Outward Bound Australia
Theory & Research:
A reference volume
James Neill BSc.(Hons)

(As at May, 1998)

Outward Bound Australia has been actively involved in researching many aspects of its programs since 1969. We have aimed to develop our understanding of the psychological, educational, sociological, and physiological processes and outcomes of our programs in an endeavour to provide the best quality of staff training and program delivery possible.

This document contains the abstracts, publication details, commentaries, and keywords for over 60 books, journal articles, theses, conference papers, and monographs that have been produced by Outward Bound Australia or by researchers working in conjunction with us.

The references are grouped by their themes and within each theme are presented in alphabetical order by surname of first author. Also available is A Bibliography of Australian Outward Bound Studies which contains a concise listing of all Outward Bound Australia references presented in this document.

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ADVENTURE EDUCATION AND OUTWARD BOUND:
OUT-OF-CLASS EXPERIENCES THAT MAKE A LASTING DIFFERENCE

HATTIE, J., Professor and Chair, Department of Educational Research Methodology, University of North Carolina at Greensboro

MARSH, H.W., Professor of Education and Dean of Graduate Research Studies, University of Western Sydney, Macarthur

NEILL, J.T., Research & Development Coordinator, National Outdoor Education & Leadership Services

RICHARDS, G.E., Executive Director, National Outdoor Education & Leadership Services

DATE: 1997

PUBLISHER: Review of Educational Research, 67, 43-67

ABSTRACT: The purpose of this meta-analysis is to examine the effects of adventure programs on a diverse array of outcomes such as self-concept, locus of control, and leadership. The meta-analysis was based on 1728 effect-sizes, 151 unique samples from 96 studies and the average effect-size at the end of the programs was .34. In a remarkable contrast to most educational research, these short-term or immediate gains were followed by substantial additional gains between the end of the program and follow-up assessments (ES = .17). The effect-sizes varied substantially according to the particular program and outcome, and improved as the length of the program and the ages of participants increased. Too little is known, however, about why adventure programs work most effectively.

COMMENTARY: This paper provides the most significant review of outdoor education theory and empirical findings currently available. It is the largest and most broad reaching meta-analysis (there was previously a meta-analysis by Cason and Gillis (1994) which focused on programs for adolescents). Meta-analysis is a method for pooling the empirical results from many different studies in order to review the overall trends. It is argued that meta-analysis is a more representative method of reviewing research results than the traditional approach of making a qualitative summary. The results for Outward Bound Australia programs are particularly impressive, with an average pre-post effect size of .47, whereas non-OBA programs had an average effect pre-post size of .17. The followup results are unique in educational settings in that they demonstrate the permanent transfer and ongoing benefit of changes effected by adventure education programs. This study also presents the findings across the 96 different studies by participant gender, participant age, participant background, length of program, quality of study, type of program, and type of outcome measure.

KEYWORDS: * meta-analysis * effect size * Outward Bound - outcomes * process research
A STUDY OF ATTITUDES AND REACTIONS: 
OUTWARD BOUND

MCKAY, H., Consensus Communications Research

DATE: 1969

PUBLISHER: Consensus Communications Research, Sydney, NSW, Australia

ABSTRACT: None.

COMMENTARY: [The introduction is reproduced here.] This report summarises the results of a study of attitudes to Outward Bound which was conducted in Sydney during October/November 1969. The study was based on a series of seven group discussions and 17 depth interviews, as follows: two groups of boys 16-22 years who attended an Outward Bound course in the six months prior to the study; one group of boys who had attended an Outward Bound course two years prior to the study; one group of boys who had attended an Outward Bound course five years prior to the study; one group of parents of girls who had attended an Outward Bound course; ten interviews with senior members of the community who have no direct connection with Outward Bound; five interviews with senior members of sponsoring companies.

The groups were held in private homes and at the offices of CONSENSUS; the depth interviews were conducted in the offices or homes of the respondents. Both the group discussions and the interviews were conducted by CONSENSUS psychologists; all of the groups and most of the interviews were tape recorded, and in all cases extensive notes were taken by the supervising psychologist.

During the group discussions the supervising psychologist played an essentially passive role, allowing the respondents to interact freely with each other and to range widely over those aspects of Outward Bound which interested them.

Similarly, in the depth interviews the psychologist, by sympathetic restraint, listening rather than questioning, allowed the respondents to interact freely with each other and to range widely over those aspects of Outward Bound which interested them.

Similarly, in the depth interviews the psychologist, by sympathetic restraint, listening rather than questioning, allowed respondents to cover the subject in the order and at the pace best suited to their individual personalities and temperaments.

The following report is based on an analysis of the tape recordings, supplemented by the observations and interpretations of the CONSENSUS psychologists involved. The concern of this study is essentially qualitative, and no attempt has been made to attach numbers to any of the findings. Throughout the report, the findings have been illustrated and supported by verbatim quotations from the discussions and interviews.

KEYWORDS: * Outward Bound - history * Interviews * Perceptions * Followup * Transfer * Perceptions
GENDER:
HOW DOES IT EFFECT THE OUTDOOR EDUCATION EXPERIENCE?

NEILL, J.T., Research & Development Coordinator, National Outdoor Education & Leadership Services

DATE: 1997


ABSTRACT: As the literature about outdoor education grows, it is important that emerging trends are reviewed and the implications for practice discussed. Gender is arguably the most ubiquitous individual difference, and is attracting considerable interest in the outdoor education field. In spite of this trend, critical reviews of the anecdotal and research literature are lacking. This paper examines the impact of gender on outdoor education experiences in a number of areas, including staffing ratios, participant ratings of outdoor leaders, group processes, and program outcomes. The findings challenge some common perceptions about the role of gender in outdoor education experiences and suggest that new thinking about how to best facilitate the development of both males and females is needed.

COMMENTARY: [Taken from the Summary and Conclusion.] Gender plays a greater part in outdoor education than is commonly realised. Understanding the influence of gender can provide useful insights into broader issues in outdoor education. Gender differences are observed in the focus of the outdoor education literature towards females. This bias is reflected in the overall finding that research on outdoor education program outcomes shows that higher gain scores tend to be found for females. Outdoor education can no longer naively carry on thinking that optimal personal growth is being achieved for males, nor can be said that outdoor education is meeting the needs of a wide range of females. Methodological explanations for the gender differences in change scores can be offered. Further, differences males and females motivations for taking on the challenges of outdoor education may cause the differences in outcomes. Or could it be that the masculine orientation of the majority of outdoor education programs impels females into greater growth than males? If further investigation supports these ideas, then outdoor education will face a dilemma: to continue perpetuating its gender myths or to come out of the closet and reveal its true identity.

KEYWORDS: * Gender * Males * Females * Outward Bound * Outdoor education * Instructors * Outcomes * Masculinity * Femininity * Motivation * Single sex programs * Coeducational programs * Androgyny * Research
LEADERSHIP AND OUTWARD BOUND

RICHARDS, G.E., Executive Director, 1975-1996, Outward Bound Australia

DATE: 1975

PUBLISHER: Outward Bound Australia

ABSTRACT: [None]

COMMENTARY: Outward Bound is often given credit from outside observers as being an effective leadership training organisation, although this is not a primary goal of the courses. This monograph explores why Outward Bound has this reputation and the relationship between the nature of Outward Bound courses and leadership development.

The paper reviews a variety of theories on leadership such as Trait, Situational, and Functional Relationship theories. It also looks at the aspects of the Outward Bound experience which facilitate personal development and the opportunity to exercise and develop effective leadership skills.

The monograph is 15 pages long and includes a bibliography with 23 entries, a review of the relevant research on leadership prior to 1975, and a broad theoretical overview of the issues of leadership and Outward Bound.

KEYWORDS: leadership * group processes * personality * Outward Bound - process * Standard course

A SOCIOLOGICAL VIEW OF A STANDARD OUTWARD BOUND SCHOOL COURSE WITH A PARTICULAR REFERENCE TO ASPECTS OF SOCIALISATION

RICHARDS, G.E., Executive Director, 1975-1996, Outward Bound Australia

DATE: 1976

PUBLISHER: Outward Bound Australia

ABSTRACT: [None]

COMMENTARY: This is the second in a series of three key theoretical review papers.

KEYWORDS: * Outward Bound - process * Standard course *
SOME PSYCHOLOGICAL BASES AND ASPECTS OF OUTWARD BOUND

RICHARDS, G.E., Executive Director, 1975-1996, Outward Bound Australia

DATE: 1976

PUBLISHER: Outward Bound Australia

ABSTRACT: [None]

COMMENTARY: [Excerpt from the introduction.] This paper attempts to look at some of the psychological bases and constructs which underlie the design and hopes of Outward Bound courses. It centres mainly on the standard Outward Bound course for young men and women aged 17-30 years, although it also looks in passing at some significant aspects of Outward Bound courses for secondary schools and for men and women over 30 years of age. As courses are continually being modified, and hopefully “improved”, this paper should not be seen as a definitive statement on either aims or practices. Outward Bound relates to people and so is liable to shift its approach and methods. This is the third paper I have written in my attempt to look more closely at the reasons why Outward Bound has been so successful in having a significant impact on people. The first looked at “Sociological Aspects of Outward Bound”, the second at “Leadership and Outward Bound”.

KEYWORDS: * Outward Bound - process
SOME EDUCATIONAL IMPLICATIONS AND CONTRIBUTIONS OF OUTWARD BOUND

RICHARDS, G.E., Executive Director, 1975-1996, Outward Bound Australia

DATE: 1977

PUBLISHER: Outward Bound Australia

ABSTRACT: (This is unavailable, a synopsis has been prepared to substitute).
The aim of this paper was to look at some of the processes and practices of Outward Bound within the framework of both general educational theory and research and also the growing theory and research on experiential and outdoor education, and Outward Bound itself. Outward Bound theory and its application in programs is explored and the effects of Outward Bound programs on the social development and growth of self are reviewed and evaluated. From such a study it is intended that some of the educational implications and contributions of Outward Bound will be detailed in a manner hitherto unavailable.

COMMENTARY: This monograph has become established as a benchmark study in the Outward Bound field and, more generally, the outdoor education field. It is distributed throughout a large number of libraries, universities, colleges, schools, clients and researchers, in Australia and internationally, and has been reprinted four times.
The monograph provides an extensive account of the theory, history and research on Outward Bound up to 1977 and is currently under review to include subsequent research and experiences. It is 197 pages in length, including six chapters with over 20 pages of references and represents a broad expose of the theoretical foundations of the Outward Bound movement.

KEYWORDS: Outward Bound - history * theory * philosophy * evaluation * self-concept * experiential education
OUTDOOR EDUCATION AND OUTWARD BOUND

RICHARDS, G.E., Executive Director, 1975-1996, Outward Bound Australia

DATE: 1986

PUBLISHER: Independence, the Journal of the Association of Heads of the Independent Schools of Australia, 10(1), May, 1986

ABSTRACT: (There is no author's abstract available for this paper).

COMMENTARY: This four page article reviews the current state of outdoor education in Australia and defines the range of general and more specific activity categories that have been classed as outdoor education. Major growth areas of outdoor education are identified and discussed with Outward Bound used as the illustrative example of the directions and patterns of development of outdoor education agencies toward greater professionalism and effective service delivery. This review would be of particular interest to readers active in existing outdoor educational programs or those who are considering participating in or utilising these services.

KEYWORDS: * adventure activities * safety * challenge * risk * outdoor education * experiential education * recreational activities
PRINCIPLES, TECHNIQUES, & DEVELOPMENTS IN EVALUATING OUTWARD BOUND AND RELATED LEARNING BY EXPERIENCE PROGRAMS: A PERSPECTIVE

RICHARDS, G.E., Executive Director, 1975-1996, Outward Bound Australia

DATE: 1984

PUBLISHER: Paper presented to the Australian Association for Research in Education National Conference, Perth, November, 1984

ABSTRACT: Since its inception in 1941, Outward Bound programs involving learning from experience through adventurous and demanding short term courses have been recognised as successful in developing (amongst other things) self-confidence, independence, achievement motivation, and clarified self-concept and enhanced self-esteem, in adolescents and young adults. The course of evaluation of Outward Bound and related programs throughout the world is outlined, and the strengths and weaknesses of this research in the past is reviewed, and implications made of trends for the future. The historical analysis reveals the rise and deterioration of the empirical approach, the search for suitable paradigms, and the influence of the experiential movement, and the growth of humanistic psychology.

COMMENTARY: This conference paper is a concise and readable review of the research conducted to explore and evaluate the Outward Bound programs throughout the world prior to 1984. It reviews the trends in theory and research methodology that have been successively applied to Outward Bound programs. The relatively recent surge of analytical interest in Outward Bound is ascribed primarily to the increased focus on self-perceptions that has occurred in the late 1960s and 1970s in the psychological discipline. The paper provides the researchers of such programs with an important foundation to plan their projects and gives the reader a critical comparative insight into different approaches to applied psychological research and, moreover, provides a general and historical overview of Outward Bound and its research programs. The 12 page paper includes a comprehensive bibliography of research and over 100 references on Outward Bound and related programs conducted prior to 1984.

KEYWORDS: * Outward Bound - history * theory * philosophy * evaluation
OUTDOOR EDUCATION IN AUSTRALIA IN RELATION TO THE NORMAN CONQUEST, A GREEK OLIVE GROVE AND THE EXTERNAL PERSPECTIVE OF A HORSE'S MOUTH

RICHARDS, G.E., Executive Director, 1975-1996, Outward Bound Australia

DATE: 1987

PUBLISHER: Keynote address presented at the 5th National Outdoor Education Conference, Western Australia, January, 1987

ABSTRACT: There is nothing new about outdoor education, it has been around for thousands of years. The problem is that we are still trying to work out what it is, i.e. what it does and how we go about doing it with confidence and plausibility. Our modern society and our students are far more discerning about what we are doing and the hard evidence we hope will support the notion that outdoor education is a 'good thing' can convince us only that sometimes it may be worthwhile and other times it may be not. If we see outdoor education in limited terms such as outdoor skills teaching, we may be on reasonably safe ground with our current teaching methods. There is, however, a strong and growing trend for people operating in the outdoors to claim many wonderful outcomes for their outdoor experiences. Amongst these claims are issues such as enhanced self-concept, self-reliance, personal relationships, social skills, etc. These are not peripheral issues. They are at the core of a person's functioning, development, and identity as a human being. If we only teach skills such issues may not concern us, but once we claim to be educating in these expanded areas we have an obligation to know what we are doing. If we do not pursue this purpose with responsibility and diligence, we may not only retard the growth of outdoor education as a profession, but also produce some adverse effects on the development of young people. This paper looks at where outdoor education appears to be philosophically in Australia and what appear to be some of the danger areas in its development. It introduces and reviews some of the research which may be pertinent in helping us find some guidelines for the future.

COMMENTARY: This keynote address provides a timely review of the evolving outdoor education profession and emphasises an important need for the clarification of aims in this field and the assessment of progress toward these aims. It cautions outdoor educators to address the responsibilities and need for sound research based knowledge that accompany being involved in a profession that centres on the identity of people and their personal development. These arguments are illustrated by recent research conducted by Richards on Physical Self-Concept. Based on sample sizes of up to 2612 subjects the primary findings were that females have a relatively lower Physical Self-Concept than males and that Outward Bound programs effect adolescent boys and adolescent girls differently. It is argued that such issues, only found through valid research, need to be addressed in outdoor education but are not adequately being done at present. This paper is 25 pages in length, and contains 22 references and graphical presentation of results from recent research.

KEYWORDS: outdoor education * experiential education * physical self-concept * Outward Bound - evaluation * Outward Bound - outcomes
OUTWARD BOUND: 
THE INWARD ODYSSEY

ZELINSKI, M., Outward Bound Trust

SHEAFFER, G., Outward Bound Trust

DATE: 1991

PUBLISHER: Beyond Words Publishing, Oregon, USA

ABSTRACT: For half a century, Outward Bound centres around the world have worked to enhance communication and to instill confidence and compassion in people from every walk of life. More than a million men and women have benefited from the dream of the founder of Outward Bound, Kurt Hahn. Their lives have been touched and undoubtedly changed.

In celebration of the first 50 years of Outward Bound, award-winning photographer Mark Zelinski travelled to more than 30 Outward Bound centres worldwide to capture the human spirit at its most courageous and most vulnerable moments. Beautiful and gripping images combine with text to give the reader a glimpse of the personal drama that has left graduates with a sense of fulfillment and personal transformation.

Much has been written about the Outward Bound experience, and yet its heart remains elusive. This book will take readers to remote and unfamiliar wilderness, to experiences they have never known. At its core is the realization that the Outward Bound venture is a deeply inward journey.

COMMENTARY: This is a large-format coffee-table publication which celebrated Outward Bound’s 50th anniversary. Although not strictly a research publication it recounts the history of Outward Bound’s development and seeks to convey the essence and diversity of Outward Bound programs around the world, including Australia.

KEYWORDS: * wilderness * Outward Bound - history * Outward Bound - theory * personal development
SPECIAL PROGRAMS
A REVIEW OF THE OUTWARD BOUND SPRING BOARD COURSE FOR SLOW LEARNERS

BACKHOUSE, M., Occupational Therapist, Central Assessment Clinic, Brisbane

CRAIG, D., Recreation Officer, Central Assessment Clinic, Brisbane

PACKER, J., Psychologist, Brisbane

DATE: 1978

PUBLISHER: Outward Bound Australia, Canberra, ACT, Australia

ABSTRACT: Outward Bound is an educational experience that uses challenges in the natural setting to encourage self-reliance and personal development. The application of the Outward Bound approach with a group of eighteen intellectually handicapped adults (I.Q. range: moderate - borderline retardation) is evaluated by means of pre- and post-course comparisons of three variables: (a) self-report measures; (b) ratings and comments of participant observers; and (c) ratings and comments of non-participant observers. Both individual and group trends are reported.

COMMENTARY: This research report evaluates the effective impact of an Outward Bound Spring Board course on eighteen adult participants (14 males, 4 females; age range 16-32 years; moderate-borderline retardation). The course was of 12 days duration and included many outdoor activities such as rope work, rafting, hiking, rock climbing, and abseiling. An important part of the course was that the everyday activities such as cooking and establishing camp were the responsibilities of the participants. The course evaluation was based on the pre/post assessment of 5 participants on the Primary Self-Concepts Test (Andrews, 1970), pre/post staff participant observer ratings of all participants, and pre/post non-participant therapy centre supervisor observer ratings of six participants. The report conclusion was that the Outward Bound course did enable a change in participants' self-perceptions, and that effective behaviour changes were transferred to living/working situations in some cases. This five page report details the course background and program, evaluation procedures, statistical analyses, and conclusions.

KEYWORDS: * special remedial education * intellectual disability * Outward Bound evaluation * self-concept
ABSTRACT: (There is no available abstract, a synopsis has been prepared from the thesis text). The aim of this study was to identify some of the interpersonal contexts which promote the internalisation of an extrinsic motivation so that it becomes a conflict free internal self-regulation, and behaves in a similar manner to intrinsic motivation. The study was based on the results of two experiments. The first was an analysis of an existing program, an Outward Bound Bridging course. This course was a six-week residential program designed to improve academic achievement and self-concepts in low-achieving high school males chosen on the basis of poor academic performance, an apparent potential to perform better and strong parental support. The design of the course was based on McClelland's Achievement Motivation Theory.

The results showed that the Bridging Course program significantly increased reading comprehension ability, maths ability, maths self-concept, parent self-concept, perception of cognitive competence, and the internality of motivation by the course end. However, the measured effects of the Bridging course which were still present at the end of year were mainly confined to affective variables, reading self-concept, appearance self-concept, physical self-concept, perception of general competence, an increased maturity of judgment, a more internal perception of who controls one's success and an increased competitive motivation to study.

The second experiment examined the increase in self regulation that could be achieved by training students in the use of a learning strategy, to increase student competence, while in their normal school environment. Results showed an increase in reading comprehension but not in the students’ perception of competence or autonomy.

Gouvernet integrates the findings from both studies and concludes that the in-school and Bridging Course had similar academic effects but that only the Bridging course had affective effects even though most of these disappeared on return to school. He suggests that the conditions of the Bridging course, with its separate reference group, produced these significant affective changes but that returning to school students found that the real reference group which applied to school removed them. This result has real relevance for Outward Bound and similar courses and the transfer of effects, especially in the remedial context. It highlights the need for some followup or support program in participants’ back home reality.

This Master's thesis contains an extensive theoretical rationale for the research, description of instrument battery, results and analyses, and discussion of the results within the theoretical framework developed.

COMMENTARY: (none)

KEYWORDS: * remedial education * academic achievement * motivation * Outward Bound * self-concept
PILOT EVALUATION OF AN OUTWARD BOUND COURSE EXPERIENCE
FOR ODYSSEY HOUSE RESIDENTS

HILL, M.A., School of Psychology, University of New South Wales

DATE: 1982

PUBLISHER: School of Psychology, University of NSW, Sydney, Australia

ABSTRACT: (There is no author's abstract available for this report.)

COMMENTARY: Outward Bound courses have been used as intervention programs in a variety of clinical populations. The present research is a pilot evaluation of the effect of a 26 day Australian Outward Bound course for a sample of residents from Odyssey House, a residential rehabilitation program for drug addicts.

Residents who attended an Outward Bound course, and a sample of residents who did not, were assessed with the Rotter Locus of Control scale, and a set of semantic differentials before and after residents participated on the courses. Qualitative information was also collected at these times. Transfers of residents and other factors reduced the numbers of subjects to five in each group, limiting the statistical analyses that could be done.

Trends supported the positive effect of the Outward Bound intervention, and residents' remarks were of more positive self-image and optimism for the future. It was concluded that the Outward Bound course was promising as a 'powerful component' of the rehabilitation program.

This unpublished evaluation of the effect of Outward Bound in rehabilitation programs is eight pages in length and includes a description of the research design, instruments used, and analyses conducted. Results are presented in tabulated form, and suggestions for further research are given.

KEYWORDS: * drug and alcohol rehabilitation * Outward Bound - evaluation * semantic differentials * locus of control * self-concept
THE OUTWARD BOUND BRIDGING COURSE FOR LOW ACHIEVING HIGH SCHOOL MALES: EFFECT ON ACADEMIC ACHIEVEMENT AND MULTIDIMENSIONAL SELF-CONCEPTS

MARSH, H.W., Professor of Education (Research), Faculty of Education, University of Western Sydney

RICHARDS, G.E., Executive Director, 1975-1996, Outward Bound Australia

DATE: 1988

PUBLISHER: Australian Journal of Psychology, 40, 281-298

ABSTRACT: The Outward Bound Bridging Course is a six week residential program designed to improve academic achievement and self-concepts in low achieving high school males. In the period 1980-1984 five courses were conducted for 66 high school males chosen on the basis of poor academic performance, an apparent potential to perform better and strong parental support. These findings provide support for: a) the effectiveness of the Outward Bound Bridging course coupled with parental involvement as an academic intervention for low-achieving high school males on both academic achievement and academic self-concept; and b) the multidimensionality of self-concept; c) the validity of responses to the Self Description Questionnaire in relation to academic performance and in relation to the impact of an effective academic intervention. The short multiple time-series design, the specificity of the effects to academic outcomes and the generality of the effects across academic self-concept and achievement make implausible many possible internal and external threats to the validity of the interpretations.

COMMENTARY: The present study focused on the six week summer residential remedial program, for groups of 11 to 16 low achieving male high school students, age range 13 - 16 years, which were conducted from 1980 to 1984 by the Australian Outward Bound School. The programs were designed to provide an environment specifically conducive to heightened achievement following the general propositions outlined by McClelland for enhancing achievement motivation. Students' academic and self-concept levels were assessed on several occasions throughout the six week period, using a variety of scales including the Coopersmith Self-Esteem scale and the Self Description Questionnaire (SDQ) III, the Gapadol reading and Morton Mathematics tests.

The research found the program to be effective in improving the academic self-concept and achievement of the students. The study provides evidence of Outward Bound's effectiveness in facilitating growth for participants with initially low self-concept and low levels of achievement. This 30 page report includes references and the statistical analyses employed. It compliments and provides an overview and extension of a more detailed 145 page monograph on the 1980 and 1981 Bridging Courses by Richards and Richards (1981).

KEYWORDS: * learning disabilities * academic self-concept * academic achievement * Coopersmith Self-Esteem scale * SDQ III * achievement testing * Outward Bound - evaluation
PROGRAM FOR THE VISION IMPAIRED:
SUMMARY OF PILOT STUDY

NEILL, J.T., Research Coordinator, 1993-1997, Outward Bound Australia

DATE: 1996

PUBLISHER: Outward Bound Australia

ABSTRACT: [None]

COMMENTARY: [Except from the report.] The Association for the Blind of WA Inc. provides special assistance for vision impaired children and young adults who have suffered vision impairment. This project provided a unique opportunity for vision impaired youth to participate in the experiential learning opportunities of a 9 day Outward Bound Australia program. The purpose of this report is to provide a general audience with important insights about the effectiveness of the program in an easy-to-read format.

Overall, a ‘very high’ degree of change was achieved for the participants. The area of ‘very exceptional’ change reported by the vision impaired youths was their Social Competence which appears to have met the first of the objectives of the Blind Association of WA for participants to learn from each other in a supportive social environment. The next largest level of change was ‘exceptional’. This was achieved for Time Management, Achievement Motivation, Task Leadership, and Self-Confidence. Broadly speaking, these dimensions appear to match the other objectives of the Blind Association of WA. For example, the increase in participant’s motivations to achieve and succeed indicates that their ability to push limits and overcome obstacles may have improved. The smallest changes were ‘average’ (compared to results for other outdoor education programs) and were found for Emotional Control and Intellectual Flexibility. It must be emphasized that the results are to be considered as a pilot study. A full research report, at a minimum, would require followup testing and preferably utilize a larger sample size.

KEYWORDS: * Outward Bound - Discovery programs * Life Effectiveness Questionnaire * Adolescents * Visually impaired * Disability * Outward Bound - outcomes
OUTWARD BOUND AND TROUBLED YOUTH: 
THE TREATMENT OUTCOME LITERATURE

AUTHOR: OUTWARD BOUND AUSTRALIA

DATE: c.1988

PUBLISHER: Outward Bound Australia

ABSTRACT: [Excerpt provided.] Outward Bound has been offering courses for troubled youth for over twenty years. From the inception of these courses, staff, students, parents, and involved professionals have reported dramatic results - positive alterations in attitudes and behaviors - changes which last over time. Based on these reports, literally hundreds of private and public school systems, social service agencies, treatment programs, and wilderness centers have included an Outward Bound component in their curriculum or program. As time passed, both Outward Bound, and the independent organizations using the Outward Bound approach, felt a need to perform scientific research to substantiate the anecdotal reports. The purpose of this paper is to review and summarize those empirical studies.

COMMENTARY: This popular document is written for the layperson and contains summary graphs of major studies on the effects of Outward Bound on troubled youth. It concludes as follows: Lest the results reported above seem excessively optimistic, it is important to note that in certain studies one or more of the variables under examination failed to change in a positive direction. For example, Wright (1982) found that the problem-solving abilities of the experimental group did not improve and Collingwood (1972) did not uncover significant decreases in alienation. On the other hand, a comprehensive review of the literature located only one study which provided contradictory evidence about the major variables discussed above. Dahaim (1982) failed to find significant improvements in the self-esteem of troubled youth following Outward Bound. His study, however, suffered from small sample sizes (N=16) and thus may have lacked experimental power. The preponderance of positive results has led three reviews of the Outward Bound literature (Burton, 1982; Gibson, 1979; and Shore, 1976) to conclude that Outward Bound has a strong and reliable therapeutic effect on emotionally and behaviorally disturbed adolescents. While many of the empirical studies are of questionable validity due to methodological shortcomings, it is clear that wilderness programs can and do result in positive changes in the self-concepts, personalities, individual behaviours and social functioning of the program participants. Therapeutic wilderness programs are, then, a potentially powerful, albeit largely unrecognized, alternative to traditional therapeutic interventions (Gibson, 1979; pp. 29-30).

In conclusion, Outward Bound and Outward Bound-style programs have built a record which speaks for itself, a record of achievement and success. Outward Bound is no longer an untried, undocumented, and experimental approach; rather, there is persuasive evidence that it is an effective and powerful method for treating troubled youth.

KEYWORDS: * Outward Bound - outcomes * Youth at risk * Review * Self-confidence * Locus of Control * Interpersonal Competence * Physical Fitness * Academic Achievement * Recidivism
OUTWARD BOUND AND THE EDUCATION OF MENTALLY HANDICAPPED PEOPLE: A REVIEW OF A UNIQUE APPROACH

RICHARDS, G.E., Executive Director, 1975-1996, Outward Bound Australia

DATE: 1979

PUBLISHER: Paper presented to the 2nd Joint Conference of the Australian Association for the Study of Mental Deficiency and the Australian Association for the Mentally Retarded, October 1979.

ABSTRACT: (There is no author's abstract available for this paper).

COMMENTARY: This paper was presented as an invited address to the 'Preparation for Life' conference. It outlined the role of outdoor education and Outward Bound, specifically, in assisting intellectually handicapped people to achieve the goals of more independent living and increased normalisation. The review gives insight into the modified programs for intellectually handicapped people that had been run for several years by the Australian Outward Bound School.

The general conclusions of the review were that the achievement orientation of the Outward Bound program is successful in increasing handicapped persons' self-reliance, self-confidence, scope of skills, and willingness to be involved in new and challenging activities. The group setting of the program is effective in developing participants' social skills and cooperation.

This four page conference paper is of particular interest to those involved with developmental disabilities, special education, and rehabilitation.

KEYWORDS: * intellectually handicapped * rehabilitation * normalisation * self-esteem
OUTWARD BOUND BRIDGING COURSE 1981:
AN INVESTIGATION AND EVALUATION OF AN OUTWARD BOUND REMEDIAL PROGRAM

RICHARDS, G.E.  Executive Director, 1975-1996, Outward Bound Australia

RICHARDS, M.F.  Coordinator, 1980 & 1981 Bridging Course, Outward Bound Australia

DATE: 1981

PUBLISHER: Outward Bound Australia

ABSTRACT: Twelve under-achieving boys (average age 15 years, 3 months) from a Sydney inner-city Catholic school with a predominantly low socio-economic and high ethnic population were exposed to a six week long residential Outward Bound Remedial Course.

The low reading and maths abilities tested by the Gapadol Reading Comprehension and Schonell Graded Word Reading Tests and the Moreton Mathematics Test - Level III showed very significant improvements during the program. The results were found to be essentially similar to those of a pilot program conducted one year earlier.

The integrated remedial experiential nature of the program was found to have produced significant personality changes (as measured by the High School Personality Questionnaire) with consistent and significant increases in the Factor B (intelligence) scale of this instrument.

Administrations of the Coopersmith Self-Esteem Inventory showed these students to be low in self-esteem (and particularly on the Home/Parents and School/Academic subscales) and also showed positive correlations between the low S-E and achievement (especially reading). At the end of the course self-esteem had risen significantly and correlations between reading and S-E were not found.

A comprehensive attitudinal self-report evaluation questionnaire showed that at the end of the program students were much more hopeful about their futures, positive and confident about schoolwork, happier, more cooperative and had a greater enjoyment of learning.

The investigation is approached using both psychometric and case study methods and it comments on some of the key issues of individuality and the relationship between I.Q., S-E, personality, achievement and experience in the remedial setting.

The study raises a number of questions concerning the most effective remedial processes for individual students while at the same time establishes the Outward Bound Bridging Course approach to remedial education as highly effective in both the cognitive and affective domains.

COMMENTARY: This report is a thorough account of the 1981 Australian Outward Bound School remedial program for 12 low achieving high school boys with a mean age of 15 years 3 months. It compliments the research conducted over five years by Marsh & Richards (1985) by providing detail on the program, evaluations and variety of assessment techniques used, from statistical data to case studies and student profile. The 145 page publication includes 140 references, program descriptions and appendices containing tabulated and graphical presentations.

KEYWORDS: * remedial education * Outward Bound - evaluation
MANAGEMENT PROGRAMS
A RESEARCH EVALUATION OF THE DEVELOPMENTAL OUTCOMES OF AN OUTWARD BOUND MANAGEMENT TRAINING AND CORPORATE DEVELOPMENT PROGRAM

BARRETT, J.D., Research Coordinator, 1988-90, Outward Bound Australia

DATE: 1990

PUBLISHER: Outward Bound Australia, Canberra, ACT, Australia

ABSTRACT: (There is no author's abstract available for this report).

COMMENTARY: Sales Profession trainees of a large international computer company participated in a 10 day Outward Bound Management Training and Corporate Development Program in April 1989. The course was intended to complement the company's extensive in-house training scheme and was incorporated between the initial and advanced stages of the scheme. The Outward Bound Research Department conducted an evaluation of the developmental outcomes for the participants of this course and this report summarises these results.

The company set the primary focus of the course, in consultation with Outward Bound, as general personal development of the participants, their personal effectiveness and life skills. This was considered the best investment to achieve high career performance that would be long term and growth orientated.

The course was expedition based and combined a full range of outdoor activities. In addition, management development sessions were held daily to help translate these activities back to their working lives. The participants had the management responsibility for conducting almost all aspects of the course.

The participants were 5 females and 13 males, average age 22.1 years (range 20 to 29), with most being recent tertiary graduates. It should be noted that this is substantially younger and less experienced than the normal management course group.

Although the report employs a reasonably sophisticated research design and statistical analyses it is intended for an educated lay reader. It is designed to be self-contained and there are extensive discussions of the research design and its rationale, the research instrument and its structure, and the statistical analyses and their interpretation.

The study used a short interrupted time series design with assessment of participants at four times: one month prior to course start, course start, course end, and 4 month followup. The instrument used was the Life Effectiveness Questionnaire version F (LEQ-F) which contains scales that assess 8 dimensions of life effectiveness.

Research results are presented in separate self-contained sections for each dimension consisting of high/low capability characterisations of the dimension, LEQ-F items, tabulated and graphed results, statistical analyses, and discussion. The results of this report show that in all but one of the dimensions the course produced a significant and sustained increase and even the one exception showed a consistent positive trend.

KEYWORDS: * management development programs * life effectiveness * Outward Bound - evaluation
LOCUS OF CONTROL AND MANAGEMENT TRAINING PROGRAMMES

MASON-COX, S., Student, Bachelor of Arts, Leisure Studies

DATE: c.1989

PUBLISHER: Leisure Studies, University of Technology Sydney, Sydney, NSW, Australia

ABSTRACT: This research study was undertaken to determine whether a manager’s locus of control internalised during an Outward Bound experientially based management training programme. Forty six managers, of whom only two were female, from four different business organisations participating in an Outward Bound programme were tested using Rotter’s Locus of Control (Internal-External) Scale. The overall results show that the locus of control of these subjects internalised significantly from the beginning of the course to its completion.

COMMENTARY: None.

KEYWORDS: * Outward Bound - outcomes * Locus of Control * Management training * Corporate programs
TWO MANAGEMENT DEVELOPMENT PROGRAMS: SUMMARY OF RESEARCH

NEILL, J.T., Research Coordinator 1993-1997, Outward Bound Australia

DATE: 1995

PUBLISHER: Outward Bound Australia

ABSTRACT: (There is no author's abstract available for this paper).

COMMENTARY: Twenty-one employees from an Australian company which designs and manufactures heavy-duty trucks attended a 9 day Outward Bound course in 1994 and 1995. This 8 page report summarizes research findings in non-technical language in order to succinctly inform the public, the company and Outward Bound staff about the program outcomes. A very high level of change for participants' life effectiveness is reported and a high level of client satisfaction is also found. A sample of comments from participants in the programs is presented, providing some insight into the process of changes that occurred through the Outward Bound management development programs.

KEYWORDS: * life effectiveness * participant evaluation * management training * Outward Bound - evaluation
AN INTERIM ANALYSIS OF THE EFFECTS AND POST-COURSE CHANGES OF STUDENTS ON A STANDARD OUTWARD BOUND COURSE DESIGNED FOR COMMERCE AND INDUSTRY

RICHARDS, G.E., Executive Director, 1975-1996, Outward Bound Australia

DATE: 1984

PUBLISHER: Outward Bound Australia

ABSTRACT: [None]

COMMENTARY: This research study evaluates the intervention effect of an Australian Outward Bound standard course run for participants from commerce and industry. This four page study uses an Australian Outward Bound developed questionnaire, 'Actuals and Aspirations', to assess the change in participants' beliefs of their actual level of performance, and their goals for specified periods in the future. The Actuals and Aspirations questionnaire is a series of 37 items relating to success and competence, coping skills, initiative, responsibility, work effectiveness and social interaction. Participants were assessed pre/post course with a seven month follow-up. Analyses showed that the course had a substantial impact in developing characteristics that are directly related to employment effectiveness and that most of these changes were sustained or continued to develop until the time of the seven month assessment.

This four page report includes descriptions of the 'Actuals and Aspirations' questionnaire, an outline of the research design and the results of the analyses reproduced in easy to read tables with explanatory notes and comments. As with the further report (Richards & Lee, 1986) management courses, using this instrumentation, this report is written for the reader with only basic statistical knowledge.

NOTE: The Actuals and Aspirations questionnaire, used here, has been further developed since this report and renamed the Life Effectiveness Questionnaire (LEQ).

KEYWORDS: * management programs * life effectiveness * Actuals and Aspirations * Outward Bound - evaluation
OUTWARD BOUND MANAGEMENT DEVELOPMENT PROGRAMS:
ANALYSIS OF EFFECTS AND FOLLOW UP RESULTS

RICHARDS, G.E., Executive Director, 1975-1996, Outward Bound Australia

LEE, S.E., Coordinator of Management Program, 1986-1989

DATE: 1986

PUBLISHER: Outward Bound Australia

ABSTRACT: (There is no authors' abstract available for this report).

COMMENTARY: This research is an evaluation of the Australian Outward Bound Management Development Program that is undertaken by management staff from a number of leading corporations throughout Australia. While each course is modified to meet the needs of each staff training or corporate development program, the philosophy, theory and major activities are similar. The specialist courses are typically 9 to 15 days duration.

Richards and Lee used the 'Actuals and Aspirations' questionnaire to assess the effects of an Outward Bound Management Development Course on participants from a number of leading businesses and corporations. The questionnaire, administered on the first and last days of the course and four months after the course, asked participants to describe themselves as they actually are (at the time of administration) as well as setting themselves goals for a future period. This was done on a ten point scale for 37 criteria related to success and competence, coping skills, initiative, responsibility and work effectiveness, and social interaction - all key managerial characteristics that are addressed in the Outward Bound curriculum.

Overall, the authors found that responses for 16 of the criteria increased over the course, and continued to increase four months later. On a further 18 items the scores increased over the course and these increases were sustained at the four month follow up. These findings provide strong support for the effectiveness of the Outward Bound program for executive and management development.

The report is a seven page document containing a description of the assessment procedures and of the 'Actuals and Aspirations' questionnaire that was used, tabulated presentation of results and explanatory notes and comments. The report compliments Richards' 1984 report on the standard course for participants from commerce and industry and, as with that report, is written for the reader with only basic statistical skills.

NOTE: The Actuals and Aspirations questionnaire, used here, has been further developed since this report and renamed the Life Effectiveness Questionnaire (LEQ).

KEYWORDS: * management development programs * life effectiveness * Actuals and Aspirations * Outward Bound - evaluation
SCHOOL PROGRAMS
THE EFFECT OF AN OUTWARD BOUND EXPERIENCE ON THE SELF-CONCEPT OF YEAR NINE AND TEN BOYS

CRAIGIE, S., Honours Student, University of Sydney

DATE: 1996

PUBLISHER: Honours thesis, Faculty of Education, University of Sydney, Sydney, NSW, Australia

ABSTRACT: The present study examined the development of self-concept of year 9 and 10 boys, as a result of the implementation of an Outward Bound High School Program. The sample consisted of 29 boys, with a control group of 55 boys. The instrument used to assess changes in self-concept was the Self Description Questionnaire-II (SDQ-II) (Marsh, 1990a). The SDQ-II was administered at 3 time intervals - before and after the camp, as well as a follow-up testing session one month later. Multivariate analysis of variance (MANOVA) with repeated measures were employed to analyse the degree of change for any of the 11 scales of self-concept (as defined in the SDQ-II). Statistically significant interactions between the participation in the outdoor education program and time were evident for the Same-Sex Relations and Parent Relations scales, as well as the Total Self-Concept score. There were no immediate program effects, as all three interactions occurred during the post to follow-up testing interval. The results indicated that the effects were long term in nature and supported the premise that the Outward Bound program was effective in producing positive changes in the self-concept of the participants.

COMMENTARY: [None]

KEYWORDS: * Outward Bound - outcomes * Self-Description Questionnaire-II * Adolescents * School programs
OUTDOOR EDUCATION AND PSYCHOLOGICAL RESILIENCE IN ADOLESCENCE

GOODMAN, C., Department of Psychology, Monash University

DATE: 1995

PUBLISHER: Graduate Diploma in Psychology Thesis, Monash University, Melbourne, Victoria, Australia

ABSTRACT: This study examined adolescents participating in outdoor education for changes in their resilience. Increased resilience was defined as internalising locus of control, and a more positive self-concept. A group of 48 participants (41 female, 7 male, aged 13-16 participated in a 10-day Outward Bound high-school program. A control group of 24 (17 female, 7 male, aged 13-16) participated in a normal school week. Participants completed the Rotter Locus of Control questionnaire, and the Youth Self-Report Form, at a pre-test and post-test administration. The treatment group level of change was significantly larger than the control group ($p < .05$) on the Rotter Locus of Control Questionnaire, but no difference was found for the Youth Self-Report Form. It was concluded that the outdoor education program made the locus of control more internal, but demonstrated no influence on the self-concept of the participants. The results are discussed in terms of an outdoor education program acting as a protective factor increasing at least one aspect of resilience: internal locus of control. Implications for future research are also presented.

COMMENTARY: Goodman’s 35 page report provides further evidence that Locus of Control is effected by Outward Bound programs, but again highlights the necessity of adopting sensitive instruments and methodology to assess changes in the major stable area of self-concept. This is the first time that the Youth Self-Report Form has been applied to an Outward Bound sample in Australia, hence the study is a useful contribution to the body of Outward Bound research. The strength of findings is partly limited by sample size. Students conducting research projects at Outward Bound would benefit from a careful examination of Goodman’s report.

KEYWORDS: * locus of control * youth self report form * psychological resilience * self concept * Outward Bound - evaluation
OUTWARD BOUND AND ADOLESCENCE:
SELF-ESTEEM AND SEX ROLE CHARACTERISTICS

MCDONALD, T., Master’s student, University of Canberra

DATE: 1997

PUBLISHER: Master of Educational Counselling Thesis, University of Canberra, Canberra, ACT, Australia

ABSTRACT: In this study the effects of a ten day Outward Bound course on the self-esteem and sex role characteristics of year ten students were examined. Students attended an Australian co-educational Catholic High School and participation in an Outward Bound course was a compulsory component of their personal development program. The design of the study was a pretest-posttest control-group-design. All students completed the Coopersmith Self-esteem Inventory and the Australian Sex Role Scale. In addition, students who participated in the Outward Bound course completed an Outward Bound Survey Questionnaire. The results of these showed that the global self-esteem of the Outward Bound students increased significantly. In relation to students’ perception of their sex role characteristics, it was found that male students showed significant increases in positive feminine characteristics and a significant decrease in negative feminine characteristics. Female Outward Bound students registered an increase in each of the sex role variables of positive masculine and feminine and negative masculine and feminine, but these changes were not significant. It is shown that an Outward Bound course is a powerful intervention that stimulates the personal development of the participants. The Outward Bound Survey showed that, after completing an Outward Bound course, an increased number of female students would choose to complete an Outward Bound course, which suggests that Outward Bound was perceived by the students to be a positive experience.

COMMENTARY: None.

KEYWORDS: * Outward Bound - outcomes * adolescents * school programs * sex-role * self-esteem * participant evaluation
THE EFFECT OF OUTWARD BOUND HIGH SCHOOL PROGRAMS ON ADOLESCENTS' SELF-CONCEPT, MENTAL HEALTH, AND COPING STRATEGIES

NEILL, J.T., Research Coordinator, 1993-1997, Outward Bound Australia

DATE: 1994

PUBLISHER: Honours Degree in Psychology Thesis, Australian National University

ABSTRACT: This study evaluated the effect of Outward Bound high school programs on normal adolescents' self-concept, mental health, and coping. A quasi-experimental design was used, with a pre-program assessment one to two weeks prior to the intervention and a follow-up assessment eight to ten weeks after the intervention. Subjects were 14 and 15 year old students from five Australian high schools. The experimental group consisted of 251 (143 male and 108 female) subjects. The control group consisted of 115 (56 male and 59 female) subjects.

Results showed that the experimental group had a greater increase than the control group for overall self-concept scores. The particular self-concept dimensions which changed were Physical Appearance, General School, and Maths. The experimental group also reported a greater improvement than the control group for Psychological Well-Being. An unexpected finding was that the experimental group had a greater overall reduction than the control group in their reported use of coping strategies. This finding was discussed with regard to implications for intervention programs, coping theory, and further research.

The results are considered to be valid and reliable. Unlike the majority of intervention program research, the findings cannot be questioned on the grounds of test-retest effects or contextual biases caused by administering self-report questionnaires at the beginning and end of intervention programs. Overall, the size of change for the experimental group compared to the change for the control group was small, consistent with other research on intervention programs for normal adolescents (Cason & Gillis, 1994; Hattie, J.M., 1992).

COMMENTARY: This 12,000 word thesis provides the most comprehensive evaluation of the effects of Outward Bound programs in Australia on high school students that is currently available.

KEYWORDS: * self-concept * coping * well-being * adolescence * high school * Outward Bound - evaluation
OUTDOOR EDUCATION IN THE SCHOOLS:
WHAT CAN IT ACHIEVE?

NEILL, J.T., Research & Development Coordinator, National Outdoor Education & Leadership Services

DATE: 1997


ABSTRACT: Although outdoor education has become firmly established in many school curriculums, it remains unclear what this has achieved. This paper reviews the current state of research on a wide range of school outdoor education programs. The surprising lack of good quality studies prompted this paper to emphasize a rationale for research and evaluation and to provide strategies for implementing more systematic study of outdoor education programs.

COMMENTARY: [Taken from the Summary and Conclusion.] Contrary to common belief, the research evidence does not show that outdoor education is inherently good. Overall, there is evidence for a great deal of variability in outcomes between different studies, different programs, and different individuals. The potential value of outdoor education for school students is indicated by some studies which demonstrate highly positive learning outcomes. There are many more studies, however, which show that low to moderate changes are achieved. A further concern is that an unknown number of studies with less than positive findings are simply not published. Were it not for the notable efforts of a small number of individuals and institutions, the volume and quality of available research evidence would be cause for even greater concern than is already the case.

Returning to the question “Outdoor education in the schools - what can it achieve?”, the answer is that we don’t yet know. What’s more, unless research and evaluation is included as a fundamental component of outdoor education, we will continue not knowing.

ABSEIL ANXIETY AND CONFIDENCE: A PILOT STUDY


HEUBECK, B., Senior Lecturer, Division of Psychology, Australian National University

DATE: 1995

PUBLISHER: Australian Journal of Outdoor Education, 1, 28-30

ABSTRACT: (There is no author's abstract available for this paper).

COMMENTARY: Previous research has indicated that females experience a proportionately higher level of anticipatory and retrospective stress than males for high impact activities such as caving, rockclimbing and abseiling. This pilot study examined self-reported anxiety and confidence levels immediately prior to and immediately following abseiling for a group of 19 female students, aged 15 to 16 years, from a Sydney girls' high school.

Results showed a significant decrease in anxiety between the top and bottom of the abseil. Feelings of success increased significantly between the top of the abseil and the bottom. Further analyses examined where participants reported the easiest and hardest parts of the abseil were and examined open-ended descriptors of the abseil experience.

Facilitation of abseil experiences and suggestions for further research investigations are discussed. It is concluded that the pilot study supports the use of abseiling as a medium for personal development because of the positive exposure to dealing with anxiety and the subsequent feelings of success and satisfaction that are generated. However cautions to interpretation of the findings are also mentioned.

KEYWORDS: * abseil * anxiety * confidence * gender differences * personal development * Outward Bound - process
INSIGHTS INTO ADOLESCENTS’ MENTAL HEALTH DURING OUTWARD BOUND PROGRAMS

NEILL, J.T., Research Coordinator, 1993-1997, Outward Bound Australia

HEUBECK, B., Senior Lecturer, Division of Psychology, Australian National University

DATE: 1995


ABSTRACT: Mental health is an important outcome for outdoor education and personal development programs. Two factors - psychological distress and psychological well-being - are considered to be separate but related aspects of mental health.

The effects of Outward Bound Australia high school programs on these mental health factors were examined using the General Well-Being (GWB), a 35-item self-report instrument. There were three mental health assessments: pre-program (one to two weeks before the program), during program, and followup (six to eight weeks after the program). The experimental group consisted of 143 males and 108 females. A control group consisted of 56 males and 59 females.

Overall, adolescents reported experiencing a temporary reduction in the quality of their mental health during the Outward Bound program. In followup results, however, the adolescents reported gains in the quality of mental health, above what they had reported experiencing prior to the Outward Bound program. These apparent improvements in mental health are confounded by significant control group results. Hence full confirmation of the findings awaits further control group testing.

The results also presented some gender differences. Generally, female adolescents tended to report better mental health than male adolescents. Male adolescents reported a greater increase in psychological distress during their Outward Bound program. Males also reported less psychological well-being during the Outward Bound program than females. However, these differences could have been contributed to by non-gender factors, such as different high schools and different weather conditions during the programs.

According to these findings, temporary reductions in mental health quality can lead to longer-term mental health benefits. This notion highlights a moral and ethical dilemma. If outdoor organisations and leaders are knowingly putting people through experiences which can cause temporary compromises in the quality of mental health, it is imperative that there are proven long-term benefits. On the other hand simply conducting programs which are enjoyable may be to forgo a vast range of developmental opportunities.

COMMENTARY: This paper is based on Neill’s (1994) thesis and provides an easier to read presentation of the findings related to psychological distress and well-being. It also discusses some gender differences which are not presented in the 1994 thesis.

KEYWORDS: * psychological well-being * psychological distress * adolescence * high school * Outward Bound - evaluation * gender differences
ADOLESCENT COPING STYLES AND OUTDOOR EDUCATION:
SEARCHING FOR THE MECHANISMS OF CHANGE

NEILL, J.T., Research & Development Coordinator, National Outdoor Education & Leadership Services

HEUBECK, B. Senior Lecturer, Division of Psychology, Australian National University

DATE: 1997

PUBLISHER: Paper presented to the 1st International Adventure Therapy Conference, 1-5 July, 1997, Perth, Western Australia, Australia

ABSTRACT: The coping responses of Australian high school students involved in outdoor education programs were examined using a modified version of the Adolescent Coping Scale. Participants reported utilizing more productive coping strategies during the outdoor education programs than adolescents in normative settings. Open-ended responses showed use of some coping strategies specific to the situation such as thinking about home, sharing concerns around the campfire, using solo time, writing in a diary, and going to bed early. Finally, regression analysis found that ‘non-productive’ strategies and ‘solving the problem’ strategies were useful predictors of changes in psychological distress and well-being. This suggests that positive intervention in coping skills during outdoor education programs can contribute to improving mental health.

COMMENTARY: This study is based on the responses of 251 participants in Outward Bound Australia school programs. It makes useful advances in suggesting the importance of intervening in participants’ coping styles to encourage growth in well-being.

KEYWORDS: * Outward Bound - outcomes * Outward Bound - process * Coping strategies * Well-being * School programs * Adolescence
PHYSICAL SELF-CONCEPT AND OUTDOOR EDUCATION

NUSSBAUMER, I.R., Department of Human Movement & Recreation Studies, University of Western Australia

DATE: 1989

PUBLISHER: Master of Education Thesis, University of Western Australia, Perth, Western Australia, Australia

ABSTRACT: The purposes of this study were two-fold. First, to determine the extent of the relationship between an outdoor education experience and measured physical self-concept amongst participants; and second, to determine which programs were more likely to affect self-concept changes in males and females.

The Richards Physical Self-Concept (P.S.C) Scale was administered to a study sample comprising 481 Year 9 and 10 male and female students from 5 different schools. The study design included control groups from either the same school or a similar school.

MANOVA revealed no group differences either before or after the outdoor education program. A significant Time main effect (p < 0.05) occurred in all cases indicating a similar movement for both experimental and control groups in one or more of the seven P.S.C subscales. A significant sex difference (p < 0.05) was found in the co-educational school when the subscales were summed and averaged to obtain a figure for Total P.S.C. In addition, long-term stability of changes in physical self-concept was found in a number of the subscales.

The fact that all changes occurred for both outdoor education and control groups and were in a similar direction indicates that changes are attributable to external factors which would not have been apparent in the absence of a control group in the research design. The high scoring in all of the subscales indicated that adolescents do not necessarily have a low physical self-concept.

Student course evaluations revealed a necessity for employing qualitative as well as quantitative measures in analysing the effectiveness of any outdoor education program. In general, students were extremely positive about outdoor education courses.

COMMENTARY: [none]

KEYWORDS: * physical self concept * Outward Bound evaluation * outdoor education * gender differences
THE ROLE OF SELF-EFFICACY IN OUTWARD Bound:
AN INVESTIGATION OF A HIGH SCHOOL COURSE

PARLE, M.D., Department of Psychology, University of New England, Armidale, NSW, Australia.

DATE: 1986

PUBLISHER: Honours Degree in Psychology Thesis, University of New England, Armidale, NSW, Australia

ABSTRACT: Self-efficacy theory is applied to investigate and evaluate the effects of a wilderness based Outward Bound Course that aims to develop characteristics in its participants enabling mastery of difficult and unfamiliar situations. It is hypothesised that a self-selecting group of 109 year nine students (median age 14) from a Melbourne girls' school increase both specific Outward Bound efficacy and general self-efficacy as a result of a ten day course. The students, and 60 non attending classmates who acted as a limited control group, were given scales to assess the Outward Bound self-efficacy and general self-efficacy and a set of semantic differentials before (T1), and after the course (T2), and the general scale and the semantic differentials one month later (T3). Multivariate analyses of all scales across time showed which were psychometrically sound. As hypothesised, course attendees' specific and general self-efficacy scores increased between T1 and T2, were sustained at T3, and increased relative to the control at T2. However there were no differences evident in general self-efficacy between the groups at T3. Results are discussed in the light of self-efficacy theory and other contributing factors.

COMMENTARY: In this research the recent theory of self-efficacy, the individual's belief in their ability to successfully perform tasks, is applied to the study of Outward Bound programs. The research results showed that the Outward Bound program had a positive effect on the adolescent females' confidence in themselves and their ability to act successfully in a variety of challenging situations. The results also suggest a vicarious effect, or positive social comparison, for the student's classmates who did not attend the program but reassessed their own abilities, after the course, when they learned what their participant classmates had done. The thesis is 139 pages long including extensive references with a further 55 pages of appendices of scale items and statistical information.

KEYWORDS: * self-efficacy * high school * self confidence * Outward Bound - evaluation
A STUDY ON THE ROLE OF SELF-EFFICACY IN AN OUTWARD BOUND SCHOOL COURSE: A SUMMARY

PARLE, M.D., Department of Psychology, University of New England

DATE: 1986

PUBLISHER: Outward Bound Australia

ABSTRACT: [None]

COMMENTARY: This four page report, including graphs of results, is a summary produced by the Australian Outward Bound Foundation of a more extensive report submitted as a thesis.

KEYWORDS: * self-efficacy * high school * self-confidence * Outward Bound - evaluation
CHANGING SELF-CONCEPTS: OUTWARD BOUND SCHOOL PROGRAMME IMPACT

SPINAZE, M., Graduate Diploma in Outdoor Education Student, Brisbane College of Advanced Education

DATE: 1986

PUBLISHER: Brisbane College of Advanced Education, Mount Gravatt Campus, Brisbane, Queensland, Australia

ABSTRACT: Outward Bound of Australia provided the opportunity to measure the impact of a nine day school programme on the self-concepts of participating students. This basically mobile outdoor adventure programme ran from 4th to 12th October, 1985 near Tabulam, N.S.W. Participating were 159 Year Eleven Brisbane Boys College students from which 29 were involved in the pre and post Tennessee Self Concept Scale tests. No significant differences were found in any category of the self-concept. However, a meaningful difference could be deducted in that there was a rise in every category of the Tennessee Scale (however small) and this consistent difference demonstrates a probable minor short-term impact from the programme. The nature and source of self-concept and self-esteem are also given attention in this study.

COMMENTARY: None.

KEYWORDS: * Outward Bound - outcomes * Tennessee Self Concept Scale * Adolescents * School programs *
CHALLENGE PROGRAMS
SOCIAL IDENTITY, SELF-CATEGORIZATION AND LEADERSHIP:  
A FIELD STUDY OF SMALL INTERACTIVE GROUPS

FIELDING, K.S., Ph.D. Candidate, Department of Psychology, University of Queensland

HOGG, M.A.,, Lecturer, Department of Psychology, University of Queensland

DATE: 1997

PUBLISHER: Department of Psychology, University of Queensland

ABSTRACT: A social identity/self-categorization analysis leadership is described. People who identify with a group confer leadership on fellow members who are group prototypical, and grant them power and influence through consensual group membership based social attraction for them, and accompanying attributional processes. Leadership schemas, group membership variables, and leadership effectiveness perceptions were measured a week apart in Outward Bound groups. As predicted, (1) group identification, perceived leadership effectiveness and social attraction increased over time, (2) leadership effectiveness was a positive function of social attraction and group prototypicality of the leader, and this was amplified among high identifying participants, and (3) perceived leader schema typicality of the leader was a predictor of perceived leadership effectiveness, but was uninfluenced by identification. Unpredicted attribution effects are discussed.

COMMENTARY: None.

KEYWORDS: * Leadership * Group process * Challenge programs * Social attraction *
THE EFFECTS OF PERSONALITY TRAITS AND SITUATIONAL VARIABLES ON MOOD STATES EXPERIENCED DURING OUTWARD BOUND STANDARD COURSES

FRY, S.K., Division of Psychology, School of Life Sciences, Faculty of Science, The Australian National University

DATE: 1992

PUBLISHER: Graduate Diploma of Science Thesis, Australian National University, Canberra, ACT, Australia

ABSTRACT: The two central aims of this study were: firstly to establish personality and situational predictors of mood states at different stages of Outward Bound standard courses, and secondly to distinguish to what extent the effect of personality on mood is direct, mediated by situational variables, or whether personality and situational variables interact to cause mood states. It was hypothesized that positive and negative emotionality exist as two independent core dimensions that underlie the personality and affective domains: positive emotionality representing an inherent susceptibility to experience negative mood states.

The study was conducted using 72 subjects who participated in Australian Outward Bound standard courses. By focusing on two particular stages (the "solo" and social conditions) of the courses, this study was able to capture a very powerful manipulation of social and physical activity, two of the major situational correlations of positive mood states. This made it possible to assess the robustness of the direct temperamental relationship between personality and mood across these dimensions.

Tellegen's (1985) temperamental interpretation of the relationship between extroversion/positive emotionality and positive affect was supported. It was also found that personal satisfaction with social relations within a group is a significant predictor of positive affect and that this effect is independent of positive emotionality. The results also suggest that Outward Bound standard courses serve as a powerful therapeutic intervention which reduces negative mood states. The findings of this study have important implications for both the design and facilitation of Outward Bound programs and also the broader understanding of how personality and situational variables affect positive mood states.

COMMENTARY: This is a 12,000 word thesis. Parts of this study have been published as a paper by Fry and Heubeck (1998).

KEYWORDS: mood * personality * standard course * solo * social * affect
THE EFFECTS OF PERSONALITY AND SITUATIONAL VARIABLES ON MOOD STATES DURING OUTWARD BOUND WILDERNESS COURSES: AN EXPLORATION

FRY, S.K., Division of Psychology, The Australian National University

HEUBECK, B., Division of Psychology, The Australian National University

DATE: 1998

PUBLISHER: Personality and Individual Differences, 25, 649-659

ABSTRACT: This study examined intra-individual mood variation across situations and attempted to distinguish whether the effect of personality on mood is direct, or whether personality and situational conditions interact to cause mood states. It was hypothesised that extraversion/positive emotionality and neuroticism/negative emotionality represent inherent susceptibilities to experience positive and negative mood states, respectively. By investigating particular stages of 26-day Australian Outward Bound courses this field study captured a real life manipulation of social and physical activity, two of the major situational correlates of positive mood states. The results support a temperamental interpretation of the relationship between extraversion/positive emotionality and positive affect and showed a reduction in the negative affect during Outward Bound courses. Methodological difficulties are discussed to further the study of personality and mood under extreme conditions.

COMMENTARY: The theoretical contribution of this article is that it supports a ‘temperamental’ view of the effects of personality on emotional experience - in other words, participants’ intro/extraversion was shown to have a direct impact on the participants’ emotional experience of Outward Bound programs. This is opposed to the unsupported (in this article) ‘interactional’ view that the effect personality on emotion is caused indirectly through individuals involving themselves in differential amounts of social and physical activity.

One practical value of this insight is that it reinforces to practitioners the fundamental importance of taking into account individual differences in personality - an individual’s personality directly impacts on their emotional experiences. The trend was that extraverted people experienced more positive emotions and less negative emotions than introverted people in virtually all phases of the program. The one exception to this trend was that extraverted people reported a more dramatic reduction in their positive emotions during the early part of the program. It is suggested that extraverted people, who rely more on the social setting to achieve optimal arousal levels, may struggle more than introverts early on to adapt to the challenging social and physical contingencies of the new environment.

The other findings of this study worth highlighting for outdoor educators are that (a) participants’ ‘negative affect’ (emotional upset, irritation, distress, etc.) was reduced during the early part of the program and remained significantly lower than the pre-program levels; and (b) participants’ ‘positive affect’ (emotional happiness, well-being, etc.) was reduced during the program and then returned to pre-program levels by the program end. The challenge of Outward Bound Standard Courses seems to temporarily depress participants’ level of positive emotions and also has the quasi-therapeutic effect of reducing participants’ negative emotions.

KEYWORDS: * Personality * Introversion/Extraversion * Neuroticism * Positive Affect * Negative Affect * Outward Bound - outcomes * Outward Bound - process
A TEST OF BIPOLAR AND ANDROGYNY PERSPECTIVES OF MASCULINITY AND FEMININITY: THE EFFECT OF PARTICIPATION IN AN OUTWARD BOUND PROGRAM

MARSH, H.W., Professor of Education (Research), Faculty of Education, University of Western Sydney

RICHARDS, G.E., Executive Director, 1975-1996, Outward Bound Australia

DATE: 1988

PUBLISHER: Outward Bound Australia

ABSTRACT: The purposes of the present investigation are to examine theoretical issues in androgyny theory by testing the effect of participation in the Outward Bound program on measures of masculinity (M) and femininity (F). Bipolar conceptualizations of MF posit that an increase in either M or F must lead to a decrease in the other, whereas androgyny theory posits M and F to be independent constructs. Consistent with a priori predictions based on the nature of the Outward Bound program, participation substantially enhanced M and had a small positive effect on F. The results were reasonably consistent for male and female participants, for single-sex and mixed-sex groups, and across responses on three different MF measures. Results support the androgyny interpretation of MF and demonstrate the effectiveness of the Outward Bound program in changing MF.

COMMENTARY: The 264 participants in this study were aged between 16 and 37 years (median 21), 95% were single, 75% were male and they came from a wide range of socio-economic backgrounds. They completed one of 8 Australian Outward Bound standard courses offered in 1984 or 1985. Courses were either male/female single-sex, or mixed sex.

Three measures of masculinity (M) and femininity (F) were employed in this study: the Australian Sex-Role Scale (ASRS); a seven-point rating scale of responses to adjectives 'masculine' and 'feminine' (MF adjectives); and the Marsh MF scale (MMFS). The MMFS is based on the multifaceted, hierarchical model of MF developed by Marsh and Myers (1986), where they posited 7 lower-order M facets to define global M and 7 lower-order F facets to define global F. Participants responded to ASRS and MF adjectives one month pre course, and ASRS, MF adjectives, and MMFS at the start and end of the course.

Consistent with the study's a priori predictions, and after investigating both the androgyny perspective and the concept that masculinity and femininity are independent constructs, it was found that the Outward Bound intervention resulted in a substantial increase in M scores and a slight increase in F scores. There was also evidence to suggest that some benefits for female participants might be enhanced when experienced in all-female groups. Overall, the study's results further support Australian Outward Bound courses as effective and powerful interventions in individuals' personal development.

This study includes a theoretical review of sex role literature and assessment instrumentation, tabulated presentation of statistical analyses and over 30 references.

KEYWORDS: * androgyny * sex roles * Australian Sex-Role Scale * Outward Bound - evaluation
MULTIDIMENSIONAL SELF-CONCEPTS: 
THE EFFECT OF PARTICIPATION IN AN OUTWARD BOUND PROGRAM

MARSH, H.W., Professor of Education (Research), Faculty of Education, University of Western Sydney

RICHARDS, G.E., Executive Director, 1975-1996, Outward Bound Australia

BARNES, J., Department of Educational Psychology and Measurement, University of Sydney

DATE: 1986


ABSTRACT: The purposes of this study were to examine systematic change and stability in multiple dimensions of self-concept, to test hypothesised effects of participation in the Outward Bound Program on self-concept, and to explore methodological issues in such studies. A total of 27 groups (N 361 participants aged 16-31, 75% male) participated in a 26 day residential program. Participants completed the Self Descriptive Questionnaire III (SDQ III) 1 month before the start of the program (time 1), on the first day of the program (time 2), and on the last day of the program (time 3). Participation in the program produced increases in the multiple dimensions of self-concept over the 26 day interval, demonstrating the program's effectiveness. Counter explanations for the findings were examined with a variety of different approaches, and did not appear to be viable. The psychometric properties of the responses to the SDQ III - reliability, dimensionality and stability - coupled with the systematic relationship between the size of shifts in SDQ III scales and the scales' a priori relevance to program goals, support the validity of interpretations based on the SDQ III and its use as a criterion measure in intervention studies.

COMMENTARY: The results of this study provided strong support for the effectiveness of the program with major increases in relevant aspects of self-concept including dimensions of physical, emotional, general and interpersonal self-concept, and a stronger sense of self-determination. These results are enhanced by the strength of the methodology used. Participants' self-concept were assessed one month before the course and followed by pre and post course assessments. This enabled the participants' self-concepts to be established as essentially stable before the course, and thus the significant improvement obtained as a result of the 26 day experience. Further, the structure of the SDQ III, the self-concept questionnaire used, was strongly supported by the data. This 29 page study includes details of the SDQ III, statistical analyses conducted and 40 references. An 18 month followup, reported in the paper by Marsh, Richards and Barnes, (1986b, SEA2143C), shows that the positive results were maintained 18 months later, further supporting this study's findings.

KEYWORDS: * self-concept * Self Description Questionnaire (SDQ) III * Outward Bound - evaluation
MULTIDIMENSIONAL SELF-CONCEPTS: A LONG TERM EFFECT OF PARTICIPATION IN AN OUTWARD BOUND PROGRAM

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RICHARDS, G.E., Executive Director, 1975-1996, Outward Bound Australia

BARNES, J., Department of Educational Psychology and Measurement, University of Sydney

DATE: 1986


ABSTRACT: Marsh, Richards and Barnes (1986) examined systematic change and stability in multiple dimensions of self-concept, and the effects of participation in a 26 day residential program called Outward Bound. Multidimensional self-concepts measured with the Self Description Questionnaire (SDQ) III increased as a consequence of the intervention and the increases were significantly larger for those facets judged a priori to be more relevant to the program goals. For the purposes of the present investigation participants from the previous study were asked to complete the SDQ III again, 18 months after the completion of the program, and there was little systematic change in the multidimensional self-concepts during the long-term follow-up interval. Coupled with the results of the earlier study and further examination of the psychometric properties of the SDQ III, these findings further support the Outward Bound program as an effective intervention for enhancing self-concept and the construct validity of responses to the SDQ III. The longitudinal study of successful interventions designed to enhance self-concept are rare, and so the findings of this study are important in that they demonstrate that self-concept can be changed through effective intervention and that these effects can be maintained.

COMMENTARY: This study is a long term followup of the Marsh, Richards and Barnes study (1986). The 361 subjects from the first study completed the SDQ III multidimensional self-concept questionnaire 18 months after their 26 day Outward Bound standard course. Statistical analyses indicated that the growth in the participants' self-concept that occurred through the standard course was sustained at this later assessment. Also, the increased internality of participants' locus of control reported were maintained over the 18 month period. The results show that the positive effects reported in the earlier study were not transient.

This study, in combination with the earlier study, represent major methodological improvements on the traditional pre/post course assessments that have characterised evaluation research in the outdoor education field. The SDQ III was further confirmed as a psychometrically sound instrument, and the longitudinal measurement of participants' self-concepts spanned 20 months and was conducted at four times in a number of different settings. This provides strong evidence for the validity and consistency of the positive intervention effects of Outward Bound courses.

The 21 page report includes descriptions of the statistical analyses employed, tabulated results and 24 references.

KEYWORDS: * self-concept * Self Description Questionnaire (SDQ) III * Outward Bound evaluation
THE EMERGENCE OF SOCIAL-COOPERATION: 
A FIELD STUDY

MORRISON, B.E., Ph.D. Candidate, Department of Psychology, Australian National University

DATE: 1994

PUBLISHER: Paper presented at the 23rd Meeting of Australian Social Psychologists, Queensland, April/May, 1994

ABSTRACT: This paper examines the question: what is the psychological basis of social cooperation. In other words, what leads individuals to act in terms of collective rather than individual, self-interest. This issue is examined through the perspective of two current theories, interdependence theory (Rabbie, 1991; Kelley, 1991) and self-categorization theory (Turner, Oakes, Reicher & Wetherell, 1987), in reference to their respective conceptual understanding of the self. This is cast in light of the history of these perspectives and research on social cooperation and self-interest. The paper then examines the emergence of cooperation in an Outward Bound field setting, specifically four groups of 12-13 participants (N=49). The results support a self-categorization conceptualization of the self and social cooperation.

COMMENTARY: This theoretical approach highlights the dynamic interaction between the individual and the group, a fundamental aspect of Outward Bound programs, in reference to the psychology of the individual. This study and others (see Oakes et al., 1995) examines the emergent properties of group processes. It is through the process of psychological group formation, whereby a social identity becomes salient, that groups become more cohesive and cooperative. This has implications for our understanding of programs with team building aims and objectives.

KEYWORDS: * cooperation * self-interest * group process * self categorization theory * self * interactionism * norms * interdependence
SOCIAL COOPERATION: THEORY AND PARADIGM

MORRISON, B.E., Ph.D. Candidate, Department of Psychology, Australian National University

DATE: 1996

PUBLISHER: Paper presented at the 11th General Meeting, European Association for Experimental Social Psychology, July 13 - 18, 1996, Gmunden, Austria

ABSTRACT: This paper examines the theoretical assumptions of two approaches to the study of social cooperation: functional interdependence and social identity. While both emerged from the work of the interactionists in the 50's there are fundamental differences in the assumptions and meta-theoretical principles that each of these approaches brings to the study of social cooperation. The paradigms that grew from each of these approaches are now fundamentally distinct. Interdependence theorists understand co-operation in terms of objective outcome structure and transformational processes. Social identity theorists understand co-operation in terms of social context and categorization processes. A longitudinal field study is presented that examines the emergent properties of groups, specifically the interplay between perceptions of common fate, similarity and interdependence. Both intra-group and inter-group co-operation will be examined, with the results providing evidence that the same process of categorization can be used to account for cooperation at both levels. Overall the results provide support for a social identification approach to the study of cooperation and conflict.

COMMENTARY: This is primarily a theoretical paper. It examines two social psychology theories by presenting the results of some experiments conducted within the framework of a multi-group Outward Bound program. The results are intriguing, suggesting that participants in different Outward Bound groups come to see themselves as part of a 'superordinate' Outward Bound group and not strictly in terms of their objective course groups. Thus, participants act and cooperate in terms of what it means to be an Outward Bound participant in general. The implication is that the norms and values set by the institution of Outward Bound are integral to the outcomes achieved by different course groups.

KEYWORDS: * Social psychology * Outward Bound - process * Social identity * Self-categorization
SOCIAL COOPERATION: REDEFINING THE SELF IN SELF-INTEREST

MORRISON, B.E., Department of Psychology, Australian National University

DATE: 1997

PUBLISHER: PhD Thesis, Australian National University

ABSTRACT: This thesis examines the social psychological process underlying social cooperation. Reviews are presented of (a) the interdependence account of social cooperation; and (b) the structure and solutions to social dilemmas, the paradigm through which social cooperation is studied. Based on these reviews, two assumptions in this literature are then elaborated on: (i) the primacy of the individual self and (ii) the conceptualization of the group. Building on this critique, a theoretical review of the social identity account is then presented, through the development of social identity and self-categorization theories. While both the interdependence and social identity accounts grew from the work of the early interactionists -- Lewin, Asch and Sherif -- these accounts are now fundamentally distinct.

Interdependence theorists understand social cooperation as a function of interdependence structure and transformational processes of individuals; while social identity theorists understand social cooperation as a function of social context and categorization processes of individuals. While the latter approach does not discount the role that object interdependence can play in social identification, it argues that interdependence, per se, can not account for the necessary and sufficient conditions underlying social cooperation.

The empirical work of this thesis aims to build support for the social identity approach to the understanding of social cooperation. Specifically, the hypothesis to be tested is that social cooperation is the product of a salient social identity. The empirical strategy is to build a systematic account of social cooperation from a self-categorization perspective while targeting the fundamental constructs of interdependence theory, specifically the role of objective interdependence and the transformational processes of social value orientations. The role of objective interdependence is examined in Experiment 1, 3 and 4, and social value orientations in Experiment 2. Finally, Experiment 5 directly tests the hypothesis that social cooperation is the product of a salient social identity through a manipulation of salience of social identification.

These findings are considered in relation to the theoretical approaches reviewed, with the conclusion being reached that interdependence, per se, can not account for the necessary and sufficient conditions underlying social cooperation. In contrast, the findings show general support for the self-categorization account of the social psychological mechanism underlying social cooperation. This theoretical analysis allows us to re-define the self in self-interest.

COMMENTARY: The implications for the understanding of the dynamics of Outward Bound courses that carries on from the theoretical work of this thesis are significant in terms of providing a strong theoretical understanding of the self and the group. In this respect, a preliminary framework for understanding self-concept change is provided. Further, the normative and comparative dynamics of group processes at Outward Bound are highlighted and elaborated upon. Finally, this thesis acknowledges the importance of the role of belongingness in group processes, social behavior and self-concept change.
KEYWORDS: * cooperation * self-interest * group process * self categorization theory * self *
interactionism * norms * interdependence
BECOMING AN IN-GROUP: RE-EXAMINING THE IMPACT OF FAMILIARITY OF PERCEPTIONS OF GROUP HOMOGENEITY

OAKES, P.J., Division of Psychology, Australian National University

HASLAM, A., Division of Psychology, Australian National University

MORRISON, B.E., Division of Psychology, Australian National University

GRACE, D., Division of Psychology, Australian National University

DATE: 1995

PUBLISHER: Social Psychology Quarterly, 58, 52-61

ABSTRACT: This paper reports a field study investigating the relationship between familiarity and perceived ingroup homogeneity. Previous work suggests that increasing familiarity within groups should decrease perceived homogeneity, and this has been seen as one potential explanation for the outgroup homogeneity effect. In contrast, we hypothesize that increasing member's familiarity with each other as group members would increase perceived homogeneity. This hypothesis was tested in a field study of three interacting groups (N=31) taking part in a 26-day Outward Bound course. As predicted, over time the groups were seen as more homogeneous and the members of each were more likely to be described in terms of stereotypic ingroup norms. The importance of normative considerations in the study of perceived homogeneity, and implications for the relationship between stereotyping and accuracy in social perception are discussed.

COMMENTARY: This paper examines the emergent properties of groups in terms of self-categorization theory framework. The emphasis is on re-examining the nature of the relationship between the self and the collective. The conceptual understanding of the self is central to this analysis, wherein the self is seen as a fluid and adaptable process and product that emerges in reference to the group and other contextual variables. This perspective allows us to better understand the psychology of the individual in reference to group norms and dynamics during an Outward Bound course.

KEYWORDS: familiarity * homogeneity * self-categorization theory * stereotyping * norms * social perception * group process
LONGITUDINAL STUDY OF THE IMPACT OF OUTWARD BOUND TRAINING ON SELECTED PERSONALITY VARIABLES

OWENS, L., Department of Educational Psychology and Measurement, University of Sydney

DATE: 1984


ABSTRACT: As a part of a large project involving 209 young adult students enrolled at the Australian Outward Bound School, Canberra, a sub sample of 67 was selected for a longitudinal study. The Sixteen Personality Factor Questionnaire was administered on three occasions, at the beginning of the 26 day standard course, again at its conclusion, and finally 18 months later. At the time of the final administration, additional information was gathered about stress-producing major events that had happened to the students since completing Outward Bound. Additionally, self-reporting of feelings and perceptions of increasing maturity during that 18 month period was obtained. A repeated measures analysis of variance revealed significant increases over time from 'Submissiveness' toward 'Ascendance' (factor E) and from 'Shy' toward 'Adventurous' (factor H). Implications are explored for 'learning-from-experience' and its place in schooling.

COMMENTARY: This research highlights the substantive effect that the 26 day Australian Outward Bound Standard Course has on personality aspects such as assertiveness and risk taking. It was based on a widely used personality instrument, the 16PF, which was administered in a pre/post course and 18 month followup longitudinal design.

The findings support the Outward Bound program as being equally effective for both males and females. However, the intervention effect was differentially interpreted with males identifying increased physical activity and females identifying improved stress coping and social relationships as the primary benefits. This result is discussed within the broader context of the role of Outward Bound programs in the development of educational policy. Owens' seven page conference paper is reproduced with summaries of analyses and eight references.

KEYWORDS: * personality * 16PF * longitudinal assessment * assertiveness * risk taking * Outward Bound - evaluation
ADULT PROGRAMS
PARTICIPANTS, THEIR PERCEPTIONS, EXPECTATIONS AND REACTIONS TOWARDS AN OUTWARD BOUND ADULT PROGRAM: A PRELIMINARY STUDY

SCHERL, L.M. Department of Behavioural Sciences, James Cook University

DATE: 1982

PUBLISHER: Outward Bound Australia

ABSTRACT: (No abstract available: a synopsis has been prepared as a substitute).
This pilot study consisted of two questionnaires - one pre and one post course assessment of Outward Bound adult participants' expectations and perceptions of the program. It obtained both qualitative as well as quantitative data, with slightly more emphasis on the former. The main purpose of the study was to understand people's perception and expectations of the program, as well as their reasons for undertaking such. Furthermore, information about the population that seek these programs was collated on a number of individual difference parameters such as sex, occupation, self-related scales, satisfaction with life circumstance, perceived amount of challenge in their lives, and experience in natural settings. It was found that participants came from a diversity of social backgrounds, predominantly urban, and were seeking somewhat more than a holiday, a break in which to reassess themselves. The participants reported generalised expectations of the wilderness experience. They developed from an individualistic expectation of the course to an appreciation of the social and group involvement that occurred, agreed that they had gone through stressful moments, and were satisfied with the program results. The findings of the research are to be used in a larger study focused on the nature of participants' experiences in an adult Outward Bound course.

COMMENTARY: This study provides an exploratory assessment of the people who choose to attend the Outward Bound Adults course (for those aged 30 years or over). It found that the adult program attracts and satisfies clients in search of a challenging period in which to review and reassess their lives and personal direction. The study highlights the growth in popularity and the effectiveness of such programs in the continuing education of the adult urban population.
This is the first in a series of studies on the adult courses, conducted by Scherl, which have employed a variety of innovative techniques to enable a broad and thorough understanding of the Outward Bound experience.
The 11 page unpublished manuscript outlines the theory and methodology used in the study and some interim results from the analyses.

KEYWORDS: * wilderness * adult's course * expectations
SELF IN WILDERNESS: IS PERSONAL CONTROL A VIABLE NOTION FOR UNDERSTANDING INDIVIDUAL-WILDERNESS INTERACTION?

SCHERL, L.M., Department of Behavioural Sciences, James Cook University

DATE: 1986


ABSTRACT: There is an increasing trend for western urban dwellers to seek out wilderness environments and challenging wilderness experiences, and such experiences are often claimed to be therapeutic and conducive to positive change in personality and self-perceptions. Despite these claims and a limited number of research results there have been very few conceptual attempts to explain how and why wilderness promotes psychological well-being. Using an interactionist approach the present study proposes an explanation based on the concept of 'self-control'. Self-control is distinctive from the widely used 'locus of control' paradigm and is defined as the process of controlling the self so as to respond appropriately to the environmental contingencies. It is suggested that an alternative concept 'self control', better characterises individual-wilderness relationships. Moreover, it is argued that the opportunity in wilderness to exert 'self-control' is psychologically rewarding. Properties of the wilderness setting which can facilitate 'self-control' are also discussed.

COMMENTARY: Scherl proposes that a need for self-control, in urban populations, is the mechanism underlying the increasing attraction to, and positive effects obtained from, Outward Bound courses. She argues that the wilderness environment is challenging, essentially unchangeable, and unpredictable. Thus any person who is interacting with that environment, to be effective, must actively modify their behaviour and the only effective way to do this is to develop and maintain 'self control'. Further, the end result must be an active exercise of control, rather than just a reperception of the environment as the challenges faced invariably involve a concrete task that needs a concrete solution.

The conference paper is essentially a theoretical exposé outlining what Scherl considers to be some fundamental issues underlying the impact and attraction of wilderness experiences. This 13 page paper, including 27 references, provides good background reading for the research that Scherl has been conducting on the perceptions of participants in Australian Outward Bound Adult Courses (ages 30 years) and which is reported in her other studies.

KEYWORDS: * wilderness * self-control * locus of control
CONSTRUCTIONS OF A WILDERNESS EXPERIENCE: USING THE REPERTORY GRID TECHNIQUE IN A NATURAL SETTING

SCHERL, L.M., Department of Behavioural Sciences, James Cook University

DATE: 1988

PUBLISHER: Australian Psychologist, 23, 225-242. It was also presented to the 21st Annual Conference of the Australian Psychological Society, August, 1986

ABSTRACT: The experience of being in a wilderness setting is often claimed to be therapeutic. This conclusion is drawn primarily from studies adopting a pre-post experience test design aimed at quantifying changes within the individual. Central concepts used to describe the change are largely related to the 'self', for example, self concept, self-esteem, self-satisfaction, self-awareness. Notwithstanding the heavy focus on 'self' as a research variable most studies ironically ignore detailed consideration of the individual's affective states, perceptions and cognitions associated with wilderness experiences, that is, a more descriptive stage to research. This study is set within a broader social phenomenological framework. It seeks understanding about the wilderness experience itself from the perspective of the individuals experiencing it in a particular situational context. The paper discusses the value of using the Repertory Grid Technique for empirically establishing the major domains individuals use to construe a structured wilderness experience and for speculating whether self is, indeed, central to one's attention. The more conventional two steps for administering the Repertory Grid Technique (i.e. by eliciting the constructs first and then later asking the respondents to rate the elements on selected constructs) were combined. Since it was only appropriate to administer the technique in the wilderness setting itself, a practical presentation needed to be devised. The method for eliciting repertory grids in the wilderness is described and the results are discussed.

COMMENTARY: This research was based on information gathered from 14 women and 27 men (mean age 37, range 30 - 53) who participated in nine day Outward Bound Adult courses in Northern Queensland, Australia. The Repertory Grid Technique was used to investigate what aspects of the Outward Bound experience are most salient to participants. The technique attempts to maximise the respondents' opportunity to express their views while remaining statistically interpretable. The participants reported three aspects of the Outward Bound wilderness experience as being more predominant than others: emotional responses and level of arousal, a distinction between self and group, and a recognition that effort (either physical or mental) was part of the experience. Constructions of the experience which relate to affect/arousal are slightly more salient than any other. This aspect has been previously reported in the literature to be instrumental in changing self-concept. This 28 page conference paper is reproduced with details of instrumentation, analyses and tabulated results, appendices and 32 references.

KEYWORDS: * wilderness * repertory grid technique * self-perceptions * Outward Bound Adults Course
THE WILDERNESS EXPERIENCE:
PSYCHOLOGICAL AND MOTIVATIONAL CONSIDERATIONS OF
A STRUCTURED EXPERIENCE IN A WILDERNESS SETTING

SCHERL, L.M., Department of Behavioural Sciences, James Cook University

DATE: 1988

PUBLISHER: Doctor of Philosophy Thesis, Department of Behavioural Sciences, James Cook University, Townsville, Queensland

ABSTRACT: (Due to the length of the original only summary excerpts are given)
This thesis is concerned with the nature of wilderness experiences, the reasons why individuals seek out such experiences and the benefits they provide. The diverse literature in this area suggests that wilderness settings can have a meaningful impact on individuals, often times a rather profound one, and that the experience one has in such settings is usually rewarding. Research in the area of wilderness experiences/programs has typically evaluated changes which occur within the individual as a result of such experiences, rather than being concerned with the nature of the experience itself. Concepts used to describe change commonly relate to 'self', including such dimensions as self-concept, self-esteem, self-satisfaction and locus of control. Notwithstanding this emphasis on change in 'self' as a dependent measure, most studies have not included a detailed consideration of individual perceptions, cognitions, and the affective states, associated with wilderness experiences.
The perspective of the present study is both phenomenological and interactionist. The approach adopted in this thesis is primarily descriptive and inductive, in keeping with naturalistic research paradigms. A multi-stage data collection was employed, involving an initial participant observation of a structured wilderness experience, the Adult Australian Outward Bound program; a subsequent assessment of participants' perceptions, expectations of, and satisfaction with the Outward Bound program; and a third stage, the main study, which encompassed a complete year of Adult Outward Bound programs.
The focus of this third stage was an in-depth examination of participants' experiences in the context of these programs. Data collection consisted of structured and unstructured self-report measures, including Repertory Grid elicitation, daily logs, an initial questionnaire and participant-observation. The experiential domains of the Outward Bound wilderness experience obtained from analyses of individual repertory grids were summarised into eight broad categories. These results contributed to the development of a hierarchical taxonomy reflecting the different domains of a wilderness experience. The taxonomy was then used to further examine the content and process of the experience. This was achieved by means of content analysis of Log Books in which participants recorded their perceptions of the Outward Bound experience throughout the program. Techniques based on fuzzy set theory were employed to explore relationships among thematic categories. The content analysis not only provided detailed and complex information on the nature of the wilderness experience, but also tested the appropriateness of the taxonomy and validated its structure.
Overall, the research findings suggest that there are distinct and changing experiential domains intrinsic to the Outward Bound Experience and that these domains reflect differing levels of attentional and emotional involvement in the context of individual-environment transactions.

COMMENTARY: [none]

KEYWORDS: * wilderness * repertory grid technique * self * content analysis * Outward Bound - adults course * affect * experiential
A NEW DIMENSION TO CONTENT ANALYSIS:
EXPLORING RELATIONSHIPS AMONG THEMATIC CATEGORIES

SCHERL, L.M., Department of Behavioural Sciences, James Cook University

SMITHSON, M., Department of Behavioural Sciences, James Cook University

DATE: 1987

PUBLISHER: Quality and Quantity, 21, 199-208. This paper was also presented at the 15th Annual Meeting of Australian Social Psychologists, May 1986, Queensland

ABSTRACT: Conventional content analysis uses 'hard-edged' categories for coding qualitative data (e.g. content themes), and this practice not only loses valuable information but also restricts the ways in which such data may be analysed. This paper presents a procedure based on fuzzy set theory which extends content analysis by permitting the researcher to use fuzzy, or 'blurred' categories for coding. These categories are allowed to overlap one another, thereby enabling the researcher to investigate overlap and inclusion relationships among thematic categories. The technique is briefly explained, and the bulk of the paper is devoted to a demonstration of its use in an applied research context. The final section discusses some extensions of this technique and its applications in exploratory data analysis.

COMMENTARY: Scherl has applied the methodology of Content Analysis in her exploration of the effects of an Australian Outward Bound Adults Course run for women and men over the age of 30. The study continues Scherl's research on Outward Bound that has employed a wide variety of techniques to give the participants maximum opportunity to express their thoughts and feelings in a free response format while still being statistically interpretable.

In this phase of the research participants' log books (diaries), kept during the course, were analysed and coded by several judges according to defined themes. These themes included emotional state, self, social setting, physical environment, physical state, effort, description of activities and general thoughts.

The statistical analyses used Smithson's computer programs based on Fuzzy Set Theory and included the measurement of the degree to which items belonged to different themes and the degree of overlap or fuzzy inclusion in more than one theme. One of the major findings of this analysis was that participants did not differentiate greatly between physical and mental effort in coping with the course activities and that the need to expend both kinds of effort in coping with Outward Bound situations was effective in developing awareness of oneself.

This journal article is nine pages in length and includes details on the method of content analysis used, appendices of details of results from the course participants' responses and references.

KEYWORDS: * wilderness * content analysis * Outward Bound - adult course * self * coping * affect
OTHER
THE MULTIDIMENSIONALITY OF THE ROTTER I-E SCALE AND ITS HIGHER-ORDER STRUCTURE: AN APPLICATION OF CONFIRMATORY FACTOR ANALYSIS

MARSH, H.W., Professor of Education (Research), Faculty of Education, University of Western Sydney

RICHARDS, G.E., Executive Director, 1975-1996, Outward Bound Australia

DATE: 1987

PUBLISHER: Multivariate Behavioral Research, 22, 39-69

ABSTRACT: Rotter (1966, 1975) concluded that responses to his Internal-External (I-E) scale were unidimensional, or at least that one general factor explained most of the variance in the total score. The purpose of the present investigation is to examine the factorial structure of the original Rotter scale. A review of 20 published factor analyses indicated that the scale is not unidimensional, that not even two or three factors may be able to adequately explain responses to the scale, and that six distinguishable factors have been identified. Confirmatory factor analyses indicated that a five-factor model provided an adequate fit to data from the present investigation, but that alternative models with fewer factors of a simpler structure did not fit the data as well. However, a single higher-order factor was able to explain much of the variance in the lower-order factors and also provided a reasonable fit to the data. Hence, while there is strong evidence against the unidimensionality of the Rotter scale, the findings suggest that the first-order factors do define a single higher-order construct that may represent the generalized IE construct that Rotter originally hypothesized. Nevertheless, the continued reliance of locus of control research on the Rotter scale and on global measures of the construct may be counterproductive.

COMMENTARY: This research is a continuation of the study reported by Marsh and Richards (1986), investigating the reliability and structure of the Rotter Locus of Control Questionnaire. It was based on 71 participants in a 26 day Australian Outward Bound Standard Course, aged between 18 and 34 (median age 22 years), including 78% males. The study showed Outward Bound to be effective in increasing participants' sense of personal control over events. However, the main purpose of the study was to explore the psychometric qualities of the locus of control scale. This continued the emphasis of the Australian Outward Bound School on refining the methodology and instrumentation used in its research to ensure high quality evaluation of its programs. The paper provides an extensive review of the psychometric properties and historic development of the Rotter Locus of Control Questionnaire, and the concept of locus of control, as well as a thorough reference list. The methods of analysis employed are described in length and the results of the statistical analyses are presented in tabulated form.

KEYWORDS: * locus of control * attributions * confirmatory factor analysis * Outward Bound - evaluation
THE ROTTER LOCUS OF CONTROL SCALE: THE COMPARISON OF ALTERNATE RESPONSE FORMATS AND IMPLICATIONS FOR RELIABILITY, VALIDITY AND DIMENSIONALITY

MARSH, H.W., Professor of Education (Research), Faculty of Education, University of Western Sydney

RICHARDS, G.E., Executive Director, 1975-1996, Outward Bound Australia

DATE: 1986

PUBLISHER: Journal of Research in Personality, 20, 509-528

ABSTRACT: Participants completed the Rotter internal/external (IE) instrument using three different response formats before and after completion of the Outward Bound program, and were evaluated by external observers at the end of the intervention. Multitrait-multimethod analyses indicated that five specific IE facets identified in previous research were consistently distinguished with each of the response formats. While responses were substantially more internal after the intervention, effect sizes varied, with the IE facet and with the response format. Observer responses were significantly correlated with self-responses, and provided additional support for the construct validity of the Rotter instrument and the interpretation of the intervention effect. Nevertheless, problems with the Rotter instrument were identified, and the implications for further research were discussed.

COMMENTARY: In this study 71 young adults, aged between 18 and 34 (median 22) and including 78% male, who attended a 26 day Australian Outward Bound Standard Course, were assessed on the Rotter Locus of Control Questionnaire. A major focus of this research was to evaluate and compare the effectiveness of three different response formats for the questionnaire. Consequently the course participants were asked to respond to the statements from the Rotter scale using the original format, an expanded forced choice format and an independent item ratings format. These were completed at the start and at the conclusion of the course. Further, external observers rated each participant at the end of the course to provide an additional reference point and to explore self-response/external observer response comparisons. While not the primary purpose of the study the statistical analyses supported consistent earlier findings that the Outward Bound program is effective in developing participants' personal sense of control, and established that these results and consequent behaviours were observable and able to be evaluated consistently by others. The study is representative of the role Outward Bound is taking in developing and refining methodology and instruments used in applied psychological and educational research. This 20 page journal article includes descriptions of the three response formats used, tabulated presentation of the results of the statistical analyses and references.

KEYWORDS: locus of control * attributions * Outward Bound - evaluation.
SELF-OTHER AGREEMENT AND SELF-OTHER DISCREPANCIES 
ON MULTIDIMENSIONAL SELF-CONCEPT RATINGS

MARSH, H.W., Professor of Education (Research), Faculty of Education, University of Western Sydney

RICHARDS, G.E., Executive Director, 1975-1996, Outward Bound Australia

DATE: 1988

PUBLISHER: Australian Journal of Psychology, 42, 31-45

ABSTRACT: The present investigation examines self-other agreement in relation to an intervention previously shown by Marsh, Richards and Barnes (1986a, 1986b) to enhance self-concept. Subjects completed multidimensional self-concept instruments before and after the completion of Outward Bound courses (self responses), and made ratings of how other participants would respond and should respond (observer responses). A multitrait-multimethod analysis demonstrated the convergent and discriminant validity of both self- and observer- responses. Whereas there was little support for the validity of observers to meaningfully differentiate between would and should responses, would responses were somewhat better predictors of self- responses. Consistent with previous research, pre/post-intervention for self-responses were statistically significant. Observer ratings were more positive than self-responses at either time, and observers indicated that subjects should respond more favorably than they would respond. These results indicate a modesty bias in the self-responses that runs counter to the frequently posited self-favourability bias in self-concept responses and support previous interpretations of the Outward Bound intervention effect.

COMMENTARY: This is a report on research evaluating 280 participants of seven Australian Outward Bound Standard Courses, aged between 16 and 33 years of age (mean 22.1), 75% being male. The evaluation was based on students' self report measures of their self-concepts at the start and conclusion of their courses using the reputable Self Description Questionnaire (SDQ) III. A related observer questionnaire was administered at the end of the course to assess changes in various dimensions of participants' self-concepts from an external perspective, and to draw self-other comparisons. Not only did the participants report significantly higher self-concept ratings for themselves, replicating the consistent findings of Marsh, Richards and Barnes (1986a, 1986b), but the observers' ratings were even more favourable, indicating that participants may have underestimated the extent and speed of their observable growth and development - a finding that is rare in the evaluation of self-development programs. It also provides evidence that the significant changes in self-concept and associated behaviours, which are outcomes of an Outward Bound course, are able to be both observed and evaluated. This report is 23 pages long including tabulated statistical findings, descriptions of the instrumentation, and references.

KEYWORDS: * self-concept * Self Description Questionnaire (SDQ) III * observer ratings * Outward Bound - evaluation
THE TENNESSEE SELF-CONCEPT SCALE: 
RELIABILITY, INTERNAL STRUCTURE, AND CONSTRUCT VALIDITY

MARSH, H.W., Professor of Education (Research), Faculty of Education, University of Western Sydney

RICHARDS, G.E., Executive Director, 1975-1996, Outward Bound Australia

DATE: 1988

PUBLISHER: Journal of Personality and Social Psychology, 55, 612-624

ABSTRACT: We evaluated the construct validity of responses to the Tennessee Self-Concept Scale (TSCS) in two sets of analyses. First, we used exploratory and confirmatory factor analyses and an analysis of variance model to examine the internal structure of TSCS responses. Second, we adapted multitrait-multimethod analyses to examine the convergent and discriminant validity of TSCS responses in relation to responses to the Self Description Questionnaire (SDQ) III, and to the multidimensional self-concept ratings inferred by external observers. Across all analyses there was consistent support for the TSCS Family, Social, and Physical scales but less consistent support for other TSCS scales. Implications of further research and for the use of the TSCS were discussed.

COMMENTARY: The Tennessee Self-Concept Scale (TSCS) is a multidimensional self-concept instrument that was introduced in the 1960s and has been used widely in educational settings throughout the world, including in research studies on Outward Bound courses in various schools. The present study was conducted to assess the quality of the scale, that is, to test its reliability and validity.

The research was carried out with 343 students, 75% were male and the age range was 16 to 37 (median age 21), from nine 26 day Australian Outward Bound Standard Courses. In this study the students were given the TSCS and the Self Description Questionnaire (SDQ) III at the start of the course, and were rated on related self-concept dimensions by their sub-group course peers on the last day of the course.

Using statistical analyses the TSCS was examined for the consistency of its own structure, and comparisons made against the robust structure of the SDQ III to see if it measures self-concept in the same way. Observers' ratings were also used for an external verification of structure and self-other rating comparisons. (For a more comprehensive evaluation of this procedure see Marsh and Richards (1988). It was concluded that the TSCS was not a psychometrically sound assessor of some areas of self-concept and its continued use as a reliable and comprehensive measure of self-concept could not be recommended.

This manuscript is 36 pages in length and is strongly focused on the psychometric assessment of the TSCS including descriptions of the scale, and of the SDQ III, and the methodology used in the distribution of questionnaires, details of the statistical analyses employed, and extensive tabulated presentation of the results. The paper also includes over 50 references related to self-concept and relevant psychometrics.

KEYWORDS: * self-concept * Tennessee Self-Concept Scale * psychometric assessment * Self Description Questionnaire (SDQ) III
STAFF SELECTION AND TRAINING:
OUTWARD BOUND AUSTRALIA

NEILL, J.T., Research Coordinator, 1993-1997, Outward Bound Australia

FABERT, R., Associate Director, 1993-1994, Outward Bound Australia

WEBB, S., Staff Manager & Operations Director, 1994-1997, Outward Bound Australia

DATE: 1994

PUBLISHER: Outward Bound Australia. This article was also published in the Outward Bound International Newsletter, 30, 1994, p.4-5

ABSTRACT: [None.]

COMMENTARY: This article articulates the ‘economic versus philosophical’ dilemmas faced by Outward Bound schools. While the philosophical ideals are paramount issues of economic success and stability necessarily impact on operations. The article focuses on the evolution of Outward Bound Australia’s approach to selection and training of staff and asks “How can we get the best people and train them to succeed in furthering Outward Bound?”. Outward Bound Australia’s selection and training procedures have evolved even more since 1994, but this article describes the development of 5 day staff selection programs in which there is close monitoring and testing of applicants who are required to have a remarkable range of skills, abilities, sound temperament, psychological dynamism and motivation to succeed.

KEYWORDS: * Outward Bound * Training * Selection * Philosophical issues
THE ADVENTURES OF ULYSSES
AND THE OUTWARD BOUND MOTTO

NEILL, J.T., Research Coordinator, 1993-1997, Outward Bound Australia

DATE: 1996

PUBLISHER: Outward Bound Australia

ABSTRACT: This essay has the simple purpose of explaining the background to the Outward Bound motto ‘to serve, to strive, and not to yield’. I discuss Kurt Hahn, Alfred Lord Tennyson and his poem Ulysses, the events of Ulysses’ life, and criticisms of the motto. My hope is that what follows will enrich people’s understanding of the origins and evolution of the Outward Bound philosophy embodied by its motto.

COMMENTARY: This paper provides a retelling of the story of Greek hero, Ulysses, which was originally written by the poet Homer in “The Iliad” and “The Odyssey”. The Outward Bound motto “to serve, to strive, and not to yield” is adapted from the last lines of a poem by Alfred Lord Tennyson called “Ulysses” which is about the life of this great, mythical adventurer. The paper also discusses the arguments surrounding the modern relevance of this motto to Outward Bound and society.

KEYWORDS: * Outward Bound - philosophy * Outward Bound - theory * Outward Bound - history * mythology
AUSTRALIAN OUTWARD BOUND SCHOOL SURVEY OF MEDICAL INCIDENTS
DECEMBER 1986 - DECEMBER 1987

AUTHOR: OUTWARD BOUND AUSTRALIA

DATE: 1988

PUBLISHER: Outward Bound Australia

ABSTRACT: [None available. The introduction is reproduced here.] The Medical Incident Occurrence Research Project involved a 12 month survey of any incident of a medical nature requiring some form of preventative or curative attention from Outward Bound staff or medical authorities. The survey took the form of an extensive diary format that was filled in by group instructors and course coordinators at the time of any incident during a course. The incidents included any course participant, Outward Bound staff person and any other person involved with the course. Courses were assessed from the 27th December, 1986 until the 26th December, 1987.

The medical occurrence project was undertaken for several reasons. These include;
• Determine what actually does occur in the bush
• Provide accurate information to ensure Outward Bound are able to maintain an excellent safety record
• Provide accurate and comprehensive information to give staff relevant and useful training with a realistic expectation of what they will be dealing with in the field
• Dispel myths that are widely held about bush safety with concrete and verifiable facts
• Fill a major vacuum that exists in this field. While there are many anxieties no substantial studies have been done.

COMMENTARY: This is an 11 page overview of the overall findings from the Medical Occurrence Research Project and remains the single, most detailed investigation of medical incidents and their correlates in adventure and outdoor education.

KEYWORDS: * Safety * Medical * Staff * Participants
CHALLENGE VERSUS SAFETY

RICHARDS, G.E., Executive Director, 1975-1996, Outward Bound Australia

DATE: 1978


ABSTRACT: (There is no author's abstract available for this paper.)

COMMENTARY: This conference paper identifies and addresses the fundamental issues that face Outward Bound and the whole outdoor education movement, that of balancing the use of challenge and the requisites of safety.

Challenge and safety are discussed as multifaceted concepts with both physical and psychological perspectives that need to be considered. It is argued that these two concepts are not mutually exclusive, but are the essential components to be balanced in the equation for a successful outdoor learning experience. Further, the key to the equation is to have clearly determined aims and objectives for outdoor education programs.

The nine page conference paper is highly relevant to those involved in policy or program design, as well as staff directly involved in the outdoor education process.

KEYWORDS: * outdoor education * safety * challenge * risk recreation
THE KURT HAHN PHENOMENON

RICHARDS, G.E., Executive Director, 1975-1996, Outward Bound Australia

DATE: 1988

PUBLISHER: Outward Bound Australia

ABSTRACT: Kurt Hahn is one of the great and influential educators of the Twentieth Century. Educational ideas now considered fundamental to the full development of individuals and society were already being pioneered and put into effective practice in the 1920's by Kurt Hahn. This paper looks at Kurt Hahn as an educator who has had widespread influence internationally and it seeks to clarify the origins and development of his thought and practice. It looks at Hahn's origins as well as his philosophical and intellectual development. Hahn's role as an inventor of new social and educational concepts and his strong focus on international relations are all evaluated. Hahn was one of the first significant educators who had comprehensive ideas about holistic education and effective character development to be able to implement his concepts through practical programs and educational institutions (often of his own creation), throughout the world. He often described himself as the midwife of educational ideas. It was this attitude to his schemes; create, develop to independence, and then move on to the next idea; which allowed Hahn to have such widespread and lasting influence.

COMMENTARY: This work includes nine chapters covering biographic information on Kurt Hahn as well as a comprehensive coverage of his achievements. These include Outward Bound, Salem, Gordonstoun and the United World Colleges. It also looks at the influences on Hahn, particularly of Plato, and how his educational thought developed and was implemented. The research for this study mainly used secondary sources although some recently gathered local primary source material was used. The attempt to describe and explain Hahn's psychological / philosophical positions is limited by the absence of German language sources. The text includes a substantial range of anecdotal material to convey some of the unique persona of Kurt Hahn and includes some copies of photographs and illustrations. This work is currently being re-edited and the revised edition will be available in late 1988. The current edition is 172 pages with nine chapters and full references.

KEYWORDS: Outward Bound - history * theory * philosophy * Kurt Hahn * education * experiential education
AN ANALYSIS OF THE EFFECTS AND DESIRABILITY OF INSPIRATIONAL READINGS ON AN OUTWARD BOUND COURSE

RICHARDS, G.E. Executive Director, 1975-1996, Outward Bound Australia


NEILL, J.T. Research Officer, 1993, Outward Bound Australia

MORRISON, B.E. Research Officer, 1993, Outward Bound Australia

DAVIS, H.L. Research Assistant, 1993, Outward Bound Australia

DATE: 1993

PUBLISHER: Outward Bound Australia

ABSTRACT: (There is no authors' abstract available for this report).

COMMENTARY: Readings have been used in Outward Bound schools and other personal development programs throughout the world for many years. This study evaluated the usefulness of using written inspirational readings in Standard Courses during solo. Eighteen readings were selected from a literature review pool of 200 readings and divided into 3 a priori categories: Personal, Community and Global. These readings were administered in different orders on each of the 3 days of solo during a season of Outward Bound standard courses. With each set of 6 readings two questionnaires were administered: (i) a solo reading questionnaire to measure subjects' direct evaluation of each reading, and (2) a solo affect questionnaire to measure subjects' general feeling towards personal, community and global issues to assess whether the reading had made an impact. There were 174 subjects, including a control group who did not receive any readings.

The findings showed that readings had no impact on subjects' outlook on life. The readings were however rated by subjects in a moderately positive light. The most preferred readings tended to: (i) have ideas put forward concisely rather than repetitiously, and (ii) make use of imagery rather than abstract concepts. There was some evidence for differences between the a priori categories of personal, community, and global readings - with global readings being least preferred. Females rated readings more highly than males.

The study implies that readings may be an enjoyable part of Outward Bound courses but that they may not contribute to personal development. Limitations with the pilot instrumentation and study design however caution in generalizing from the findings. Further research is necessary to examine the impact of verbal readings and the place of readings in courses and cultures outside Outward Bound Australia.

KEYWORDS: * readings * personal development * standard course * solo
AN INTRODUCTION TO THE LIFE EFFECTIVENESS QUESTIONNAIRE (LEQ-G)

RICHARDS, G.E., Executive Director, 1975-1996, Outward Bound Australia

NEILL, J.T., Research Coordinator, 1993-1997, Outward Bound Australia

DATE: 1994

PUBLISHER: Outward Bound Australia

ABSTRACT: [None].

COMMENTARY: This 12 page report provides an introduction to the Life Effectiveness Questionnaire (LEQ-G), a 64-item self-report instrument used extensively by Outward Bound Australia to evaluate changes in participants. The LEQ-G assesses a broad repertoire of abilities, skills and behavioural characteristics considered necessary for effective and successful living/working. This paper presents a brief background to the LEQ-G and basic psychometric analyses including scale test-retest reliabilities and internal consistencies as well as a description of all 11 scales.

KEYWORDS: * program evaluation * self-report * Life Effectiveness Questionnaire (LEQ-G) * Outward Bound - evaluation
AN INTRODUCTION TO THE PARTICIPANT'S EVALUATION OF PROGRAM & INSTRUCTOR QUALITY (PEIPQ-B)

RICHARDS, G.E., Executive Director, 1975-1996, Outward Bound Australia

NEILL, J.T., Research Coordinator, Outward Bound Australia

DATE: 1995

PUBLISHER: Outward Bound Australia

ABSTRACT: (There is no authors' abstract available for this report).

COMMENTARY: This report provides an introduction to the participant evaluation instrument which Outward Bound Australia has used extensively over the past decade. Based on an instrument originally designed for students to evaluate teaching staff at universities, the Participants Evaluation of Instructor and Program Quality (B) (PEIPQ-B) contains eight areas of evaluation (Course Organisation, Course Effect on Personal Development, Course Value, Instructor as Educational Exemplar, Instructor/Participant Rapport, Instructor Abilities and Skills, Group Cooperation and Productivity, Group Relationships) as well as some supplementary questions on safety and equipment. Finally, there is an open-ended section for written comments. This 6 page paper does not present any psychometrics for the PEIPQ-B. It is an intended as introduction to program evaluations conducted by Outward Bound Australia.

KEYWORDS: * program evaluation * Participant Evaluation of Program and Instructor Quality (PEIPQ) B * Outward Bound - evaluation
A MODEL FOR THE SELECTION, TRAINING AND DEVELOPMENT OF OUTDOOR EDUCATORS

RICHARDS, G.E.  Executive Director, 1975-1996, Outward Bound Australia

PEARSE, L.  Expedition Leadership Advisory Board of Western Australia

DATE: 1988


ABSTRACT: In 1987 Simon Priest presented a Doctoral Dissertation to the University of Oregon entitled "Preparing Effective Outdoor Pursuit Leaders". Priest's dissertation, which is reviewed in this paper, made three important contributions; it evaluated outdoor leadership comprehensively across 5 nations; it combined both theory and empirical research to present new insights in this field; and based on these insights proposed a substantial model for the selection, training and development of effective outdoor leaders.

Taking up the excellent lead provided by Priest's work the authors carried out additional research into the nature of the skills required of leaders more specifically in the outdoor education field. They then developed further insights into requirements for the selection, training and development of effective outdoor educators.

This paper represents an extension of Priest's work and a refinement from the more general field of outdoor pursuits to the more specific area of outdoor/experiential education. A model is presented for the selection, training and development of outdoor educators with recommendations for implementing this model in different settings and types of organisations.

COMMENTARY: The research which is presented in this paper which was additional to Priest’s thesis, explored the nature of the skills necessary for the effective outdoor educator. It is suggested that beyond basic technical skills and people skills is an identifiable and pre-eminent skill labeled as "integration" skills. These integration skills involve the integration of technical knowledge and people skills.

Distinctions between the technical training and the experiential development of outdoor educators are drawn and the relevant role of each form in the emergence of an effective outdoor educator is outlined.

The role of certification in the preparation of outdoor educators is also evaluated.

The paper is 30 pages long with diagrams, tables and references.

KEYWORDS: * leadership * education * experiential education * teacher training * outdoor education
SOCIAL COOPERATION AND SOCIAL DILEMMAS: THE ROLE OF IDENTITY

MORRISON, B.E., Department of Psychology, Australian National University

DATE: 1995

PUBLISHER: Paper presented at the 1st Annual Meeting of the Society of Australasian Social Psychologists, April, 1995, Hobart, Tasmania, Australia

ABSTRACT: (There is no author's abstract available for this paper).
COMMENTARY: This paper is theoretical and experimental social psychology - it does not seem to be intrinsically related to Outward Bound.

KEYWORDS: * cooperation * self-interest * group process * self categorization theory * self * interactionism * norms * interdependence

THEORIES AND PARADIGMS:
UNDERSTANDING SOCIAL COOPERATION

MORRISON, B.E., Department of Psychology, Australian National University

DATE: 1996


ABSTRACT: [None.]

COMMENTARY: [None.]

KEYWORDS: * cooperation * self-interest * group process * self categorization theory * self * interactionism * norms * interdependence

OUTDOOR EDUCATION - INSIGHTS AND VISIONS


DATE: 1993


ABSTRACT: [None]

COMMENTARY: This paper questions what outdoor education actually achieves in concrete empirical terms when the idealism of outdoor educators is discarded. In the process of doing so, the findings of a considerable number of studies evaluating Outward Bound programs are reported. The effect sizes for education, outdoor education and Outward Bound programs are compared. Richards concludes, from research into various constructs, that if outdoor education focuses with a particular aim, particular methodologies and a professional directed approach, then results are achieved far beyond normal education effect sizes. Richards examines commonly researched constructs and reports both significant and non significant results.

With reference to the visions for the future, a number of suggestions are put forth by the author. These include forming baselines of operation in the outdoor education industry as a means of regulating operations and marketing ethics in an applicable manner.
The paper is 17 pages long and easily understood by a layman with elementary knowledge of outdoor education research. It includes graphs and figures of studies.

NOTE: This paper is out of print.

**KEYWORDS:** * meta analysis * effect size * self concept * locus of control * long term effects * anxiety * androgyny * stress and arousal * inspirational readings * Outward Bound evaluation