environment. This figurative term describes human interactions not the actual physical location. So why has the discipline of experiential education adopted mountains, deserts, and rivers as the classroom of choice to train leaders? Is it simply to be away from the office and cubicles where many leaders work and therefore the “outdoors” is a welcomed change of scenery? Are the leaders better able to learn or be trained because they are away from the pressures of their regular work environments? Does the wilderness environment provide a unique set of stressors that better prepare the leader for the pressure in their professional life?

I overheard a question posed by a school administrator as he stood at the bottom of a rock climbing challenge preparing for a second attempt on the route he failed to conquer 30 minutes before. He asked the instructor, “How will my losing more skin on this rock help me be a better principal.” The instructor, showing little emotion, gazed at him directly and said, “I have done my job well when you are able to answer your own questions. But I will give you a hint, you will learn more by examining the essence of the experiences than the individual skills and tasks.” The administrator looked puzzled as he

tied the belay rope into his climbing harness. The belay rope is attached to a climber during climbing or rappelling activities, then tied to a partner after running through a braking apparatus. Its purpose is to protect the climber in case of a fall. He shook his head as he started to climb. The instructor looked at me and asked if I thought the principal understood. I said I did not think he did, but I believed he would enjoy the journey required to find the answer for himself. The principal did not yet understand he had just been given a definition of experiential learning. As the researcher in this study, through personal experience, I have come to believe the very essence of experiential education leadership development programs is self-discovery. One question that begs to be answered is how leaders view the effect of these adventure-based learning experiences on their development as leaders. This will also be examined through the Chapter 2 review of literature. In conjunction with this, is to have participants identify those activities they feel are of most benefit to their personal leadership development. Finally, since many experiential, adventure-based learning programs are used to assist team building and group cohesion, one must question if there is in fact a perceived change in the groups behavior and individual attitudes towards each other among the groups participants. Proponents of one of the leading programs in the adventure-based learning industry, Outward Bound, believe they can accomplish this personal growth and group cohesion through a properly designed program (Outward Bound, 2002).

Origins and Practices in Experiential Education

The principal's question may seem legitimate to those unfamiliar with experiential learning. Experiential education is defined as a process through which the

learner constructs knowledge, skill and value from direct experience (Association for Experiential Education, 2003). In short, the learning is based on the student's experiences more than information provided by a teacher. The learner is an active participant rather than a passive receiver of knowledge. John Dewey (1959) believed an educational experience is when the material experienced runs its course to fulfillment. His feeling was that when a piece of work is finished in a way that is satisfactory, it's close is a consummation and not a cessation. Adventure-based wilderness education programs are grounded by this philosophy. One of the best known of the 20th and 21st century's adventure-based experiential education programs is Outward Bound.

Kurt Hahn developed this first and most recognized adventure education program in 1941. During World War II German U-boats were sinking British merchant ships, and sailors waiting for rescue were fighting frigid water. Puzzlingly, the survival rate among young, presumably more fit sailors was much lower than among older seamen.

Sir Lawrence Holt, owner of the Blue Funnel Line, called upon his friend and well-known progressive educator Kurt Hahn to uncover the reason for the discrepancy and rectify it. Through his analysis Hahn determined the problem was lack of confidence, not a shortage of skill or equipment. In Aberdovy, Wales, he established a program of progressively rugged challenges to help the young recruits develop the internal fortitude and confidence necessary to survive harsh physical challenges. Hahn explained that through achievement, young sailors learned they possessed "far more than they knew" and began to rely on themselves (Outward Bound, 2002, p. 2).

The program was an immediate success as measured by the increased survival rate of the Hahn trained recruits (Outward Bound, 2002). Holt named the program “Outward Bound” after the nautical term that refers to the moment when a ship leaves homeport bound for the open ocean. The standards and practices of Outward Bound are the model for most other experiential, adventure education programs.

Outward Bound-type programs have been used for decades to instill the same sense of confidence and competence in teens and young adults. Wilderness education experiences have been, and are being used to help individuals with mental illnesses from schizophrenia to depression. Recently such programs have also been embraced by the business community as a method to build team unity and employee self-concept. Similar programs have also been viewed as a method to identify and develop leadership skills in participants. Many people have participated in “ropes courses” to build confidence and team unity within organizations with which they have been associated.

A ropes course is a challenge activity or series of activities that use ropes, cables and other climbing activities to encourage teamwork and/or personal challenges in the participants. The courses are usually designated “low ropes”, characterized by activities that are a few inches to a few feet above the ground, or “high ropes” where the activities are undertaken at heights from a few feet to 50 feet or more above the ground. With the expansion of these programs into venues well beyond the training and development of young men for nautical and military service, one must investigate the effectiveness of wilderness education activities and what participants gain from these experiences.

Studies of adventure-based experiential education programs have examined the physical component (Gerdes, 2001), educational influences (Bogner, 1998; Stevens & Richards, 1992), perceptions of nature (Haluzá-Delay, 2001), environmental influences (Palmberg & Karu, 2000), moral development (Newton, Sandberg & Watson, 2001) and self-concept (Benson, 2002; Garst, Scheider, & Baker, 2001; McDonald & Howe, 1989; O’Dea & Abraham, 1999; Harris, 2000). Several studies of non-adult participants focused on one of three specific areas, namely: is there a long-term impact on the self-perception and/or self-confidence, specific leadership skills and/or moral reasoning of individuals completing experiential-based wilderness education experiences? While these studies involved populations outside the range of those in this study, their examination will provide information on the effect of adventure based programming on the skills, attitudes and experiences of participants in programs broadly similar in design and focus.

Garst et. al (2001) described many constructs that have been used to define self, including self-esteem, self-concept, and self-perception. Harris (2000) also examined self-concept of British children in a residential adventure program and found the benefits extended up to three months after the program ended.

Hobbs and Spencer (2002) examined specific adolescent leadership behaviors and skills. They attempted to quantify the impact of a Wilderness Education Association Wilderness Stewardship course on students’ leadership development. The twelve students in the study completed the Leadership Skills Inventory (LSI) (Hobbs and Spencer 2002), before and after a two-week course. The course included ten days of field experiences in camping, hiking, and canoeing. Each student assumed the leadership role in the group for

one day. This included planning and communicating the day's activities, teaching lessons and helping in the group debriefing at the end of the day. The participants were required to keep journals and mention decisions made throughout the day, and complete peer and self-assessments. While all nine categories of the LSI showed an increase from pre-test to post-test, the changes were only significant for four categories: fundamentals of leadership, speech communication skills, character-building skills, and group dynamic skills.

A third area that could be argued as significant to leadership development is moral and ethical reasoning. Smith, Strand and Bunting (2002) investigated the impact of a 15-week outdoor experiential education program on the moral reasoning of college students. The students demonstrated significantly improved moral reasoning ability. The researchers postulated even though improved moral reasoning was not a stated objective, the outdoor experiential education students, reflection, critical thinking, problem solving and adherence to a full value contract, did enhance their level of moral reasoning. The nature of outdoor experiential education programs seems well suited to positively influence moral and ethical reasoning (Smith, et al, 2002).

While many experienced practitioners believe in the benefit of wilderness education programs there are many areas of study in which substantial empirical research is lacking. The field of experiential education can benefit greatly from sound analysis of the common practices and their respective impacts on participants skill development. Priest (2001) explained the need to evaluate the field of experiential education so the professional image and educational efficacy of experiential education will not be placed

at risk. While evaluation is very important, quality research to prove if a practice is effective in generalized situations is also recommended (Priest, 2001). One could argue that Priest's 2001 delineation is just a matter of semantics. In fact, it could be said that both research and evaluation serve the same purpose, namely, program improvement. It is logical that the examination of specific components of experiential wilderness activities will help determine which activities best develop leadership skills. Also, this will help to establish the specific skills that are determined key to effective leadership.

Statement of Problem

Adventure-based experiential education programs are very popular as a method of leadership development and management team building. The limited empirical research in this area, as previously mentioned, may be preventing the field from receiving the same respect as other educational disciplines. What literature is available to the practitioner is usually based on studies of adolescents or college-age populations (McDonald, R., & Howe, C., 1989; Garst et. al 2001; Hobbs & Spencer, 2002). Those focusing on adult populations usually involve those placed in such programs for therapeutic reasons or as a treatment options for emotional health issues (Berman, 2002). The study of adventure education programs focused on the leadership development experiences of adult learners is greatly needed. The proliferation and popularity of these programs for the purpose of leadership development compels this study. More importantly, the examination of the thoughts, feelings and perceptions of participants during and after outdoor education programs will be crucial to effective program design. Self-analysis and reflection during adventure-based experiences is used in many

programs but is rarely used to gauge program effectiveness (Priest, 2001). Most journaling is for the benefit of the participant not the program designers or course instructors. Therefore a qualitative approach using journaling as one method of data collection will benefit the fields understanding of the immediate impact of these programs on participants' leadership development.

In August 2000, I had the opportunity to participate in an Outward Bound course designed for education leaders. Again in July 2001, I was involved in the Duquesne University, IDPEL program at Linsly Outdoor Center (LOC). Both experiences were physically challenging and provided environments that fostered and encouraged personal reflection and introspection. The LOC experience placed all participants into exercises that permitted individuals to be leaders, followers and observers depending on the individual's expertise or level of comfort with the specific activity. The LOC program, as part of the Professional Seminar, while not as physically demanding as a typical Outward Bound course, still challenges participants to face fears, expand personal comfort levels and stretch the emotional and physical expectations of themselves. I felt both experiences had profound impacts on my ability to lead and work with others. I observed and witnessed the intense emotional experiences cultivated in these adventure-based programs.

My overriding question is, "Why?" What is involved in adventure-based programs that cause them to be such emotional experiences for participants? More importantly, what significant experiences during an experiential education adventure-based program influence participant's perceptions of self-efficacy as leaders? The

answers to these question will help program developers organize activities to encourage the development of leadership skills, self-efficacy, and group cohesion. This will also expand the theoretical knowledge base of how adult leaders learn and the value of adventure-based programs in the professional development. If adventure-based programs are to continue to expand and become increasingly refined in their design and focus then researchers must become more focused in their search for answers to specific program design questions.

Research Questions

What specific activities do participants in the IDPEL Linsly Outdoor Center experience believe have, or will have, the greatest positive impact on their self-efficacy as leaders?

What emotions, thoughts and feelings do participants describe experiencing during the IDPEL Linsly Outdoor Center activities that initiate the cohesion of IDPEL cohort and advisory group members?

What specific activities and experiences of the Linsly Outdoor Center experience do IDPEL Pro-Sem participants identify as having the greatest long-term and short-term emotional impact?

Organization of Study

During the time of the study the researcher followed, and participated with, the IDPEL Pro-sem participants in the Linsly adventure-based program. Twenty-three individuals participated in the Linsly Pro-sem program. Program participants in Linsly Pro-sem experience were not required to participate in the study. They were informed

there would be no academic repercussions or retribution towards non-participants in the study. For clarification purposes in this narrative, Linsly program participants who chose to participate in the study will be referred to as study participants or participants.

Data collection involved post-activity surveys, post-activity audio taped interviews, participant journals, and video journals and researcher notes. All study participants were involved in the post-activity survey completion and journal writing. Four selected study participants were chosen to participate in video journaling and the semi-structured audio taped interview. Additionally four study participants were chosen to participate in the semi-structured audio taped interview. The data collection focused on the study participant's feelings about and opinions on the value of the various aspects of the LOC adventure education experience and the resultant impact on their self-efficacy as leaders.

At the completion of the LOC experience the researcher meet with all program participants, explained the study and supplied written consent forms to all program participants via the Consent to Participate in a Research Study form. Written consent forms were collected from all program participants who choose to participate in the study. As stated earlier, participation in the study was voluntary and for clarification purposes, Linsly program participants who choose to participate in the study will be referred to as study participants or participants. Each study participant was assigned a specific identification number. All data collection instruments (i.e. post-activity surveys, semi-structured audio taped interviews, copies of written journals and video journals) were assigned an identification number to match the instrument to the individual

participant so responses could be analyzed in a manner to provide participant confidentiality. Since the investigator was involved in the activities the participant's individual video journal could not be analyzed with the same degree of confidentiality as the other data collection instruments and methods were afforded. The investigator knew the identity of each video journal respondent during data analysis. While the identity of the study participants who completed the video journals was known to the researcher, all information contained in the video journals was confidential and information used in the study was disguised or deleted from written text to provide confidentiality to study participants.

Audio taped interviews were transcribed for analysis by a professional legal stenographer. The individual providing the transcription services signed an affidavit stating no information from the interviews would be revealed to anyone other than the researcher. Any terms or statements, which could be used to identify any study participant, were be omitted from or disguised in the transcribed text to provide participant confidentiality. For the duration of data analysis time period, all videotapes, completed surveys, audiotapes, and written materials, were stored in a locked cabinet. The researcher was the only individual with access to locked storage cabinet. Upon completion of the study all written surveys, audiotapes, and copies of written journals will be destroyed. Originals of written journals and video journals will be returned to the individual participants or destroyed at the individual study participant's request.

The specific questions answered in the study are: First, what specific activities did participants in the IDPEL Linsly Outdoor Center experience believe had, or will have, the

greatest positive impact on their self-efficacy as leaders? Second, what emotions, thoughts and feelings did participants describe experiencing during the IDPEL Linsly Outdoor Center activities that initiated the cohesion of IDPEL cohort and advisory group members? Finally, what specific activities and experiences of the Linsly Outdoor Center experience did IDPEL Pro-Sem participants identify as having the greatest long-term and short-term emotional impact?

Through the analysis of participants' written journals, video journals, researcher observations, and interviews the researcher attempted to draw out the essence of the leadership self-efficacy gained through the IDPEL Pro-Sem Linsly experience. The Heuristic form of phenomenological inquiry was used. This is due to the Heuristic method bringing the personal experience and insights of the researcher into the phenomenon being studied. Data was analyzed for emergent themes and were guided by the leadership principles culled from the literature review.

Definition of Terms

Adventure Education – a form of experiential education in which the course or program takes place in an outdoor setting and contains learning activities that involve an element of perceived or actual physical and/or emotional risk to the participant.

Case Study – a form of qualitative research that can be defined in terms of the process of conducting the inquiry (that is, as case study research), the bounded system or unit of analysis selected for the study (that is, the case), or the product, the end report of the investigation.

Experiential Education - a process through which the learner constructs knowledge, skill and value from direct experience

IDPEL – Interdisciplinary Doctoral Program for Educational Leaders – a Doctor of Education program within the School of Education, Duquesne University, Pittsburgh, Pennsylvania.

Journal - a written record of personal feelings, reflections and events produced by an individual.

Phenomenology - a school of philosophical thought that underpins all of qualitative research, and is based on the assumption that there is an essence or essences to shared experience.

Pro-Sem – (Professional Seminar) - The initial educational activity and the final selection criteria for IDPEL. Held at Linsly Outdoor Center and Duquesne University. The activities include scholarly academic reading and writing as well as adventure-based experiential education activities. The activities include group initiatives in orienteering experiential-based problem solving, group discussions and low-ropes challenges. Also included are individual high-ropes initiatives and reflective journal writing.

Semi-structured Interview – an interview format in which the interviewer has a basic format for questioning but may adjust or change questions based on interviewee responses.

Structured Interview – an interview format in which questions are scripted and the interviewer does not deviate from the prepared script during the interview process.

Video Journal – similar to written journals except an audio and video recording device is used to record participants verbal comments and physical actions.

Limitations of Study

The finite number of participants in one IDPEL cohort studied limits the generalizability of the study. The physical limitations of research in an adventure-based environment limited the time allotted and methods used for data collection. The physical demands of adventure-based education experiences limited participants desire to provide data to the researcher via interviews, journals and surveys.

CHAPTER II

LITERATURE REVIEW

Introduction

The first section of this chapter will describe the philosophy of the Duquesne University School of Education, Department of Foundations and Leadership, Interdisciplinary Doctoral Program for Educational Leaders (IDPEL), with a concentration on the Professional Seminar and related activities at the Linsly Outdoor Center (LOC). In the second section the analysis will focus on adult learning theory. This will inform the reader on the mechanisms of learning by adults in many domains, but emphasis will be on experiential methods. The third section will investigate reflexive learning and journal writing. This area of study will provide a foundation for subsequent sections on research practice and the specific methodologies used in this study. A vital question I attempted to answer in this study is what “learning” the participants in the IDPEL Pro-Sem LOC experience identified as being crucial to their development as leaders. In addition the study examined participants reflections on which components of the experience participants felt best contributed to this learning. The fourth section of this chapter will review the literature about the principles of experiential education as they relate to adventure-based programming. Much of the emphasis of this section will be on the founding principles established by Outward Bound and subsequent programs of similar design and focus. The next section will examine the qualities of leaders and the research identifying the behaviors, personality traits and interpersonal skills of leaders. This section is followed by a review of selected literature on spiritual leadership. This section

will define spiritual leadership and identify the beliefs, traits and behaviors of spiritual leaders, as well as routine practices in spiritual organizations.

The seventh section of the chapter will review research on the common practices of adventure education as they relate to leadership development in various populations, such as teens, adults and college students. When applicable the participants' feelings about the associated activities will be discussed. This will provide a framework for the analysis of the IDPEL Pro-Sem Linsly experience. The eighth section on self-concept and self-efficacy are included since these concepts are the central area of focus of this study and a designated area of focus in the reflexive learning activities at the LOC. This will enable the researcher to understand the specific areas of "self" identified by adult leadership program participants in the study.

An analysis of the methodologies used to examine and evaluate adventure education programs involving various populations will follow the section on self-concept, self-efficacy. This review enabled the researcher to select research strategies appropriate for the IDPEL Linsly experience. The final section of this chapter will discuss case studies, phenomenology and heuristic inquiry as the methods of data collection and analysis for this study. Qualitative research on adult leaders in adventure education programs is quite limited. For this reason final statements will outline the procedures used for the literature search related to the study.

The Duquesne University School of Education, Department of Foundations and Leadership, Interdisciplinary Doctoral Program for Educational Leaders Professional

Seminar History and Philosophy

In 1991 a number of practicing educational leaders approached members of the faculty and administration of Duquesne University to discuss a need for a different program for the preparation of school leaders. They emphasized the desire that the program be structured to facilitate participation by employed administrators.

A design team was established, composed of superintendents, principals, and supervisors, along with faculty from Duquesne University. The result was an innovative program conceptualized as being organized by strands (combinations of coursework, research, and practical experiences focused on common themes of study), carried forth in cohort groups, based on practical experiences, housed in a unique time frame, and coupled with a new definition of “faculty” (Duquesne University, 2000). The program is known as the Interdisciplinary Doctoral Program for Educational Leaders (IDPEL).

The programs focus is evident in the IDPEL mission statement that says:

The Mission of the Duquesne University Interdisciplinary Doctoral Program for Educational Leaders is to develop educators who have the vision, the commitment to research and achievement, and the skills to move the American educational system to prominence in tomorrow’s world. This will be accomplished through an innovative partnership program linking competence and the learner, university faculty, practicing

educational administrators, and community leaders (Duquesne University, 2004).

Since the first cohort assembled at Duquesne in 1993 IDPEL participants begin their educational journey by participating in the Professional Seminar (Pro-Sem). The initial portion of the Pro-Sem is currently held at the Linsly Outdoor Center (LOC). Linsly Outdoor center was developed through a cooperative effort of the Linsly School, a private, non-profit coeducational college preparatory school located in Wheeling, West Virginia, and the Pennsylvania Department of Environmental resources. It is located in the beautifully wooded Raccoon Creek State Park in western Pennsylvania. The Linsly facility is a comfortable but somewhat Spartan facility that provides two single-sex sleeping dormitories furnished with cots and indoor showers. Linsly utilizes a philosophy known as Challenge by Choice. Individuals are expected to participate in some facet of each activity, to the point where they feel personally challenged. This philosophy allows the individual to be successful on a personal level, while enabling the group to complete its goals. Participants are free to share ideas and attempt challenges with support from the group. Utilizing the group's strength, success becomes attainable where before thought to be impossible (Linsly, 2003).

The second portion of the Pro-Sem is classroom based and is held on campus at Duquesne University, Shippensburg University or Mercyhurst College, depending on the Cohort's off-site cooperative affiliation. The days between Pro-Sem sessions are utilized for focused writing assignments, inquiry team organization, and mentor consultations

(Duquesne University, 2000). The Pro-Sem is the final admission requirement for acceptance into IDPEL's Community of Scholars (Duquesne University, 2000).

The cohort members assemble at Linsly for four days in July. During the Linsly experience participants are involved in several experiential based simulation experiences. The stated purpose of these experiences is to encourage dialogue and to build Cohort teamwork (Duquesne University, 1996). The Linsly Outdoor Center Pro-Sem activities include group initiatives in orienteering (map reading, compass usage and navigation), experiential-based problem solving (physical outdoor activities in which participants find solutions to pre-designed problems that encourage teamwork and planning), group discussions and low-ropes challenges (group and individual physical activities that are a few inches to a few feet above the ground). Also included are individual high-ropes initiatives (individual physical activities are undertaken at heights from a few feet to 50 feet or more above the ground) and reflective journal writing. The Pro-Sem activities are modeled after Linsly's Pinnacle performance program. The Pinnacle performance program is built on the belief that a company, to move forward, must start with a unified vision, a shared purpose that empowers all involved with a sense of ownership (Linsly, 2003).

Before arriving at Linsly, cohort members are required to read several selected works of literature in the area of leadership. During the second portion of the Pro-Sem cohort members are required to submit written assignments based on the selected readings. Most of these assignments are completed collaboratively within advisement groups during the previously mentioned interval between the Linsly experience and on-

campus class meetings. The advisement groups are small cohort sub-groups of 4 to 7 members who work together on group projects, throughout the three years of coursework, under the guidance of a faculty advisor. A structured interview is administered to all cohort members to gain insights into each member's dominant leadership behavioral and attitudinal styles (Henderson, 1995). Individual results from the interview are distributed to each member before the completion of the Pro-Sem. This interview is used to help cohort group advisors and the program director, in combination with the Pro-Sem adventure activities, divide cohort members into smaller advisory groups.

The experiential adventure-based experiences of the Pro-Sem Linsly program were the specific focus of this study. As stated earlier in this chapter, these initial activities established the framework for dialogue among cohort members and emphasize the leadership and teamwork aspect of the IDPEL Community of Scholars philosophy.

Adult Learning Theory

Duquesne University's School of Education, Department of Foundations and Leadership, Interdisciplinary Doctoral Program for Educational Leaders (IDPEL) draws its students from working professionals employed as principals, supervisors, and other administrators (Duquesne, 2000). For this reason, the examination of how adults learn is vital.

Cognitive development refers to the change in thinking patterns as one grows older (Merriam and Caffarella, 1999). The fact that adult thinking patterns and learning are different than those of childhood prompts the study of adult learning as a unique discipline. The foundation to learning is memory (Vygotsky, 1978). The content of the

thinking act in the child is determined not so much by the logical structure of concepts but rather the concrete recollections of past experiences (Vygotsky, 1978). This concrete thought is the framework for the child but by adolescence a change occurs in the learning process of the individual. “For the young child, to think means to recall; but for the adolescent and adults, to recall means to think” (Vygotsky, 1978, p. 51).

The essence of human memory is the fact that human beings actively remember with the help of signs. An example would be tying a string around ones finger to remind one’s self of a future task. Heidegger (1968) describes thinking as a journey without a specific path or destination that dwells in memory. “Thinking itself is a way” (Heidegger, 1968). The signs or experiences are the basis for this journey (Heidegger, 1968). The importance of these statements is not so much the philosophical principles of learning but rather the authors’ establishment of learning as a process that is different for adults due to their individual collection of life experiences. This accumulation of experiences and the ability of the adult learner to use them to frame learning is vital to the experiential education process.

Dewey (1938) emphasized the connection between life experiences and learning in his book *Experience and Education*. He believed all genuine education comes through experience. He also states that for learning to happen through experience, the experience must exhibit the two major principles of continuity and interaction. The principle of continuity of experience means that every experience both takes up something from those which have gone before and modifies in some way the quality of those which come after (Dewey, 1938). In other words, experiences that provide learning are never isolated

events in time. Modern scholars concur with Dewey's assertions. Merriam & Caffarella (1999) mirror Dewey's feeling in their statement, "Learners must connect what they have learned from current experiences to those in the past as well as see possible future implications" (p. 223).

Knowles, (1984) used the term "andragogy" to describe the art and science of helping adults learn. Andragogy is based on five assumptions about adult learners:

As a person matures, his or her self-concept moves from that of a dependent personality toward one of a self-directing human being

An adult accumulates a growing reservoir of experience, which is a rich resource for learning.

The readiness of an adult to learn is closely related to the developmental tasks of his or her social role.

There is a change in time perspectives as people mature-from future application of knowledge to immediacy of application. Thus an adult is more problem centered than subject centered in learning.

Adults are motivated to learn by internal factors rather than external ones.

Key to the concept is the self-directed nature of adult learning. Being self-directed also means that adult students can participate in the diagnosis of their learning needs, the planning and implementation of the learning experiences, and the evaluation of those experiences (Merriam and Caffarella, 1999). One criticism of the Knowles model is many feel it lacks consideration of organizational and social influences on adult learning. Despite its critics, many find Knowles' andragogy, with its characteristics of adult

learners, to be a helpful rubric for better understanding of adults as learners (Merriam & Caffarella, 1999). Adding the social dynamic of collaborative learning to the adult learning equation can further expand his basic principles of adult learning.

Collaborative learning takes adult learning concepts one step further by establishing learning as a process involving many individuals. Proponents of collaborative learning have identified what they feel is the key social experience that educates. This key is described as constructive conversation (Bruffee, 1999). Individuals learn by joining transition communities in which people construct knowledge as they talk and reach consensus (Bruffee, 1999). All higher functions originate as relations between human individuals (Vygotsky, 1978). The individual is then able to internalize the learning concepts. This social interaction is key to human learning process (Vygotsky, 1978). Through this social interaction or social construction the learner gains knowledge more rapidly than in isolation. Bruffee (1999) contends that students learn judgment faster in this collaborative environment faster than in an individual setting. If one accepts these statements then a logical argument could be made to support leadership education or training programs that place a strong emphasis on group experiences and learning.

Reflective Learning

Reflective practice allows one to make judgments in complex and murky situations. These judgments are based on experience and prior knowledge. The knowledge we gain through experience and the way we practice our craft is just as important as abstract or technical knowledge (Merriam and Caffarella, 1999). A key method or model of reflective practice is reflection-on-action.

Reflection-on-action involves thinking through a situation after it has happened. In reflection-on-action the learner consciously returns to previous experiences, reevaluates these experiences, decides what could have been done differently and then tries to decide what to do differently (Merriam and Caffarella, 1999). It is important to understand how adults interpret these life experiences and how they make meaning from them. Some of the most popular methods used in education and other fields are portfolio development, journal writing, and critical reflection (Merriam and Caffarella, 1999). The key to all these methods is the framing of critical observations and questions as part of the reflection-of-action process.

When an experience cannot be accommodated into a prior life structure, the transformative learning process can begin. Necessary to this leaning process is critical reflection (Merriam and Caffarella, 1999). In this case experience itself is not enough to effect transformation. The reflection on the experience is where intellectual growth occurs. Brookfield, (1987) describes critical reflection as vital to the development of critical thinking skills in adults. The final goal is to be able to integrate new ways of thinking or living “into the fabric of our lives” (p. 27).

Mezirow (1991) defines learning as a meaning-making activity: “Learning is understood as a process of using prior interpretation to construe a new or revised interpretation of the meaning of one’s experience in order to guide future action”. The process of transformative learning is anchored in life experience. Mezirow (1996, p.162) frames transformative learning theory as a vital component in reflexive and experiential learning by his statement, “The one significant commitment of adult education is to help

learners make explicit, elaborate, and act upon the assumptions and premises upon which their performance, achievement, and productivity are based” (p. 170). Development is the outcome of transformational learning, accomplished through the reflective process (Merriam & Caffarella, 1999).

Experiential Education Adventure-Based Program Principles

As described in Chapter I, Kurt Hahn during World War II developed Outward Bound, the first and still most recognized adventure education program (Outward Bound, 2002). Since the early days Outward Bound International has grown to be a worldwide institution with more than 50 schools throughout the world (McKenzie, 2003). The Outward Bound principles are the basis of many other adventure-based programs. Hahn (1960) devised a system that emphasized the “four pillars” of physical fitness, self-discipline, craftsmanship, and service.

For several years researchers have examined the outcomes that students experience as a result of Outward Bound courses. How and why those outcomes are achieved has been a less popular area of formalized study (McKenzie, 2003). The work of Walsh and Grolins (1976) is recognized as one of the most significant works in this area. It is the most thorough model of the process through which Outward Bound students learn to-date. They suggest the “learner is placed into a unique physical environment and a unique social environment, then given a characteristic set of problem solving tasks that create a state of adaptive dissonance to which the learner adapts by mastery, which reorganizes the meaning and direction of the learner’s experience” (Walsh & Grolins, 1976, p. 16). To this date this process in which students learn is

included in Outward Bound staff manuals and is the basis of understanding for adventure education.

McKenzie (2003) sought to test the validity Walsh and Grolins' theoretical model. Her study sought to answer questions of which course components contribute to positive course outcomes and which components contribute to which positive outcomes. She also sought to discover which course components negatively affect course outcomes. The final area she examined in her study was the characteristics of students and if these influence the impact of various course components and the resultant outcomes.

As a result of her research McKenzie (2003) developed an alternative model of student learning. The model expands and refines the Walsh and Golins approach. There are five key differences in the McKenzie model. The first is the inclusion of service as a key learning component. The service component that includes the solo experience and service projects were found key to the development of compassion that is identified as a key Outward Bound educational objective (McKenzie, 2003). Second, course instructors are included as a component of student learning. Instructors were not included in the Walsh and Golins model. Course instructors play a vital role in student learning and are an important addition to the instructional model. Third, the Walsh and Grolins model represents student learning as a linear progression. The McKenzie model links all course components to reflection and learning (McKenzie, 2003). This distinction is crucial for it explains that all learning is not linear and in most cases is more closely linked to personal reflection after task mastery is accomplished. Fourth, McKenzie (2003) includes descriptions under many of the terms in her model. These were not included in the Walsh

and Grolins (1976) model, but were included in their narrative. Finally, McKenzie (2003) emphasizes the interaction of course components with the learner, whereas, Walsh and Grolins (1976) focus on the reorganization of the meaning and direction of the experiences and do not see reflection on the components as leading to learning outcomes.

From these models it becomes clear that five key elements or components are vital to the development of a sound adventure education course. The components are, physical environment, social environment, course activities, service, and the instructors leading the activities. Through all these activities reflection and the resultant learning is vital to successful course outcomes.

Qualities of Leaders

Before we can examine any leadership development program we must first identify the qualities of leaders and if they can be addressed as part of a training program. In their book *Total Leaders*, Schwan and Spady (2001) set out to examine and synthesize all the current literature in the field of leadership into one comprehensive and useable leader/change model. They describe five domains of leadership. These include authentic leadership, visionary leadership, cultural leadership, quality leadership and service leadership. Perhaps more important than the five domains themselves is the common threads they use to define them. Those themes that are present in all five domains include moral foundations, core values, principles, and relationships. The concepts of moral and ethical behavior and the relationships with people seem to run throughout their book.

Kirkpatrick and Locke (1995) list several strong predictors of leaders success. They include, drive, motivation, honesty and integrity, self-confidence, and cognitive ability. These identified predictors could be considered traits of successful leaders.

Gardner (1990) list several characteristics of leaders including, physical vitality, stamina, intelligence, judgment-in-action, courage, confidence, and adaptability. While an individual may not possess all attributes the leader must be able to call on these skills in individual situations.

Kouzes and Posner (2002) describe five practices of exemplary leadership. The five practices are: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart. Underpinning all five practices is a core theme that leadership is relational. Leadership is a relationship between those who aspire to lead and those who choose to follow (Kouzes & Posner, 2002). Through surveys conducted three different times over a 15-year period they determined the leadership characteristics most admired by followers in organizations. While 20 characteristics were identified, only four received over 50 percent of the votes on each and every survey. The four identified characteristics are honest, forward-looking, competent, and inspiring.

When examining the characteristics, traits and predictors of leadership and leaders a few specific themes emerge from the literature. They include moral conduct, forward-looking or visionary, intellectual competence, and motivating or inspiring to others.

Many of these traits and qualities named by the authors can be targeted in an adventure education program. The perceived growth and development in these areas was the focus of this study. The specific set of skills that emerge from the data collection

methodology described in Chapter 3, were grouped in the established broad categories of interpersonal and relational skills, visioning, ethical and moral traits, judgment, and self-confidence in the Chapter 5 discussion.

Spiritual Leadership

In our society organizations are changing, and new demands and requirements have emerged (Sanders, et al. 2004). In order for society and its organizations to meet current and future challenges, it is imperative that they begin to understand the notion of spirituality in the workplace (Sanders, et al. 2004). Command and control leadership is doomed to fail. No one can create sufficient stability for people to feel secure and safe (Wheatley, 2002). A new type of leader is needed to provide for the needs of the contributors in the modern organization. Leaders must help people move into a relationship with uncertainty and chaos. We must enter the domain of spiritual traditions if we are to succeed as leaders in these times (Wheatley, 2002).

What are these spiritual traditions? According to the Spiritual Leadership Institute the term “religion” is related to the accumulation of very specific cultural forms (Wolf, 2004). The term “spiritual” relates to a more fundamental core, which is both within and beyond religion (Wolf, 2004). Spiritual leadership emphasizes a high interest in ethics, relationships and the balance between work and self (Wolf, 2004). Students of leadership recognize how critical emotional and spiritual intelligence are for exceptional leadership (Rogers, 2003).

Wheatley (2002) outlined eight perspectives essential for spiritual leaders. They are:

Life is uncertain. Leaders help people understand that change is just the way it is. One needs to willingly move on rather than cling to old practices.

Life is cyclical. Life uses cycles to create newness. During times of chaos, we may feel devoid of meaning, totally alone. But this is the condition for rebirth, for new and stronger self to emerge.

Meaning motivates people. Leaders must create time for us to remember why we are doing our work. Most people want their work to serve a greater good, to help other people.

Service brings us joy. There is nothing equal to helping other people. The joy and meaning of service is found in every spiritual tradition.

Courage comes from our hearts. We have to engage the heart to be a courageous champion. Leaders need to open their hearts, and tell stories that open other peoples' hearts.

We are interconnected to all life. When a leader acts on this truth they notice how decisions might affect others.

We can rely on human goodness, generosity, and caring. Everyone knows there is badness in the world. In dark times we can only rely on the hope, resiliency, and love that is found in the human spirit.

We need peace of mind and acceptance. We like to be around peaceful people. Leaders need to help people work from a place of inner peace, even in turmoil. (p. 5-6)

“When we play our part in something more purposeful than our egos, we become leaders who are peaceful, courageous, and effective.” (Wheatley, 2002, p.6) When the leader realizes they are just a part of their organization, and they have a greater responsibility to the organization than to themselves, they begin to examine how they can better lead the organization. This increased sense of responsibility encourages the leader to look at more interconnected, spiritual method or style of leadership.

The logical question to be asked by the leader is how can I lead an organization from a spiritual foundation? Wolfe (2004) named three basic spiritual leadership principles. First, focus on values. The core to the spiritual leadership model is values, which guide the decisions a person makes. Embracing values such as ethics, quality, diversity, and spirituality will influence the way the executive leads the programs and processes they develop. Second, give employees an opportunity to explore and express their spirituality. The leader must emphasize the nondenominational nature of spiritual expression to provide the same opportunities for all faiths. Third, plan for and encourage community involvement. An organization that values caring for others will reach beyond its walls to help those in need. The activities should not be mandatory, but the organization should provide its members an opportunity to volunteer their time to help others.

Sanders' (2004) research validated the role that leadership plays in developing spirituality in the workplace. His research did not support the notion that spirituality leads to a higher commitment, but it did suggest that organizations should strive to understand the dynamics and implications of spirituality in the workplace. The organization's ability to maintain a competitive advantage may be a function of its ability to encourage a sense of interconnectedness and meaning among its employees (Sanders, 2004).

The exploration and study of spirituality is vital to the study of leadership. Students involved in the study of spiritual leadership recognized that developing these virtues is a lifelong journey (Rogers, 2003). They also expressed that this exploration of the spiritual dimension should be a core requirement of any leadership study curriculum (Rogers, 2003). The teacher of these skills must also demonstrate and practice these same traits. When we engage students in the questions of spirituality, we have to be authentic. The students need us to be real, to be vulnerable, to share our struggles and our questions and to be fully present (Rogers, 2003).

The Sanders et al. (2003) conceptual model (see Appendix A) explained the hierarchal relationship between transactional, transformational and transcendental theories. In the model they described the transcendental leader as one who has a high level of consciousness of the spiritual dimension, and understanding of the moral character dimension, and development of the faith dimension. They further describe leadership development in terms of a continuum from transactional theory to transcendental theory in both the locus of control and effectiveness/spirituality dimensions. They contend that as the individual moves from a transactional to

transformative and eventually a transcendental leader they move to a higher level of internal versus external control. The leader also moves from a higher level of effectiveness and spirituality. While a transcendental leader must be transactional and transformative in many dealings and activities it is their fundamental focus or style of leadership defines their place on the continuum.

Adventure Education and Leadership Development

One overriding question we must answer before we examine adventure education and its role in leadership development is can leadership be taught. This is not a new question. It has been debated for years. The writings of both Wren (1995) and Gardner (1990) have analyzed the combination of leadership development and natural instinctive leaders. Wren (1995) perhaps, puts leadership development in its proper context when he writes:

Knowing more about leadership and how the process operates permits one to realize the real end of leadership: the achievement of mutual goals which are intended to enhance one's group, organization, or society. The more that is known and understood about the process, of leadership by all who participate in it, the more likely it is that the fruits of the combined efforts of leaders and followers will yield satisfactory results. (p. xi)

The debate has shifted from the question of "are leaders born or made?" to the more practical assumption that leadership is learnable (Kouzes and Posner, 2002). Experiential and adventure education can be viewed as appropriate and valuable

educational practices for this discovery of leadership, especially to the individual participating in the leadership development program.

Leadership education often takes place within specific disciplines such as Schools of Business Administration, Schools of Education or Schools of Public Policy. However, as the study of leadership develops it is emerging as a field of its own. To be receptive to the changing nature of our world, leadership education programs may need to consider pedagogical approaches outside, or peripheral to, the traditional approaches of graduate academia (Mitchell & Poutiatine, 2001).

Moral and ethical responsibility is inseparable from business policies and practices (Ciulla, 1995). Honesty and integrity are virtues in all individuals, but have special significance for leaders (Kirkpatrick & Locke, 1995). Smith, et al. (2002) examined the influence of challenge course participation on moral and ethical reasoning. The college-age volunteers in their study were placed in structured challenges and asked to solve the inherent problem. The participants were then asked to reflect and discuss their decisions after completing their rankings of possible solutions to the problems. When compared to a control group the students who completed the course scored significantly higher on a test measuring moral reasoning. While one can question if the same moral constraints would be evident in the unstructured decision making arena of real-life settings, it is evident that practicing problem solving and critical thinking in a structured environment can lead to improvement in ethical and moral behavior (Smith, et al. 2002). Judgment of moral conduct can be subjective at best, but by the use of a specific measurement tool to assess moral reasoning, some but not all subjectivity can be

minimized. For the purpose of this study the participants' perceptions of the effect the specific LOC activities have on their personal moral development and that of their fellow participants will be examined.

There are many reasons why a leader needs self-confidence. Being a leader is a difficult job. Self-confidence plays an important role in decision making and gaining others trust (Kirkpatrick and Locke, 1995). Adventure programs have been shown to have a positive impact on the development of self-concept and self-perception of participants. Though most of these studies have involved adolescents, the analysis can be beneficial to adult program designers.

Garst, Schneider and Baker (2001) studied 58 urban adolescents identified as "at-risk" participating in 3-day outdoor adventure trips. The group had a diverse ethnic composition: Hispanic (18), White (18), African-American (13), Native American (5) and biracial (5). Observations were conducted by the principal investigator, who attended all three trips and served as a volunteer leader to develop a rapport with the trip participants, and other trip leaders. Across all three trips, a total of sixteen group leaders were asked to complete a journal for each full day of the trip (two journals per trip). Journals provided additional documentation of group interaction and the impact of trip activities on individuals and the group. A sample journal question included, "What did you notice about the group today in terms of their behaviors, actions, or communications?" At the conclusion of each trip, the leaders submitted their journals to the principal investigator, who recorded the self-perception ratings and calculated an average self-perception score for each participant. The scale was a simple Likert scale in

which participants gave themselves a numerical score. The principal investigator based on these scores selected interview participants. Three participants with the lowest averaged scores (low self-perception) and three participants with the highest average scores (high self-perception) were asked to participate in two post trip interviews. The interviews explored the outdoor adventure trip influence on self-perception and behavioral changes that subjects attributed to outdoor adventure trip participation. In this study the use of a selected, targeted sample sub-population of study participants, permitted the analysis of very specific Pro-Sem program components. This allowed the information to be gathered during the four day time period participants are immersed in activities at the Linsly site.

The results of the Garst et. al (2001) study indicated that participants' social acceptance and behavioral conduct improved after program completion. Results also indicated a positive impact on self-perception. One must ask if the same outcomes would be evident in adult populations, especially those already identified as showing leadership potential as identified by a pre-program selection process.

Adult Self-Efficacy

Self-efficacy is a context-related judgment of personal ability to organize and execute a course of action to attain designated levels of performance; whereas self-concept is a more general self-assessment that includes other self-reactions. Self-concepts do not focus on accomplishing a particular task but instead incorporate all forms of self-knowledge and self-evaluative feelings (English & English, 1958). For this study the researcher investigated participant's feelings of self-efficacy as they related to their

individual abilities as leaders. This decision was based on the selection criteria of the IDPEL program.

Perceived self-efficacy refers to beliefs in one's own capacities to organize and execute the courses of action required to manage prospective situations. Efficacy beliefs influence how people think, feel, motivate themselves, and act (Bandura, 1995). An individual's beliefs concerning their self-efficacy can be developed by four main forms of influence. Bandura (1995) termed these four forms of influence as mastery experience, vicarious experiences, social persuasion and physical and emotional status.

The first and most effective way of creating a strong sense of efficacy is through mastery experiences (Bandura, 1995). Developing self-efficacy through mastery experiences involves acquiring the cognitive, behavioral, and self-regulatory tools for creating and executing appropriate courses of action to manage changing circumstances. If an individual experiences only easy successes they will come to expect quick results and will be discouraged by early failures. A resilient sense of efficacy requires that one feels they can overcome obstacles through perseverance and effort (Bandura, 1995).

The second way of creating self-efficacy is through vicarious experiences. Vicarious experiences are provided through social models. This modeling is more than just a social standard. People seek proficient models who possess the competencies to which they aspire. By observing the way the individual behaves and thinks the observer acquires effective skills and strategies to manage demands (Bandura, 1995).

The third way to strengthen feelings of personal efficacy is social persuasion. The more people are strengthened by being verbally persuaded they have what it takes to

succeed the more they view themselves as able to succeed. The individual will be more likely to sustain effort than if he or she has self-doubts concerning their personal abilities (Bandura, 1995).

The fourth way of altering efficacy beliefs is to enhance physical status, reduce stress, and negative emotional responses. People who have a high sense of efficacy view a state of emotional arousal as energizing rather than debilitating. Physiological indicators of efficacy greatly influence health function and can affect physical strength and stamina (Bandura, 1995). A generalized belief in one's efficacy serves as a resource in fostering positive eustress perceptions instead of a negative distressing attitude (Jerusalem and Mittag, 1995).

Self-efficacy is not domain-specific or situation specific but is a traitlike general sense of confidence in ones own capabilities to master different types of demands (Jerusalem and Mittag, 1995). To build a sense of efficacy, people must develop skills on how to influence their own motivation and behavior. In such programs, they learn how to monitor the behavior they seek to change, how to set attainable subgoals to motivate and direct their efforts, and how to enlist incentives and social supports to sustain the effort needed to succeed (Bandura, 1986).

This study will examine the perceived effectiveness of IDPEL Pro-Sem LOC activities on developing and /or enhancing participants' feelings of self-efficacy as leaders. This emphasis on the participants' feelings of program benefits will inform the program designers and researcher on the related value of specific program components.

Research Practices in Adventure Education

How does one empirically measure the effect of an adventure education program on an individual's leadership style or behavior? Several researchers have employed various methods in an attempt to answer this and related questions concerning adventure education programs.

McKenzie (2003) studied participants of varied courses offered by Outward Bound Western Canada (OBWC). The participants ranged from youth and adults to female survivors of abuse and youth at-risk. McKenzie (2003) describes the methodology of the study as an exploratory case study. According to Merriam (1991), the case study approach can be used:

When description and explanation (rather than prediction based on cause and effect) are sought, when it is not possible or feasible to manipulate the potential causes of behavior, and when variables are not easily identified or are too embedded in the phenomenon to be extracted for study. (pp. 7-9)

The case study was used to ensure the inclusion of "thick description" in the results (Denzin, 1989). This type of description is important in that it captures more of the meanings that are present in a sequence of experience than "thin description" does (McKenzie, 2003). Thick description is a term from anthropology and means the complete, literal description of the incident or entity being investigated (Merriam, 1998). The data collection included a questionnaire that used a quantitative matrix that required students to indicate the impact of various course components had on several course

outcomes. The 28 course components were carefully selected to represent the components mentioned in the theoretical and research literature as potentially influencing adventure education course outcomes (McKenzie, 2003). The outcomes were selected using the same criteria. They included “self-concept” (defined as including self-confidence and self-reliance), “motivation” (defined as the desire to learn and achieve), and “interpersonal skills” (defined as including cooperation and communication) (McKenzie, 2003). Two outcomes were taken out of the matrix. They were “concern for others” and “concern for the environment” and were addressed through open-ended questions. These questions were removed from the questionnaire after a pilot test revealed the questionnaire was too long to complete (McKenzie, 2003).

From the student reported data each component was rank ordered based on its perceived impact on each of the three course outcomes. The results were also presented in frequency tables on their perceived positive and negative impact on specific course outcomes. The combination of a brief questionnaire and student interviews provided what the author described as the ‘thick descriptions’ of the learning process the (OBWC) course. For this dissertation the use of the multiple data collection instruments and semi-structured interviews permitted the same thick descriptions as described by McKenzie (2003). This was vital due to the limited duration of the LOC Pro-Sem program and the associated constraints on face-to-face interviews.

If interviews are to be used during and after the adventure experience it is crucial for the participant to have a level of trust with the interviewer/researcher. Garst et. al (2001) immersed the interviewers and data gathering procedures into the activities of the

course. The qualitative data was gathered through participant observation, leader journaling, and immediate and four-month post-trip interviews. Observations were conducted by the principal investigator, who attended all three trips and served as a volunteer leader to develop a rapport with the trip participants, and other trip leaders. The observation data provided an additional data source for triangulation with survey and interview results. In Garst et. al (2001) the authors described many constructs that have been used to define self, including self-esteem, self-concept, and self-perception. In their study, Garst et. al (2001) used Harter's (1988) definition of self-concept as being associated with nine different domains. The domains as defined by Harter (1988) include scholastic competence, athletic competence, physical appearance, social acceptance, behavioral conduct, job competence, close friendship, romantic appeal and global self-worth. The Harter (1988) construct seems to be one of the most widely recognized measures of adolescent self-concept. The authors' predominately qualitative method was driven by the belief that quantitative methods often inadvertently miss the influence of outdoor adventure programs. This is due to the fact that participants in outdoor education programs often represent a demographically diverse group of individuals so researchers are challenged to identify appropriate matching control groups.

In Garst et. al (2001) several trustworthiness procedures were used to establish reliability and validity among the qualitative data. Credibility, which is the qualitative equivalent of internal validity, was established using prolonged engagement (12 months), persistent observation (before, during and after trips), and member checking (leaders review of transcribed text, observation memos and interview responses for accuracy).

Dependability and confirmability were achieved through the use of an inquiry audit. The audit was performed by readers to examine and confirm the qualitative data analysis process, and the codes and categories that were produced.

This study IDPEL Linsly program participants enlisted the data collection methodologies of participant's reflexive journals, researcher notes, course instructor interviews, selected participant's video journals, semi-structured interviews, and surveys. Transcripts of interviews, as well as written journals were examined by the researcher. Data analysis was reviewed by third party readers to confirm the data analysis processes and product.

The literature on adventure education can be benefited by a study of the effect that an adventure education program has on adult participants. The detailed examination of the Linsly program on IDPEL participant's emotions, leadership and self-efficacy will benefit the field. Through the literature review key components and practices of experiential and adventure education programs were identified. Adult learning theory and reflective learning theory were examined. Additionally, the literature review enlightened the examination of leadership traits and behaviors and defined spiritual leadership. Finally, the analysis of the literature on qualitative research and methodologies enabled the selection of heuristic phenomenology as the appropriate research strategy for this case study. This study of the LOC IDPEL program participants, used the knowledge gained through the literature review, to identify the components identified has having the greatest positive effect on participant's leadership development and self-efficacy.

CHAPTER III

METHOD

Introduction

This is a case study on participant feelings and views of the IPDEL LOC Pro-Sem activities and their effect on self-efficacy and personal leadership development. Since the first cohort assembled in 1993, IDPEL participants have begun their educational journey by participating in the professional seminar (Pro-Sem). Participants in the IDPEL Pro-Sem LOC activities are selected based on their holding a position of leadership in their organization or aspiring to a position of leadership. The IDPEL Pro-Sem program design follows many standard protocols of adventure-based leadership development programs. The activities include group initiatives in orienteering, experiential-based problem solving, group discussions and low-ropes challenges. Participants are also involved in high-ropes initiatives and reflective journal writing.

While these activities are common practices in the adventure-education field several questions must be posed concerning the effect these components have on participants: (1) What specific activities do participants in the IDPEL Linsly Outdoor Center experience believe have, or will have, the greatest positive impact on their self-efficacy as leaders? (2) What emotions, thoughts and feelings do participants describe experiencing during the IDPEL Linsly Outdoor Center activities that initiate the cohesion of IDPEL cohort and advisory group members? (3) What specific activities and experiences of the Linsly Outdoor Center experience do IDPEL Pro-Sem participants identify as having the greatest long-term and short-term emotional impact?

To investigate these questions this study utilized a case study methodology with a phenomenological emphasis on the emotional experiences of participants. This permitted the researcher to examine the essence and emotion of the IDPEL Pro-Sem educational experience. This also emphasized the self-perceptions of participants on which specific LOC activities they found most beneficial to group cohesion and their individual self-efficacy.

Case Study Method

Case studies can be defined in terms of the process of conducting the inquiry (that is, as case study research), the bounded system or unit of analysis selected for the study (that is, the case), or the product, the end report of the investigation (Merriam, 1998). The researcher selects a case study design because of the nature of the research questions being asked. This is done when the investigator wishes to examine complex social units, in real-life situations, to gain a rich holistic understanding of a phenomenon. It is selected for its very uniqueness, for what it can reveal about a phenomenon (Merriam, 1998). Case study is a particularly suitable design if one is interested in process.

The case study approach to qualitative analysis constitutes a specific way of collecting, organizing, and analyzing data; in fact it represents an analysis process (Patton, 2002). The purpose is to gather comprehensive, systematic and in-depth information about each case of interest. The analysis results in a product; a case study. Thus, the term case study can refer to either the process of the analysis or the product of analysis or both (Patton, 2002).

Case studies are differentiated from other types of qualitative research in that they are intensive descriptions and analyses of a single unit or bound system (Smith, 1978). Case data consists of all information collected about each case. This information can include interview data, observations program records, files, diaries, photos, writings, and statistical information. (Patton, 2002). Once these case study data are accumulated the researcher must analyze the data to make sense of the volume of qualitative material. The effort is an attempt to identify core consistencies and meanings from the data (Patton, 2002). For these reasons I found the case study approach most suitable in the study of the IPDEL Linsly Center Pro-Sem program. During the four days of the Linsly experience participants were involved in a series of selected activities with the members of their specific cohort. This methodology enabled the researcher to examine the complex interactions of the participants in the Pro-Sem LOC program and the perceived effect the activities had on the individuals learning and leadership development.

Phenomenology

Phenomenology is a school of philosophical thought that underpins all of qualitative research. Qualitative research draws from the philosophy of phenomenology and its emphasis on experience and interpretation (Merriam, 1998). According to Patton (2002), this type of research is based on the assumption that there is an essence or essences to shared experience. These essences are the core meanings mutually understood through phenomenon commonly experienced. The task of the phenomenologist then is to

depict the essence or basic structure of experience. Prior beliefs about a phenomenon of interest are temporarily put aside, or bracketed, so as not to interfere with seeing or intuiting the elements of the phenomena (Merriam 1998).

Heuristic means the case study illuminates the reader's understanding of the phenomenon under study. The phenomenon brings about the discovery of new meaning, and extends the readers experience (Merriam, 1998). Merriam contends the heuristic quality of a case study is suggested by several aspects. A case study can:

Allow the researcher to explain the reason for a problem, the background of a situation, what happened and why.

Explain why an innovation worked or failed to work.

Discuss and evaluate alternatives not chosen.

Evaluate, summarize, and conclude thus increasing its potential applicability.

Some may argue Heuristic inquiry is derived from but different from phenomenology (Douglass & Moustakas, 1985). The methods differ in four ways:

Heuristics emphasizes connectedness and relationship, while phenomenology encourages more detachment in analyzing an experience.

Heuristics leads to "depictions of essential meaning and portrayal of the intrigue and personal significance that imbue the search to know," while phenomenology emphasizes definitive descriptions of the structures of experience.

Heuristics concludes with a “creative synthesis” that includes the researcher’s intuition and tacit understandings, while phenomenology presents a distillation of the structures of experience.

“Whereas phenomenology loses the persons in the process of descriptive analysis, in heuristics the research participants remain visible in the examination of the data and continue to be portrayed as whole persons. Phenomenology ends with the essence of experience; heuristics retains the essence of the person in experience. (p. 43)

What is important is heuristic research epitomizes the phenomenological emphasis on meanings and knowing through personal experience; it exemplifies and places at the fore the way in which the researcher is the primary instrument in qualitative inquiry; and it challenges the extreme traditional scientific concerns about researcher objectivity and detachment. It personalizes the inquiry and puts the experience and voice of the researcher front and center (Patton, 2002)

For the purpose of this study the researcher’s immersion in the process with the participants compelled the use of the heuristic method of data collection and analysis. The debate can be left to others on the similarities and differences of heuristic inquiry and phenomenology. Whether heuristic inquiry is just a form of phenomenology or a separate methodology did not impact the study or the research design.

Spiegelberg (1965, as cited in Merriam, 1998, p. 16) outlined the process of conducting a phenomenological study. First, a researcher must have an “intuitive grasp” of the phenomenon, and then follow up by investigating several instances or examples of the phenomenon to gain a sense of its general essence. The next steps are to apprehend relationships among several essences, and then to systematically explore “the phenomenon not only in the sense of what appears, whether particulars or general essences, but also of the way in which things appear.” Next to be determined is how the phenomena have come into consciousness; next, beliefs about the phenomena are bracketed, and finally, the meaning of the phenomena can be interpreted.

The task of the phenomenologist then is to depict the essence or basic structure of experience. Prior beliefs about a phenomenon of interest are temporarily put aside, or bracketed, so as not to interfere with seeing or intuiting the elements of the phenomena (Merriam 1998).

The Duquesne University IDPEL Shippensburg Cohort of 2008

The 23 members of the Duquesne University IDPEL Shippensburg Cohort of 2008 were diverse in their educational experiences, job responsibilities and ethnicity. The group was made up of 13 men and 10 women. The occupations of the cohort members included six elementary school principals, four directors/supervisors of special education, and one each of the following; teacher quality coordinator, superintendent, university associate vice-president for student affairs, high school assistant principal, college professor, university technology center manager, career technology center principal, career tech center director, Christian school administrator, k-12 private school assistant

principal, high school biology teacher, middle school reading teacher, and elementary school teacher. The ages of the cohort members ranged from mid-twenties to mid-fifties. The ethnic groups represented included African-American, Hispanic and Caucasian. Individual cohort member demographic information was not considered in for selection in any specific data collection sample. It was also not considered for any data analysis procedures.

Procedure

Through the use of the phenomenological case study this study attempted to gain an understanding of the essence of the IDPEL Pro-Sem Linsly experience. To do this the researcher participated in activities with cohort members and course leaders. Through the use of semi-structured interviews, participant journals, participant video journals and questionnaires the researcher attempted to identify the program components viewed as most valuable to the self-efficacy and personal leadership development of cohort members.

Through the analysis of participants' reflective journals, video journals, researcher observations, and interviews the researcher attempted to draw out the emotional essence of the IDPEL Pro-Sem Linsly experience. The Heuristic form of phenomenological inquiry was used. This was due to the Heuristic method bringing the personal experience and insights of the researcher into the phenomenon being studied. Due to the researcher participating in the activities with the cohort, this method proved well suited for the study of the IDPEL Pro-Sem Linsly experience.

The method of having the researcher participate in the adventure activities with the group to be studied seemed to be an appropriate method to facilitate honest responses from participants. This involvement and the fact I am a member of the IDPEL program and have previously completed the same LOC experiences, was crucial to this dissertation as it facilitated participant's comfort with the primary researcher during the interview process. Secondly, it encouraged honest responses in participant's personal written journals that were used for data analysis. These emotional phenomena provided significant insight to the learning experiences of the IDPEL Pro-Sem. Through the use of participants' journals, researcher observation journals and video journals, the collected data put the feelings and emotions of both the program participants and the researcher to the fore of the case study's data analysis.

The post activity survey instrument was used to establish a baseline of participants' views of each individual LOC Pro-Sem activity. The survey had each participant rate each of the eight LOC activities based on the individual activities emotional challenge, physical challenge, interpersonal challenge and perceived benefit to their individual self-efficacy as a leader. The eight identified activities included the pre-activity readings, ropes challenges, rappelling, rock climbing, team building initiatives, orienteering, group reflection times, journal writing, and the campfire meeting. The scale ranged from 1 (no benefit) to 6 (very high benefit). Based on all individual responses a group mean was calculated for each of the eight program activities and their perceived emotional challenge, physical challenge, interpersonal challenge and self-efficacy benefit. A mean was also calculated for each activity based on the total scores of all four

challenge/benefit categories. The results from the survey data were also cross-referenced to opinions stated in interviews, written journals and video journals.

Interview responses were coded according to emergent themes to draw the essence of the emotions experienced by participants. This analysis provided large quantity of very detailed personal and emotional information in addition to information on participants' views of individual LOC activities from surveys and journals.

Journal writing samples assisted in the substantiation of much of the data from the interviews and provide triangulation for the data analysis. Individual participant written journals were collected and copied. The originals were returned to the participants for their personal use. The journal entries were coded in the same manner as the interview responses. The written journals were often completed soon after the completions of the specific activities. For this reason, participants written entries expressed many spontaneous feelings and insights. The journals entries were cross-referenced to draw out any similarities or differences from the semi-structured interviews and surveys conducted at the end of the four-day experience.

The analysis of video journals provided a fascinating analysis challenge due to the emphasis on the emotional experiences of participants. The investigator and program directors observed participants' behaviors to determine which individuals exhibited behaviors that demonstrated the most severe emotional responses to program activities. The observer and program directors also identified individuals who exhibit behaviors that showed the least emotionality while participating in activities. The program directors and researcher collaborated on the selection of the four video journal participants. Each

individual video journal was limited to twenty minutes in length and was conducted in one private taping session. A private location was provided for the video journal completion during the last day of the LOC experience.

The analysis of the video journals was done in two phases. In the first phase, the investigator watched each video without sound and coded the participant's physical expressions and mannerisms according to the emotions demonstrated. The second phase enlisted watching the video with audio and coding the verbal responses using the same protocols as the written journals and interviews. The investigator also cross-referenced the verbal responses to the physical mannerisms identified during phase one. This technique provided additional validity to the videotape analysis.

Each participant in the study was assigned a specific identification number. All data collection instruments were assigned an identification number to match the instrument to the individual participant so responses can be analyzed anonymously. Of course this was an ethical consideration in the use of video journals. Since the investigator was involved in the activities the participant's individual video journal could not have been analyzed with the same degree of anonymity as the other data collection instruments and methods were afforded. The investigator knew the identity of each video journal respondent during data analysis. Upon completion of the study the video journal will be returned to the individual participant.

The investigator kept detailed observation notes on the participants' actions. The results of these observations were used to validate participants' responses and establish an increased truthfulness measure to the data analysis.

CHAPTER IV

RESULTS

Introduction

On July 13, 2004, 23 Individuals reported to the Linsly Outdoor Center, in Western Pennsylvania to begin their journey as members as the Duquesne University IDPEL Shippensburg Cohort of 2008. This study analyzed the actions, thoughts and feelings of the members this group. The study focused on the participants' perceptions of the LOC activities and the activities perceived impact on their personal leadership skills. As stated previously this dissertation seeks to answer three specific questions: (1) What specific activities do participants in the IDPEL Linsly Outdoor Center experience believe have, or will have, the greatest positive impact on their self-efficacy as leaders? (2) What emotions, thoughts and feelings do participants describe experiencing during the IDPEL Linsly Outdoor Center activities that initiate the cohesion of IDPEL cohort and advisory group members? (3) What specific activities and experiences of the Linsly Outdoor Center experience do IDPEL Pro-Sem participants identify as having the greatest long-term and short-term emotional impact?

Day 1 Tuesday, July 13, 2004

A few of the members of the cohort arrived at the LOC facility on the evening of July 12th and spent their first night in the dormitories on the site. The rest of the cohort members arrived the morning of July 13th. The early arrivers met in the dining room of the LOC main building for breakfast before the mandatory initial group meeting planned for mid-morning. During the breakfast the group was full of questions. Because it was

known by a majority of the new cohort members that I was a member of a previous IDPEL cohort and therefore was familiar with the LOC program, many of the questions were directed to me. It was a tremendous challenge to share only minimal information when asked. I knew that my sharing too much detail about the LOC program would interfere with the learning experiences of the members of this cohort. The balancing act of participating with, but not leading activities or sharing solutions to experiential tasks was a challenge I faced throughout the four days. I could see the frustration on some individuals faces when I would respond to some questions with answers like, “If I tell you it would take away from your experience,” or “I do not want to inhibit your learning and discovery.” In most cases I would offer encouragement or was sufficiently adept at avoiding participating in a manner that would have diminished a cohort member’s personal growth opportunity.

The first official meeting of the cohort was held at 10:00 AM in the group meeting area outside, at picnic tables, in a grove of mature evergreens. Jeff, the educational director of the LOC program greeted the cohort members with an infectious enthusiasm that immediately had the group engaged and listening intently. At this initial meeting he explained the philosophy of the LOC program called “Challenge by Choice.” Challenge by choice is a philosophy that throughout the activities individuals should strive to extend their personal limits, both physically and emotionally. The participant should seek appropriate challenge opportunities to gain the most from the experience. The individual must choose to risk, engage and gain. The greater the challenge the greater the potential gain.

The second principle outlined by Jeff was the “power of the collective whole.” This principle emphasizes that the collective group working together can accomplish more than a collection of individuals working independently. Dr. Jim Henderson, IDPEL Director, explained to the group that their community like many is a collection of leaders. The emphasis of his remarks was on the importance of community in the LOC activities and their IDPEL experience after Linsly.

After Jeff’s initial briefing the LOC staff put the group through a series of experiential activities focused on “ice breakers” and introductory group activities. The group was then divided into four smaller groups for a series of low risk problem solving activities. These initial experiences involved throwing balls and stuffed animals and catching as many as possible. The group had to plan and develop systems to accomplish their goals and improve with each attempt. Another group activity involved a human knot they had to untangle while keeping their hands clasped. The final group activity was named “Have you ever...?” This activity had participants form a large circle. One member of the group would enter the circle and ask the question “have you ever..., and finish the statement with an action such as been on a cruise, jumped out of a plane, visited Europe, etc. Any individual who had the stated experience would then exchange places in the circle with any others who had the experience. This exchange, along with the questioner moving into the outer circle, would leave an extra person who had to enter the center and ask the next question. The activity gave group members the opportunity to learn more about each other and sparked areas of interest for later discussions. During the

activity many of the questions were amusing and one could see the participants relax as it progressed.

Just before lunch Jeff briefed the group on the mealtime procedures at the LOC. The procedure could best be described as a modified family style system with six or seven group members acting as servers or “hoppers” for the group. The system made members accountable to and for each other and forced them to consider the needs of the group before they took care of their own needs. Before each meal an inspirational reading was done by one of the hoppers followed immediately by a moment of silence.

During the lunch the members recounted what they had learned about each other during the, “Have you ever” activity. They also questioned each other about their expectations of the Pro-SEM and the upcoming challenge of doctoral study. You could tell the apprehension many of them felt by their questions such as, “Can this be done and work full time?” “Can I do this with a husband and kids?” and “How much work is involved?”

After lunch the group reconvened for a review of the morning session. In the afternoon session participants were engaged in several experiential based problem solving activities. One activity involved verbally guiding a blindfolded partner through a maze of objects on the ground as several other pairs were engaged in the same activity in the same area. A second activity had a group of 12 participants move small balls from one bucket to another using a rubber loop and ropes. The group had to work together to establish a system to move the balls and cooperatively control the apparatus. Initial observations showed the group to be working very well together and flowing from roles

of leader and contributor in the activities. Even beyond what would be expected of an adult group, they were extremely courteous and supportive of others in the group. This was demonstrated by the way the members of the different groups undertook the sometimes frustrating activities. They accepted ideas that eventually failed and the group adjusted or abandoned the suggested strategy for another with no negative criticism of the previous idea or the individual who proposed the failed solution.

After the afternoon activities the group was scheduled to be dismissed to write individual journal entries. Jeff and I explained that the journals provide a valuable learning tool and source of personal reflection. They were encouraged to take their time and just write “what they felt” and not to be concerned about format, grammar and formal writing procedures. The group was then dismissed for an hour of solo journal writing until dinner.

After dinner everyone gathered together for a brief discussion of the activities for the remainder of the week (e.g. Orienteering, low-ropes, high-ropes, campfire skits, and rock climbing). The final lesson of the evening was on compass use and map reading in preparation for the orienteering course challenge to be completed by everyone on Wednesday morning. The lesson included basic compass use, the design and features of topographic maps, navigation techniques and route finding. After the lesson all cohort members were given the choice on the level of challenge they wished to face during the orientation course. Jeff presented three options to the group. The three options were related to the perceived challenges of the courses the group would choose to attempt. The members of the cohort then divided themselves according to the level of orienteering

course they wished to face. The difficulty of the course was based on the length of the trek and the navigation and terrain challenges of each specified route.

Day 2 Wednesday, July 14, 2004

Day 2 began with the customary morning breakfast and introductory exercises. After breakfast the cohort assembled into their orienteering groups. Each group of three to five members was given a map and compass with checkpoints marked on the maps. The object for each group was to reach each checkpoint and return back to the base station established outside of the main building on the LOC property. The courses ranged from approximately three-quarters to three miles in length. The terrain became progressively hilly based on the course length and on all courses the vegetation was very dense. The orienteering course proved very challenging for most groups. The challenge of the dense cover and hilly terrain proved to be much more difficult than most cohort members anticipated. At the conclusion of the activity the general tone of the comments from the cohort members ranged from frustrated at their individual and group's performance to angry at having to do something so difficult. After the exercise concluded everyone was asked to not discuss the experience in depth until the group debriefing scheduled for after dinner. The specifics of the group debriefing are described later in this section. The group members tried to comply but many were so frustrated by the experience they needed to vent their feelings to others. The lunch after the conclusion of the exercise did not have the same jovial atmosphere as preceding meals. The group was much quieter and many ate lunch quickly and many expressed they wanted to be alone, take a shower and rest for awhile.

After lunch the group was given an opportunity to rest for about an hour before gathering for instructions on spotting techniques for the low-ropes initiatives. Spotting on a low-ropes course requires that all people not actively involved in the initiative assume responsibility for the safety of those who are. Proper spotting technique involves a staggered, balanced foot placement and stance so the spotter can move with the individual as he or she moves on the apparatus. The spotter must at all times have their hands up with palms open so, if needed, the spotter can absorb the momentum of the person during a fall or if the individual loses his or her balance. After the spotting instruction session the cohort moved to the low ropes course.

The cohort was broken into two groups. Each group had the opportunity to attempt two elements on the course. The elements were named the “Sophomore” and the “triangle.” The challenge of the Sophomore was to move all members of the group from one end of the element, suspended about two feet above the ground, to the other end. To do so the members of the group had to move across tensioned cables and a semi-secured log. The only assistance to the group was the trees to which the cables were attached and a few strategically placed ropes suspended from an overhead cable. The triangle involved three tensioned cables attached about two feet above the ground, between three trees to form a triangle. In pairs the members of the group had to move from one point of the triangle, around the triangle, and pass their partner as they traveled the full distance around the triangle. Members of the group not attempting the element spotted the pairs as they moved around the triangle until it was their turn to attempt the challenge with their

respective partner. Both elements required group problem solving, communication, and support to colleagues before, during and after attempting the challenges.

After the completion of the two rope elements the groups came together at the “Wall.” The “Wall” is a standard on most challenge courses. The goal is to move all members of the group up and over the wall. There are certain rules such as no more than two people can be on the top platform at a time, once you are over the wall you can not assist others attempting to go over etc. After outlining the rules Jeff explained the wall symbolizes the walls we hit in life sometimes. The goal of the group is to get over this wall. No one individual could get over the wall alone but as a group they can. One female participant asked if it is more physical or mental. Jeff’s response was typical of a trained experiential educator; he smiled and said, “Yes.” The group discussed several options to get over the wall. They discussed sending the smallest people first, the women first and groups of three with at least one smaller person and one larger person in each group. The group finally determined to attack the wall challenge by alternating smaller and larger members of the group and having the last person be the one who could jump high enough on the wall to reach the outstretched hands of two stronger members of the group to assist lifting the final person. The group began the challenge and progressed quite rapidly. The only sticking point was when the final person could not jump quite high enough to reach the hands of the group members at the top. After another individual demonstrated how to jump and run part way up the wall, the last person was able to scale the wall and the challenge was complete. You could see a great feeling of success and accomplishment from the group. This was expressed repeatedly by members of the group when they

gathered at the base of the wall to debrief with Jeff about the low-ropes initiatives and the wall. The excited tones of their comments highlighted their enthusiasm and feelings of success. Many individuals made comments to each other like “We kicked butt” and “That was awesome” were just some of the feelings expressed by cohort members. After the debriefing the group was dismissed to clean up and prepare for dinner.

At dinner that evening I witnessed a dramatic change from the somewhat defeated group I ate lunch with just five hours earlier. The group was free after dinner until later in the evening when they were scheduled to debrief about the orienteering course and prepare for the rock climbing and rappelling scheduled for Thursday.

As mentioned previously, the orienteering course was very frustrating for several members of the cohort. At the evening debriefing much of the frustration expressed earlier in the day bubbled to the surface again. Most groups expressed that they did not realize how hard a challenge it was going to be. They were disappointed they did not find all their checkpoints and that they did not trust their readings and routes when they should have done so. One group was particularly entertaining in their review of the activity. They admitted they did not enjoy the challenge at all. They freely commented how they complained the entire time. They hated the briars, the dirt and feeling lost. The only positive aspect of the experience was that they got to know each other better, as well as, each others strengths and weaknesses. They nicknamed their group the “bitches” for the constant complaining they did during the exercise. One of them was bold enough to state, “This whole activity had no value to me. It was stupid. How is running around lost and dirty in the woods going to help me be a better principal? Maybe someday I will but

right now I don't." Generally the group seemed to understand and accept the challenge as necessary to learn more about each other and themselves. There were only a few who struggled to see the value of the orienteering activity.

To conclude the evening session, Jeff conducted a teaching session on the proper use of the climbing harnesses that would be worn for the rock climbing and rappelling on Thursday. They would also be worn for all high-ropes activities on Friday. All group members had the opportunity to try on a harness and have it checked for proper fit and use. The group was then dismissed for the evening to write in their journals and reflect on their feelings about the day's activities.

Day 3 Thursday, July 15, 2004

Thursday dawned as a cloudy day with rain threatening. The staff from LOC left early to set up the rope systems at the climbing location. Immediately after breakfast the group boarded busses for the trip to the climbing area. It was about a ninety-minute trip and everyone seemed in good spirits. A few individuals were complaining about being stiff, or having bumps, bruises and scratches from the previous day's activities. Generally the group seemed anxious and enthusiastic about the challenges they would face.

The LOC staff had already set up five rock climbing routes and two rappels at the site. For safety reason LOC staff also performed all belaying functions during the climbs and rappels. Cohort members not actively involved in a climb or rappel helped as rope stackers or offered other members encouragement. The group members were very supportive of each other. They cheered successes and applauded effort throughout the entire day. The LOC staff and Jeff did an excellent job of pushing participants to attempt

harder climbs, try longer before stopping, and attempt the highest rappels. When one participant was very intimidated at the top of a rappel one member of the LOC staff and two members the group coaxed her to just “step back and trust” and cheered and hugged her when she gained her balance at the bottom of the cliff. This scene was repeated over and over as participants faced challenge after challenge over the course of the day.

Most of the cohort members would not have looked unfavorably on their colleagues who failed during different challenges, but the LOC staff and Jeff knew the importance of encouraging people well beyond the point when they wanted to quit and thought they had reached their personal limit. They knew this is vital for participants to gain the most from the adventure experience. This was reinforced over and over as they commented about their experience during the evening debriefing back at the LOC facility. Analysis of the experiences at the rock climbing and rappelling site will be detailed later in this chapter. The group spent about five hours at the climbing area before departing for the return trip to Linsly.

After showers and dinner the group met for a debriefing on their rock climbing experiences. As stated earlier they could not believe how much they were able to push themselves and how it was one of the most physically and emotionally demanding things they had ever done in their lives. The group also seemed to revel in the accomplishments of the other members of the group. One particular accomplishment several group members mentioned was that of a female member of the group who finished a rather challenging rock climbing route and in doing so pushed herself well beyond what she thought her physical limits were. She actually climbed for over fifteen minutes beyond

when she said she wanted to quit about three-quarters of the way up the climb. She eventually finished the route to the cheers of everyone watching. The only comment I made during her climb was when she asked to quit and rappel down. I said she would be disappointed if she did not keep going. I encouraged her to “make one more move.” She executed that one additional move, as well as several more, and eventually finished the route. It was a physical effort deserving of accolades from her peers. The group members clearly understood the effort she put forth during the climb. After the debriefing session the group was dismissed to have a few minutes to practice their skits for the campfire later in the evening.

The campfire is a time for the members of the cohort as well as some alumni and professors of the IDPEL program to gather and meet the members of the incoming cohort. At the campfire Jeff tells a few stories reminiscent of Native American story telling. Smaller groups of cohort members also perform skits based on their Linsly experiences. Most of the skits were humorous and looked at the Linsly experience in a positive light. After the campfire the group gathered for a rather long night of socializing and relaxing since it would be the last evening they would be together. They would all be leaving after lunch on Friday, and would not meet again until they reconvened a week later on the Shippensburg campus for initial class work.

Day 4 Friday, July 16, 2004

After the customary morning breakfast the group gathered for the high-ropes challenges. The group seemed very tired as they gathered at the staging area for the high ropes course. Many seemed less than enthused about facing another day of physical and

mental challenges. There was considerable moaning and groaning from the participants as they put on their harnesses for the high-rope course. After ensuring everyone had properly secured their harnesses, Jeff took the entire group to each element on the high-ropes course. At each element he described the inherent challenges and key skills needed for success on the individual apparatus. The elements were all challenging due to the height of the apparatus. Some elements exceeded 30 feet in elevation. While all high ropes courses pose a substantial physical challenge, each element also places unique mental demands on the participant. The need to combine physical strength and endurance as well as balance on sometimes precarious perches pushes most participants to physical limits well beyond what they are normally accustomed.

After Jeff's brief orientation, the participants were left to choose the element they wished to attempt. While the members of the group dispersed, Jeff instructed one of the participants to put on a harness that had not been used before by the group. It was webbing system that went around the wearer's chest and had the rope attachment point at the rear for the system. He then asked him to climb up the nearby pole using the large staples that were lagged into the pole. Once he had climbed high enough to a height of about 25 feet he was asked to step out on the small platform and face away from the pole. Once on the platform Jeff instructed him to leap straight out from the platform with his arms in front just like superman. With apprehension showing on his face the participant jumped forward from the platform. The belay system stopped him about five feet from the ground and he was able to stand on firm ground. He could not contain his smile as he stood and said "That was incredible." Several cohort members who had witnessed the

leap hugged and congratulated him on his “leap of faith.” After some discussion about what the experience was like, individual after individual lined up to attempt the leap just as their colleague had done. The exhilaration on each person’s face, as her or she stood on shaky legs after their leap, showed the incredible emotional intensity of the experience.

Towards the end of the high ropes session, two individuals were on an element called “the ladder.” The ladder is an element that has large diameter beams about ten feet in length, connected by ropes at the ends about five to six feet apart. It resembles a giant ladder with the first beam about eight feet off the ground and the element rises to a total height of about 35 to 40 feet. The pair worked together for nearly 30 minutes until they completed the element by ringing the bell at the top. They were exhausted, exhilarated and filled with incredible sense of accomplishment. The group watching them celebrated enthusiastically with screams and applause as they reached the bell at the top of the suspended beam. Their cheers could be heard over 100 yards away. After the pair finished the cohort members were given a few minutes to take off their harnesses and regroup at the picnic tables for the final debriefing of the week.

The final debriefing is called the tool debrief and involves a series of tools used throughout the week laid out on a tarp in the center of the seating area. The tools on the tarp were everything from ropes, compasses and climbing equipment to a extension cords, flashlights and duct tape.

One by one each member of the group picked up one of the pieces of equipment and explained to the group why they identified with that particular piece. The tool debrief

is an incredibly emotional culminating activity. Several times people shed tears and even sobbed as they reflected on the emotions they felt during the four days with the group. Many reflected on the apprehension they felt on the trip to Linsly and not knowing anyone in the group, but they felt so accepted by the group. Others said they have never felt so close to a group of people especially given the short time they had been together. The majority mentioned that they had rarely, if ever, been so challenged emotionally and physically. They expressed an incredible sense of accomplishment based on what they were able to face and overcome. The one comment unanimously stated by each individual as they participated in the tool debrief was the feeling of appreciation for the support of the group as they faced their individual challenges during the four days. Perhaps the greatest outpouring of emotion occurred when cohort members thanked the others for their acceptance and support when they felt insecure in certain activities and especially when they failed or struggled with a challenge. One participant said what many felt when she said, "It was alright not to be perfect with this group." She continued, "This feeling made me want to try more things and not worry if I would struggle or fail."

After the tool debrief the group gathered for lunch in the dining room in the main building before departing LOC for their homes. Many commented how they felt emotionally exhausted from the experience. They said they anticipated the physical challenges but had no idea how intense their emotions would be and how strong the bond was with the members of the cohort. One participant said, "At the beginning of the week I could not wait to get home. Now I am already starting to miss these people and I haven't left yet." A week later, when I met members of the cohort as they gathered for

their first day class work at Shippensburg, many greeted their fellow cohort members with hugs and commented how they were very anxious to see them again. They genuinely said they missed each other in their week apart. Many also said, with some dismay, they were unable to adequately express to others, especially family members, how incredible the Linsly experience was. They described how frustrating it was that others who did not experience Linsly could never know how truly life changing the experience was to them.

The remainder of this chapter will examine the program components, experiences and people that make the Linsly experience so remarkable.

Identified Activities Impact on Participants' Self-Efficacy

Examination of participant's feelings on specific activities and their perceived impact their self-efficacy as leaders revealed many common themes. Survey data listed in Appendix B details that the participant's identified the group reflection times as the IDPEL Linsly activity they felt provided the greatest self-efficacy benefit. This was confirmed by statements made in interviews with selected participants. The Cohort members stated the group reflection time revealed that fellow members of the group were experiencing the same emotions they felt during the experiences. This provided comfort that they were not alone in their doubts and apprehensions about the challenges they faced during the week and during their upcoming doctoral studies. This was made evident by the comments of one participant who stated,

When I arrived here and turned into the driveway I had so many doubts. As the days unfolded you helped me when I needed it... when I felt the most

vulnerable...it was ok ...you pull me up like a rope. I leave here feeling I have a new family who understands and will help me succeed.

Others expressed that the realization that others in the group faced the same misgivings only made them feel more capable due to the ability to overcome their fears and doubts. One member of the cohort said,

I think the biggest impact on me...that keeps sticking out... is the fact that people were expressing their vulnerability and exposing ourselves. We had self-disclosure. You gotta open up, and recognize who you are before you can start to work with others.

In many cases this vulnerability and sense of exposure and humility forced the group members to examine their leadership style. Many said that they never thought that letting down their façade and mask of power and control could actually benefit them as leaders. At an evening debriefing one female cohort member said,

I never imagined showing your fallibility and humanness would benefit you as a leader. Being a female administrator, I always thought that you had to be strong and be seen as completely in control and in charge...not show weakness. Through this experience I have seen I can show my human side and it is alright to not have all the answers. The teachers may even see me as a stronger leader if they see me as a person also.

Along these same lines many participants expressed enlightenment in the idea of not being in control at all times. This was reiterated by one of her male colleagues that said,

Putting me in that situation was critical. Feeling that level of exposure, weakness and vulnerability was vital to understanding myself...who I am... and what I am willing to do. That I could get in a group regardless of how well I know them and share at this level and do these activities showed me I can work with any group and get any group to work together.

The mature understanding that there are only certain elements of ones work environment and personal life that they can control can cause an individual to view their responsibility as a leader differently. One of the participants did not have the level of administrative experience as some of the other members. She described the experience as vital by providing her with the insight that it is ok to take risks and not be in total control at all times. She said,

Linsly really allowed me to personally take risk. I felt out of control during certain activities but I still did them without kicking and screaming. I learned I have to give up control a little bit and trust more in whatever task it is...others can help lead and take ownership in group accomplishments. I can just participate and allow it to happen sometimes.

She felt the group reflection times permitted her to see that even the more mature and experienced members of the group felt this way. Giving control to others and being a leader does not always mean being "in charge." She continued,

I know I am going to have to work at applying that, but I think that it ultimately will make me a better leader because I will give up that control and allow others to take ownership and know that they will do their part.

Another participant said what she appreciated the most about the group reflection periods was the opportunity to stop, sit down, and talk. She summarized her feelings by saying,

When you think about it, when do people in our profession sit down and say let's have a long, serious talk about this? I mean we just don't take the time to do that or very rarely. That is when we learn from each other and about each other.

One member, who is a building principal, in a post Linsly interview recalled that the experience, gave her "insight." She commented,

the experience gave me good insight, personal and professional insight, you know, into where you are at and where you are going. I think one of the things is just having that much time even though you are with a group of people, you were kind of by yourself because you didn't have any family or other responsibilities. As an adult I can't remember a time in 25, 30 years that I've had that much time to myself, you know, not having any obligations and having that kind of think and self-talk time.

The second set of activities identified by participants as having the greatest self-efficacy benefit, in the analysis of post activity survey results, were the team building activities. While many of the participants said the team building challenge activities were not physically demanding, they did set the standard of cooperation for the group that would be important for some of the more emotionally and physically demanding activities the group would face later in the week. One cohort member related how they marveled at how, when posed with a group challenge, someone always stepped up to lead

the group. “The activities on the first day challenged us all but we could be comfortable in whoever took the leadership role. Even though different people lead the groups at different times everyone could contribute.” Many participants during informal conversations, group reflections, and in individual journals routinely commented on how naturally they could move from being a leader in an activity or just a contributor. They regularly said they would take this with them to their work environments. The larger lesson was that they could be a leader without leading every activity, committee or aspect of their organization or area of responsibility.

One participant stated how the team building activities taught her to be a leader you have to just accept challenges: “The team building activities set the standard of cooperation for the more advanced challenges later in the week. It made me look at failure as not trying.”

Several times throughout the week it was evident that the sequential building of the level of challenge caused the members of the cohort to pull together and cooperate or become cheerleaders for one another. It was also inspiring watching them revel in each others successes as they coached each other through challenges and obstacles. They routinely shifted from active participant to motivator, to spotter or planner. What became very evident was the ease at which the individuals changed roles. They eagerly acted as contributors and accepted others as leaders. The change of roles was very natural for this group and demonstrated a level of cooperation that seemed almost false or contrived in the first days of the week at Linsly. It was not until I witnessed it for the entire four days and observed the final “tool debriefing” that it was clear the cooperation and acceptance

was genuine. The outpouring of emotion and comments made during this culminating activity confirmed the bonding that had occurred.

The tool debriefing was the culminating group reflection time. The group reflection times were identified by participants, as the program component that most impacted their personal self-efficacy. This combined with the team building activities encouraged an understanding that they were not alone in their fears and feelings of vulnerability. The reflection times and team building activities also reinforced the feelings among participants that great leaders can lead from the front, as well as support and nurture a group from within, as a contributor and supporter.

Emotions, Thoughts, Feelings, and Group Cohesion

One male participant who identified himself as someone that could handle any situation and remain calm and unemotional said the Linsly experience left him emotionally spent. During his interview he commented that,

You asked me to do the tape right after the tool debrief, and there was like no way, I can't you know, there was just so much right then that I couldn't. The ride home was so quick because of the self-reflection and everything just spinning back through...everything that week. I had to have some time to process and really take a hard look at what happened.

Several participants had to have some time alone after the final reflection to gather themselves and have a sort of emotional reorientation before they could continue.

What I found very remarkable was how many of the participants were surprised by how comfortable they were with sharing very intimate personal feelings with the

group. Many commented that the emotional bond they formed with this group of people was stronger than any non-family group with whom they were ever associated. In an interview a week after Linsly one cohort member was still shocked that she cared for this group so deeply and missed the members of the group so much in the week between Linsly and the start of their week of classes at Shippensburg. She said,

Just being part of this group is amazing. I mean it's really an amazing experience. It's very hard to put in words, but just having a group of people that there is a genuine concern that each one of these people is successful in their lives personally and professionally and I just ... I'm not willing to see anybody fail or see anybody hurt themselves in anything, you know what I mean?

Many of the cohort members commented repeatedly about how much they cared for the others in the group. Many made references to it feeling like a family. One male participant who did not know any of the members before he arrived at Linsly said he benefited so much from the bonds he established. He felt it would not have happened if they did not experience Linsly together. He offered a very fitting analogy and description of the experience:

There was a lot of support there. And, again, it was not always verbal. It's a lot of body language, and eye contact. In the men's bunk not a whole lot was said there, but yet you felt very comfortable. It was great to be part of this group and it was the bonding that was incredible. It's almost like how you put two bars of soap together. Both sides have to get roughed up, then you put the two together. So, I

have to lose, my colleagues had to lose some so we could come together and be that much stronger.

Another participant felt this same bond with the group and also felt personally it was easy for him to identify the specific activities that cemented this bond. He said,

I think that some of the processes and activities had an impact on the group. I thought the reflections and the post debriefings of the activities brought out characteristics of the group and characteristics of the individuals that we need to know and respect and work with over the next three, four years.

One participant reflected that for her the way she felt connected to other cohort members when they were attempting a challenge was surprising. She felt it was one of the most valuable parts of the experience. When speaking to her about Linsly and especially what part of the experience caused her to feel most connected to the group she commented, it was easy for her to identify when she felt the most connected to the group. She also said it was easy to see the cohesion among the group members

Personally the feeling built during the week and the last day on that high ropes course which was Friday, like I said I didn't do a ton that day, I felt my pinnacle was Thursday, but the emotion that was evoked I felt as I watched Sam touch that tree I was not a spectator. You were so emotionally involved and you were connected and watching them do those kinds of things you so wanted them to succeed. When Dan and Patrick went up that huge ladder it was (She couldn't finish her sentence, she just looked at the ceiling and sighed).

The group bonding that occurred during the days at Linsly helped frame one participant's vision of leadership and the framework of that vision was grounded in the group experience.

One of the reasons for going into the program is because I think in order to be a leader you have to be on top of things. You have an obligation to your teachers. I looked at it and knew if I didn't do this I wasn't going to be able to go any further. This put that structure in place for me. This week pulled me into another group of people and pulled us together. A leader has to pull groups together.

One participant said that the experience helped her realize what was important to being in a group of people like this. She felt the Linsly activities changed how she would treat others and work with groups.

I think that celebrating is important. I was one of the people I guess who, oh yeah, good for you, nice job, and although I did mean it sincerely, I didn't devote the time to it that it should have received. So, I think that will stay with me. That's an aspect, oh...that I can definitely take back. Achievement that happens within the group is just as valuable as the achievement of one individual and it took the entire group to achieve things out at Linsly and I think that ultimately was the point of going and I got it.

The structure and order of the activities at the Linsly Outdoor Center encouraged bonding and group cohesion among members of the IDPEL cohort. The scaffolding of the activities initiated and contributed to the building of the level empathy the group members had for each other. A deep level of concern for each other developed within this

group. The individuals in the group celebrated the accomplishments of each other without feelings of jealousy or envy. Perhaps the most beneficial outcome of the strong group bonding was the realization among several participants that a leader can take on various roles with the group. They could lead in many ways, but most important was the leader's responsibility to lead a group by pulling it together and celebrating the members' individual accomplishments.

Linsly's Long-term and Short-term Emotional Impacts on Participants

While the culminating group sharing activity of the tool debrief, at the end of the week, was clearly the most emotional time period for the majority of the IDPEL cohort members, there were many emotional experiences that participants encountered during the week. A majority of the participants felt the tool debrief was an incredible emotional experience, but was not a challenge. As mentioned previously the end of the Linsly experience they felt so close to the group, and comfortable that they would not be judged negatively, that the emotions just poured out effortlessly during the culminating activity.

The survey results (see Appendix B) indicate that participants viewed the rappelling (4.35) and rock climbing (5.0) as the most emotionally challenging activities of the IDPEL Linsly experience. The group reflection times were also listed as being emotional, but not to the same degree as the rock climbing and rappelling. However, the emotional challenge of the group reflection (4.04) paled in comparison to how participants judged its self-efficacy benefit (5.13). There were two distinct reasons that participants gave as to why the rappelling and rock climbing were so emotionally challenging.

The first group felt the two activities were emotionally draining due to the physical effort and discomfort they had to overcome during the activities. Many participants felt the rock climbing forced them to dig deeper mentally and emotionally than almost any activity in which they ever participated. The building of the challenges in the rock climbing allowed the participants to build skills as they faced progressively more demanding climbing routes. Without the scaffolding of the intensity of the physical aspect of the climbs the participants felt the long challenging climbs would not have been attempted let alone completed. They felt that while the climbs were very physically challenging the remarkable part of the experience was the ability of participants to push beyond what they thought were their individual mental and physical limits. Many commented on how they did things the day of rock climbing that they never thought they could. One participant commented how she was amazed, “the way others pulled for you and wanted you to succeed and it made you want to do more and not stop because you did not want to let down the group.” They felt they recovered from the physical demands of the rock climbing and rappelling but the emotional impact would be long lasting. The fact that they could push themselves so hard and be so concerned about not disappointing a group of relative strangers surprised many of the participants. The strength of the group and the reliance of the individual on the group was mentioned during many interviews and casual conversations.

A second group felt the reason the rock climbing and rappelling were so emotional for them was the level of trust they had to have in the group leaders, Linsly staff and even the equipment and safety procedures. Repeatedly participants commented

on the degree of professionalism of the staff and the care they took to ensure everyone's safety. The tasks were physical but it was not the physical effort that made the rock climbing and rappelling so emotionally draining. The reasons given by participants in this second group focused on two key themes of trust and giving up control.

More than one participant, who rappelled for the first time, said that they could not believe how emotionally draining just lowering yourself from a rope was. In witnessing several individuals feet touch the ground after rappelling down the approximately sixty-foot cliff it was quite noticeable how "shaky" their legs were and many could not untie themselves from the harness due to trembling hands. A few were so overwhelmed that tears flowed and speech was difficult as they hugged a colleague.

One female participant, who was coaxed to do the longer rappel rather than the shorter rappel, had an interesting description of her experience. She said it was possibly one of the most memorable experiences of her life beside the birth of her child. She was one of the more experienced members of the group. She commented she had been an elementary school principal for over a dozen years. She also said that going into Linsly she was content to just challenge herself a little but did not anticipate really extending herself in any of the physical tasks. She felt with her level of experience she really had an understanding of who she was and her capabilities. She perceived the Linsly experience was an opportunity to bond with her colleagues and share ideas but not to gain substantial insight to who she was as a person or a leader. She was very surprised by her ability to overcome such intense physical and emotional challenges. She said,

I was so glad you talked me into the highest rappel. That was so exhilarating, to the point of being overwhelming. The adrenaline rush was so strong I shook for several minutes afterwards. The first thing I did that evening was to call my daughter to tell her what I did. I think the rappel has been part of every conversation I have had for the last week. I couldn't wait for people to ask me about Linsly so I could tell them what I did. People were shocked I did it. I believe they now look at me differently since they found out what I did.

Another cohort member said for her she knew exactly why the experience was so emotional for her and it had nothing to do with the physicality of the challenge. The tone of her voice was very intense and measured as she described the challenge of giving up control.

The hardest part for me was giving up control to the group and learning to trust the others who were spotting, setting the rope systems or belaying me. I am used to being in control, being independent and having those sorts of traits.

Another male colleague also said it was so difficult for him because he felt so vulnerable by having to trust so many others to be successful and safe. He also said, "The chance that I could fail in front of so many others made me very uncomfortable but the support from the others was remarkable." The way people faced these challenges was very individualized. As mentioned earlier, their mental processing in anticipation of the rappel and/or climb followed two basic patterns or themes. If we further examine the second group that faced the trust and vulnerability issues we see how profound the effect was on some participants.

One group faced the very individual emotional challenges of stepping off a cliff and overcoming a fear of heights, loss of control, trust in equipment or trust in the expertise of others. Many in this group said that this was possibly the single greatest mental challenge they ever had to overcome. They faced fears they had held for years and were now in a position to face them in the company of a supportive group they had bonded with over the course of several days at Linsly. As mentioned earlier the support the group showed for each other was tremendous. “When I finished the rappel I surprised everyone but most importantly I surprised myself, and that’s what really counts.” “If it was not for the others I would have walked away,” said one cohort member, “it was so difficult, but I couldn’t let the group down. Somehow during this process the group became more important than me and I wanted to succeed for them.”

The second group faced the challenge of being vulnerable in front of an audience and taking on the humbling mission of performing in spite of that feeling. The idea that a leader must not show vulnerability was commonly held belief by many members of the group, so many were very uncomfortable when they did not feel in control during rappel or capable of finishing a climb. The sense of exposure was an important key to the emotional hurdle overcome by many participants. For some it also redefined how a leader can be perceived by members of an organization. One cohort member said he was especially apprehensive about going into Linsly. He said,

I was very nervous about going into an established group and having to let down and be vulnerable...it was very challenging. Even more challenging was letting go

of the various masks that I wear. Not knowing how I would be received amongst a new peer group.

He also said that the long-term impact of the experience was of most importance. He continued to expound on the emotions he felt.

The long-term... I can see that now...I think the long-term it's allowing me to go beyond what I perceived as limitations, but I'm realizing now the importance of a support group. Being in my building and being isolated and a stand alone, being in my family, it's almost like being isolated and standing alone because I have to be careful of what families I spend time with before school, after school and on weekends, I'm seeing that that's... it's more important to establish a relationship that's going to provide support for me at a time when I'm going to need that help. So, that's long-term. Short-term I would say the letting go of the mask was fun and it was fun that I haven't had in a while. So, short-term it allowed me to really get down to some feelings that I haven't had in a while.

Many commented if were not for the demands of the rock climbs, rappel and ropes challenges they would not have pushed themselves to the extremes they did and therefore expose themselves physically and emotionally. The fact that they were well beyond their level of comfort was vital to their learning about themselves and their relationships with others. This was reiterated over and over again in the various group reflection times and in individual journal entries

The perceptions of leaders and their vulnerability and relationship with others were themes that were repeated throughout journal writings, group reflections, interviews and video journals. The majority of the members of the group were stunned at how emotional the overall experience was for them. They were shocked by how easily they shared some very intimate feelings with a group of people that were strangers just a few days before. They could see how this level of comfort was an indicator of how close they had become as a group. Also important was the realization that sharing these feelings did not diminish their standing within the group or inhibit their ability to lead.

The intense feelings of vulnerability and loss of control had a profound emotional impact on the cohort members. Due to the gradual building of the physical and emotional challenges placed on the members of the group they were able to overcome the extreme demands of days three and four at Linsly. This was made evident by the large number of participants attempting and completing rock climbing, rappelling and high ropes initiatives well beyond their personal preconceived abilities. The other emotional impact identified by the participants was the high level of trust they developed in the other members of the group. This encouraged the sharing of very personal feelings and a high level of empathy among cohort members for each other. Many participants felt the personal connections established at Linsly will be long lasting. Time will tell if these initial bonds will grow stronger or lessen over time. In my personal experience as a member of a previous cohort I can say that among our advisory group the bonds have grown and matured over the years since our time at Linsly.

Summary

On July 13 , 2004 twenty-three candidates for the Duquesne IDPEL Shippensburg Cohort of 2008 arrived at the Linsly Outdoor Center to begin the four day “Linsly Experience.” Based on analysis of semi-structured interviews, post experience surveys, video journals, participant journals and researcher notes they truly had a moving experience.

While all sources of data provided valuable information on the Linsly experience, it was somewhat surprising that the interviews provided the most in-depth information concerning participants’ views of themselves and the program. Many participants commented they had difficulty putting their true feelings into words either on tape or in writing. In many ways this is understandable. My own difficulty in understanding the Linsly experience and its effect on me as an individual and a leader prompted this study. The study was compelled by my own personal need for understanding and also the need to contribute to the extremely small but developing body of research in the area of adventure education experiences and adult leadership development.

It also seems reasonable that the interview would provide the most valuable insights because the researcher can draw information out of the participants and help them frame and clarify their responses. For this reason the video journals, written journals, and post-experience surveys had greater benefit in confirming the data drawn from the interviews and researcher notes than they did in providing initial data establishing emerging themes.

Through the four days at Linsly they met tremendous physical and emotional challenges. Through it all the participants learned valuable lessons about themselves as people, as leaders and as members of this new group or cohort.

It was a privilege as researcher to experience Linsly with this group. It was a learning opportunity for me both within the confines of this study and as a participant. As a second time participant and imbedded researcher it was vital that I walked the fine line of encouraging participants but not to the extent that the advice and encouragement I provided did not inhibit the learning and self-discovery of any member of the group. Based on participant interviews and personal observations I feel an appropriate balance was reached.

The scaffolding of the challenges both physically and emotionally encouraged participant success and learning. Most of the cohort members felt they accomplished more during the four days than they ever thought possible. The physical challenges of rock climbing, rappelling and high ropes courses are obvious and expected but were still shockingly difficult to many participants. What caused even more surprise were the emotional challenges they faced and overcame at Linsly.

The individuals in the group were almost unanimous in their descriptions of their feelings about the other group members. By the end of the four days they felt a powerful attachment to the other members of the group and support from them. The level of support the members of the cohort demonstrated for each other was remarkable. So strong was the power of this support that people pushed themselves to incredible limits

just to not disappoint the others. They did so not out of fear of failure but out of a desire to fulfill and uplift the group. The positive influence was an incredible force.

The comfort the group members had with each other allowed them to share very personal feelings and intimate details about their personal lives. The depth was such that after only four days together the group members truly missed each other during the week between Linsly and when they met again at Shippensburg.

As individuals they learned much about their ability to lead, follow and participate as a member of a highly functioning group. Possibly more important was the way the Linsly experience redefined for many what a leader is and how a leader behaves. Many individuals in post Linsly discussions said that this redefining of a leader will stay with them forever both in theory and in daily professional practice. They also commented that if they learned this much in four days about being a leader, what they would learn in the next four years would be tremendous. The Linsly experience certainly seemed to set the tone for the upcoming rigorous study the group will participate in over the upcoming years.

In the upcoming chapter I will analyze the feelings of the participants and how they viewed the Linsly experience and its effect on the ability to lead. I will also describe how the combination of the physical and emotional challenges reoriented the individual cohort member's definitions and views of leadership. Also, analyzed will be the individual components and total programs perceived effects on participant's self-efficacy and group cohesion. It will be clear through this analysis that the Linsly experience is a

profoundly emotional time for participants and has both long-term and short-term impacts on each person. This analysis will look at the emotionality of Linsly and how participants reacted to these emotions and how this intense experience began to mold this collection of individuals into a cohort and a community of scholars.

CHAPTER V

DISCUSSION

Introduction

The mission statement of the Duquesne University IDPEL states:

The Mission of the Duquesne University Interdisciplinary Doctoral Program for Educational Leaders is to develop educators who have the vision, the commitment to research and achievement, and the skills to move the American educational system to prominence in tomorrow's world. This will be accomplished through an innovative partnership program linking competence and the learner, university faculty, practicing educational administrators, and community leaders (Duquesne University, 2004).

If the mission as stated is to develop educators who have the vision and skills to move American educational systems then self-efficacy of the participants must be examined. If the mission is to be accomplished through innovative partnerships then the cohesion of the cohort members must be studied. The initial activities at the Linsly Outdoor Center are designed to develop this group bonding and leadership development. Does the initial gathering of the cohort, and the four days of structured activities at Linsly, contribute to this mission? It is this researcher's opinion, based on substantial data collected in the form of surveys, interviews, written journals, video journals, and observations, that Linsly initiates the development of the individual cohort members' vision towards this mission.

The individuals of the IDPEL cohort arrived at Linsly relative strangers and left with a bond and commitment so strong many participants said they had never felt anything like it in their lives.

During the four days at Linsly I was able to witness the relationships and friendships being built, individual definitions of leadership beginning to develop or be completely reoriented and personal self-confidence grow. Many who entered Linsly apprehensive and resentful about the time away from work and family found it difficult to leave their new found colleagues after the four days together. Many remarked how they were shocked by the intensity of these feelings and that they were so anxious to see everyone again when they reconvened at Shippensburg University a week after they left Linsly.

Anyone who has had the privilege of participating in the LOC experiential, adventure based education activities knows he or she was involved in a truly unique experience. It raised questions in my mind such as, what is it that makes Linsly so special? Why is it so physically exhausting and at the same time so emotionally intense? Grounded in the needs expressed in the literature, the study led to the research questions: What specific activities do participants in the IDPEL Linsly Outdoor Center experience believe have, or will have, the greatest impact on their self-efficacy as leaders? What emotions, thoughts and feelings do participants describe experiencing during the IDPEL Linsly Outdoor Center activities that initiate the cohesion of IDPEL cohort and advisory group members? What specific activities and experiences of the Linsly Outdoor Center

experience do IDPEL Pro-Sem participants identify as having the greatest long-term and short-term emotional impact?

IDPEL and the Experiential Adventure Education Experience at Linsly Outdoor
Center

In 1941 Sir Lawrence Holt charged Kurt Hahn with the task of identifying the reason his young fit sailors had such a dismal survival rate compared with their older experienced counterparts. Through his efforts he established the key to a sailor's survival while waiting for rescue was individual lack self-confidence, not skill or equipment (Outward Bound, 2002). The outcome of his findings led to the development of Outward Bound, one of the leading organizations in the adventure education field. Can program principles initially designed to develop self-confidence in young sailors be used to help a group of educational leaders "navigate" and survive the "stormy seas" of education in the 21st century?

When participants arrive at LOC they are curious how a spartan facility in the middle of a state park in Pennsylvania will "jump start" their journey on the study of leadership as part of an IDPEL cohort. A common term used by IDPEL students and advisors to describe the experience of doctoral study is taking a journey on the "road to doctorateville." The road begins at the Linsly Outdoor Center. By the end of their four days at Linsly the fledgling cohort members are starting to understand the road is not just an academic exercise but a highly emotional and personal journey.

IDPEL Participants Views of Leadership and Leader Behavior

As I observed participants of the cohort it was evident they were quite varied in their level of maturity and experience as leaders. The range varied from classroom teachers in their mid-twenties to college administrators and a school superintendent in their forties and fifties. This group was not unlike the cohort I was part of during my own program matriculation. I wondered if this range did or would have an effect on the individual participant's preconceived notion of leadership and in turn their personal leadership development as part of IDPEL.

We can accept that leadership is learnable (Kouzes & Posner, 2002). The experiences that the participant brings to Linsly and future leadership study will have an influence on this learning. As stated earlier, learning is understood as a process of using prior interpretation to construct a new or revised interpretation of the meaning of one's experience in order to guide future action (Mezirow, 1991). All genuine education comes through experience (Dewey, 1938). Given these facts, and the varied levels of leadership experience of the members of the cohort, one must expect that the Linsly program perceived effect on leadership will be different for each individual. The experience one has as he or she begins their study will certainly have a profound influence on their reoriented definition of leadership. The successful experiential leadership development program must therefore take into account this variance and be able to address all levels of experience and enable the individual to grow as their view or definition of leadership evolves.

The initiation of the revision of participants' prior interpretation of leadership was evident in journal writing and interviews with several participants. One participant summed up the feelings of many other participants when he said, "It provided a self-awareness, a self-realization that a leader does not have to do everything but they must steer or lead others." Many of the cohort members especially those with the least experience were struggling with the realization that a leader is not an all knowing, do everything superstar but rather a guide to move a group towards a common goal. Another participant made an astute observation when he commented that, "leaders do not always have to lead from the front but can guide or encourage from the back." Those individuals with less leadership experiences in their background seemed to experience an epiphany in respect to leader behavior.

The more experienced seemed to undergo a more gradual resignation to the fact that in their individual leadership roles they fell into the trap of fostering a persona of absolute control or omnipotence within their organizations. One participant said,

I now feel I can be more imaginative in my job because I feel it is ok to stretch and try new things and not be afraid to let others lead new initiatives who have more expertise than I have. It won't diminish peoples' view of me as a leader.

This understanding is vital to the development of the modern leader. The complex nature and sheer volume of the decisions the educational leader in the 21st

century must make compel shared leadership within the organization. Most cohort members had a difficult time identifying a specific element of the LOC program that enabled them to develop this understanding of leadership. Most who were able to identify a particular element felt that the initial team building activities and low-ropes elements gave them the greatest insights to leadership practice. They described the way different individuals effortlessly moved in and out of roles of leadership depending on the task presented to the group. However in doing this no one individual's role was diminished.

The overall Linsly experience seemed to initiate the development of a framework of leadership for cohort members. The framework (see Appendix C) differentiates and outlines the leadership dynamics of the transcendental leader compared to the transactional and transformational leader. The framework identifies a transitional step in leadership development as the individual moves from and transformational to a transcendental leader. Regardless of the age or level of leadership experience of the individual cohort members their view of leadership was changed or at least reoriented by their time at Linsly. The framework, described in depth later in this chapter, attempts to describe this process.

The Importance of the Human Element

Social interaction is the key to the human learning process (Vygotsky, 1978). Without question, based on participants' responses, the interaction with fellow IDPEL members at Linsly was one of the most important aspects of the

experience. The intense emotional connections between the members of this group were genuine and heartfelt. The bonding began quite early in the week. The emotional connections were so intense so early I questioned whether they were sincere or contrived. It was not until the end of the four days that I could confirm that the empathy and caring for each other was genuine. This was again reinforced when I saw how they greeted each other a week later at the Shippensburg University campus.

Many participants commented that they felt closer to members of this group than they did many people they had known for years. Others said they felt more connected to members of this group than many of their own family members. Some said they were very surprised at some of the intimate details of their lives they shared with the group and even more shocked by how comfortable they were in doing so.

A majority of this very intimate sharing was done during the group debriefings throughout the week. This time for group reflection was identified by participants as one of the most emotional, yet valuable, aspects of the LOC experience. Critical reflection is vital to the development of critical thinking skills in adults (Brookfield, 1987). These purposeful and planned times for sharing forced the members of the cohort to reflect and share their personal thoughts and feelings and do so in a public, but non-judgmental group. The group reflection also allowed individual members of the group to realize that others were experiencing the same physical and emotional challenges they were struggling to

overcome. The sharing of these feelings seemed to encourage the bonding and emotional attachments among group members. As the week progressed individuals became more comfortable sharing during the group reflection times. This culminated in the “tool debriefing” held at the end of the cohort members’ final day at Linsly. To properly describe the tool debriefing and its impact on participants I must first turn back the clock to my first encounter with Linsly and the tool debriefing.

In July 2001, I had the opportunity experience the LOC program as part of the Duquesne IDPEL Shippensburg 2005 cohort. I entered the program as an experienced administrator but one who viewed leadership as a job with the responsibility to give directions and support to subordinates in an organization. As someone who had experienced Outward Bound and other adventure based education programs, I viewed the upcoming four days at Linsly as nothing more than a chance to do some activities I enjoyed in my spare time such as rock climbing and rappelling. I also thought it would be an opportunity to meet and socialize with a group of strangers that would share the same academic pursuit as me for the next four years. I viewed Linsly as a sort of “minor league” adventure based program compared to others I had experienced. I had no idea what the goal and purpose of Linsly was or what it would eventually lead me to study and become immersed in for the next four years.

During my four days at Linsly I witnessed people being emotionally and physically challenged like they never had been before. When the experience

ended after the four days, I reflected on the experience on my drive home from western Pennsylvania. During that period of reflection I was completely stunned by the strong emotional outpouring I saw from others during the four days and especially during the culminating tool debriefing. I just did not understand why people “acted” like this in front of relative strangers they hardly knew. But even so the spark was lit and the question I needed to answer was, why was this place called Linsly so special? It was not an answer that would come quickly and I will discuss this journey later in this chapter.

After participating in a second tool debriefing it became evident that it was not the mechanics of the tool debriefing that made it so emotionally intense, but rather its being the culminating activity to the entire IDPEL Linsly experience. The debriefing encouraged or facilitated an outpouring of emotions from participants. After four days of activities designed to bond cohort members and initiate leadership development the emotions of the participants “bubbled” to the surface and simply overflowed. My own personal detachment prevented me from seeing this the first time through Linsly.

The relationships that developed extended beyond the cohort members. The group also developed a fondness and deep respect for Jeff. Jeff, the director at Linsly, is a uniquely gifted adventure educator. He exhibits an enthusiastic passion for what he does and an authentic caring for the individuals participating in the adventure programs at Linsly. This compassion extends well beyond just looking out for participants safety. Jeff’s empathy for the participants as they are

involved in the Linsly experience is at a much deeper emotional level. His relationship with the group is so genuine that many participants commented that they wish they could be viewed in their organizations as being that caring and compassionate.

In observing Jeff and speaking with him privately over the course of two IDPEL cohorts times at Linsly it is clear to me that his behavior is in a small part learned and purposeful to aide in the growth of the group and of individuals in the group. While some of what he does is planned, as it should be, to accomplish the goals of each program component, it is easy to tell most of his interactions are just Jeff being himself. That combined with an energy level that is without equal enable Jeff to reach people at an incredible deep spiritual level.

His enthusiasm is so contagious that it is carried over to his staff. They imitate his style and encouraging manner as they relate to participants. This is very important. Course instructors play a vital role in student learning and are an important addition to the instructional model (McKenzie, 2003). The staff members at Linsly have an opportunity to learn form an extremely skilled and uniquely gifted adventure educator. It is a privilege I hope they understand and appreciate. He connects with people at a level that very few people can.

All higher functions originate as relations between human individuals (Vygotsky, 1978). This was never more evident than when observing Jeff relate to the other individuals at Linsly. The spiritual connections Jeff cultivated added to the level of connectedness between the other group members. As mentioned

earlier his attitude was contagious. It was evident that a spiritual connectedness was desired by the group. This was demonstrated by the large number of cohort members who felt so comfortable with and comforted by the others in the group.

Palmer (1992) observed that leaders have an unusual degree of power to create the climate in which people live. By modeling a compassionate spiritual style Jeff, I believe somewhat unintentionally, enable the cohort members to examine their own definition of leadership. Many began to examine their leadership behavior from a more humanistic perspective. Many stated that after the four days at Linsly they viewed their leadership as a more nurturing and supportive role in the organization than before. If it were not for Jeff it is quite possible that the group members would not have made this same in-depth analysis of their personal relationships with members of their organizations. Many would have been delayed in their recognition of spiritual or transcendental leadership behavior. That fact that this modeling was provided at the initiation of the LOC experience is quite fortunate for the long-term development of the individuals involved in the IDPEL program. As they participants progressed through the activities during the four days at Linsly they began to demonstrate these caring leadership qualities each other.

The Sanders et al. (2003) conceptual model explains the hierarchal relationship between transactional, transformational and transcendental theories. They describe the transformational leader as a charismatic individual who looks outside himself or herself and develops followers in their organizations. As the

leader advances on the spiritual continuum the transformational leader begins to possess transcendental leadership traits such as a spiritual focus. Based on observations at Linsly and the cohort members' interaction with Jeff, I suggest that perhaps the overlap in the Sanders et al. (2003) model (see Appendix A) between the transformational and transcendental leadership stages continuum is actually a separate leadership stage rather than a transition. I propose this stage be termed the "inspirational" stage of leadership. This term was selected to represent the stimulus or inspiration that leads the individual to look beyond transformative leadership behavior and beliefs to application of the higher spiritual or faith based leadership behaviors of the transcendental leader.

The movement of the individual leader to the recognition of the importance of the individuals in their organizations as contributors and colleagues and not just followers is vital to effective leadership in the modern organization. A further advance on the leadership continuum is the recognition of the need to elevate the individual in the organization. This elevation is not based on job title or financial compensation but rather an elevation in the moral development and spiritual needs of the person. The leader begins to look at personal behaviors he or she can put into practice that can aide in the spiritual development of the members of the organization. The leader begins to view himself or herself as a coach, or more specifically a "coach of the heart" or instructional counselor to the contributors in the organization.

This inspirational stage of leadership describes the spiritual awakening of the leader to the concept of a focus beyond himself or herself and the basic needs of the members of the organization. This stage begins the altruistic focus of the needs of ones soul and spirit. They attain a realization of something greater than themselves and a desire to attend to the spiritual needs the members of their organizations. They also begin to look at their legacy in their organization and a need to plan for a time when they will no longer be apart of it.

This transition grows into the true transcendental leader focusing on his or her personal spirituality and the spirituality of the members. The leader begins to focus on the moral development and moral compass of the organization and develops members of the organization who can support that goal. To this end the leader's spirituality is as Sanders et al. (2003) describe, being "out of the closet" and into the mind, heart, and soul of the daily accomplishments of the leader. This with time will be infused into the organization as a whole.

The importance of the human element and the intense relationships fostered at Linsly cannot be overstated. The valuable leadership lessons learned were grounded in the group experiential adventure process. The interactions with others were vital to the cohort members' evaluation of their role as leaders in their organizations. These experiences at Linsly set the initial standard for the framework described in Appendix C, from which the individual participants can develop as leaders. From this experience and through the years the cohort

members matriculate through their academic studies a new generation of transcendental leaders are born.

In 1990 Dr. Horton Southworth challenged the Dean and faculty members of the School of Education at Duquesne University with the idea of creating a Doctoral Program in Educational Leadership that was better than any others in terms of creating leaders who might really change schools, and perhaps change our nation. After two years of research and learning, in 1993, IDPEL was born. Dr. Southworth became fondly and respectfully known as “Coach” by members of the IDPEL community. In 2001 Dr. Helen Sobehart, IDPEL Program Director and Dr. Southworth witnessed the members of an IDPEL cohort present to an international audience at Oxford University. The cohort members’ presentation tied the IDPEL program to literature on leadership and their personal experiences. It was clear that the group had the knowledge and skills provided by three years of academic study in the program but also the spirit to be great leaders and inspire others. As the presentation developed the group spoke from the heart with sincerity, enthusiasm and spirituality. At the end of the presentation with flushed cheeks and tears flowing down his face Coach stood slowly and stated,

You’ve put the capstone on my professional life. There is nothing more I need to do. You have clearly embraced the light that IDPEL intended. The torch has been passed. (Sobehart, 2001, p.49)

What made this experience so emotional for both Dr. Sobehart and Dr. Southworth was how this spirit of IDPEL had transcended time because this

group had never known Coach and yet they were able to model and demonstrate his vision of the program. The group had the skills and attitudes to become transformational leaders. They understood leadership and followership (Sobehart, (2001). The new generation of leaders must look at leadership in these terms. The Linsly experience is the vital launching pad for the development of this new generation of transcendental leaders.

Participant's Self-efficacy and Confidence

Self-efficacy is not domain specific or situation specific but it is traitlike (Jerusalem & Mittag, 1995). The acceptance of this statement and belief is vital if one is to believe that adventure education programs such as those at the Linsly Outdoor Center can be effective in the development of individual self-efficacy. Based on observations and feedback from the Linsly participants it seems this type of leadership development program at least initiates feelings of increased self-efficacy. Many participants expressed a higher level of self-confidence at the end of their Linsly experience. In most cases they attributed two reasons for this improved capacity as a leader. First, they felt they faced and overcame tremendous emotional and physical challenges. Many participants said they had never been so challenged emotionally or physically as they were in the four days at Linsly. Being able to overcome these challenges gave them an increased or renewed feeling of self-efficacy. Second, they no longer were afraid to fail or try something new because of a fear of failure. This was due to their facing several challenges throughout the week and whether they failed or succeeded they were

not judged negatively by their peers. This made them realize that leadership capacity is not always judged by small setbacks and failures. If one can accept the genuineness of these feelings, and the reason participants attributed to these increased feelings of self-efficacy, then what in the program designed allowed this to occur without the challenges overwhelming the participants?

The answer to this question is in the examination of the order of the activities throughout the four days at Linsly. The group started the four days with simple icebreaker activities and low risk team buildings activities. These activities allowed participants to become familiar with each other and begin to establish working relationships with each other. The next series of activities such as the low-ropes course and orienteering created an increased level of mental, emotional and physical challenge. The final most challenging activities such as the rock climbing, rappelling and high-ropes course were near or at the end of the four days. These final activities forced the participants to face extreme challenges well beyond what they were accustomed. These activities caused them to stretch themselves and in doing so many participants were surprised at their own capabilities.

If such challenging activities would have been attempted at the beginning of the four days, many participants would not have achieved the same level of success, and in turn, an increased feeling of self-efficacy. Early in the week the participants were not yet comfortable with the other members of the group. They had not yet learned to trust Jeff, his staff and each other. The level of challenge

needed to build over time. This scaffolding of the challenges was vital in the overall success of the program. This allowed the individual participants to experience success and continue to build confidence. Bandura (1995) explained that individuals are more likely to sustain effort in they have support from others. They are also able to provide sustained effort in they have a self-confidence concerning their personal abilities.

The design of the Linsly program supported the development of feelings of personal self-efficacy by allowing the group to demonstrate support each other in the initial activities while participants gained confidence. This then carried over to the more challenging activities later in the week when the participants had to have high levels of trust in their colleagues and in the own capabilities.

Summary and Implications for Further Research

The four days of the Linsly experience had a profound effect on the members of the Duquesne IDPEL Shippensburg 2008 cohort. The level of the challenges faced and eventually overcome by the participants surprised most of them. There were many reasons for participants' feelings of success and self-efficacy. The overall design of the program was extremely important to program success. The scaffolding of the level of challenges presented to the participants encouraged success. This enabled the individual participants to achieve incremental success that provided them the confidence to attempt and overcome even greater challenges. This led to many participants accomplishing much more than they thought possible. This culminated in a high level of self-confidence and

sense of accomplishment among the individual cohort members. Self confidence plays an important role in decision making and gaining others trust (Kirkpatrick & Locke, 1995). This increased level of trust among group members and confidence when faced with challenging decisions was evident during the cohort's final days at Linsly.

Several individual activities were also identified by participants as being very valuable to their personal leadership development. Participants identified the rock climbing and rappelling as being very physically and emotionally challenging. The group reflection times and rock climbing and rappelling were viewed by participants as presenting the greatest interpersonal challenges. The group reflection times and team building activities were identified by participants as having the greatest self-efficacy benefit. In discussions and interviews with cohort members, most expressed a feeling that rather than identifying one or two particular elements it was more the whole experience that had such a profound affect on them.

A feeling also expressed by many participants was that they felt the impact of Linsly would be long lasting and something to build upon. The long-term effect of adventure programs, like the one at Linsly, was not within the scope of this study but is certainly an area that warrants further study. As an alumnus of the LOC program I can say that in many respects the effect was long lasting. As members of my cohort advisory group completed our course work and began the more self-directed task of dissertation completion we obviously witnessed a

reduction in our frequency of personal contacts and communication. That being a fact, we have still maintained contact with each other 18 months after completion of our formal classroom requirements. I truly believe that the feelings we have for each other and professional contacts between us will be maintained for quite some time.

What may be more long lasting may be the effect the Linsly experience has on the participants' individual growth and development. It took nearly three years until I understood the purpose of Linsly and the value of being a member of a community of scholars. As stated earlier I entered Linsly with an attitude of having some fun and meeting some new people. I did not understand the importance of group support and group learning. It was not until a few years after Linsly that I realized how it set the tone for our growth as individual leaders and as a group of scholars. The activities at Linsly are designed to allow the individual cohort members to gain confidence in themselves and the others in their group. They also encourage bonding and respect among the cohort members. The experiences also begin to define or redefine the individual's definition of leadership.

When I applied for entrance into the IDPEL program I viewed leadership as the ability to direct and command others. Leadership was a behavior that demanded a strong assured individual whose expertise was evident to subordinates under their direction. After my Linsly experience, and throughout my first few months of academic study I could see the value working with others

and being a contributing member of a group was very professionally satisfying and productive. My personal professional growth then developed to the point that I could see all members of a group having the ability to contribute or lead given opportunities and support. I began to view members of an organization as contributors and my role as leader being a facilitator of processes and an encourager or coach to the members of the organization. Finally, as this study evolved I began to understand that truly outstanding leaders offer something different. They have a spirituality that is evident. While members of the organization might not be able to define the term that makes the leader special they do say they are in fact special people. This type of leader has an ego that allows him or her to humbly realize their role in the organization. In their organization they create a climate of sensitivity and encouragement. They understand their mission and responsibility are to something greater than themselves. I only wish this long developing realization had occurred for me at a faster rate. It would have certainly benefited me as a leader and person.

What finally galvanized this understanding was my second opportunity to observe Jeff as he guided his staff, spoke with his wife, and instructed and taught IDPEL cohort members. The connection he is able to make with people in such a short time period is remarkable. The trust he instills and his genuine caring for people are extremely moving and allow people to accomplish great things. Jeff's genuineness is enveloping and contagious. His level of commitment to people in

his charge and his incredible energy level are a model to all leadership students who have the opportunity to witness it in person.

Inspirational leaders like Jeff operating in a spiritual dimension are another subject for further study. The “Inspirational” stage of leadership must be examined further. One might conceive this role of inspiration in different ways. Is this a specific stage of leadership development? Is it a transitional stage between the stages of transformational and transcendental leadership? Possibly it is a lynchpin that brings the other leadership stages together. The findings in this study suggest the existence of this stage but its complexity warrants further examination.

While future study is needed to establish the long-term benefit of adventure-based experiences like the LOC program, it seems possible that an observable long-term effect exists. For this to occur the proper nurturing of the values and skills developed at such programs may be required for some individuals. While the LOC experience is tremendously valuable to the initiation of leadership development among the members of the IDPEL cohorts, it will only be just that, a first step, unless nurtured and cultivated for continued enduring growth. It is through this attention that the Duquesne IDPEL mission will be accomplished and possibly exceeded.

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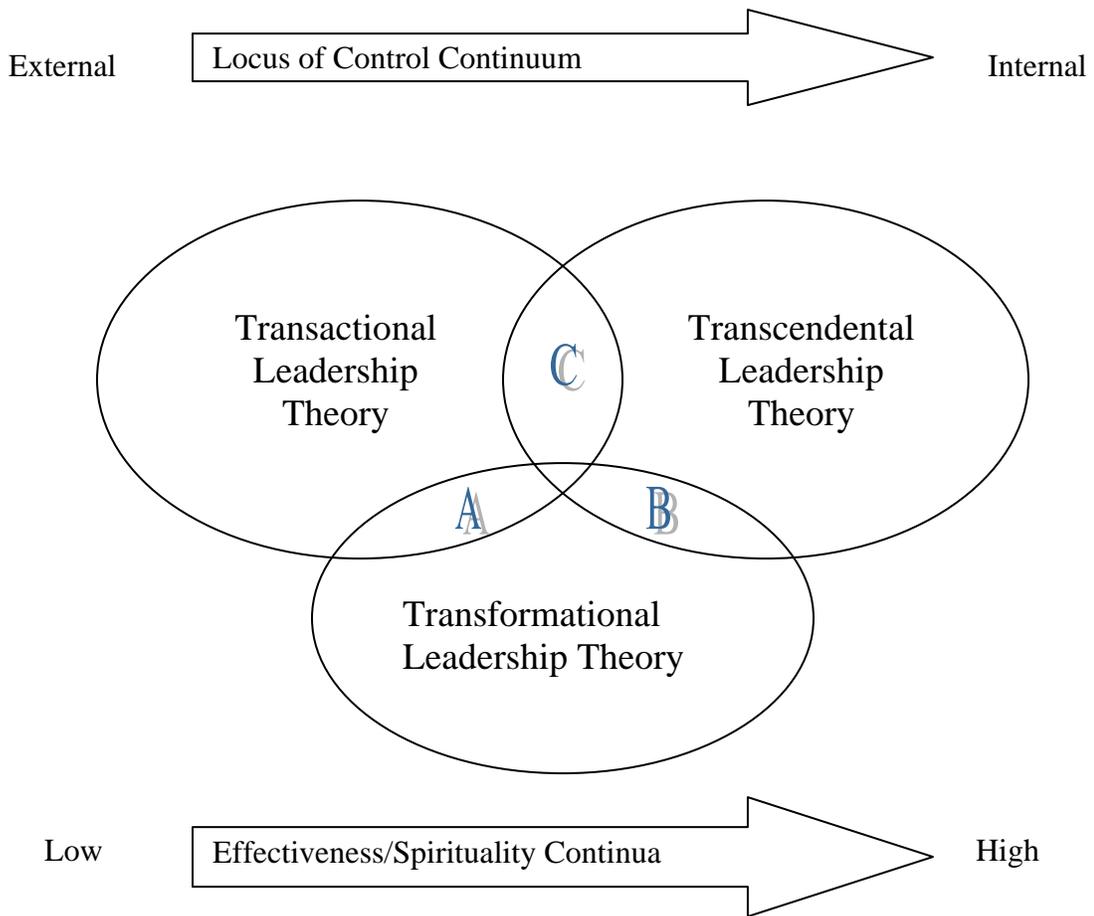
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Appendix A

Integration of Transcendental Leadership Theory

Appendix A

INTEGRATION OF TRANSCENDENTAL LEADERSHIP THEORY



- (A) = relationship between transactional and transformational theory
- (B) = relationship between transformational and transcendental theory
- (C) = relationship between transactional and transcendental theory

Sanders, J.E., Hopkins, W.E. & Geroy, G.D. (2003). From transactional to transcendental: Toward an integrated theory of leadership. *Journal of leadership and Organizational Studies*. 9, 24.

Appendix B

IDPEL LOC Course Component Survey

Appendix B

IDPEL LOC COURSE COMPONENT SURVEY

IDPEL LOC Participant's' Perceived Challenge/Benefit of Individual Activities.

Activity Overall Group Mean Scores

ACTIVITIES

	Pre-Act Readings	Ropes Courses	Rapp	Rock Climbing	Team Building	Orient	Group Reflection	Journal	Campfire
Emotional Challenge	1.87	3.48	5.00	4.35	3.61	3.48	4.04	2.48	2.87
Physical Challenge	1.26	3.96	4.43	5.30	2.39	3.83	1.43	1.09	1.39
Interpersonal Challenge	2.26	3.57	4.26	4.30	4.04	3.57	4.26	2.65	2.78
Self-Efficacy Benefit	4.30	4.39	4.96	4.83	5.04	4.52	5.13	4.61	4.83
Overall Activity Mean	2.42	3.85	4.66	4.70	3.77	3.85	3.72	2.71	2.97

N=23

Scale Range 1 (no challenge/benefit) – 6 (very high challenge/benefit)

Appendix C

The Leadership Development Framework

Appendix C

THE LEADERSHIP DEVELOPMENT FRAMEWORK

Leader Behavior and Focus

Transactional Leader	Transformational Leader	Inspirational Leader	Transcendental Leader
Managerial Focus	Motivational Focus	Spiritual Focus	Faith Focus
Task Orientation Acquiring Resources Assigning Duties Strategic Planning Leader Control	Ethical Orientation Purpose Driven Relationship Emphasis Loyalty Development Shared Organizational Control	Service Orientation Moral Recognition Legacy Development Strong Self-Efficacy Contributor Control	Devine Consciousness Moral Action Meaning-Making Study Vulnerability Acceptance Higher Power Control
Personal/Organizational Production	Interpersonal Relationships	Interpersonal Connectedness	Empyrean Reaching