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Outdoor Leadership Development Training

Kari W. Brandt
California State University - San Bernardino, brandtk@coyote.csusb.edu

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OUTDOOR LEADERSHIP DEVELOPMENT TRAINING

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
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Master of Science
in
Science, Technology, Engineering and Mathematics Education

by
Kari Westad Brandt
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ABSTRACT

This project aimed at developing a training program for the California State University, San Bernardino Student Recreation and Fitness Center’s Outdoors Program. The design and development utilized the five-step ADDIE instructional design model along with concepts of experiential and outdoor education. After an analysis of the needs of the Outdoors Program at CSUSB, a thorough process of design, development, implementation, and analysis was used to provide an introductory training program for those interested in becoming outdoor leaders. With personal knowledge gained through a review of literature, combined with prior in-depth content knowledge, a training program was developed. Since different leadership needs exist within each outdoor education program, this project focused on the specific needs of CSUSB Outdoors. It is recommended that this outdoor leadership development program continue to be presented to more students, incorporating a self-assessment to gain a better understanding of the trainee’s growth through the program. It is also recommended that continuing education opportunities are developed and provided to the trainees as they become outdoor trip leaders and continue to develop their leadership skills. In conclusion, the training provided in this experiential educational program serves as a valuable training program for the needs of CSUSB Outdoors. This project outlines the design and development process used through the ADDIE model incorporating experiential and outdoor education knowledge gained in the literature review.
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CHAPTER ONE
BACKGROUND

Introduction

This project explored outdoor leadership and developed an outdoor leadership development course for CSUSB Recreational Sports. Outdoor leadership is a continually developing field with literature that supports its importance and outlines its development. There was no leadership development program at CSUSB, but there was a need for one that addressed the specific mission and goals of the program. This chapter introduces outdoor leadership, the problems that existed, the purpose of the project as well as the limitations of the project.

Outdoor recreation has been, and will continue to be one of our greatest pastimes (Phipps, 1990). It ranges from young kids in Boy Scouts to professionals in a variety of outdoor activities. Outdoor skills are commonly learned from families, friends or a formal outdoor education program. These outdoor education programs include professional guiding companies, large organizations such as the National Outdoor Leadership School (NOLS) and Boy Scouts, as well as college outdoor education programs. The college programs are designed for and guided by the college students within the university. Depending on the program, the students embark on activities such as hiking, camping, backpacking, kayaking, surfing, snowboarding, climbing and numerous others. Experienced leaders and outdoors people generally guide these
activities. Each individual program will conduct trainings for their leaders based on the program’s individual needs, as there is no commonly accepted standardized curriculum (Green, 1990). The lack of standardized leadership training does not discount the fact that outdoor leaders are an essential component of adventure education (Priest, 1990).

At California State University, San Bernardino, the outdoor program is managed through the Department of Recreational Sports and was established in 2005, continuing to grow through its existence. A variety of leaders have cycled through the program, creating a wide range of leadership and outdoor skills among the staff. There are seasoned and expert leaders as well as beginner and inexperienced leaders. Based on the specific needs of the program, which are discussed later, this project developed an outdoor leadership training course and manual for potential trip leaders. The course was designed for students interested in a leadership position in the program. They are now required to participate in the Outdoor Leadership Development course before being considered for a position with the outdoors program at CSUSB. The course was designed to give the participants an entry-level knowledge of outdoor leadership that will continue development through their time with CSUSB Outdoors.

After a thorough examination of the literature, the ADDIE instructional design model was used to create the training course. Through a careful and thorough use of analysis, development, design, implementation, and evaluation, a customized training program was developed for CSUSB. The analysis phase
looked at the current leaders and the goals of the program and management. The knowledge the management saw as important for incoming leaders was weighted heavily in the design of the project, as well as examining the needs of the program, and the areas leaders needed proficiency before leading trips with CSUSB Outdoors. The curriculum was then developed, employing experiential education techniques with a wide variety of learning environments for the students. During the implementation phase, a pilot test was run and feedback was received about the program. This feedback aided in improvements in the training before the full launch of the program. Finally, evaluation and data collection took place in which each student was individually interviewed about the strengths and weaknesses of the program. This data was taken into consideration when making the final revisions of the project. This customization has helped to accentuate the full potential of the program (Shooter, Sibthorp, & Paisley, 2009a).

Statement of the Problem

There were a couple of problems present within the outdoors program at CSUSB. It was a new and developing department, consisted of many inexperienced guides, had a lack of experienced outdoors people to hire, and there was not a leadership development program in place. These problems showed the necessity of an outdoor leadership development program for students to participate in before being considered for a guide position with the program.
Established in 2005, CSUSB Outdoors is a fairly new outdoor education program. The founders of the program had a solid foundation of outdoor leadership skills as well as extensive experience in various outdoor adventures. Their strong leadership skills, in combination with their outdoor competence, were able to merge, making them strong outdoor leaders. Because of these strengths, no leadership development program was created. The program consisted of experienced trip leaders needing refinements, but not a beginner-training program. Along with a qualified staff, the coordinator of the program had almost perfected his outdoor leadership. He was able to highly influence the participants and his staff on outdoor adventures and in the office. This is the definition of leadership given by Priest in “Outdoor Leadership Components” (Priest, 1990). The beginnings of the program did not indicate the need for an established leadership development curriculum, but after the original staff filtered out the need developed.

The general campus community at California State University, San Bernardino is not filled with outdoor enthusiasts. There are not many experienced outdoors persons, and even fewer experienced in outdoor leadership. Because of this, CSUSB began hiring students who had never been camping before, and were sending them out to lead a camping trip. The leaders were lacking experience in outdoor skills and people skills. These two qualities are both necessary to be an effective outdoor leader (Priest, 1990). Effective outdoor leaders create a better learning environment and experience among
participants (Raiola, 1990). Novice leaders may not have the ability needed to facilitate a positive learning environment and experience without proper training. Therefore, the limited availability of experienced students as potential staff members necessitates a leadership development program.

CSUSB needed to have a different method of training to better suit the goals of the program and the needs of the students. The original training consisted of optional overnight trips in which the leaders would learn a variety of skills, the variety of which depended on the time and location of the trip. The guides were not attending all trainings, which lead to gaps in knowledge and skills. There were also some leaders that went on many of the trainings and received duplicate educational information, discouraging them from attending other training offerings. With these gaps, the students were on different levels and had different ideas of outdoor leadership while they were guiding trips. Furthermore, the newer leaders felt disconnected from the more experienced guides as they did not have much to identify with this already close group of people. These gaps in leadership training and group cohesiveness limited the growth participants could attain on the trips with the guides hired.

Significance of the Project

The project is significant to the growth of the Outdoor Program with CSUSB Recreational Sports. It begins the next step in developing the program and helping it to grow and have a greater effect on the CSUSB community. The opportunity for students to have more effective leaders on their trips will enhance
their experiences in the outdoors and their experience as students. The program also begins a professional development opportunity for the students that want to explore professions in outdoor adventure. The students and the program can continue growth through this training program.

Purpose of the Project

One goal of this project was to create a training program for potential outdoor trip leaders. There was no such program in place, but as discussed above, there was a need for it. This training program not only needed to address the technical skills of the various outdoor activities, but students must also learn safety, organization, environmental, instructional, group management and problem solving skills (Priest, 1990). Since these skills are necessary for every leader, a mandatory training program was developed to teach these skills. There was not a set leadership curriculum for CSUSB Outdoors and this project aimed to create one that would help the program’s positive impact on students.

Another goal was to create a customized program that catered to the specific needs of CSUSB Outdoors. Each outdoors program has unique expectations in terms of the leaders they train and hire (Shooter et al., 2009). This customized program was also based partially on the activities we offer and the region we are in (Green, 1990). With each outdoor education program having different expectations and visions, a customized training program benefits the staff and participants of the program. The needs are addressed directly, versus a general training that may not relate well to the community being served.
This custom training program was designed to be an entry-level course about outdoor leadership, adapting to the students at CSUSB.

A third purpose for this project was to create qualified individuals for CSUSB Outdoors to hire as trip leaders. Rather than hiring then training, a train-to-hire model was more appealing for CSUSB. Through the training program, we were also able to see the students abilities in a wilderness setting before considering them for a position. Hiring qualified individuals will ease the guessing game of who will become a competent outdoorsman through verbal interviews, as previously done. With a solid base of education among our leaders, we are able to better the continuing education that is offered to them.

Limitations

One limitation of this project is that the training will not be static over time. The needs of the program may change, and there will be further development in outdoor leadership as the field will expand and change through time. A necessity for growth of the program may occur, and the training may need to become more intensive in the future. There may be a need for a longer training program to help the students master outdoor leadership even further. The training is not final and changes will need to be made to it to further the leadership development at CSUSB Outdoors.

Another limitation of the project is that the course design is focused toward a novice outdoor leader. A more experienced outdoors person or leader may not
benefit to the same extent as a novice leader. The course covers the basics of outdoor leadership and is not focused on the experienced leader.

Data collection methods are another limitation of the project. There was a small amount of data collected upon implementation of the course. The feedback of the course was only from one class of seven students, limiting the variety of responses. The data results were dependent on the participants and teacher of the specific class from which the data was collected. The data was also collected immediately after the course and the long-term affects of the training were not explored. The data does not indicate an improvement in the act of guiding trips, just the participants’ perception of their skills and knowledge. There is a small amount of data collected that only looks at the short-term knowledge gain from the perception of the participants.

Definition of Terms
Leader – The person with the highest amount of influence on a group at a given time (Priest, 1990).
Outdoor Leader – A person set in charge of an outdoor adventure. This leader is responsible for the safety, education and growth of the participants as well as protecting environment they are recreating in (Priest, 1990).
Outdoor Education – Education about the outdoors and nature that takes place in an outdoor environment. Also referred to as adventure education in this project.
Outdoor(s) program – An organized program that offers outings in outdoor activities such as kayaking, hiking, backpacking, rock climbing, camping, etc. These programs vary from worldwide to small community programs. Also referred to as adventure programs or outdoor adventure programs in this project.

Experiential Education – Experiential is a type of learning, where students draw from personal experiences to formulate their knowledge. Students will go through an experience, reflect on it and some sort of change occurs within the student based on the combination of the two (Adkins & Simmons, 2002; Bass, 2012; Breunig, 2005; Carver, 1996; Estes, 2004; Kraft, 1990; Priest & Gass, 2005; Roberts, 2008).
CHAPTER TWO
LITERATURE REVIEW

Introduction

In order to establish a base for this project, literature in the field of outdoor leadership was examined through thorough bibliography and internet database searches. The most relevant literature has been divided into three sections, 1) Experiential Education, 2) Leadership and 3) Outdoor Leadership. The concepts, practice and training of these three categories is explored and discussed. This chapter concludes with a summary connecting the three sections and the purpose of this project is also included.

Experiential Education

Through the literature of experiential education, it is widely accepted that it consists of an action-reflection cycle. The way in which this cycle is executed determines the effectiveness of experiential education. The literature included in this section explores the benefits of experiential education as well as the most effective ways to implement the educational style.

Concept/Theory

At its core, experiential education (EE) is simply learning by doing. Most will agree that learning in EE occurs through an action-reflection cycle (Adkins & Simmons, 2002; Bass, 2012; Breunig, 2005; Carver, 1996; Estes, 2004; Kraft, 1990; Priest & Gass, 2005; Roberts, 2008). The learner or student will have an
experience, reflect on this experience and apply their new knowledge to future situations. This differs from the traditional, information assimilation model we are used to in the education system (Kraft, 1990). According to Kraft (1990) information assimilation consists of information being presented to the student, the student then organizing and understanding that information, forming conclusions on the situational use of the information, and finally applying it in a real situation. This type of learning can lead to a gap between knowledge and application because the students’ are only using reasoning to determine the application, rather than experiencing the interaction first hand. EE is described as carrying out an action, learning the effects of these actions and applying this new knowledge to future situations (Kraft, 1990). EE is a unique type of learning where learning occurs from experience accompanied by reflection.

Although it is accepted that EE consists of an action-reflection cycle, there is much discussion of what exactly these actions and reflections should consist of. Many times in outdoor recreation, action is simply action and nothing more is thought of the action. In EE learning occurs from experiencing a task and reflecting on that task (Estes, 2004). The more direct these experiences are and the more the participants are actively involved in them, the greater the increase in learning (Priest & Gass, 2005). These experiences should be meaningful to the students, as this will increase their learning. If a student is not finding meaning in their experiences, they cannot be expected to take away an equivalent amount of knowledge as from a meaningful experience (Carver,
Another suggestion is that these experiences should be planned to meet the learning goals set forth (Adkins & Simmons, 2002). Another term to express this is named by Jay Roberts (2008) as Neo-Experientialism. This term encompasses that an experience can be designed and structured, but still maintain the same benefits of an EE program. With a controlled experience, learning can occur more efficiently and be focused more toward the learning goals (Roberts, 2008). Though experience itself is vital in the progression of knowledge of EE, direct and purposeful experience is vital to an increase in meeting learning goals.

Reflection is a vital element in successful learning through EE. Without this element, the participants may not even realize that their experiences have provided knowledge and growth. Much of the reflection that occurs in EE is talk circles, in which the facilitator may ask a group what they learned and how it can be applied to future experiences (Estes, 2004). Instead of this type of reflection, many suggest an active reflection from the students to most benefit their education (Bass, 2012; Estes, 2004). The students should be at the center of both the experience and the reflection (Estes, 2004). This student-centered, critical reflection aids in student learning by making it meaningful for the students and the students acknowledging what they have learned, rather than the facilitator simply telling them (Estes, 2004).

EE should consist of an action-reflection cycle in which the students participate in an experience, reflect on the experience and apply their ever
growing, cumulative knowledge to future situations. To maximize student learning, the experiences should be direct, meaningful and controlled. The reflection needs to be student-centered and active to best benefit the students in reaching the learning goals.

In Practice

EE is known to be beneficial in many different learning environments, but it is also difficult to accomplish effectively (Breunig, 2005; Estes, 2004). It takes hard work, practice, and a deconstruction of norms among educators and students alike. Throughout the literature, there are some suggestions that can create a better EE environment to increase effectiveness. Much of these suggestions involve creating a collaborative student-teacher relationship in the learning environment.

One simple act that can be done in a classroom is to put all of the desks in a circle and have the teacher on the same level physically as the students (Breunig, 2005). This arrangement can encourage the students to not only talk to the teachers, but talk to each other as well. One of the purposes of this layout is to allow the students and teacher to share their knowledge on an even playing field (Estes, 2004). In experiential education, every student should be given the opportunity to speak, even if they choose not to share. Each student has a unique perspective and set of knowledge to offer to the rest of the students as well as to the educator (Breunig, 2005). A learning environment as such provides a sense of belonging for students and teachers alike (Carver, 1996).
Although talk circles like this are effective, it is advised not to rely too heavily on these in the EE classroom (Estes, 2004). They can serve as a form of reflection, but students should be encouraged to reflect in other, more creative ways as well. The use of art, dance, presentations, and repetition of activities are just a few examples of different reflection methods that can be used (Estes, 2004). Talk circles are an effective reflection method and produce an effective EE learning environment, but there are also other, more creative options that can be used for it as well.

Another key aspect in effective EE is collaboration among students and teachers (Breunig, 2005; Carver, 1996; Estes, 2004). This is an element of deconstructing social norms. Students are used to a teacher-centered education, but they should have an influential and equal role as the teaching in EE. Students should be encouraged to be agents of change and in control of their lives and education (Carver, 1996). The students should aid in the content they learn, how they learn it and how they are assessed (Breunig, 2005; Estes, 2004). The students should have a role in facilitating their experiences and education and possess power within their EE.

Student-centered education is an essential component in EE, but it is also important to recognize the huge influence educators have on students (Estes, 2004). Students are not used to a learning environment where they are able to make the decisions about how and what they are going to learn, so this is a learning environment that they need to be eased into and taught how to use that
control effectively (Breunig, 2005). Students need the freedom to have an influential role in their personal education, but the facilitator may need to guide this initially. A learning environment like this also takes dedication and commitment from the students. With a strong teacher influence, it is important not to let the influence get unbalanced (Estes, 2004). This whole process takes time and experience on both the teacher and student side. It is important for the teacher to act as a coach and supporter, truly listen to the students, and let the students work collaboratively with each other (Breunig, 2005; Estes, 2004).

With a collaborative learning environment and an effective student-teacher cooperation in EE, competence on both teacher and student side may be achieved. The essential component of EE can be summarized as agency, belonging and competence (Carver, 1996). The students act as agents of change in their lives and education, feel belonging amongst each other and with staff and have a competence that goes beyond cognitive knowledge. Their competence includes learning skills and application of what is learned from the student’s and the teacher’s side.

**Summary of Experiential Education Literature**

Through the action-reflection cycle of EE, meaningful actions and meaningful reflections are keys to success in learning from experiences. Direct involvement from the students and ownership in one's own education is another effective learning tool employed by experiential educators. EE takes purpose,
direction and creativity. With proper implementation EE is an extremely beneficial educational method.

Leadership

A variety of leadership styles exist in many different aspects of human life. Literature on these different types of leadership has developed through the years with differing perspectives on the best type of leader. This section will explore the literature on different styles of leadership and the different methods of leadership training employed for these styles.

Leadership Styles

One leadership style is servant leadership, in which the leader holds a focus on those being led (Caldwell et al., 2012). These leaders show characteristics of understanding and empathy (Avolio & Gardner, 2005). As the word servant suggests, they focus on serving their followers and meeting their needs. A common example of a servant leader is Mother Theresa (Caldwell et al., 2012). She worked toward the goal of making others lives better and serving those she sought to help. Servant leadership is effective because the followers are a high priority which creates a perception of an effective leader in the follower’s mind (Caldwell et al., 2012).

While servant leadership involves a heavy focus on serving the leader, covenantal leadership focuses on understanding the followers’ cultures and beliefs and act as a catalyst in sharing that knowledge with others (Caldwell et al., 2012). They want to embark new perspectives in all of their followers as well
as gaining knowledge and understanding themselves. These leaders are effective because they learn about their followers and try to relate to them (Caldwell et al., 2012). Followers are more likely to respect this type of leader because they will feel supported and understood by them.

The previous two leadership styles focus more on the participant while principle-centered leadership has a focus on creating a better society (Caldwell et al., 2012). These leaders want to evoke change at a personal level within themselves and their followers. With this sincere personal change, the participants and leaders can take the lessons learned, apply them to their everyday life, and in turn have a positive effect on society as a whole. This effect may be small, yet still profound. Evoking a positive change in society shows the leaders’ maintaining an interest of society’s well being, creating an effective leader (Caldwell et al., 2012).

A more humble leadership style is Level 5 leadership. Level 5 leaders poses a dedication to the organization they are serving (Caldwell et al., 2012). These leaders are the last to take credit for the positive changes they have inspired, but can accomplish goals that may seem impossible for others. They are effective leaders because of their dedication to the organization. These leaders are selfless in their actions and give credit to the process and the participant for their growth rather than taking the credit themselves (Caldwell et al., 2012).
Recently, there is an increase in literature about charismatic leadership. Many emphasize that charismatic leaders carry their influence through a strong leader-follower relationship (Avolio & Gardner, 2005; Caldwell et al., 2012; Conger, 1999). This influence, however, depends on the followers' perception of the leader (Conger, 1999; Yukl, 1999). Charismatic leaders hold a strong passion for their visions and goals (Caldwell et al., 2012) and have the ability to change the follower through influence (Conger, 1999). As opposed to ideological leaders, charismatic leaders hold social needs higher than personal needs of themselves and the followers (Strange & Mumford, 2002). These leaders are effective because they have a strong ability to influence followers (Avolio & Gardner, 2005) and establish personal connections with those being lead (Conger, 1999). Some followers are skeptical of charismatic leaders because many of the examples include Adolf Hitler and Stalin (Conger, 1999). There are many weaknesses of charismatic leadership outlined in literature, including but not limited to: a separation of followers, a lack of feedback from followers and needing a certain context for the leadership to be effective (Conger, 1999; Yukl, 1999). As in any group, charismatic leaders will have people who follow them and others in the group who do not follow them. The followers may also hesitate to voice an opposing opinion to the leader in fear of disappointing, causing the follower to make self-sacrifices. Followers of charismatic leaders are said to generally have a low self-confidence and low self-concept (Yukl, 1999). Context has a big influence on the effectiveness of a charismatic leader where times of
fear or crisis may evoke more of a following (Yukl, 1999). Charismatic leadership has gained a lot of literary attention in 1) its strengths of personal connection and passionate leaders and 2) its weaknesses of limiting the follower in their voice and own leadership.

Transformational leadership is focused on the influence of the leader on the follower (Avolio & Gardner, 2005; Caldwell et al., 2012; Yukl, 1999). The aim and effect of a transformational leader is to change the follower (Conger, 1999) and transform themselves as leaders and their followers through experiences (Caldwell et al., 2012). Followers of transformational leaders tend to feel a sense of trust and respect for the leader (Yukl, 1999), enhancing the effect on the follower. In order for a transformational leader to be effective within their organization, they must hold the same values as the organization and a high regard for it (Conger, 1999). In leadership teams, there may be conflict if transformational leaders have different goals or agendas than the group or organization (Yukl, 1999). Transformational leaders are effective because they inspire change in those they follow while also improving themselves through a passion for what they are leading.

The leadership styles discussed above indicate that a person may only have one style, but transformative leadership encompasses a combination of leadership styles making an ideal leader. Transformative leadership incorporates servant, principle, covenantal, level 5, transformational and charismatic leadership styles into one leader (Caldwell et al., 2012). These types of leaders
will inspire followers to improve themselves and work toward a better self, better organization and better society (Caldwell et al., 2012). This type of leadership is more reasonable, as each human in unique and will not perfectly fit into one of the above categories. It is however difficult to possess equal qualities of each at all times (Yukl, 1999). Transformative leadership is effective because it uses multiple effective leadership styles in cooperation to create a more effective leadership style.

Authentic leadership is gaining attention in literature, but is not exactly a leadership style as discussed above. The key to authentic leadership is self-actualization (Avolio & Gardner, 2005; Gardner, Avolio, Luthans, May, & Walumbwa, 2005). A leader who knows themselves and acts according to that knowledge will be more effective for their followers (Avolio & Gardner, 2005). Authentic leadership creates open and positive interactions between leader and follower and can be used in combination of a variety of effective leadership styles (Avolio & Gardner, 2005; Gardner et al., 2005). These leaders not only know their positive attributes, but recognize their weaknesses (Avolio & Gardner, 2005). Self-actualization is rarely ever achieved, but the process involved in self-actualization can aid in the formation of an authentic leader. Authentic leaders act in accordance with their true self, making them more effective for a variety of groups that may be led by them.

With a variety of leadership styles, each is recognizable, but difficult to attain as a leader. Integrating multiple leadership styles is realistic for leaders, as
no leader is the same. Each person has different qualities that place him or her in multiple categories from above. An integrated leadership methodology along with a recognition and understanding of oneself can be a powerful leadership style for many different environments (Avolio & Gardner, 2005).

Training

Above, many different leadership styles are outlined and explained, but the literature in leadership training favors an authentic leadership approach. There is much emphasis on self-actualization and personal experiences when training leaders (Gardner et al., 2005; Mumford, Marks, Connelly, Zaccaro, & Reiter-Palmon, 2000; Schyns, Kiefer, Kerschreiter, & Tymon, 2011). Learning through situation specific events targeted toward the specific audience in combination with reflection is supported.

Self-actualization is a commonality within leadership training experts. Knowledge of a person’s own leadership style and effectiveness is an important element for a leader to attain in their training (Avolio & Gardner, 2005; Gardner et al., 2005; Schyns et al., 2011). Both Avolio and Gardner (2005) agree that self-awareness should be incorporated into leadership training, which is a step in reaching self-actualization. This is a skill that cannot be taught through training, it is a process that can only be impacted by training (Avolio & Gardner, 2005). Self-actualization relates to more than knowledge of the self but also relating to others and forming a collective group identity (Schyns et al., 2011). Including self-actualization in a training program will help to create more effective leaders.
Reflection is another element that should be included in a leadership-training program. Reflection is a key element to a person's journey in self-actualization and in creating effective leaders (Strange & Mumford, 2002). Reflection can also be used in the form of self-assessments to evaluate the effectiveness of a training program (Rohs & Langone, 1997). As outlined in the literature on EE, reflection is one of the major components to its effectiveness. Using reflection to train leaders can increase their self-awareness and contribute to their success as a leader.

A training program's effectiveness is also dependent on its customization to the people in the program. The demographics of the students as well as the situation in which they will be using the leadership need to be considered when choosing or developing a program (Cooper, Scandura, & Schriesheim, 2005). The majority of leadership training programs focus on the individual whereas a focus on social context would allow for a more effective program (Schyns et al., 2011). The activities in the course need to be appropriate to the students' current leadership abilities (Mumford et al., 2000). Starting their training with a complex situation will not help them grow as much as starting simple and slowly increasing the difficulty of the situations. The tailoring of the training to the class demographics and leadership abilities is essential to the development of participants as leaders.

Recognizing and learning from trigger events is another way to establish leadership in a person. Trigger events are life experiences that change and
redefine a person, leading to growth and development (Gardner et al., 2005). Examples of these are death, a promotion, or a career change. Trigger events are essential to a person's leadership ability and should be explored in a training program (Gardner et al., 2005). No two people will experience the same trigger events in their lives, but understanding the affects on their personal lives can create a more effective leader. Guiding a future leader to explore different trigger events in a training program and the events' effects develops them into a more authentic leader.

An individual's life experiences define their perceptions of leadership and self-identity, which impacts their effectiveness as a leader (Cooper et al., 2005; Gardner et al., 2005). Experience is essential to learning as outlined in the literature in EE. It is also essential in leadership development. Each person maintains a base knowledge of leadership and furthers that knowledge with complex situations. An integration of this past knowledge increases performance as a leader in more complex situations (Mumford et al., 2000). Humans learn through experiences and therefore it needs to be included for a successful development of leadership.

A training program needs to take many different elements into consideration to be successful. Knowing that leadership is a process, not an end product is important to acknowledge; leadership is affected by training (Avolio & Gardner, 2005; Mumford et al., 2000). Self-actualization and reflection are essential for leaders to practice and attain, creating effective authentic leaders.
Considering the demographics of the group and the leadership ability of the students is also essential. The training should also include trigger events, appropriate experiences and situational practice to be effective.

**Summary of Leadership Literature**

Although many different leadership styles exist and each individual leader will differ slightly in their styles, an integration of different leadership styles combined with authenticity proves to make an effective leader. Adapting to different situations in ways that are true to the leader is effective in the most diverse of situations. When it comes to training these leaders, self-actualization is an important aspect in discovering themselves, enabling them to have a greater affect on others.

**Outdoor Leadership**

Outdoor adventure has been a part of human history for a long time with the format of it changing over time. Much emphasis is now placed in outdoor education in which outdoor leaders educate people in outdoor skills as well in the intangible benefits that outdoor education can provide for participants. This section discusses at what outdoor education consists of, the competencies outdoor leaders should possess, and the appropriate training necessary to make these leaders effective.

**Outdoor Education**

Outdoor education, also known as adventure education, has a long history of being both an informal and formal aspect of outdoor adventure. Informally,
outdoor education can be as simple as two people participating in outdoor pursuits maintaining specific task oriented goals. For the purpose of this paper, the focus will be on formal outdoor education programs. The objective of this formal outdoor education is to provide participants or students safe adventures in an outdoor environment while sustaining the natural environment being used for the specific activities (Twehous, Groves, & Lengfelder, 1991). Many agree upon the most obvious component in outdoor education, planned adventure activities in a wilderness setting (Baldwin, Persing, & Magnuson, 2004; Hattie, Marsh, Neill, & Richards, 1997; Hayashi & Ewert, 2006). Almost any outdoor pursuit can be categorized as outdoor education under this definition of it, but the field has been defined to be much more.

Beyond adventure activities in a wilderness environment, there are many other agreed upon components of outdoor education. Goals and objectives of the participants and leaders are essential to meaningful outdoor education (Baldwin et al., 2004; Hattie et al., 1997; Hayashi & Ewert, 2006). Trained and qualified leaders facilitating these adventure pursuits is also a universal component in outdoor education (Baldwin et al., 2004; Hattie et al., 1997). Not all people engage in outdoor activities with a trained leader, but in outdoor education one of the main goals is participant learning and growth through challenging situations in an unfamiliar environment (Hattie et al., 1997). Because of this desire for growth, an effective leader is an essential component in the equation for success. Learning and growth can also be accomplished through
group living, decision making and problem solving with others in new and challenging situations (Hattie et al., 1997). One of the advantages of looking at growth of participants in this way is that they are able to learn from their outdoor pursuits, even if the activities themselves were not completed or were unsuccessful (Hayashi & Ewert, 2006).

The components of outdoor education are mostly agreed upon with abundant literature to support how these components and goals are accomplished. One of the methods of change that is specific to outdoor education is the use of an outdoor environment (McKenzie, 2000; Phipps, 1990). Phipps (1990) lists some advantages of utilizing an outdoor environment to promote growth including: 1) bringing the participants to the same level using an unfamiliar environment, 2) an outdoor environment is always changing creating diversity of situations, 3) good judgment is a required skill in an outdoor environment and 4) outdoor activities bond co-adventurers in a unique way.

Outcomes gained from adventure programming can not only be observed, but can also have long lasting effects on the participants (Hattie et al., 1997). Literature highlights the positive effects of outdoor education, but few look at how those outcomes are achieved (McKenzie, 2000). Baldwin (2004) has provided some way to evaluate the effectiveness of a program and why and how these effects ensue. The first step in this evaluation must be that the participants believe that the program has affected them and they see evidence that those effects are as a result of the program itself. Using these guidelines, it is possible
to learn why outdoor education has such profound and lasting effects on participants beyond the knowledge that participants come back refined from outdoor pursuits.

Leadership in Outdoor Education

**Definition/Components.** Outdoor leadership is the act of leading people in adventure and outdoor settings. Simon Priest (1988) states, “Leadership is a process of influence. The group member doing the most influencing at a given moment in time is the leader of that group.” The designated leader of the group may be this person of influence, but the other participants on the trip have the potential to be that person as well. An outdoor leader has concern for the participants on the trip, the purpose of the trip and influence of outside factors on the group and goals (Priest, 1988, p. 211). Outdoor leaders are accepted as a positive influence in outdoor education; however, the specific aspects of outdoor leadership that are important are still debated.

There has been much discussion in literature about the components of outdoor leadership and what skills outdoor leaders should posses with no universally accepted list of those skills (Twehous et al., 1991). It is, however, agreed that there are a wide range of competencies essential to an outdoor leader (Hayashi & Ewert, 2006; Shooter, Sibthorp, & Paisley, 2009). Embodying this wide range of skills, hard skills and soft skills are two commonly accepted terms in the realm of outdoor leadership, but there are discrepancies in the subcategories of those areas (Shooter et al., 2009). While the two categories of
hard and soft skills do not completely embody the outdoor leader, a third category, conceptual skills, has been defined. Shooter et al. (2009) includes a table (below) that compares the specific categories according to different experts in the field of outdoor leadership.

Table 1. Hard Skills, Soft Skills, and Conceptual Skills from Outdoor Education Literature

<table>
<thead>
<tr>
<th>Author</th>
<th>Hard Skills</th>
<th>Soft Skills</th>
<th>Conceptual Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swiderski (1987)</td>
<td>Physiological, environmental, safety, technical, &amp; administrative</td>
<td>Social, psychological, communication, interpersonal, human</td>
<td>Problem solving, decision-making, judgment, critical thinking, &amp; creativity</td>
</tr>
<tr>
<td>Phipps (1988)</td>
<td>Technical skills</td>
<td>People skills, the affective side of leadership</td>
<td></td>
</tr>
<tr>
<td>Bartley (1989)</td>
<td>Technical competencies, first aid, logistics</td>
<td>Interpersonal helping skills</td>
<td></td>
</tr>
<tr>
<td>Green (1990)</td>
<td>Techniques &amp; procedures</td>
<td>Processing, communication, group dynamics</td>
<td>Judgment, problem solving, decision-making</td>
</tr>
<tr>
<td>Phipps &amp; Swiderski (1990)</td>
<td>Physiological, environmental, safety, technical, &amp; administrative</td>
<td>Social, psychological, communication</td>
<td>Judgment &amp; creativity</td>
</tr>
<tr>
<td>Twenhous, Groves, &amp; Lengfelder (1991)</td>
<td>Budgeting, activity skills, map-reading/navigation</td>
<td>Judgment/decision-making, interpersonal relations, group dynamics</td>
<td>Operational skills: safety skills, environmental awareness, risk analysis &amp; management</td>
</tr>
<tr>
<td>*Knapp (1999)</td>
<td>Technical competencies</td>
<td>Human relations competencies</td>
<td></td>
</tr>
<tr>
<td>Priest &amp; Gass (2005)</td>
<td>Technical, safety, environmental</td>
<td>Instructional, organizational, facilitational</td>
<td>Metaskills: judgment, decision-making, effective communication, ethics</td>
</tr>
</tbody>
</table>
According to this table, most agree that 1) hard skills encompass the technical skills of outdoor education and outdoor living, 2) soft skills encompass the interpersonal aspect of leadership and 3) conceptual skills are the components that aid in implementation of hard and soft skills. Although these three categories have been commonly accepted in the outdoor leadership community, the skills and competencies can be expanded. Within the categories of hard skills, soft skills, and conceptual skills, there are more specific competencies that vary within the literature. Though the categories differ, many agree an outdoor leader should possess the following skills: technical, safety, interpersonal, judgment, decision-making, problem solving and administration. Some unique skills are debriefing, creativity, ethics and budgeting. Debriefing is an important skill for successful EE and proves to be an effective teaching method in outdoor education (Estes, 2004). Budgeting is a program specific skill. Ethics are unique to each individual in an outdoor leadership role. Creativity is another great skill to maintain in this list since the outdoor environment is constantly changing and unpredictable.

An organization with a different approach to outdoor leadership is the National Outdoor Leadership School, one of the most well known in adventure education and outdoor leadership. Rather than grouping outdoor leadership into the same type of categories, NOLS divides theirs into the following seven
categories: expedition behavior, competence, communication, judgment and decision making, tolerance for adversity and uncertainty, self-awareness, and vision and action. These categories still involve the commonly accepted skills of outdoor leadership, but are more broad and more encompassing of the well rounded outdoor leader (Gookin & Leach, 2009a).

Although there is much discussion of the specific competencies an outdoor leader should possess, most agree that hard skills, soft skills and conceptual skills are important for any organization. The specific leadership need of the organizations determines the subcategories involved for that program.

**Styles and Traits.** Beyond the importance of identifying the components of outdoor leadership, there are also different leadership styles and traits of outdoor leaders that facilitate effective leadership. Following the unpredictability and changing environment of outdoor education, outdoor leadership style is also required to constantly change (Phipps, 1988; Priest, 1988). Because of this need for constant change, situational leadership is a common leadership style observed in effective outdoor leaders (Brymer & Gray, 2006; Gookin & Leach, 2009). Situational leadership is a style in which the leadership varies based on the task at hand and the abilities of the individuals and group, enabling the leader to be effective in any situation (Gookin & Leach, 2009). This leadership approach varies between telling, selling, participating, and delegating (Brymer & Gray, 2006). Situational leadership is important in a consistently changing
environment, but does not explain causation for change in the participants resulting from leader influence.

Most effective outdoor leaders demonstrate qualities of transformational leadership (Hayashi, 2005). Transformational leadership is a style in which the leader inspires the participants to improve, change and experience personal growth (Brymer & Gray, 2006; Hayashi & Ewert, 2006). Outdoor leaders show a higher level of transformational leadership, mostly in the way they inspire followers and how they care for individual issues and growth (Hayashi, 2005). While using transactional leadership, the leader provides contingent rewards and can help participants accomplish goals, however participants will not experience the personal development acquired through other leadership styles (Brymer & Gray, 2006). Transactional leadership aids in successful completion of tasks while transformational leadership helps participants to find meaning behind those tasks, even if the final task is not accomplished. With a combination of situational leadership and transformational leadership an outdoor leader can adapt to different situations and inspire participants to accomplish personal growth in each of those situations.

Another part of being an effective outdoor leader is the possession of specific personal traits. Emotional intelligence is one of those traits that enables an outdoor leader to be effective (Hayashi, 2005; Hayashi & Ewert, 2006). Interpersonal and intrapersonal intelligence are two components of emotional intelligence. Interpersonal being knowledge of others and using that to act in
leadership situations and intrapersonal involving knowledge of oneself to ensure a leader's actions are appropriate in as many situations as possible. Adaptability, stress management, and general mood are also components important in achieving emotional intelligence (Hayashi, 2005). Beyond emotional intelligence, other attributes of effective outdoor leaders include being motivational, personal, flexible, good physical fitness, knowledge of themselves, and awareness of others (Priest, 1988).

**Outdoor Leadership Training**

When it comes to outdoor leadership training, there is no set or universally accepted curriculum in the outdoor education field (Green, 1990; Twehous et al., 1991). Training is beneficial for both new and experienced outdoor leaders and the amount of training is directly proportional to the leader's confidence in the field (Twehous et al., 1991). The development and maintenance of the necessary outdoor leadership skills requires a large commitment and continual education is essential for effective leadership (Green, 1990). One training program can not simply prepare a leader for all situations (Twehous et al., 1991). The various outdoor leadership-training programs facilitate this education and can benefit a wide variety of outdoor education programs.

Training should focus on an integration of the outdoor leadership components without an emphasis of one component over another. The content for a training program should be established based on the program's specific goals and mission (Shooter et al., 2009). Expected competencies for each
program should be established so the developing outdoor leader knows what is expected of him or her (Shooter et al., 2009). Hard skills have a tendency to be the focus of outdoor leadership training, neglecting people skills; therefore it is important that a training program teaches both hard and soft skills (Phipps, 1990). Phipps (1990) suggests that the skills can be taught separately, but an effective leader implements a balanced relationship between both hard and soft skills. It is important that the skills taught in training are program specific and the leaders have the ability to integrate those skills in an outdoor adventure setting.

Not only do training programs differ in content, but in the instructional methods as well. Most leadership training programs use a combination of classroom sessions and field-based components (Twehous et al., 1991). Many programs also use opportunity teaching, or instruction based on teachable moments (Phipps, 1988). Phipps (1998) warns that this might not be effective because there is no guarantee the participants will learn everything they need to or learn skills in the appropriate sequence. EE, however, can be used as a systematic way of teaching the soft skills of education (Phipps, 1988). Processing and reflecting upon training experiences aid in the development of effective outdoor leaders; both major components of EE. The EE opportunities should include a variety of intensive and possibly stressful situations, changing environments and a variety of participants (Priest, 1988).

The structures of effective outdoor leadership programs are similar in some ways and differ in others. The classroom sessions can be comprised of
lectures, discussions, and modeling (Twehous et al., 1991). Accompanying this can be manuals or texts to complement the instruction (Shooter et al., 2009). According to Priest (1988) sharing and hearing horror stories, reading case studies, observations and questions are effective strategies to teaching outdoor leadership skills. Classroom skills are important; however, practical work (Twehous et al., 1991) and simulation training are essential experiential opportunities for any level of outdoor leader to learn through (Knapp, 1990; Priest, 1988; Shooter et al., 2009; Sibthorp, Paisley, & Gookin, 2007). Creating a sense of ownership in the program and their learning is a way to increase the participant’s perception of their learning (Sibthorp et al., 2007). Also according to Sibthorp et al. (2007) the longer the course the more gains are perceived. The structure of the training program can have a major affect on the outcome of a course, but instructional methods of the course are more important as a component of an effective training program.

A course instructor not only plays a key role in knowledge gained from a course, but with the experiential emphasis of an outdoor leadership course an effective instructor has a key role in the process of knowledge acquisition. According to Sibthorp et al. (2007) students benefit from a strong connection with their instructor. To build this rapport instructors should encourage students to make decisions and take responsibility for their education, attend to group needs, and form a personal relationship with the students (Sibthorp et al., 2007). When facilitating activities or processing, the instructor should help create a
trusting community and assist students in reaching objectives of the activities, even if the physical tasks are not accomplished. Instructors should try their best to encourage participation, encourage participants to take risks, speak for themselves and be respectful of themselves and others (Knapp, 1990).

The last, even more unique aspect of outdoor leadership training is the role of self-knowledge or emotional intelligence on the effective leader. A greater knowledge of oneself leads to a more transformational type leader, which has proved to be effective in the adventure education industry (Brymer & Gray, 2006). The training program should create an environment in which the leaders can successfully begin the transformation into becoming their true self (Brymer & Gray, 2006). This self-knowledge can come from reflection and challenging experiences, but also through outdoor and leadership experience (Hayashi, 2005; Hayashi & Ewert, 2006). The more simulated and actual experience a leader has, the more effective he/she will be and the better he/she will know himself or herself as a person and as a leader.

**Summary of Outdoor Leadership Literature**

Formal outdoor education is an effective way for people to experience outdoor adventure, while also accomplishing personal gains from the experience. These personal gains can be applied to their normal lives to better themselves and others around them. The leaders of these outdoor pursuits can have a direct influence on their participants with proper training and execution of the competencies of an outdoor leader. The mission and goals of the organization
best determine the competencies of hard skills, soft skills and conceptual skills. The training that ensues from these defined competencies is best accomplished through a combination of classroom education and experiential opportunities. With many successful training programs, they all differ from each other.

Summary

Outdoor education has a rich history in the world with an accompanying diverse range of literature on outdoor leadership. Through a review of the literature, a combination of leadership training with EE and outdoor education has potential to be a successful training program. There are many different training programs for outdoor leadership, but the best program is one that is specifically designed for the organizations needs and the mission of the program. A training program should provide meaningful experiential opportunities with active reflection to aid in learning from these experiences. Reflection is also a component of self-actualization. A strong knowledge of oneself helps to create a more effective leader. An outdoor leadership-training program should include hard skills, soft skills, and conceptual skills, with the specific competencies defined by the needs of the program. There should be a competent facilitator for the outdoor leadership training, being able to provide the students with an ownership in the program and facilitate student learning through active involvement of the students in their own education. California State University, San Bernardino’s Outdoors Program would benefit from a customized, interactive
and meaningful experiential outdoor leadership training program as evidenced by the review of the literature in the field.
Introduction

Using the ADDIE Instructional Design method and taking careful consideration during each of the steps; analysis, design, development, implementation, and evaluation, an Outdoor Leadership Development Course was created for California State University, San Bernardino Recreational Sports Outdoors program (CSUSB Outdoors). Experiential educational models and subject matter expert knowledge were utilized to create an effective training program for students interested in becoming outdoor trip leaders.

The students in the course consisted of ten CSUSB students interested in becoming trip leaders for CSUSB Outdoors. They signed up on their own accord based on their interest in the program. Along with those ten students, 7 CSUSB students were recruited to be a part of the pilot test prior to the implementation of the training course. This chapter covers in detail steps that were taken, from analysis to implementation, to design and develop this outdoor leadership course.

Analysis

Due to time constraints and the availability of feedback, a learning analysis was the best tool in this phase of the instructional design process. Based on the nature of the trip leaders, the diversity of job requirements, and
students in the program, this was better option for CSUSB Outdoors program needs than a job and task analysis. The learning analysis was done in three phases, 1) questioning of the supervisors of the program and one of the frequent participants, 2) observations, and 3) examining literature from the field.

**Questioning**

During the questioning phase of the learning analysis, two subject matter experts and one regular participant were interviewed. The two experts were the current (1) Outdoors Coordinator and (2) Outdoors Supervisor. One of the participants who had gone on the most trips in the last 5 years was also consulted. The questions for this phase were written out ahead of time to ensure consistency in the analysis. The questions sent to the subject matter experts were:

- What are the strengths of your current leaders?
- What are areas that need improvement in your current leaders?
- What are your goals for the future of the program in regards to leaders?
- What are your current training methods and topics?
- What would you like to see in future trainings?

The following questions were sent to the regular participant.

- What are the characteristics you enjoy in the trip leaders you have had and why?
- What are some areas for improvement in the trip leaders?
• Is there anything you would like to see implemented on the trips?
  (logistics, leader qualifications, leader knowledge, etc.)

The first subject matter expert consulted was the Outdoors Coordinator at CSUSB Recreational Sports. He had been working in the field of Outdoor Education since 1995 and started as the Coordinator at CSUSB in 2007. The Coordinator's responses were as follows:

1. What are the strengths of your current leaders?
   Current strengths include a strong sense of community (belonging), passion for the outdoors, hard-working, friendly, empathy for beginners, caring, make the most of it, having fun, leave no trace ethic

2. What are areas that need improvement in your current leaders?
   Technical skills like climbing, surfing, kayaking, driver training, decision making, better knowledge of equipment, risk management, first aid, policies and procedures

3. What are your goals for the future of the program in regards to leaders?
   Leaders to be proficient at technical skills to a point where they can teach other leaders. Finish the leader manual, have policy and procedure training. Have a basic leader training and activity specific training.

4. What are your current training methods and topics? Are they effective? Why or why not?
   Current training methods include apprentice style learning and formal trainings like Wilderness First Aid (WFA) and quarterly staff trainings.
Topics include decision-making, specific skills, communication, driving, LNT, policies and procedures. They are not effective as they could be.

The skill level (especially technical) of our leaders are generally not high enough to train other effectively with the apprentice style of training. Our quarterly trainings include experienced and new leaders and it has not worked in training as each group needs to learn different skills. The training are fun and that helps keep the volunteers happy and involved. The level of trip we are offering do not take much technical skills and are generally short in length. In order to run more advanced trips or longer trips, our leaders need to increase their technical skills.

5. What would you like to see in future training's?

I would like to see a new leader training and a separate experienced leader training. I would like to have more leaders with certifications like LNT\[\textit{Leave No Trace}\], AMGA \[\textit{American Mountain Guides Association}\] and WFA/WFR \[\textit{Wilderness First Aid / Wilderness First Responder}\]. I would like to see the experienced leaders lead the new leader training. Like to reference the manual more as a resource for leaders. Better track the competencies and training of leaders.

(\textit{Response 1, Questionnaire, March, 2012})

Based on this response, it is clear that a new-leader training is a necessity for the growth of the program. The coordinator also provided a list of competencies that he would like covered in such a training. Developing a
specific training for the new leaders would be the most advantageous because
the current training methods appear to be effective with the experienced leaders.
A training manual could also be a beneficial tool in getting the senior leaders
involved with leading the new-leader training. With the feedback provided by the
goordinator alone, there was a good base on what sort of training program
CSUSB Outdoors needed.

The next subject matter expert consulted was the student supervisor for
CSUSB Outdoors. The supervisor became a leader in 2009 and the supervisor
in 2010. The student supervisor of the program had the following responses.

1. What are the strengths of your current leaders?

Diversity is one of the major strengths of our leader group as a whole. It
would be too hard to label one individual trait for 45 people other than
diversity without going into specifics of each leader. But as a whole group
we are very diverse and versatile in our training and knowledge of the
outdoors. This allows us to do a variety of trips to an abundance of
differing trips.

2. What are areas that need improvement in your current leaders?

Training is always an issue when it comes to leaders. There is always
room for improvement and always another certification that a leader can
attain. The struggle is mobilizing all of leaders to get these certifications
and support their continuing growth in their respective fields.

3. What are your goals for the future of the program in regards to leaders?
To develop a training manual and field guide for the leaders, planners, and equipment technicians. To implement new academic aspects into our program such as non-paid internships and quite possibly a Recreational Certificate through the Kinesiology department.

4. What are your current training methods and topics? Are they effective? Why or why not?

Current trainings are based on an apprenticeship model. The incoming leaders learn from the already experienced leaders. But the experienced leaders with the most training are too few in number to adequately train the incoming and rising leaders. With that, there are more trips going out that are demanding more leaders. With a demanding need for new leaders, the incoming leaders are sent out with little or no experience. Our trainings are being sacrificed for other trips that bring in money because of budget cuts and an image of an expanding department on campus at it's leaders, staff, and participants expense. So in general, no. Our training styles are not effective because there aren't enough trained leaders for this training model.

5. What would you like to see in future training's?

Future trainings should be based on a holistic approach to leadership. Meaning that leaders not only should be trained in hands on experience but also through certifications and hands on experience when it comes to planning the trips. This would make them more knowledgeable in the field
that they are volunteering for, give them an overall perspective of the recreational setting, and provide them with certifications to pursue a career in this field. Trainings should/can go a couple ways. One could be through internal training where the coordinator would become a certified trainer for certain recreational activities (i.e. base managed, top managed, single pitch, and multi pitch rock climbing through PCIA[Professional Climbing Instructors Association]). Offering it to leaders at a ridiculously low price if not for free. Otherwise, these certifications would have to be outsourced and the leaders compensated to a certain degree.

(Response 2, Questionnaire, March, 2012)

Based on this feedback, it is agreed that some sort of standardized, new leader training needs to be developed with hands on learning opportunities for the trainees. Hard skills need to be addressed as well as many of the soft-skills. It is also agreed that a training manual would be advantageous so other senior leaders can take on a greater role in the training process for the new leaders. There is much emphasis on certifications from the student supervisor, which is a great way to train people; however, not within the budget and time constraints of the program. Both subject matter experts agreed that there needs to be a new leader training program with a manual to allow experienced leaders to teach the classes and further their development.

The next person consulted in this phase of the analysis was one of the most frequent participants on trips with the outdoors program. This participant
has been involved with the program since 2006. The feedback provided was as follows:

1. What are the characteristics you enjoy in the trip leaders you have had and why?

Attitude is key, if they (at least act like they) enjoy being there; it affects everyone else’s attitude. If they obviously don’t want to be there I still enjoy the trip, but that’s in spite of them. I know that attitude is kind of hard to teach.

Also the ability to make everyone feel like part of the group is nice if there are trips where some or all of the participants didn’t come with friends. This is of course more important on the longer trips.

Both of these things relate to the leader’s interactions with the group. Them being involved with the group, observing the group dynamics, and knowing when to intercede. Something as simple as a few words now and then can make a big difference. I have been on some trips where the leaders had minimal interactions with the group and were not, in fact, leaders but were more like (less personable) taxi drivers. On one trip, one of the leaders said "hi my name is ..." and "here fill out these surveys" and that was almost the extent of their interactions. These leaders however were the exception, rather than the rule.

The leaders knowing where they are going is also nice. Of the trips I’ve been on, about 3 times we’ve gotten lost on the way to the destination,
and once we’ve gotten lost while on the water. Those times don’t count
little 5-10 minute delays. We always got there and back, so it wasn’t a
major deal, but it did have a negative affect on the trips.
Knowing something about our destination is good, though sometimes
discovering things as a group is fun too.
And for trips involving some type of skill, kayaking, surfing, etc., there has
always been at least one of the leaders, usually both, that were able to
demonstrate and teach that skill. So that aspect of the leader’s knowledge
base has always been covered.

2. What are some areas for improvement in the trip leaders?
As for areas of improvement, see above. Though for the most part, the
quality of leadership has been good.

3. Is there anything you would like to see implemented on the trips?
(logistics, leader qualifications, leader knowledge, etc.)
I can’t think of anything I’d like to see implemented, I realize that a lot of
the training leaders go through has to do with dealing with situations that
hopefully never happen. So unless something unfortunate happens, the
leaders don’t get to show that they’ve had the training to deal with it.
Most of the problems that had a serious negative impact on trips did not
involve the leaders, but related to pre-trip communication problems and
equipment (missing/damaged/dirty) problems.

(Response 3, Questionnaire, March, 2012)
Based on the responses from the most dedicated participant, the needs of the trainings appear to be a little different than the subject matter experts. The needs are logistics, trip planning, and interaction with the group. This perspective is valuable and expands the set of competencies gathered from the subject matter experts.

After reviewing the answers from the questioning phase of the analysis, a set of competencies and methods of training were developed. The competencies needing attention were: decision-making, hard skills, logistics, communications, driving, Leave No Trace, policies and procedures, certifications, and logistics. There also appeared a need for a training program targeted at new leaders, which could be taught by senior and experienced leaders. It was agreed that the training be hands on and experiential. The questioning of subject matter experts along with the most dedicated participant gave a good base to work off of in the analysis phase.

Observations

The next phase in the analysis was gathering observations collected since 2007 when my involvement in the program began. Many of the same observations were made as the feedback provided by the subject matter experts. The observations made were as follows:

• Many leaders lack the technical skills necessary for many of the activities offered.
• New leaders need a training program specific to starting their leadership position, while returning leaders have their own training.
• There needs to more development opportunities for experienced leaders.
• The new leaders need more experience.
• The leaders need further development of their hard skills.
• The leaders need to further develop their outdoor living skills.

Literature

Much literature was consulted for the analysis of the training needed for CSUSB Outdoors. For the literature review, many articles and books were reviewed about experiential education, leadership, and outdoor education. The National Outdoor Leadership School Leadership Educator Notebook (Gookin & Leach, 2009) and the Effective Leadership in Adventure Programming (Priest & Gass, 2005) were also utilized in the analysis phase of the project. From the literature, more competencies were introduced and different methods of effective outdoor leadership training.

Based on this Learning Analysis, the learning objectives for the training program were developed as:

• Students will be able to perform the technical skills of at least two new activities.
• Students will be able to acknowledge their current leadership style and the application of that style.
• Students will demonstrate outdoor living skills and be able to teach those skills to others.

• Students will be able implement Leave No Trace ethics and teach them on trips.

• Students will begin to integrate their skills in multiple outdoor leadership components and be given the tools to further develop those skills after the training course has completed.

Design

During the design of the Outdoor Leadership Development course, literature, the subject matter experts from the analysis portion of the instructional design, and my own content knowledge were the biggest contributors. Based on literature, a combination of classroom and field based activities was chosen (Twehous et al., 1991). The course was designed to include four different components: 1) classroom learning, 2) shadowing current leaders, 3) an overnight experiential training, and 4) Wilderness First Aid. The content was intended to be based on program’s specific needs (Shooter et al., 2009). The design process was successful in creating a blueprint, found in Appendix A, for the course to aid in the development of the final product.

Classroom Sessions

It was decided the classroom sessions should include lectures, discussion and modeling opportunities (Twehous et al., 1991). Three separate classroom sessions, each two-hours long, covering various topics were decided upon with
the subject matter experts. Each classroom session will involve a PowerPoint presentation, interactive activities, and discussions with the participants. The basic outlines developed for these PowerPoint presentations were made in the design stage of the process found in Appendix A. In addition to the sessions, self-study/pre-reading material was taken from The Backpacker’s Field Manual (Curtis, 1998). This was selected to introduce the subject matter for the upcoming class before the students arrive and provide background knowledge to build upon.

It was determined that the first classroom session should address equipment and outdoor living. These were identified as beginning skills for the potential leaders and a good introduction into the outdoors. In combination with hands-on learning, discussion, and lecture, this presentation’s goals were to establish a base for the students to build upon in this course. This was designated as the first session because the knowledge is important, but not too intimidating for the first portion of information.

The need for a cooking class seemed important during the design of the classroom sessions. This was meant to be a hands-on learning experience, where the students use a variety of camp stoves to cook a meal, as well as a discussion of nutritional needs in outdoor adventure. The goal of this session was to help the students make tasty and nutritious food for their participants on trips.
Other important competencies, decision-making and conflict management, were placed as the third classroom session. These two hours were designed to involve discussion, lecture, and activities for the students to get involved with the subject matter. This topic was included in the classroom sessions because it is valuable and not commonly addressed in many aspects of most students’ education. The subject matter experts and myself thought it was an important competency to include.

The goal of the three classroom sessions was to create a base to work off of during the other components of the course. They should be able to build a solid outdoor leadership foundation for the students. Combining lecture, discussion and activities, the students can be involved with their education and able to learn more effectively than solely using lectures.

**Shadow Trips**

An important aspect about designing this course was to include the opportunity for the students to shadow two of six different trips. This was decided upon to give the students the opportunities to begin learning hard skill, and also be able to observe the current leaders. It was intended to give an example to the students of different leadership styles along with different activities. The activities picked were; hiking, snorkeling, surfing, snowshoeing, kayaking, and rock climbing. The students were expected to pick two different activities so they could learn the act of doing the activity while observing outdoor leadership.
After each of the shadow trips, the students were to reflect on the experiences to learn more for their experience. Writing down these reflections enabled them to share with the other students in their class. Reflection is a key to experiential education and subsequently student development through this type of education (Estes, 2004). Through the process of observing, participating, and reflecting on experience, the students were expected to be able to learn and develop themselves a little further as outdoor leaders.

**Overnight Training**

During the design process, the subject matter experts and I knew it was vital to have an experiential, overnight on-the-job style of training as a part of the course. This overnight training design was made to be flexible and adjust to changing environments based on need and availability of different outdoor settings. According to the literature, simulation training is essential in the development of outdoor leaders (Knapp, 1990; Priest, 1988; Shooter et al., 2009; Sibthorp et al., 2007).

The basic design of the overnight training was to involve many different educational techniques. Most of these are experiential education techniques, where the students will have an experience followed by reflection on that experience (Estes, 2004). These experiences, paired with reflection, were thought to be the tie-in piece of the class, incorporating everything the students learned from the classroom sessions and shadowing trips. This portion of the class was intended to be taught by senior leaders. This would provide the
students with a better person to relate to, since the teacher would be what they are striving to become. It also was intended as a learning experience for the senior leaders leading the overnight training. This part of the course was designed to be the most experiential and hands-on portion of the course.

Wilderness First Aid

It was agreed upon between the subject matter experts and myself that a Wilderness First Aid certification is a vital competency of any outdoor leader. To be able to include this component in the training, it was decided that we would host an American Red Cross class for the students of the Outdoor Leadership Development Program. This curriculum was chosen because of cost, effectiveness, to have an accepted certification for the students, and the ability for employees in the program to teach the course.

Development

The development of the Outdoor Leadership Development course consisted of three different, fairly time-consuming phases. The first of the three phases was to develop the curriculum, materials, and training guides based on the design of the course. This was followed by a pilot test with seven students from CSUSB interested in becoming leaders for CSUSB Outdoors and willing to give feedback on their experiences. The final phase involved modifying the course based on the pilot test feedback as well as developing additional curriculum. All are discussed in detail below.
Phase One – Curriculum Development

This phase consisted of developing the curriculum and training materials with the input of different resources, the same subject matter experts and my personal content knowledge. The goal of this phase was to develop the content enough for a pilot test of the course, but leave room for revisions and changes based on that pilot test. The development of the different components of the course is discussed below.

Classroom Session One – Gear and Outdoor Living. The primary goal of this session was to teach the students about different gear available in the industry and at CSUSB, and to help them to understand the use and maintenance of it. The class contained the following information; personal gear including clothes and footwear, backpacks, group gear, sleeping bags, sleeping pads, and tents. It was designed to be a PowerPoint presentation including lecture, discussion, and group activities. Maslow’s hierarchy of needs was also included in this in order for the students to begin to think about the their own needs and participant’s needs on a trip (Maslow’s, n.d.). Hands on work with assembling, use, and maintenance of the gear concluded this session.

Classroom Session Two – Nutrition and Cooking in the Outdoors. In developing this session, one of the nutrition majors who had worked for CSUSB Outdoors had previously created a training session and PowerPoint presentation for this topic, which was used as a reference for the course. The session was developed as a hands-on skill session. The students participated in cooking a
full meal on camping equipment, as well as cleaning up in a way acceptable in the wilderness. Meal planning and ideas were discussed at the end of the session.

Classroom Session Three – Decision Making and Conflict Management. A PowerPoint presentation was also used as the tool for conducting this classroom session. The content was developed mostly out of the NOLS Leadership Educator Notebook (Gookin & Leach, 2009) and The Backpacker’s Field Manual (Curtis, 1998). The first development of this section involved mostly lecture and some discussion.

Shadowing Trips. In the first phase of development, the students were simply told which trips they could shadow on the first classroom sessions. They were advised to get involved and to reflect on the experience upon returning from the trip. The trips they could shadow had already been planned with designated leaders with the abilities to lead those types of trips.

Overnight Training. There was extensive development for this portion of the training. Each time this course is to be taught, a new trip plan will need to be made based on the season and availability of outdoor classrooms. The trip planning was determined to be up to the Outdoors Supervisor or the teacher of the course. Many different activities were developed for this training including: Leave No Trace, leader of the moment, cooking, gear, reflection activities, and using teachable moments. The curriculum can be found beginning on page 4 of the instructor manual in Appendix B.
Phase Two – Pilot Testing

After all of the PowerPoint presentations, activities and instructor manual were developed, seven students from CSUSB were recruited to participate in the pilot test of the program. These students were of the same demographic as those expected to participate in the course. There were students with a fair amount of outdoor and leadership experience and some with little to no experience in the outdoors. This demographic lead to a variety of feedback about the course, better suiting it for a varied audience. A pilot test was selected because of the ability to do so and to get a more accurate account of the effectiveness of the program as designed. The pilot testers completed the entire course and provided feedback through an electronic survey after the course was complete. The feedback can be found in Appendix C.

The results from the survey were positive and only slight modifications were needed to make the course more effective for the students. These changes are discussed below. In terms of the classroom sessions, the feedback was similar for each session. The students wanted to see more activities and hands-on learning opportunities. The trip shadowing feedback indicated that there needed to be specific tasks for the people shadowing the trip, and the leaders of that trip needed some instruction on how to get the person shadowing the trip involved. In regards to the overnight training, the pilot testers did not think anything needed to be changed. All agreed that this was the most influential
element of the course. The American Red Cross Wilderness First Aid portion was not evaluated, as this is a standardized course.

The responses from the pilot testing participants indicated some minor changes in the course to increase the student’s personal perception of learning. After the pilot testing, the subject matter experts and myself agreed that the cooking portion of the course was addressed at the overnight training to an appropriate extent and a leadership focused classroom session would be more beneficial to the students in place of that classroom session. The changes are discussed in more detail below.

Phase Three – Changes

Classroom Session One – Outdoor Living and Gear. Based on the pilot testing many of the slides from the PowerPoint were removed to provide more time for hands-on activities with the gear. It was determined to be of more value to have the opportunity to handle the gear from CSUSB Outdoors, than to look at pictures and talk about it. The logistics of this new development of this session was expected to work better. The final PowerPoint presentation for this classroom session can be found in Appendix D.

Classroom Session Two – Decision Making and Conflict Management. After the pilot test, adding mock activities and scenarios for the students to think about together and use the skills taught in the class modified this session. All of the scenarios are situations that have occurred on past trips with CSUSB
Outdoors or other outdoor education programs. The final PowerPoint for the second classroom session can be found in Appendix E.

**Classroom Session Three – Outdoor Leadership.** The cooking classroom session was eliminated since that material is covered in the overnight training portion of the course. It was determined that a classroom session specifically on outdoor leadership would be beneficial in teaching outdoor leadership. This session was developed to include lecture about different leadership styles, an activity to determine the participant’s specific leadership styles, and comparing how different types of leaders can work together to make a good leadership team. The curriculum development of this portion relied heavily on the NOLS Leadership Educator Notebook (Gookin & Leach, 2009) and the literature review. The goal of this session was to establish a leadership base for the student to build upon in their future leadership experiences. This session was designed to help the students realize their own leadership style and to begin the process of constant development. The Outdoor Leadership PowerPoint presentation can be found in Appendix F.

**Shadowing Trips.** Based on the pilot testing, it was found to be important to emphasize reflection for the student during and after each trip. The literature review revealed that reflection is the main way learning occurs through experiential education (Estes, 2004). Ensuring the students have a journal from the start of the program can help ensure this, as well as giving the students prompts to direct their reflection. A briefing of the designated leaders of the trips
was also determined to be beneficial for the students shadowing. It will better
direct them on providing tasks and guidance to the leaders in training.

**Overnight Training.** No changes were necessary for the overnight training
portion of the course. The pilot test indicated it to be influential as is. The
overnight training was developed to allow changes if necessary, but at this time
no changes are needed.

**Implementation**

The implementation phase took place over a period of 8 weeks in many
different locations. The classroom sessions were held at the conference room in
CSUSB’s Student Recreation and Fitness Center. The shadow trips were
conducted in various locations throughout southern California, depending on the
activity being shadowed. The overnight training took place throughout Anza
Borrego State Park near San Diego, CA. The same instructor taught each
element of the course. The ten students were all from CSUSB and interested in
becoming trip leaders for CSUSB Outdoors. The implementation of each
component is discussed in further detail below.

**Classroom Sessions**

Each of the classroom sessions were two hours in length including lecture,
discussion and activities. PowerPoint presentations accompanied each
classroom session and active participation from the students was always
expected. The classroom sessions were scheduled every other week. During
this same time period, the students were attending their shadow trips and completing at home reading assignments.

**Shadowing Trips**

The students were briefed on the shadow trips during the first classroom session. They were told to reflect in the notebooks provided at the beginning of the course. These lessons were shared in other classroom sessions and at the overnight training. The students were able to choose to shadow two different trips, with a choice between surfing, kayaking, climbing, and snowshoeing. It was up to the students to decide which two disciplines interested them the most. The students were asked to finish these trips before the overnight training, but if they could not accomplish that, they would have opportunities to complete the requirement the following quarter.

**Overnight Training**

This portion of the training appears to be the most beneficial, however takes the most time on the instructors behalf. Before this was implemented, an appropriate location was chosen for the time of year. It was decided upon to go to Anza Borrego State Park. The first step in implementing the training was to plan the trip. The trip planning included camping reservations, food planning, activity scouting, and packing equipment and food for the trip. After the logistics for the trip were finalized, the students were briefed on the trip and what to bring.

While on the trip, a variety of activities were performed, all included in the instructor manual (Appendix B). The order and timing of the activities was not
pre-determined, thus was determined by the instructor and trip leader. All activities were performed, including on-the-job training, hands on activities, modeling, and discussions. Teachable moments were also a major component in this section of the training. When opportunities arose to discuss any aspect of outdoor leadership with the students, they were discussed and analyzed with the group.

Evaluation

The evaluation phase of this project consisted of individual interviews with the seven participants that completed the entire course, providing qualitative data evaluating the impact of the training. These individual interviews were conducted in the conference room at the CSUSB Student Recreation and Fitness Center. They were conducted the week following the course to ensure accurate and timely feedback on the course.

The five questions asked were the same for each participant. The questions were as follows: (1) What was effective about the training? (2) In which ways can the training be improved? (3) Which instructional techniques benefited your education the most? (4) What do you feel most comfortable about in terms of Outdoor Leadership? and (5) In which areas of Outdoor Leadership do you need the most improvement? Each of the interviews lasted between 5 and 15 minutes.

The feedback from the participants showed similar results. A summary of the responses can be found in Appendix G. All participants agreed that the
overnight training was the most influential part of the training because of the opportunities to be hands on with the leadership skills and the opportunity to research a topic and present it to the group. Along with this, the majority of the participants thought the most effective educational technique was doing the presentations and the interactive leadership activity during the third classroom session. The experiential activities received the best feedback from the group.

Areas for improvement included providing more individual learning opportunities, such as preparing the presentations for the rest of the group or assigning more individual study opportunities. Providing more activities during the classroom session was also a suggested improvement. Overall the participants expressed their enjoyment of the course as a whole.

The purpose of asking about individual strengths and weaknesses was to determine if there were commonalities within the participants in an attempt to find any gaps in the training. Just like the individual leadership styles in the group, the strengths and weaknesses were different for each participant. The only weakness that appeared more than once is the lack of experience, which will only be achieved through leading trips, not through a training course.

Based on the individual interviews conducted alterations to some of the classrooms sessions and structure of the course could be beneficial to further accomplish the course outcomes.
Summary

The five phases of analysis, design, development, implementation, and evaluation involved in the ADDIE model were critical in the success of the Outdoor Leadership Development class, created for the CSUSB Outdoors. The analysis phase uncovered the specific needs of the program and a starting point in the design of this experiential course. A thorough design of the instruction created a detailed blueprint enabling a seamless transition into a development of the content needed for a successful course and pilot test. The implementation provided an experiential learning environment through classroom sessions, shadowing opportunities, and an overnight on-the-job training. After an evaluation of the course, its positive impact was revealed as well as some areas to improve the training even further for the future.
Conclusions

The primary goal of this project was to create a new-leader training program focused on the specific needs of CSUSB Outdoors. The program was developed to provide a solid outdoor leadership foundation for new trip leaders interested in the program. An impactful leadership course was developed with careful attention to the five steps of the ADDIE instructional design model: analysis, design, development, implementation, and analysis. Utilizing experiential education and interactive learning in the Outdoor Leadership Development Course, CSUSB Outdoors gained more skilled, confident, and well-equipped rookie leaders. From this project, CSUSB Outdoors gained a new-leader training program that was interactive and provided valuable experience for enrolled participants. Through experiential learning opportunities and training based on the specific needs of CSUSB Outdoors, better-prepared leaders were developed to better serve the goals of the program. Through participation in the pilot testing and implementation phases, testers and trainees gave valuable feedback, providing insight into better execution of training.

Implementation provided experiential education opportunities, interactive learning, and relevant leadership experience, resulting in satisfied trainees with higher confidence in their abilities. Through opportunities to learn leadership techniques, apply those techniques, and reflect on their experiences, the trainees
showed leadership growth through the course. Positive feedback from participants resulted from the experiential opportunities presented in the course. Although there were few limitations (spots available in the course and time constraints), as well as some areas for improvement, overall, the experiential training program produced more prepared and confident leaders.

The integration of literature reviewed, subject matter experts, and personal subject matter expertise, paired with the ADDIE program design model allowed for the development of a successful training program. This experiential training program provided the trainees at CSUSB Outdoors an interactive training to begin their journey as an outdoor trip leader. The training program appeared to be successful while maintaining the ability to continue its success as well as modified for the future needs of CSUSB Outdoors.

The following conclusions were made based on the development, implementation, and analysis of the Outdoor Leadership Development Course for CSUSB Outdoors.

Throughout the course the trainees displayed growth toward the designated learning objectives.

1. The trainees displayed an overall satisfaction with the design of the course and the education provided through participation in the course.
2. Utilizing an interview to receive feedback from the trainees provided beneficial suggestions to increase the effectiveness of the training program.

3. The cohort-like environment lead to a greater sense of belonging and cohesion within the group, which could lead to greater knowledge gained as well as increased participation in leading future trips.

Recommendations

The following recommendations were established from insights gained during the sequence of the project and the interpretation of the conclusions developed.

It is recommended that the students participate in a self-assessment before and after the course to gain a better understanding of leader development. This will enable future changes in the course based on the changing needs of the program and trainees.

1. During the first and second classroom session, participation of the trainees in discussions was low; therefore, it is recommended to conduct the overnight training as the first step in the training course. This is expected to create a more cohesive and open group from the beginning, thus, increasing participation during the less intimate classroom sessions.
2. In the design and development phase of a leadership-training program, it is recommended to use as many interactive activities and discussions as possible. It was shown that trainees find these methods more effective than lecture.

3. To further leader development, it is recommended to create and provide continuing education for the trainees, as this project simply developed a foundational training program.

4. Lastly, it is recommended to continue offering and evaluating the course to more trainees, providing a greater sense of the effectiveness of the program.

An experiential training program, such as the one presented in this project, provides valuable experience and a solid foundation of leadership. This could lead to an increase in performance and confidence among leaders. This confidence and experience has the potential to create an increase in participation of leading trips, which will provide more opportunities to gain experience and will lead to a higher quality leader. An increase in the quality of trip leader could result in a greater participation by the clients on the trips and a better outdoor experience. The leadership-training program designed and developed in this project could be effective for similar outdoor education programs with parallel objectives to CSUSB Outdoors.
APPENDIX A

DESIGN OUTLINE
Design Outline

Class One – Outdoor Living and Outdoor Equipment
• Introduction to the instructor and outdoors program
• Outdoor living
• Clothing layering systems
• Proper footwear
• Backpacks
• Sleeping bags and pads
• Tents

Classroom Session Two – Camp Cooking
• Menu planning activities and hands-on cooking exercise

Classroom Session Three – Decision Making and Conflict Management
• Decision making strategies
• Analytic
• Heuristic
• Expertise
• Random
• Group decision making
• Decision making traps
• Conflict management styles
• Competing
• Avoiding
• Collaborating
• Accommodating
• Compromising

Shadowing Trips
• Have students sign up for two different trips throughout the quarter to shadow and observe the current leaders on.

Overnight Training
• Leave No Trace
• Leader of the moment
• Cooking skills
• Tent set-up
• Reflection activities

Wilderness First Aid
• American Red Cross Curriculum
APPENDIX B

INSTRUCTOR MANUAL
CSUSB Outdoor Leadership Development

Instructor Manual

Designed to be modified if needed
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Chapter 1 – Course Information

Who should take this course?
This course was designed to teach CSUSB students with an interest in becoming trip leaders for CSUSB Outdoors. The course is designed for an entry-level leader with no prior outdoor or leadership experience required, although preferred.

Course Description
The course is a quarter long program consisting of an overnight training, 3-classroom sessions, two shadowing days and a 2-day Wilderness First Aid course. Throughout the course the students will learn skills deemed necessary to be a successful trip leader for CSUSB Outdoors. Student’s pay $50 for the whole course and are not guaranteed a trip leader position at the end of the course. An interview will follow to determine hiring.

The overnight training is the first event in the course. During the overnight training the students will extensively review Leave No Trace outdoor ethics, learn about outdoor living and participate in experiential leadership opportunities. The three classroom sessions will consist of 1) gear and outdoor living, 2) decision making and conflict resolution and 3) outdoor leadership. During the shadowing sessions students will choose 2 of the following activities to attend: snowshoeing, kayaking, surfing, climbing or snorkeling. On these trips students are expected to help the leaders of the trip conduct the trip as well as learn the hard skills in these sessions.

Students will also take a Wilderness First Aid course taught by an American Red Cross Instructor. After successful completion of every part of the course the students can be considered for a position as a volunteer trip leader for CSUSB Outdoors after an interview with the Outdoors Supervisor and Outdoors Program Coordinator.

Who should teach this course?
The instructor for the course should at least be a Senior Trip Leader for the program. Once an instructor is chosen, it is more efficient if they teach the entire course. This will help to develop a better understanding of the group and make each session more meaningful to the students. A strong student-teacher relationship is important for effective education. It is preferred if the Outdoor Supervisor teaches this course so they can mold it to be relevant to the program at its current state and can have direct observations of the student’s growth through the program.
Chapter 2 - Overnight Training

Planning
When planning the overnight training be sure to consider the time of year the training will be occurring.

- The trip needs to be at least 3 days in length, but the longer the trip, the better.
  - Based on the length of trip depends on the timeline of the activities, but the activities can be adapted to any length trip.
- Ensure some sort of hard skill for the trip based on the location. Backpacking is a great activity for the budding leaders to participate in and promote learning through a challenging environment and activity.
- Follow general trip planning procedures for CSUSB Outdoors when planning the overnight trip.
  - If car camping, incorporate a Dutch oven cooked meal. While backpacking, be creative with the menu and provide recipes for the meals so the student’s can come away with some meal ideas.
  - For menu ideas see Appendix 1
- Provide each student with a “Backpacker’s Field Manual” and a journal for the trip. These will be some of the educational tools used on the trip.
- Students will each be assigned a Leave No Trace topic to teach to the rest of the group while on the training. Depending on the number of students in the course determines how the topics will be divided. If there are less than 7 students, the instructors may need to teach one or more of the ethics. The 7 Leave No Trace principles are:
  - Plan Ahead and Prepare
  - Travel and Camp on Durable Surfaces
  - Dispose of Waste Properly
  - Leave What You Find
  - Minimize Campfire Impacts
  - Respect Wildlife
  - Be Considerate of Other Visitors
    - If there are more than 7 students another topic can be an introduction of Leave No Trace and outdoor ethics. Travel and camp on durable surfaces can be broken up into two separate topics; travel on durable surfaces and camp on durable surfaces. Disposing of waste can be split up in the same way; dispose of human waste properly and dispose of other waste properly. This gives ten different topics for ten students. If there are more than ten students more topics can be added, or students can pair up to present each principle.
- Create the Pre-Trip Meeting power point presentation using the template and customize for the specific trip.

Pre-Trip Meeting
The pre-trip meeting is a required meeting to brief the students on the upcoming trip and what to expect. This meeting is normally the Wednesday before the trip leaves. There should be plenty of time for the students to prepare their Leave No Trace topic if
presented at this meeting, but they can be assigned earlier. Follow the power point at the meeting to prepare students for the journey to come.

Review the PowerPoint and insert the necessary information for the specific location that the overnight training is taking place. There are notes in the Power-Point that outline what should be added/changed and important notes to be discussed.

On the trip
Because of the nature of the trip the planned events may not take the same amount of time for each group the outcomes may vary based on the participants and the activity being executed. Listed below are the activities that should be provided and some optional activities if the group is progressing quicker than normal. Lead this trip similar to other outdoor trips; keeping energy high, supporting participants, playing games and making the trip fun. It will, however, be different than other trips you have lead.

General Inclusion
Students generally want to get involved and learn as much as possible. Allow students to be involved with any aspect of the trip that they want. It may be easy to treat them as other participants and do all the work yourself, but getting the students involved is a great way to lessen the work on you and better prepare them to lead trips in the future. Give them any tricks of the trade that you may have acquired through your time leading trips for CSUSB Outdoors.

Leave No Trace (LNT) Principles
This section of the training involves the students taking over the instruction. They should have prepared a 20-30 minute activity and discussion of the topic that was given to them at the pre-trip meeting. They should be interactive presentations. Let the students truly take over their presentation and do not interrupt them until they are done. After the student is finished with their presentation, facilitate a discussion of the topic first, followed by feedback of their presentation.

After the activity is over, ask the other students if they have anything to add to the topics. Make sure you are very knowledgeable about the Leave No Trace topics so you can add any additional components to each principle (Appendix 1). Remember that Leave No Trace are ethics and a spectrum so each person will differ in their ideals of them and how each should be executed in the wilderness. Have student’s discuss how the principle can be put into action and how they can education their participants when they are in a leadership position.

After the principle is covers, have the other students give feedback on the presentation and activity itself. Avoid interjecting your own thoughts; let the students think for themselves. Probing questions that can be asked are: What was effective about the activity? What could use improvement? What attributes did the presenter bring to the activity that made it more effective? What else could be brought to it? Are there any other activity ideas?

After the last LNT principle is presented and debriefed, a Leave No Trace debrief is necessary. Have the students discuss how they can apply and teach these principles leading trips as well as to their daily lives.

For more information about Leave No Trace see Appendix 2.
Leader-of-the-moment

This should start the second day on the trip. Pair up the students with a co-leader to be the leaders of the moment. They can be leaders for a specific activity or period of time. The leaders should be instated for at least one-hour at a time.

Before giving the new leaders control of the group brief the leaders on the activity they will be leading their fellow participants on. This briefing should include the activity being performed, the timeframe to do it in and any additional materials they may need for the time they are leading the group. This ensures that they truly have leadership of the group. You can act as a resource for them, but you should act as a participant and an observer during this time. Assure the leader-of-the-moment that they are not being graded and it is simply a learning activity.

After each pair is done leading the group, host a debriefing session for the leaders to receive feedback about their time as a leader. First pose questions to the leaders themselves, and then pose questions to the other participants. The questions posed to the participants should be:

• What did you do that you felt was effective as a leader?
• In what ways could you have improved as a leader?
• How did you and your co-leader work well together?
• How could you have worked better together?

The questions you should pose to the other participants are the same. Have them give constructive feedback. Ensure that the participants are being respectful of each other. Prevent negative comments and put-downs. Even with constructive feedback students should maintain respect for themselves and others.

Tent Setup

Bring the group together to demonstrate and educate about tent set-up. Explain the different components of different tents and the general way to set them up

• Footprint should be placed on a flat surface away from hard and sharp objects
• Tent body should be placed over the footprint. (Note: if it is really windy you may need to stake down the tent at this point)
• Place poles in grommets on the tent body and footprint (Sometimes it is better to put the pole through the footprint then the tent body so the footprint stays attached when you move the tent).
• Place hooks from tents onto the tent poles
• Place rainfly over and attach it to the tent body. If it is going to be windy attach the Velcro on the bottom side of the tent fly to the tent poles.
• Stake down the tent if not done already. Stake out the vestibule if there is one.
• In case of rain: make sure the sides of the rain fly are not touching the side of the tent. This will cause the tent to flood. Attach lines to the loops on the bottom edge of the rain fly and stake them out to be away from the tent.
• In case of high winds: make sure the rain fly is attached to the tent poles with the Velcro on the inside of the fly. Attach guy lines to the loops on the rainfly and use a trucker’s hitch to stake down these lines. This prevents the tent from collapsing in the wind and prevents the tent poles from bending.
Camp Cooking

- Ensure proper hand hygiene before preparing any food
- Teach students about the specific stoves being used
- Be safe around sharp knives and open flames
- Give possible menu ideas and share recipes
- Take dietary preferences and allergies into consideration when planning and preparing food

Journal Writing – Reflecting on Experiences

Start off the journaling exercises on the first day of the course. These journals are just for the students to have, they will not be shared with the group or the instructors unless a student wants to share them. If a student is not used to journaling they may need some prompts to get them started.

The three simple questions that can guide this thinking are:

- What?
  - What did you do today?
  - Be objective in this portion
  - What were good experiences or bad experiences?
- So What?
  - How did you feel during these different activities?
  - What did you learn today?
- Now What?
  - What did you learn about yourself through these feelings?
  - How can you apply the lessons you learned to the rest of this course and to your life at home?
  - Did you learn anything that relates to yourself as a leader?

These questions can also be presented in a group discussion either before or after journaling. After may be better because the thoughts and ideas that arise will be that of the individual instead of group influence.

Debriefing

When returning from a trip debriefing can help the students to learn from their experience. This can be done in the van ride back to the University. Ask students the same questions as their journal reflections: what, so what and now what? Facilitate a discussion about what they feel like they want to learn in the course after getting a glimpse into the outdoor leadership role. See where the students feel like they need the most improvement and what they feel strong in to make minor adjustments to the classroom sessions.

Chapter 2 References

Chapter 3 - Shadow Trips

Briefing Leaders
During the briefing of the leaders of these trips let them know how many and who will be shadowing the trip. Tell the leaders the following suggestions and guidelines on how to help out the OLD students.
• Let them be involved with the process of being a leader
• Assign simple leadership tasks to them such as leading games or facilitating decision making
• They are on the trip to learn the hard skill as well so let them be a participant at that time
• Sometime the best way to learn something is to teach it, if they want to help other participants, let them

Briefing Shadowers
• Tell the students the time the leaders are meeting so they can see what they do before and after the trip
• Stay till the very end of the trip so to see the full responsibility of the leaders
• Take an active role in the trip. If you don’t get involved you will not get as much out of the experience. Take initiative and ask the leaders how you can help
• Make an effort to learn the hard skills of the trip as you may be leading one of these trips in the near future
• Be well rested and ready for the day when you show up
• Reflect on the experience when you get home with the following prompts.
  o What did the leaders do well today?
  o What could they have improved on?
  o What did you do well today?
  o What could you have improved on?
  o What did you learn from today?
Chapter 4 - Classroom Sessions

Workshop 1 – Outdoor Living and Gear

Materials Needed

• Pens/pencils
• Outdoor magazines
• Paper
• Glue sticks
• Powerpoint

Pre-Reading: Backpacker’s Field Manual pgs. 20-65

Slide 1 – Equipment and Outdoor Living
This workshop looks at what it takes to be an outdoors person and reviews different equipment that makes wilderness living easier, safer and more enjoyable.

Slide 2 – Insert your information here. Tell about yourself, your outdoor leadership experience and show your accountability

Slide 3 – Outdoor Living
Activity: have students separate into groups of 3 or 4. Give the groups 5-10 minutes to draw, describe, write a story about or act out your ideal outdoors person. What are their attributes (think beyond the physical)? Have each group present their outdoors person and allow for questions. After each group is done presenting their outdoors person, discuss commonalities and differences.

- What does it mean to be an outdoors person?
  o There may be many different answers to this and no right answer because it will differ for everyone. Some examples may be someone who goes hiking every weekend and others may be a climber living out of their van so they can climb every day.

- What does a competent outdoors person look like?
  o What is their demeanor? Confidence is key. Definition of competence: having the necessary ability, knowledge or skill to do something successfully (www.google.com)

- What skills do you need to be an outdoors person?
  o Again, this answer may vary, but will probably include “hard skills”, the skills you see such as climbing, surfing, fitness, etc. Have them think about the self-leadership, decision making, navigation, vision and action. Try to get the class to think beyond the hard skills.

- Hobby vs. Lifestyle
  o Do the skills you learn in the outdoors transfer to your every day life? Can they? Get the students to just start to think about this concept. People make careers out of being in the outdoors and outdoor recreation.
Challenge the students to think about what they want themselves to look like as an outdoors person. Every outdoors person is different and you want to be the outdoors person that plays on your passions and vision.

Slide 4 – Maslow’s Hierarchy of Needs

Many students will have seen this triangle before, but it is an essential piece of information for outdoor leaders to recognize. If you do not have your basic needs you will not be able to provide anything for others.

Ask the students how else this hierarchy can influence their outdoor leadership in different situations. If they are not getting there on their own, start the discussion that if the participants on trips do not feel like they are meeting the lower levels, they should not be expected to feel the sense of belonging or esteem.

Self-actualization goes beyond just knowing yourself. It is knowing yourself and your reactions in all situations as well as your reactions to interactions with others. It is almost impossible to reach self-actualization, but helpful when you are able to work towards it and learn more about yourself in the process. Without esteem, working toward self-actualization is not possible. Not only should be aiming for our participants to be ascending this hierarchy, we as leaders should be constantly working toward the top of this triangle. The closer to self-actualization you get as a leader, the better outdoor leader you will become. We will look more into self-actualization during our last workshop.

1 - Let’s look at that bottom level of hierarchy. What does this look like on a trip?
   - If the leader’s basic needs are not met, they will not be able to care for others on the trip
   - Snack breaks: Is your group getting hungry? Do they need food to enjoy what is going on?
   - Rest: Do the participants need a rest break
   - Sex: Let’s not fulfill this as leaders on our trips please!
   - Excretion: Does anyone need to use a restroom?

2 – Onto the second level - Safety
   - Security – Do your participants feel as though you have their best interests in mind? Are you caring for their safety?
   - Health – Is anyone feeling sick?
   - Property – Do they feel as though their belongings are safe?

3 – Belonging/Love
   - Friendship – Do the participants have a sense of belonging? Are they making friends? If not, can you be their friend?
   - Family – Not much we can do with this on the trip, but if someone is having trouble with having a sense of belonging, asking questions about their family may help.
   - Sexual Intimacy – Again, let’s not try for this one on our trips

4 – Esteem – This is a level you can reasonably reach on day and overnight trips. Not for the person overall, but for the moment.
- Self-Esteem – Are you encouraging the participants and boosting their esteem.
- Confidence – Encourage participants and help them to gain confidence in their skill and in themselves
- Achievement – Celebrate accomplishments and encourage a sense of achievement
- Success – Point out small and large successes of the participants

5 – Self-Actualization
- This is a level that will come from inside of the participant. It is rarely, if ever fully achieved. The quest for self-actualization should never end though. It is a goal to reach for, because the closer you get to it, the happier you will be.

Remind them that one level must be achieved before moving up. If someone is hangry (hungry angry), they will not likely be able to feel a sense of belonging. When in doubt, go back to the basics.

Slide 5 – Layering system – Very important in keeping warm or cool. Staying comfortable in adverse conditions is a basic skill needed to enhance the outdoor experience. If you are not warm or cool enough you will not be able to accomplish anything beyond survival from your outdoor experience.

First Layer – The base layer is important in any environment and condition. May be the only layer you wear based on the conditions. In cold temperatures this layer should be tight and in warm temperatures it should be loose.

Second Layer – Should be an insulating layer to keep you warm in the temperatures you are encountering. Examples are fleece, down, synthetic down, etc.

Third Layer – Should protect from the elements you are facing.

There is a lot of technology that goes into fabrics and the different layers now. These layers should not be cotton. Cotton holds in moisture, does not insulate very well, and does not perform nearly as well as technical fabrics. Examples are wind protection, rain protection, etc.

Slide 6 – Proper Footwear – Footwear should be activity specific and should fit properly. If your feet are miserable, you will be too.

- Hiking Boots
  - Lightweight – for day hikes and short overnight backpacking trips.
  - Midweight – for longer backpacking trips with heavier weight
  - Mountaineering Boots – for heavy weight and rugged terrain
- Socks, as in your clothes, should not be cotton. Wool and synthetic fibers are more expensive, but way better!

Slide 7 – Choosing Hiking Boots
Make sure you stress breaking in boots to the class. On your first trip is not the time to wear a new pair of boots. Encourage them to wear them around the house or their neighborhood first. Take them on short hikes before wearing them on a long one.
Slide 8 – Time to Get Packing
Have the class break up into three different groups. Give each group a piece of paper, a glue stick, scissors and some backpacker or outdoor adventure magazines. Assign the different scenarios to different groups and have them find their outfits in the magazines by gluing them to the paper. Give the students five minutes to do this with more time if they are not done yet. Have them discuss their choices and provide feedback. Below are some suggestions for outfits, not the perfect answer.

1. Warm, tight fitting base layer, insulating layer of fleece or down, rain layer on the outside. Helmet, gloves, socks, goggles.
2. Loose fitting base layer, insulating layer in pack, light rain jacket/pants.
3. Warm, tight fitting base layer, insulating layer of fleece and/or down, windproof shell. May strip layers while hiking and put back on during rest breaks.

Slide 9 – Backpacks – Have the students try to answer these questions.
- What are the different kinds of backpacks?
  o Backpacking, daypacks, lightweight etc.
- What can they be used for?
  o Different lengths and types of expeditions. Different for backcountry skiing vs. hiking

Slide 10 – Sleeping Bags
- Temperature ratings – There are different temperature ratings depending on the conditions and weight of bag you want. There are downs and synthetic bags. Down is lighter, but not as weather resistant as synthetic bags. Down does not insulate when it is wet and synthetic does.
- The magic of mummy bags – mummy bags keep you a lot warmer than the traditional car camping sleeping bags most are used to. They can be cinched around your head to help keep you warm
- Storage of bags – Mummy bags should be stuffed into stuff sacks, not rolled. This keeps their loft more evenly distributed. If you are not on a trip they should be stored in a loose bag. Down can be washed in a front loading washer and dried with clean tennis balls to re-loft the down.

Slide 11 – Sleeping pads –
- Why do we use them? Insulates you from cold or hot ground. Creates a more comfortable rest.
- Z-Pads – Light and useful, but may not be as comfortable as other pads.
- Thermarest – The most common brand of sleeping pads
- Hand-Pump Pads – Inflatable so they are more compact and more comfortable. Hand-pumps makes it better for rented gear rather than inflating by mouth.

Slide 12 – Tents
- Car Camping vs. Backpacking – Car camping tents are bigger and more spacious. They are also heavier, but backpacking tents are lighter, yet smaller. Some backpacking tents are extremely minimal and are set up with stakes and trekking poles.
- **Assembly** – Follow manufacture's instructions
- **Staking down** – Depends on the weather. If it is going to rain, make sure the rain fly is not touching the tent body. If the rain fly is touching the tent, it will flood with the rain. If it is going to be windy, stake down all four corners of the tent. Attach the rain fly to the tent poles and attach the guy lines to the rain fly. Stake those down so the tent poles don’t bend or collapse in the heavy winds.

**Slide 13 – CSUSB Outdoors**

Let’s see what we have. Take the class into the equipment room and have them look at the gear and ask questions. If there is enough time, split them into groups and give each group a set of backpacking gear. Give them a couple of minutes to pack a backpacking pack then share how and why they packed it the way they did.
Workshop 2 – Conflict Management and Decision Making
Pre-Reading: pg 391-394

Materials: PowerPoint
Paper
Pens

Slide 1: Decision Making
Give each student 5 minutes to think about these questions then group them into 3 different groups with 5 minutes to compare them. Have each group share one of the student’s decisions.

Slide 2: Decision Making Strategies
This slide is just an introduction to the strategies we will be discussing. See if people can guess which category their examples from the activity fall into. They may fall into more than one category.

Slide 3: Analytic
This is a very strategic way of making a decision. You want to use this when you have plenty of time and it is critical to make a good decision. It is also a great way to help others learn how to make important decisions.

Slide 4: Analytic Pros and Cons
Pros – Methodical and thorough
Cons – Must satisfy: (1) Be able to define your goals, (2) Complete access to all information needed to make decision, (3) Experience to know what information is relevant or irrelevant, and (4) you have the time.

Slide 5 – Heuristic
It’s the same as putting your foot on the breaks when you see traffic stopping in front of you. It is automatic and based on past experiences and knowledge.

Slide 6 – Heuristic pros and cons
These are fast and simple decisions, but just because it has worked in the past doesn’t mean it will work again.

Slide 7 – Expertise
When you have experienced enough and know why your decisions have produced the outcomes they have you can make expert decisions. An example could be deciding to drink water every hour because you know you feel better that way.

Slide 8 – Expertise pros and cons
Based on your past experience you can make decisions with little conscious thought, making it a better decision making technique if you have the experience because you can make appropriate decisions when tired or when there are a lot of other things going on.

Slide 9 – Random
Flipping a coin, drawing straws, etc. The consequences of the choices should be low if using this method. You should also be impartial to the options if using this method.

Slide 10 – Random pros and cons
   It is fast and simple. There is no control over the outcome, hence why the choices must have low consequences.

Slide 11 – Group decision making chart.
   The following slides talk about each of these 4 styles. Go through the slides and we will go back to this chart after discussing all of them. This chart should be used when a group is making a decision. As urgency increases, leader involvement increases. As group expertise or competency increases, leader involvement decreases. It should not be the leader making decisions in every moment. Get your groups involved!

Slide 12 – Direct
   This is when the leader makes the decision and completes the task. Examples could be setting up top ropes and anchors for an Intro to Climbing trip

Slide 13 – Delegate
   When the group has the appropriate skills, the leader can decide what needs to be done and have the group perform the task. Examples: Setting up tents on the second night of a backpacking trip.

Slide 14 – Coach
   Can help the group make their own decision by creating a discussion and directing their thinking.

Slide 15 – Consensus
   When there are multiple people in the group who have experience to make the decision, everyone can work together to make a decision.

Slide 16 – Decision Making Traps – When decisions aren’t made properly
   - Familiarity – I have skied this so many times before and never seen an avalanche here
   - Acceptance – If I ski this I will be a “Double Black Diamond Skier”
   - Consistency – I have skied this before so I should be able to ski it again
   - Expert Halo – I’m an expert skier so I can ski anything
   - Scarcity – We travelled all this way to ski this line so we are going to do it no matter what the conditions or consequences
   - Social Proof – Go pros, photos, Instagram. Going for the proof or good shot
   - Others? – Can you think of any others?

Slide 17 – Activity
   Give the student 5-10 minutes to brainstorm and a couple minutes for each group to present.
Slide 18 – Conflict Management Styles
The different styles range from passive to assertive and uncooperative groups to cooperative groups.

Slide 19 – Competing
If you want to handle it assertively and have an uncooperative group you may need to show some tough love and use power to resolve it. Using this method you will satisfy your need and wants, but not necessarily what the other party(s) want.

Slide 20 – Avoiding
If you have a more passive style with an uncooperative group you can try to avoid the situation altogether.

Slide 21 – Collaborating
When you have an assertive style with a cooperative group, they can resolve the conflict together.

Slide 22 – Accommodating
With a passive style and cooperative group a conflict can be resolved, but all may not be satisfied.

Slide 23 – Compromising
The middle ground of all the styles. Can satisfy a portion of all people, but may not fully satisfy everyone.

Slide 24 – Activity
Scenarios: (These have all happened with CSUSB Outdoors)
1 – You have one person in your group that is harsh to others. They are saying comments that are bringing others in the group down. They are also showing too much affection to their significant other in inappropriate times. This individual is having significantly negative affect on the participants on the trip.
2 – There a girl on your trip who gets in an argument with her best friend over a guy. There was some drama the night before and now the two are not talking. No mean comments are being said, just dirty looks. There is not a significant affect on the rest of the group, but there is a minor affect.
3 – You are supposed to go for a hike on the last day or your three-day trip and your other leader says they are too tired to go on a hike that day and wants to stay in the van. The other leader convinces 4 of the 10 participants to say the same. There are other non-active things to do in the area, but you and 6 other participants really want to go on your hike to see things they will probably never see again.
Workshop 3 – Outdoor Leadership

Materials: Paper and pens for all students, copy of NOLS Leadership Skills and Roles for each student, copy of pg 2 of No Doze Leadership Styles activity for each student, full copy of No Doze Leadership Styles Activity for instructor.

Pre-Reading: pgs. 387-391, 395-397

Begin the class with a team builder or an ice breaker of your choice

Slide #1 – Before showing the definition, asks the class if they have any ideas of what the definition of a leader is.
- Definition of a leader
- A person of influence

Slide #2 – Implicit Leadership
- Self-Reflection – Have the students reflect for 5 minutes (writing down what they think a leader is)
- Draw a picture – make groups of 3-4 and have the groups draw a picture that represents what a leader is. About 10 minutes should be good and have them share their drawings

Slide #3 – Facilitate the NOLS No-Doze Leadership Styles Activity
- Explain the different styles after the activity – refer to NOLS sheet for this
- Note: Style is different for everyone. Even within the groups there will be differences. Your style is the way you lead people and how you portray the type of leader you are.

Slide #4 – Review the types of Leadership – Individuals likely fit into multiple of these groups – Has a lot to do the leader’s goals.
- Transformational – Focused on the leader wanting to influence the follower. These leaders seek to transform themselves and those being lead.
- Charismatic – Consists of a strong leader-follower relationship. Strong passion for their visions and goals and have an ability to change their followers, but some may not perceive them as a good leader if their views differ. Hitler is an example of this type of leader. Just because he was a bad man doesn’t mean he was a bad leader.
- Level 5 – Take little credit for things accomplished, but can accomplish goals that are often considered impossible.
- Principle-centered – Focus is on creating a better society. Hope is that a personal change will positively affect society as a whole. Want to evoke change one person as a time.
- Servant – Purpose is to serve the followers and meet their needs. Followers are the highest priority. Want to serve the goal or the group over any other agenda.
- Covenantal – Focus is placed on understanding the followers and sharing that understanding with others. They want to embark on new perspectives.

Slide #5 – Transformative Leadership
- Combines servant, principle, covenantal, level 5, transformational and charismatic leadership styles
- We all contain different amounts of various leadership styles beyond even the types discussed here
- The key to effective leadership is knowing your strengths and constantly seeking to improve yourself.
- Different transformative leaders have different ratios of all of the above types.

Slide #6 – Authentic Leadership
- Truly knowing yourself, your strengths and weaknesses
- Self-Actualization – the achievement of one’s full potential through creativity, independence, spontaneity, and a grasp of the real world.
- Reflection – one method to attaining Authentic leadership and self-actualization
- Authentic Leadership is knowing what style and type of leader best fulfills you and the group. Knowledge is power in becoming a good leader.

Slide #7 – Outdoor Leadership Skills – Pg. 11 in NOLS Leadership Educator Notebook – give each student a copy!
- Have students read these and share what they may mean.
- Try to get the students to develop the meaning of each of these skills.
- These are the skills NOLS thinks Outdoor Leaders should be proficient with, but they differ with every organization.

Slide #8 – Outdoor Leadership Roles – Same as above!

Slide #9 – SMART Goals
- Specific – Your goals should be as specific as possible. Generalized goals are harder, take longer to accomplish and there is often no specific time that the goal will be accomplished.
- Measurable – You don’t want to compare yourself to others. This is not an accurate way to measure and relies on the performance of someone. Getting to a location is measurable, groups being able to set up a tent is measurable.
- Attainable – Make sure it is a goal you can personally achieve.
- Realistic – Does it relate to the situation and attain it with the situation present?
- Time Oriented – Give yourself a timeline to accomplish this goal in.
- Ask for other examples of good and bad goals from the class.
Slide #10 – Reflection
Give students about 10 minutes for this final reflection

Slide #11 – The gift is whatever you want it to be. Whatever you do, always strive for that gift

Slide #12 – What Now?
Tell the students how to make an interview and a little about what to expect.

Chapter 4 - References

Caldwell, Cam, Rolf D. Dixon, Larry A. Floyd, Joe Chaudoin, Jonathan Post, and Gaynor Cheokas.
Conger, Jay A. “Charismatic and Transformational Leadership in Organizations: An Insider’s Perspective on These Developing Streams of Research.” The Leadership Quarterly 10, no. 2 (Summer 1999): 145–79.
Appendix 1 – Recipes

**Trail Friendly Food**

**Breakfast**
- Hot Cereal – Oatmeal, Cream of Wheat, Hominy Grits
- Cold Cereal – Granola, Grape Nuts
- Couscous – mixed with sugar and nuts
- Hash-Brown Potatoes
- Pancakes
- Bagels, Muffins, English Muffins
- Powdered Eggs
- Dried Fruits

**Lunch**
- Salami, Summer Sausage, Jerky, Bacon Bits
- Tuna or Salmon
- Meat Substitute – tempeh, nut butters, TVP
- Hard Cheeses (Cheddar, parmesan, baby bells, etc.)
- Dessert Mixes

**Dinner**
- Burritos – Instant Beans
- Pasta
- Falafel
- Hummus
- Instant Potato Pearls or Flakes
- Instant Barley
- Quesadillas
- Instant Lentils
- Rice
- Tortillas, Pita Bread, Flat Breads
- Soups
- Sauces
- Dried and Fresh Vegetables

**Snacks**
- Nuts
- Seeds
- Dried and Fresh Fruits
- Cookies and Crackers
- Corn Nuts and Soy Nuts
- Energy Bars
- Candy
Drinks
- Drink Mixes
- Tea
- Hot Chocolate
- Coffee
  - Sugar and powdered cream for the coffee

Spices – A lightweight way to make your meals better. Salt, pepper and hot sauce are a must. Mustard is a great condiment for backpacking. Parmesan cheese is another way to spice up your meals. Any spice that is your favorite should be brought.

Recipes – Some of my favorites for backpacking

Some more resources:
http://www.backpackingchef.com
http://www.trail.recipes

I also recommend the NOLS Backcountry Cooking book for more recipe ideas

You can make a lot of the meals you make at home in the backcountry and car camping. I am going to include backpacking meals here since an ice chest can be packed for car camping and pretty normal food can be served.

BREAKFAST
Breakfast Burritos
- Powdered or dried eggs (on first morning you can use eggs cracked into a bottle)
- Cheese
- Bacon Bits
- Tortillas
Make all as directed and eat in a tortilla

Oatmeal
- Instant Oatmeal
- Variety of dried fruit and nuts
- Powdered milk (optional)
Instant oatmeal in the packages can be eaten out of those packages because they are lined with wax. Less dishes that way!

Pancakes
- Just add water pancake mix
- Syrup
- Anything you want in your pancakes (chocolate chips, dried cranberries, etc.)
Repackage pancake mix into gallon size ziplock. When you are ready to make them, add water and massage with your hands till it is the correct consistency. Make like normal pancakes
LUNCH
- Wraps with canned or packaged meat
- Dried hummus is really good on sandwiches or wraps
- Bagels keep well, but can be bulky

DINNERS
Pesto Pasta – Good as late as night 3 or 4
- Penne Pasta – Double the serving size (example: if serving size says 8 it will feed 4)
- Powdered Pesto – on the pasta aisle. (1 pkg per 8 listed servings of pasta). The directions will say to add a lot of oil, but you can use water and it tastes just as good
- 2 mushrooms per person
- 1 small squash per 4 people
- a couple teaspoons of olive oil
- Garlic salt
- Italian seasoning
- Kraft parmesan cheese
Cook pasta according to directions on package. Slice mushrooms and squash and sauté in a separate pan with oil, garlic salt and Italian seasoning. After the pasta is cooked, carefully drain it and leave a little of the water in with the pasta. Add a splash of olive oil and the powdered pesto. Combine the squash and mushrooms with the pasta and serve with parmesan cheese on top.

Tempeh Fajitas – Good on night 1 or 2 of a trip
- 1 block of tempeh for every 3 people
- 1 bell pepper for every 2 people (variety of colors)
- 1 onion
- 1 pkg of fajita seasoning for every 4 people
- Cheese – shredded or a block
- tortillas
- Hot sauce
If you pre-dice the bell pepper and onion you will save on a lot of waste and prep time in the backcountry. Cut the tempeh into squares. Start to sauté the bell peppers and onions in a little olive oil. As those start to get soft, add in the tempeh (this is already cooked so you are just trying to get it hot). Once the peppers and onions are cooked and the tempeh hot, add some water and the fajita seasoning. Serve on tortillas with cheese and hot sauce.

Couscous Burritos – Good any night!
- tortillas
- couscous, use a little less than the recommended serving size
- Dried refried beans (Winco)
- Cheese
- Taco seasoning
- Bell peppers and onions (if you want them)
Cook the couscous according to the directions, but add the seasoning to the water when you boil it. Rehydrate the beans according to the directions. Serve in a burrito sizes tortilla with cheese.
**Pita Pizzas**
- Pita Pockets
- Tube of tomato paste
- Pepperoni
- Cheese
- Any other toppings you want

Place all of the items into the pita pocket and heat up in a pan over the stove using a little oil to keep it from sticking.

**Other ideas:**
- Pasta-roni or Rice-a-roni – add your meat of choice
- Top Ramen
- Instant mashed potatoes with meat and cheese
Appendix 2

Leave No Trace Principles

Plan Ahead and Prepare
• Know the regulations and special concerns for the area you’ll visit.
• Prepare for extreme weather, hazards, and emergencies.
• Schedule your trip to avoid times of high use.
• Visit in small groups when possible. Consider splitting larger groups into smaller groups.
• Repackage food to minimize waste.
• Use a map and compass to eliminate the use of marking paint, rock cairns or flagging.

Travel and Camp on Durable Surfaces
• Durable surfaces include established trails and campsites, rock, gravel, dry grasses or snow.
• Protect riparian areas by camping at least 200 feet from lakes and streams.
• Good campsites are found, not made. Altering a site is not necessary.
• In popular areas:
  ◦ Concentrate use on existing trails and campsites.
  ◦ Walk single file in the middle of the trail, even when wet or muddy.
  ◦ Keep campsites small. Focus activity in areas where vegetation is absent.
• In pristine areas:
  ◦ Disperse use to prevent the creation of campsites and trails.
  ◦ Avoid places where impacts are just beginning.

Dispose of Waste Properly
• Pack it in, pack it out. Inspect your campsite and rest areas for trash or spilled foods. Pack out all trash, leftover food and litter.
• Deposit solid human waste in catholes dug 6 to 8 inches deep, at least 200 feet from water, camp and trails. Cover and disguise the cathole when finished.
• Pack out toilet paper and hygiene products.
• To wash yourself or your dishes, carry water 200 feet away from streams or lakes and use small amounts of biodegradable soap. Scatter strained dishwater.

Leave What You Find
• Preserve the past: examine, but do not touch cultural or historic structures and artifacts.
• Leave rocks, plants and other natural objects as you find them.
• Avoid introducing or transporting non-native species.
• Do not build structures, furniture, or dig trenches.

Minimize Campfire Impacts
• Campfires can cause lasting impacts to the backcountry. Use a lightweight stove for cooking and enjoy a candle lantern for light.
• Where fires are permitted, use established fire rings, fire pans, or mound fires.
• Keep fires small. Only use sticks from the ground that can be broken by hand.
• Burn all wood and coals to ash, put out campfires completely, then scatter cool ashes.
**Respect Wildlife**
- Observe wildlife from a distance. Do not follow or approach them.
- Never feed animals. Feeding wildlife damages their health, alters natural behaviors, and exposes them to predators and other dangers.
- Protect wildlife and your food by storing rations and trash securely.
- Control pets at all times, or leave them at home.
- Avoid wildlife during sensitive times: mating, nesting, raising young, or winter.

**Be Considerate of Other Visitors**
- Respect other visitors and protect the quality of their experience.
- Be courteous. Yield to other users on the trail.
- Step to the downhill side of the trail when encountering pack stock.
- Take breaks and camp away from trails and other visitors.
- Let nature’s sounds prevail. Avoid loud voices and noises.

**Reference:**

APPENDIX C

PILOT TEST RESULTS
Pilot Testing Feedback

Workshop 1 – Gear and Outdoor Living

- What did you learn in this workshop?
  • I learned to deal with stressful situations and be aware of others troubles.
  • I learned how to prepare and ensure that myself and the participants are equipped with the specific gear according to the environment that we might enter. I also learned that you can not cut corners in your equipment, having the proper equipment in the outdoors in a major factor in the experience.
  • I learned more about clothing for each situation whether its about going up to snow board or to a small hike. Plus I learned about the food preparation for the meal and after the meal.
  • I learned how to set up to make food outdoors.
  • I learned about the different types of clothing materials and what layers are needed for different environments.
  • The workshop gave more concert information to know right equipment for each of the sport and activities and why you would uses them. With OLD course only allowed me to clarify the use between all. Then making understand the different subject that it covered.
  • I learned how to set up a living area for outdoor living i learned about the different pieces of equipment that are necessary to bring on a trip. for instance equipment for cooking, sleeping, or even clothing to protect yourself from different types of weather to keep you satisfied. I learned about the amount of equipment one can carry on a trip weather its a day hike or a week backpacking trip. and i learned about the different backpacks that are used for certain trips.

- What areas for improvement do you see for this workshop?
  • I think it would be helpful to put more responsibility on the leaders in training.
  • Better sleeping bags
  • I would say with this the of all feeling of each one your trips. Because they as so different it makes hard to get the full experience.
  • Have leaders become familiar with equipment before the trip they lead.
  • More hand outs or visual cues to help with visual learners.
  • Communication: I hope I get more knowledge base ideas.
  • I believe this workshop could use more hands on activities

Workshop 2 – Nutrition and Cooking

- What did you learn in this workshop?
  • People have different diets and I need to be aware of any allergies people may have or if they don't eat certain foods.
  • When preparing for a trip, it is important to know the level of activity so that you can base your meals around the amount of calories that you will be burning. Having a balanced nutrition along with staying hydrated keeps participants happy.
• The cleaning up after each meal. And how to dispose of the excess.
• Being outdoors isn't only canned food.
• I missed this class
• How to cook more effectively and work with individuals need. Then giving the opportunity to choose.
• I learned the value of a meal and how many calories you need to consume in different types of weather and level of activity. I learned what you meals you can pack for a certain amount of days. I learned about food temperatures and when they are safe and not safe to eat. I also learned about the different substitutes for food for instance dehydrated food

- What areas for improvement do you see for this workshop?
  • Make sure the food fits well with the amount of exercise. Meaning not have a heavy lunch or dinner.
  • Continue to explore new foods
  • If having more time cooking and new staff looking up cost effective food that range between meat and non-meat lovers.
  • Learn what foods are best for certain trips or weather conditions.
  • Na
  • I think it might be seeing more food ideas and cooking because who really knows how to cook.
  • I liked the cooking activity that was a perfect workshop

Workshop 3 – Critical Thinking and Decision Making

- What did you learn in this workshop?
  • Always pretend to be the leader even if I lack information. Always carry the role of a leader.
  • I have learned when decisions are made they need to be made for the better of the group and for the safety of the group.
  • That they are many approaches to each situation and to be very careful with each. And that sometime you try to fix thing in a situation.
  • How to deal with certain situations. Ex: when someone is causing trouble with the group.
  • How to analyze all the possible outcomes of our decisions and to pick the one that is the best for the group.
  • I learned that decisions need to be made quickly and fair. You should try to make the most out of what you have and consider the consequences of your decision. Every decision made has its losses but consider if the loss will jeopardize your group. I learned to be a better critical thinker on the overnight trip the most, a lot of team work and decisions needed to made and that was very good practice.

- What areas for improvement do you see for this workshop?
  • None that I can think of.
  • New leaders need to take advantage of the available trips so that they can gain
more experience.
• Maybe more scenario based ideas where you can answer each and make up the closest idea of how to solve each.
• Have more scenario based examples. Or actual examples of situations leaders have had to deal with and how they handled them.
• na
• I think that a mock activity would fit good with this workshop

Shadowed Trips

- How did these trips benefit you?
  • It’s had made me aware of the planning and knowledge and outdoor leader should posses.
  • To see different trip leaders leadership skills and how they organize their trips.
  • Well so far I have to say I was shadowed. Because I could not go on the trip.
  • It helped me see how the trips went down and see how a trip goes smoothly.
  • They let me take on the responsibility but allowed me to double check with someone else if I was not sure.
  • It prepared me not only for my leadership position, but also for everyday life. Yo be prepared and work as a team to concur a mission. I have gained experience that will stick with me for a very longtime and it will be passed on.

- What could increase your learning and experience on these trips?
  • Sometimes I felt like I was in an outdoor trip and not a leadership training. I think that making sure we are more involved would help us.
  • Take a leadership role during the shadowed trip.
  • Again I could not go on the trip.
  • Give more tasks for the leaders that are shadowing. Not only for them to observe, but give them tasks to do so they are focused on it and they are learning.
  • By giving me scenarios of things that could go wrong or typically go wrong.
  • I learned a lot with what this workshop already. But one of my weakness was speaking comfortably to a group s more activities like that would be great.

Overnight Training

- What benefited you the most on the overnight training?
  • The experience benefited me the most. In the experience we learned about being a leader when to have fun and when to professional. It prepared me for overnight trips with participants. It also benefited me in a personal way as well. It helped with my confidence, social ability, and most of all my physical ability. The overnight trip prepares you for everything when perusing to become an outdoors leader.
  • The experience with the other trip leaders as well as coming together as a team and working through adversity. During the overnight training it was such a great
experience to observe the skills and leadership skills of the trainers.
- Everything about the overnight training! The entire experience! Being outdoors in the environment, cooking meals, switching leaders, having assigned talks, doing activities, getting comfortable with other leaders, and learning from experienced leaders.

- What benefited you the least on this training?
  - Honestly everything was equally beneficial. I can’t think of a moment where I didn’t gain any knowledge.
  - On the overnight training for our trip I believe that nothing went to waste during our time in the Grand Canyon.
  - Everything was beneficial in some way. I learned how to pitch up a tent properly. Everything was great!

- What would you like to see added to this training?
  - Probably more time to practice being a leader.
  - Better continental breakfast on the last day.
  - I can’t think of anything. The entire trip was great, even when we were dying on the hike.

- What could be eliminated from this training?
  - Nothing should be eliminated from the training.
  - Nothing.
  - Spoozioli (Spoozle. I don’t remember what it’s called lol)

- Is there any other feedback in regards to the Outdoor Leadership Development Course that would benefit the program and future classes?
  - I would just say have an open mind. Don’t under estimate yourself or the overnight trip. Its very intense but very accomplishing. And Kari Brandt is a great leader and will teach you a lot about life and other things that will inspire you to be a great leader.
  - Dive in and enjoy the ride, do not hesitate you will be guided well.
  - Keep doing the overnight trainings! They are the most beneficial! I am very happy that you guys added it in! I’m positive that we are all better leaders because of it!
APPENDIX D

WORKSHOP ONE: EQUIPMENT AND OUTDOOR LIVING
About Me

• Kari Brandt
• MS Integrated Science, Technology, Engineering and Mathematics (STEM) Education
• CSUSB Outdoors Trip Leader since June 2007
• Hiking Guide in Yosemite National Park
Outdoor Living

- Activity – make what you picture as the ideal outdoors person
- What does it mean to be an outdoors person?
- What does a competent outdoors person look like?
- What skills do you need to be an outdoors person?
- Hobby vs lifestyle
The Insulating Layers

• First Layer – Also known as the base layer.
  • Keeps the skin dry
  • Loose in warm weather and tight in cool weather

• Second Layer – synthetic, down or wool sweaters, pullovers, jackets
  • Should insulate you

• Outer layer – Protection from the elements
  • Waterproof shell
  • Windproof
  • More insulation
  • Breathable

Rick Curtis, The Backpacker’s Field Manual, 2005

Proper Footwear

• Happy feet are an essential component in enjoying an outdoor adventure
• Hiking: Lightweight, Midweight and Mountaineering Boots
• Snowboarding
• Beachwear
• Kayaking
• Fishing

• Ensure socks are also appropriate for the specific conditions of the trip and/or activity
Choosing Hiking Boots

• Comfort of your feet is most important. Follow these guidelines when choosing a pair of boots:
  1. Determine the type of activity you will be using the boot.
  2. You should not be able to feel rocks or pebbles under your feet.
  3. Should have good support of your ankles.
  4. They should be waterproof of have the ability to be waterproof.
  5. Should be a little bit heavy to help support the extra weight of your backpack.
  6. BREAK THEM IN BEFORE A BIG TRIP!

Rick Curtis, The Backpacker’s Field Manual, 2005

Time to Get Packing

1. Going Snowboarding
   • Highs in the 50’s
   • Lows in the 20’s
   • 50% chance of snow/rain.

2. Day Hike in the Desert
   • Highs in the 80’s
   • Lows in the 50’s
   • 90% chance of rain

3. Snowshoeing in Yosemite
   • Highs in the 30’s
   • Lows in the 10’s
   • 10% chance of snow
Backpacks

• What are the different types of backpacks?
• What can they be used for?
• Day-Pack
• Backpacking

Sleeping Bags

• Temperature Ratings
• The magic of Mummy Bags
• Storage of bags
Sleeping Pads

• Why do we use them?
• Z-Pads
• Thermarest
• Hand pump pads

Tents

• Car camping vs. Backpacking
• Assembly
• Staking down
• Guy lines
CSUSB Outdoors

• Let’s check out what we have!
APPENDIX E

WORKSHOP TWO: DECISION MAKING AND CONFLICT MANAGEMENT
Decision Making and Conflict Management

Decision Making

- How do you like to make decisions?
- What are some difficult decisions you have made and why was your decision right or wrong?
Decision Making Strategies

1. Analytic
2. Heuristic
3. Expertise
4. Random

Analytic

1. Identify the situation, set goals and prioritize
2. Brainstorm options for achieving goals
3. Evaluate the different options and examine how these meet the goals
4. Determine the decision making strategy
5. Decide on an option
Analytic Pros/Cons

- Pros – Truly analyze and make an informed decision
- Cons – Can be time consuming

Heuristic

- Rules of thumb
  - Examples
    - Always look both ways before crossing the street
    - Always wear your seatbelt
  - Generalizations based on past experience
Heuristic Pros and Cons

- Pros – fast and simple and become an unconscious process with practice

- Cons – Not always correct

Expertise

- Have been in similar situations in the past
- Can identify patterns in the situation
- Can see the patterns that may differ from past experiences
- Can make an appropriate decision subconsciously
- Can you think of some examples?
Expertise Pros and Cons

Pros – Fast, appropriate decisions
   • Expert may not even realize they are making a decision

Cons – Expertise may make it difficult to explain their decision making process to others. May also think they are experts in all areas, even though it may just be on area

Random

• Tossing a coin

• Should only use this if the consequences are limited for both or all decisions
Random Pros and Cons

- Pros – Fast and simple
- Cons – Have no control over the outcome

Slide 11

Figure 1. A method for choosing a group decision style based on decision urgency and group expertise. (H) heuristics, (A) analysis, (E) expert intuition

Slide 12
**Direct**

- Use when time and risk management urgency is high, but group skill is low
- You, the leader, make the decision and complete the task!
- Example?

**Delegate**

- Use when time and risk management urgency is high and group skills are high
- You, the leader, make the decision and delegate the task to the group
- Examples?
**Coach**

- Use when time and risk management urgency is low and the group’s skills are also low.
- Since you have time you can lead the group in making a decision and use it as a learning opportunity for everyone.

**Consensus**

- Used when the time and risk management urgency is low and the group skills are high.
- Since you have the time you can facilitate a discussion amongst the group to come up with a decision together!
Decision Making Traps

- Familiarity
- Acceptance
- Consistency
- Expert Halo
- Scarcity
- Social Proof aka “Kodak Confidence”
- Others?

Get into 3 groups

1. Come up with a situation you may encounter as a trip leader where a decision must be made
2. Follow the three steps outlined earlier to form a sound decision
3. Share it with the rest of the class
**Conflict Management Styles**

**Competing**

- Using power to resolve the conflict
- Satisfy your own concern without taking the others into consideration

*adapted from the Thomas-Kilmann Conflict Mode Instrument™ (TKI)*
Avoiding

- Avoiding the situation
- Not acknowledging the conflict or taking action to resolve it

Collaborating

- Takes all persons needs into consideration
- Sharing perspectives and listening to all sides involved and expressing your own in an effort to become mutually and completely satisfied
Accommodating

- Making decisions based on the needs or wants of others
- Often fulfilling the needs of others before or without consideration of your own

Compromising

- Resolving a conflict taking all persons needs into consideration
- Resolution will satisfy to all parties, but completely satisfactory to none
Putting it all together

- Get into three groups (different than the last activity
- You will be given a scenario to solve as trip leaders together
- Share which techniques you used and why

Reference

APPENDIX F

WORKSHOP THREE: OUTDOOR LEADERSHIP
Outdoor Leadership

What is a leader?

- Inspires others to take action
- “The group member doing the most influencing at a given moment in time is the leader of that group.” – Simon Priest
Implicit Leadership

- Implicit Leadership is our perception of what an effective leader is and does

- Self-Reflection – 5 minutes
  - Reflect on what you think a leader is and what characteristics they have.
  - What do they do and what don’t they do?

- Drawing Exercise
  - Get into groups of 3 or 4
  - Draw a picture of what a leader looks like based on your reflections

Schyns et al., *Academy Management Learning and Ed*, 2011

What is your leadership style?

- Activity time!
- Architects & Analysts
- Drivers
- Relationship Masters
- Spontaneous Motivators

Gookin and Leach, *NOLS Leadership Notebook*, 2009, p.48-50
Types of Leaders

- Transformational – see a high emphasis in excellence in themselves and those they lead\(^1\,\^2\,\^3\)
- Charismatic – form a strong leader-follower relationship\(^1\,\^2\,\^4\)
- Level 5 – humble leaders, but will accomplish what was previously thought of as impossible\(^1\)
- Principle-centered – goals to become a better person and inspire a better society\(^1\)
- Servant – focuses on those being lead and those the organization serves and affects\(^1\)
- Covenantal – Teacher, role-model, exemplar and creator of new meaning\(^1\)

\(^{1}\text{Avolio and Gardner, The Leadership Quarterly, 2005}\)
\(^{2}\text{Caldwell et al., Journal of Business Ethics, 2012}\)
\(^{3}\text{Yukl, The Leadership Quarterly, 1999}\)
\(^{4}\text{Conger, The Leadership Quarterly, 1999}\)

Transformative Leadership

- “An ethically based leadership model that integrates a commitment to values and outcomes by optimizing the long-term stakeholders and society and honoring moral duties owed by organizations to their stakeholders.”

\(^{1}\text{Caldwell et al., Journal of Business Ethics, 2011}\)
Slide 7

Authentic Leadership

- Possessing knowledge of yourself and acting according to that knowledge
- Self-Actualization
- Reflection

Avolio and Gardner, The Leadership Quarterly, 2005
Gardner et al., The Leadership Quarterly, 2005

Slide 8

Outdoor Leadership Skills

- Expedition Behavior
- Competence
- Communication Skills
- Judgment & Decision Making
- Tolerance for Adversity and Uncertainty
- Self-Awareness
- Vision & Action

Gookin and Leach, NOLS Leadership Notebook, 2009
Outdoor Leadership Roles

- Designated Leader
- Active Follower
- Peer Leadership
- Self-Leadership

SMART Goals

- Specific
- Measurable
- Attainable
- Realistic
- Time Oriented

Example: To successfully navigate my hiking group for an entire day, off trail, by the end of this ration period

Bad examples: To not get lost ever (not realistic), to learn to read a map (How can you know you’ve achieved this?)
Reflection

- Set a SMART goal for yourself as an Outdoor Trip Leader (Specific, Measurable, Attainable, Realistic, Time-oriented)
- Look at the 7 leadership skills and 4 roles presented by NOLS, accompanied by your leadership style and SMART goal. Reflect on what type of leader you can be now and what work you are going to put in to become the leader you want to be.

Steve Prefontaine:
To give anything less than your best is to sacrifice the gift
What Now?

- Set up an interview with the current Outdoors Supervisor
APPENDIX G

POST-IMPLIMENTATION INTERVIEW RESULTS
## Qualitative Interview Summary

<table>
<thead>
<tr>
<th>Student #</th>
<th>What was effective about the training?</th>
<th>In which ways can the training be improved?</th>
<th>What do you feel most comfortable about in terms of Outdoor Leadership?</th>
<th>What areas of Outdoor Leadership need the most improvement?</th>
<th>Which instructional techniques or tools benefited your education the most?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>overnight training (able to see what being an outdoor leader was all about), lectures, ability to reflect on the classes</td>
<td>More presentation options (individual work), homework, trip planning lessons</td>
<td>Guiding people where to go and safety</td>
<td>Being more fun and knowing games</td>
<td>reading the book and the lectures</td>
</tr>
<tr>
<td>2</td>
<td>experiencing it in the overnight training and applying the things learned</td>
<td>More frequent sessions</td>
<td>being in a group setting and seeing the group dynamics</td>
<td>vocalization, letting opinions be known, knowing when to talk and not to talk</td>
<td>Don’t know what type of leadership a specific group needs, sometimes won’t adapt to the specific needs of the group</td>
</tr>
<tr>
<td>3</td>
<td>the overnight training (having 3 days in the outdoors), taught him what to prepare, how to set up a tent and scout a new place. The overnight training started the thought process to becoming a leader.</td>
<td>Be more informed about the overnight training to be able to better prepare for it.</td>
<td>Shading trips and observing, guessing what people are thinking or feeling</td>
<td>the pressure to lead, would rather know the participants before leading them</td>
<td>NOLS leadership activity</td>
</tr>
<tr>
<td>4</td>
<td>the overnight training</td>
<td>knots weren’t needed</td>
<td>talking to people, getting to know names, food, fire</td>
<td>on top of things right away</td>
<td>presentations</td>
</tr>
<tr>
<td>5</td>
<td>shadowing trips, anza borego, being out there and in action, scenarios</td>
<td>offer lessons or workshops for hard skills for those who have no base for the skills</td>
<td>strong communicator in a group, getting a group involved</td>
<td>getting the hang of outdoor leadership, all new waters, being the leader of another trip leader</td>
<td>presentations and learning on your own to be able to present it to others</td>
</tr>
<tr>
<td>6</td>
<td>having people with different backgrounds, diverse atmosphere, can gain your own experience, interaction with each other and interaction with the content</td>
<td>more activities, make it more interactive within the group, presenting your own activities</td>
<td>giving direction and delegating duties</td>
<td>self-confident to lead a trip</td>
<td>hands on activities and seeing/doing it</td>
</tr>
<tr>
<td>7</td>
<td>Hands-on activities, showing videos, overnight training (presentations, hear different things talk about similar things, learning in great places), book homework</td>
<td>homework to get them to think about it outside of class, incorporate the book a little more, get them used to using it as a reference. Backpacking (higher skill level, more of a challenge), maybe hiking or doing an outdoor activity during the classroom sessions</td>
<td>can get a group involved in whatever is happening, keeping things interesting, facilitating a good group dynamic, forming a group identity</td>
<td>clearer communication, trying to determine what is concise enough, but enough information</td>
<td>being out in the situation while learning the topics, visuals, group discussion</td>
</tr>
</tbody>
</table>
APPENDIX H

INSTITUTIONAL REVIEW BOARD APPROVAL
January 31, 2013

Ms. Kari Brandt
cc: Prof. Amy Leh
Department of Science, Math and Technology Education
California State University, San Bernardino
5500 University Parkway
San Bernardino, California 92407

Dear Ms. Brandt,

Your application to use human subjects, titled “Outdoor Leadership Development Training” has been reviewed and approved by the Institutional Review Board (IRB). The attached informed consent document has been stamped and signed by the IRB chairperson. All subsequent copies used must be this officially approved version. A change in your informed consent (no matter how minor the change) requires resubmission of your protocol as amended. Your application is approved for one year from January 31, 2013 through January 30, 2014. One month prior to the approval end date you need to file for a renewal if you have not completed your research. See additional requirements (Items 1-4) of your approval below.

Your responsibilities as the researcher/investigator reporting to the IRB Committee include the following 4 requirements as mandated by the Code of Federal Regulations 45 CFR 46 listed below. Please note that the protocol change form and renewal form are located on the IRB website under the forms menu. Failure to notify the IRB of the above may result in disciplinary action. You are required to keep copies of the informed consent forms and data for at least three years.

1) Submit a protocol change form if any changes are made in your research protocol/protocol for review and approval of the IRB before implementation in your research.
2) If any unanticipated/adverse events are experienced by subjects during your research,
3) Renew your protocol one month prior to the protocol’s end date,
4) When your project has ended by emailing the IRB Coordinator/Compliance Analyst.

The CSUSB IRB has not evaluated your proposal for scientific merit, except to weigh the risk to the human participants and the aspects of the proposal related to potential risk and benefit. This approval notice does not replace any departmental or additional approvals which may be required.

If you have any questions regarding the IRB decision, please contact Michael Gillespie, IRB Compliance Coordinator. Mr. Michael Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at mgillespie@csusb.edu. Please include your application approval identification number (listed at the top) in all correspondence.

Best of luck with your research.

Sincerely,

[Signature]
Sharon Wild, Ph.D, Chair
Institutional Review Board

cc: Prof. Amy Leh, Department of Science, Math and Technology Education
INFORMED CONSENT
OUTDOOR LEADERSHIP DEVELOPMENT TRAINING

The project in which you are being asked to participate is designed to investigate the effectiveness of an Outdoor Leadership Development Course developed for CSUSB Recreational Sports. Kari Brandt is developing this project under the supervision of Dr. Amy Leh, Professor and Coordinator of Instructional Technology at California State University, San Bernardino. This project has been approved by the Institutional Review Board, California State University, San Bernardino.

PURPOSE: The purpose of this project is to develop and refine an outdoor leadership development course for CSUSB Outdoors. A training course and manual will be designed for CSUSB Outdoor, and participants will provide feedback on the course to make refinements.

DESCRIPTION: After you have signed up for the Outdoor Leadership Development Course at the Student Recreation and Fitness Center and before the course begins, you will complete a self-assessment of your current outdoor leadership skills on surveymonkey.com. After the course concludes, the same self-assessment will be conducted, and individual interviews about the course will be scheduled.

PARTICIPATION: Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits that you are otherwise entitled to. You may end your participation in the study at any time without penalty or loss of benefits you are already entitled to. To withdraw from the data collection notify Kari Brandt directly at brandtik@coyote.csusb.edu.

CONFIDENTIALITY OR ANONYMITY: Confidentiality will be maintained through the project by coding all documents with a unique 5-digit number, removing all identifiable information. All identifiers recorded on paper will be stored in a locked filing cabinet and electronic files will be stored on a password-protected computer. All data will be destroyed a year after the completion of the project.

DURATION: The duration of your participation will be the Winter 2013 quarter and the first weekend of the Spring 2013 quarter at California State University, San Bernardino. You will complete two 30-minute self-assessments before and after participation in the course and a 30-minute interview at the end of the course.

RISKS: There are no anticipated risks for participation in this data collection.

BENEFITS: Benefits of participating in this project will include a chance to develop outdoor leadership skills as well as an opportunity to aid in the creation of a more customized training program for CSUSB Outdoors. This will create better leaders, making the experience with CSUSB Outdoors even better.

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
INSTITUTIONAL REVIEW BOARD COMMITTEE
APPROVED 01.31.13 VOID AFTER 01.30.14

5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393
**AUDIO:** I understand this research will be audio-recorded. Do you agree to be recorded during the 30-minute interview? Initial: Yes___ No___

**CONTACT:** For questions about the research and your rights as a participant contact Dr. Amy Leh, Professor and Coordinator of Instructional Technology at California State University, San Bernardino. She can be contacted at (909) 537-5692 or aleh@csusb.edu.

**RESULTS:** Results can be obtained through the published copy of the project in the Phau Library at California State University, San Bernardino at the completion of the study.

I understand that I must be 18 years of age or older to participate in this study. Initials ___

By signing below I understand the consent document and agree to participate in this study.

Signature: ___________________________ Date: ____________
REFERENCES


