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The problem of individual change in Outward Bound : an application of change and transfer theory.

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1972

THE PROBLEM OF INDIVIDUAL CHANGE IN OUTWARD BOUND:
AN APPLICATION OF CHANGE AND TRANSFER THEORY

A Dissertation Presented

By

John Stewart Rhoades

Submitted to the Graduate School of the
University of Massachusetts in
partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

August 1972

Education

THE PROBLEM OF INDIVIDUAL CHANGE IN OUTWARD BOUND:
AN APPLICATION OF CHANGE AND TRANSFER THEORY

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John Stewart Rhoades

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August 1972

The ultimate, most holy form of theory is action.

- Nikos Kazantzakis

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ABSTRACT

The aim of this dissertation is to provide a conceptual framework for the process of personal change at work in Outward Bound and to suggest some means for increasing the amount of relevance and connection between the Outward Bound experience and the participants's day-to-day life.

Outward Bound is a three to four week residential course held in remote natural settings throughout the world for the purpose of character development through a program of highly strenuous, physically and mentally challenging activities incorporating adventure, survival, and service to others. A description of the Outward Bound program and its educational processes is given.

Outward Bound is seen as a process for change as a result of its historical background, its own stated goals and purposes, and its similarities to change processes described in the literature on change. By examining theory from the behavioral sciences in the areas of personal change and human relations training some parallels are drawn to the Outward Bound experience in an attempt to understand the nature of the change process at work.

By entering into the role of change agent, however, Outward Bound faces some built-in difficulties. Among these

are the inability to determine precisely how and when people change and how to measure that change successfully; the ethical issues raised when a person or a group undertakes the job of causing changes to occur in another person or group; the mounting opinion among behavioral scientists that external situational factors are the major determinants of a person's behavior, thus any changes introduced as a result of any Outward Bound experience are unlikely to persist after the course unless situational determinants and reinforcements are present to evoke them.

The paper focuses mainly on Kurt Lewin and Edgar Schein's three-step model for change, indicating some direct parallels between this model, its mechanisms for change, and the Outward Bound experience. Lewin and Schein saw change as a three-step process: 1) the unfreezing of certain attitudes, values, perceptions, and behaviors as a result of disconfirmation or lack of confirmation from others present in the change situation; 2) changing through cognitive redefinition of assumptions previously held and analysis of information from others in the situation; 3) refreezing of those changes by the change-agent and the significant others in the person's life as a result of acceptance and reinforcement for the changes. From this construct and from others in the field of human relations suggestions are made for increasing

the effectiveness of the change process in Outward Bound through program modification, shifts in course emphasis, and clarification of instructor role and style.

Special attention is paid to the third step of the change process - refreezing the changes. An analysis is made of the factors which influence the transfer of learning and specific suggestions are given for increasing the chances that Outward Bound learnings will transfer to the student's back-home life. Techniques for increasing a student's awareness of his behavior in Outward Bound, his ability to perceive changes in himself, and his skill at communicating those changes to others are given. These techniques form part of the design of a summary experience or debriefing which would take place immediately following the course. Included in the debriefing design are learning strategies involving the setting of goals as a means for continuing changes begun at Outward Bound.

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Special thanks are due to Dr. Donn Kesselheim of the University of Massachusetts for his support for the Outward Bound idea at the School of Education since 1970. He has devoted much of his time to establishing effective relationships between the Hurricane Island Outward Bound School and the University. As a friend, Donn has given me much encouragement and support in my work.

Thanks go as well to the Wideman family for their caring role in the incubation and hatching of this paper.

My wife Clare knows too well that this would not have been written without her. Throughout its preparation she has been editor, critic, and more. I appreciate all that she has done for me.

PROLOGUE

Outward Bound is a world-wide organization of 34 schools which are located in various wilderness areas, such as the Colorado Rockies, the Maine seacoast, the North Carolina Smoky Mountains, and the lake regions of Minnesota and Canada. There are schools as well in Australia, Europe, Africa, and Malaysia. These schools are staffed by professional climbers and sailors, teachers on sabbatical and summer leave, as well as full-time instructional staff. The population served by Outward Bound ranges from adolescents on up, with no upper age limit. Teachers, counselors, principals, superintendents, police officers, wardens, street workers, and the youth these people serve have attended the 26-day Outward Bound course since its development in 1941. The program involves a number of primarily physical tasks incorporating challenge, adventure, survival and service to others for the purpose of character development.

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C H A P T E R I

OUTWARD BOUND - A PROCESS FOR CHANGE

- A. Outward Bound and Change - Some Historical Antecedents
- B. The Program - A Design for Change
- C. Educational Processes and Techniques At Work in Outward Bound
- D. Outward Bound Describes Itself As A Process For Change

In order to examine the workings of Outward Bound, I wish to put forth what may be for some, a controversial proposition. I would like to suggest that Outward Bound, in its philosophy, its goals, and its day-to-day operation, is a process for change: a process which is designed to produce certain changes in attitudes, values, and behaviors in the people who attend an Outward Bound course. To some readers, this proposition is self-evident; to others, it distorts the very nature of what they believe Outward Bound to be. My goal here is not to present arguments in favor of this position, but to show how Outward Bound has many similarities to processes of planned change. Thus, I intend to introduce a framework of behavioral science theory, concentrating especially on those theory-clusters which speak to personal and organizational change. By examining the relationship between Outward Bound and theories of planned change, we may arrive at some significant understandings of how people do undergo change in a twenty-eight day course. Beyond that, by seeking parallels between Outward Bound and

theories of organizational development and human relations training, we may find concepts and strategies which can help to advance and to enrich the effect of the Outward Bound experience among staff and students.

A number of models will be presented to develop a conceptual framework for the process of change and the factors which seem to influence human behavior and motivation. Throughout, parallels will be drawn to the Outward Bound experience and, where appropriate, recommendations will be made for experimentation and/or modification. In particular, attention will be focused on what happens to a student after he leaves an Outward Bound course and returns to his home environment. Several hypotheses will be developed about his needs at that point and recommendations will be made on the basis of them.

To return to the original proposition, that Outward Bound is a planned process for change, I intend to use for a definition of change one proposed by Edgar Schein: "the seeking out, processing, and utilization of information for the purpose of achieving new perceptions, attitudes, and behaviors."¹ It is my belief that the primary purpose of an Outward Bound course is to provide the participant with an amount of experientially-derived information about himself, his behaviors, attitudes, values, and his interaction with others which can be used, if he chooses, to bring about some personal changes in himself.

¹Edgar H. Schein, "The Mechanisms of Change," in W.G. Bennis, K.D. Benne, R. Chin, eds. The Planning of Change (New York: 1969), p. 99.

A. Outward Bound and Change - Some Historical Antecedents

To see the development of Outward Bound in a historical perspective, one must look at the educational goals of its founder and principal theorist, the German educator Kurt Hahn.² After World War I, Hahn helped found Salem, a residential school for the German elite patterned after the English public schools. Following his denunciation of Brownshirt terrorism, Hahn was imprisoned by the Nazis. Released through the intervention of some English friends, Hahn was exiled to England in 1932 where he and some of his former students founded Gordonstoun School. Here Hahn further developed his ideas from Salem to create an educational environment that motivated students to action and to experience. To Hahn, the outdoors was the classroom, responsibility and service to others were the teachers.

Hahn's primary concern was to develop a boy's character, initiative, and sense of purpose. Academic success was worth nothing if a young man left school adrift and unmotivated. Hahn was deeply moved by the failure of the German intelligentsia to act in the face of rising fascism and terrorism. He felt that education must provide students with the energy and ability to act on their values.³

²Readers who are familiar with the historical development of Outward Bound may want to move ahead to the next section analyzing the processes at work in an Outward Bound course.

³Kurt Hahn, "Speech at Conference at Harrogate," (May 9, 1965).

Hahn's unique approach to a set of lofty goals such as these bears close examination. According to Hahn, to train for action, one must employ as much action as possible in the educative process. Books and lectures on citizenship aside, the best way to develop compassion in a young person was to put him in a position of direct service to other people in an environment that encouraged responses that were rewarding and reinforcing. Hahn chose the sea as his instructional environment and developed a strong program of sailing and seamanship. Once the boys had developed their skills, they discovered the hardships and rewards of service to others by manning a coast guard station responsible for protecting their section of the sea-coast.

Action and experience were found throughout the Gordonstoun curriculum. At Salem, Hahn had designed many activities to upgrade the health and physique of students malnourished by a war-time diet. Hahn continued this emphasis at Gordonstoun, reaching this time for broader goals of fitness, stamina, persistence, and character. An elaborate system of awards and badges was developed to encourage fitness among the young people in the area. The program featured athletic tests, swimming and life-saving, the successful completion of a project of a pre-determined nature, and the carrying out of an expedition on land or water. The popularity of the award plan spread rapidly and resulted in its expansion into a county-wide program known as the Moray Badge Awards. In developing this idea, Hahn was laying the groundwork for the first Outward Bound School.

In 1940 war once more intervened in the life of Kurt Hahn and started a chain of events critical to the development of Outward Bound. First, the British Army took a strong interest in the Moray Badge Plan, which was designed as a four-week course in the belief that such a period of time was necessary in order to have a long-lasting effect on the students involved. Stimulated by the Army's interest, educators, politicians, and industrialists began to see possibilities for training young people with whom they were associated in some new and challenging ways. Secondly, the Gordonstoun School had to be moved inland from its exposed position on the coast and it was in its new location at Aberdovey that Outward Bound became a reality.

Hahn wanted to start a training center at the new site which drew on the strengths of the Moray Badge Plan, involving young men from a variety of social and economic backgrounds, and preparing them for the rigors of war and national service. Hahn succeeded in getting the financial backing of Lawrence Holt, the senior member of the family business of Alfred Holt and Company, the owners of the Blue Funnel and other famous shipping lines. Holt was one of the governors of the Navy's training ship Conway and was much taken with the idea of a school which addressed itself to character training as well as seamanship.

(Holt) deeply regretted the passing of the square-rigged ships in which earlier generations of seamen had received their basic training. He believed that, denied engines and complex instruments, men had developed a sense of wind and weather, a reliance on their own resources - physical, nervous and technical - and an almost spiritual sense of fellowship and inter-dependence. The lack of these qualities seemed to him to be responsible for much of the loss of life by enemy action then taking place in the Battle

of the Atlantic. He had studied the accounts by survivors of their ordeals in life boats and on rafts and was conscious that the majority of those going out to face similar hazards were completely unprepared for them.⁴

In October, 1941, The Aberdovey Sailing School was brought into being as a result of Kurt Hahn's ideas and dynamic vision, the energetic leadership and resourcefulness of its first Warden, James M. Hogan, and the financial backing and support of Lawrence Holt and the Blue Funnel Line. Staffed by Blue Funnel professional seamen and former Gordonstoun teachers, the school, to use Hahn's phrase, "impelled into experiences" a wide variety of private school students, cadets, young soldiers, and working boys. In addition to sailing and seamanship experience, students took part in an intensive physical fitness program involving both organized athletic events and hiking and climbing. Hahn saw a need for developing as much of a boy's talents as possible during his schooling when skilled instruction could be available to him; thus craft training, carpentry, auto mechanics, kayak building, gardening, farming, and animal rearing were provided for interested students.⁵

⁵J.M. Hogan, Impelled into Experiences (London: 1968), p. 27.

⁵Hogan, pp. 24-34.

In addition to the leadership of Hahn and Hogan, a force that served to unite the Aberdovey community and provide a central focus for its thoughts and activities was the sea. Almost every day several small boats would sail down an estuary out into the open waters and there young men and their instructors would come face to face with an element which demanded cooperation, attention, accuracy, bravery, persistence, patience, and sometimes heroism. Geoffrey Winthrop Young, President of the Alpine Club, developed some of these ideas at the dedication of a re-fitted sailing vessel which was to become the backbone of sail-training at the school; the year was 1943:

To realise his better self everyone must pass in youth through some test of adventure and hardship and the adventure must be real; a conflict with the natural environment and yet it must be adjustable, so as not to overtax adolescence. The forces of nature alone provide these natural adventures and tests of personality: the winds, the roughened surface of the sea, and the rough hill surface of the land. For centuries our people have been learning their manhood from our surrounding sea, from its uncertain adventure and stern discipline.⁶

Under Hogan's leadership, Aberdovey weathered the war-years. The school, renamed "Outward Bound" at Holt's insistence, served as both initial training for young men and as a re-training experience for Blue Funnel Line officers. In spite of recurring difficulties with personnel (excellent, experienced seamen did not necessarily turn out to be excellent Outward Bound instructors, an issue still addressed

⁶Hogan, p. 68.

with caution throughout Outward Bound today), the school continued to expand as word of its program spread throughout the British press.

In 1946 the Outward Bound Trust was created to provide financial support for the program and to explore ways of further expanding its effect.

In 1950, the second Outward Bound school was opened in Eskdale in the Lake District and the expansion of Hahn's ideas was underway. Within twenty years there would be twenty-eight schools on five continents.

Thus, through a combination of fortuitous events and careful planning and execution, the Outward Bound Schools came into being. Central to the Outward Bound philosophy was and is the belief that young people, through a dramatic and intensive confrontation with nature and with themselves, can be different at the end of twenty-six days than they were on arriving at the school. Goals for increases in physical fitness, ability to take responsibility, character development, and maturity are set by the instructors and the program. It is hoped that a student will show improvement in all these areas by the time he or she leaves the course, the underlying assumption being that the student will continue to do so once he or she returns home. This dissertation will concern itself in part with this issue as I intend to establish that this assumption is often unwarranted. In order for some of the changes that have occurred in the course of an Outward Bound experience to continue after the student has returned home, this phase of the change process must receive a great deal of attention and there must be some new strategies for change developed by the organization.

B. The Program - A Design For Change

Outward Bound is an experience which is growth-oriented and is designed to produce certain changes in participants as a result of the experiences they have during a course. The program is the result of a carefully controlled manipulation of time, staffing, equipment, and interaction with the natural environment to produce a series of situations in which certain behaviors labeled as desirable by the organization are likely to occur among the participants. The above is intentionally written with a Machievellian slant. Yet, close examination will show that an Outward Bound course is a carefully choreographed interplay between staff and the environment on the one hand and the student, his watch or patrol, his equipment and his skills on the other.

Outward Bound hires as staff individuals who have demonstrated considerable skill, judgment, and leadership in the outdoors and with whom the organization can place the responsibility for the safety of the students with confidence. These people are at home in the outdoor environment; many of them hold jobs involving outdoor skills when they are not working for Outward Bound. Their large reservoirs of experience allow them to use the natural environment with all its power and seeming unpredictability in the same way that a skillful teacher would use a classroom incident to illustrate a point. A storm at sea, a rainbow over a mountain lake, a muddy and bug-infested canoe portage, can all be used by a perceptive instructor for a variety of instructional purposes.

Perhaps the most compelling reason for using the natural environment is that it requires certain responses which Outward Bound values: cooperation, clear-thinking and planning, careful observation, resourcefulness, persistence, and adaptability. It is important to observe here that all these responses are not necessarily demanded by the environment, per se, but rather by the manner in which the program forces students to interact with the environment. In a totally different context, for instance, responses of panic, carelessness, selfishness, and greed could be produced by placing students in a kind of Lord of The Flies survival situation. Where Outward Bound differs from such situations is in its designing a program that has certain elements which facilitate movement in a positive direction, towards goals that the organization values.

The elements upon which Hahn founded Salem, Gordonstoun, and Aberdovey are incorporated into the Outward Bound schools around the world today. Each school has adapted a basic structure to fit its own unique environment and has attracted specialists in that environment as instructors. In spite of natural surroundings as varied as the arid deserts of the Southwestern United States and the cold gales of the North Sea, the Outward Bound program has four common denominators throughout the world: 1) physical conditioning and fitness: developed through running, calisthenics, long-distance swimming, and hiking; 2) technical skills: navigation and map-reading, outdoor cooking, gathering wild foods, making bivouacs, rock-climbing, sailing, back-packing, kayaking, solo-survival; 3) safety and emergency care instruction and practice: first aid, rescue procedures, continual

emphasis on maintaining a safety-conscious attitude; 4) group activities: "initiative tests" or group problem-solving, fire-fighting, expeditions, service projects.

A typical Outward Bound course consists of a small group of 10 to 12 people organized into a "patrol," "watch," or "gang." This small group is brought together on the first day of the course and spends the next twenty-six to twenty-eight days in a close relationship with one another in a wilderness environment. With the exception of a three to four-day solo experience, all activity is organized around this basic group of people. In every case, they are taught and led by an instructor and his assistant who remain responsible for their education and safety throughout the course. The role of the instructor will shift as the course progresses and as the students are able to take more responsibility and show more initiative. Ideally, the instructor practices a "withdrawing" style of leadership in which he gradually works himself out of a job as students develop skills and judgment necessary to carry out the requirements of the course. However, it is important to note that the instructor nevertheless retains responsibility for the well-being of the group, no matter how far he may have withdrawn from the leadership role.

Early in the course there is an intensive period of training in wilderness skills in which students are rapidly immersed in the wild environment around them. The goals here are (1) to make as complete a break as possible with the student's previous environment and social

situation so that reliance on the self and on the small group becomes necessary, and (2) to provide a reality-based setting for learning the skills necessary for success later in the course. In many cases this initial immersion is carried out through the device of an expedition using the principal mode of transport of the school, i.e., sailing, hiking, or canoeing. During this period much of the initial sorting-out of the group, its leadership, pecking-order, pace, rhythm, and personality occurs.

Stressful activities which call for unusual response from the students begin during this period and continue throughout the course. Stress occurs most often in the form of visible physical challenge in Outward Bound and for that reason the program is often viewed by laymen as purely a physically strenuous experience. On closer examination, however, each activity - rock-climbing, rappelling, under-water swimming, solo, the ropes course, etc., is designed and placed in the program because it has specific effects on the way an individual comes to see himself afterwards. Physical stress results in concomitant mental and emotional stress, which, when overcome, produces a feeling of success and a more positive self-image. For this result to be produced, however, two important conditions must be met: (1) the stress must not be so severe as to be debilitating to the individual and (2) the individual must in fact succeed at the task. These requirements call for a program design that has elements of risk which appear greater than they actually are. given two situations: a

rappell or roped descent of a 150 foot sheer cliff under properly supervised conditions, and a group of boys easily scrambling up the sloping sides of an empty quarry, the former appears to carry the greater amount of risk and danger while the latter seems commonplace and requires only a moderate amount of caution. The former would in all likelihood induce a much greater level of fear and apprehension from someone about to try it for the first time than the latter. Yet in fact, as rescue services around the country will testify, the empty quarry possesses a far greater actual danger and as Outward Bound's safety record in rappelling indicates, the former feat is quite safe.

As students proceed through the course, stress is one of the main factors that causes them to rely on one another for support and assistance. A major goal of the Outward Bound course is for students to learn to ask for help from one another and to develop skills in working closely within a small unit. It is through the group that the student learns much about himself and his world; thus the program is designed to develop feelings of mutual responsibility and support as early in the course as possible.

Following the initial training expedition, the sequencing of activities varies from school to school and course to course. The reasons for this variation are sometimes administrative and logistic, sometimes in response to the needs of a particular group attending an Outward Bound course. The following activities, however, are generally found throughout Outward Bound schools, particularly those in the United States:

Emergency Care

Two fundamental concepts in the rationale for an Outward Bound course are safety and service to others. The teaching of emergency care (based on an advanced first aid syllabus) is designed to help keep these two concepts firmly in the mind of students at all times. By teaching proper safety procedures to prevent accidents and the techniques for dealing with accidents should they happen, instructors are preparing students for the latter parts of the course, solo and final expedition, in which the students will be operating essentially without guidance or direct medical support. First aid is also seen as one of the most fundamental ways in which a person can perform a service for his fellow man. By equipping a young person with basic techniques for dealing with life-threatening situations (cardio-pulmonary resuscitation, control of hemorrhage, treatment for exposure, etc.) as well as less serious ones, (splints, first aid for frostbite, burns, insect stings, etc.) Outward Bound is trying to decrease the number of fatalities that occur as a result of ignorance of what to do in an emergency and at the same time is trying to address the national malaise of bystanderism and "not wanting to get involved."

Service

Kurt Hahn placed great value in having his students perform acts of "Samaritan service" as a means for developing compassion. At the Gordonstoun School, service was performed through duty at the coast guard station where a rescue team was always on standby in case of drowning

or shipwreck. Later the school developed a fire patrol, a mountain rescue team, and a ski patrol. Today each Outward Bound school maintains a search and rescue unit that is trained for emergency service in the environment peculiar to that school.

The Outward Bound philosophy contains the view that it is becoming increasingly difficult for the young person today to render service to others in a constructive way. By working a 24-hour shift in the emergency room of a big-city hospital (Colorado Outward Bound School), searching for lost hikers (Minnesota Outward Bound School), building a new classroom for a small-town school (Hurricane Island Outward Bound School), or coiling hoses and digging fire-breaks after a forest fire (North Carolina Outward Bound School), a young person has some tangible evidence of something he has done for others and is likely to feel good about himself after he has done it.

Initiative Tests

At various times during the course, the small group is presented with short-term problems to be solved which require a high degree of initiative and cooperation. These tests demand responses which are intellectual (how are we going to get over the wall?), physical (can we do it according to our plan?), and organizational (who is going to be first over, who last?). Leadership and followership very quickly become issues since the tests require the participation and cooperation of each member of the group in order to solve the problem. The tests are frequently followed by a debriefing in which students and instructor

critique the performance of the group. Having received feedback on their effectiveness in the group, students then have a chance to modify their behavior or to experiment with new behaviors in subsequent tests.

A key feature of the initiative test is that success or failure at the task set is readily observable by all. There is no need for a judgment by the instructor or other outside authority. This can come as a marked contrast to school situations in which success is generally determined by an outside evaluator who may make decisions days or weeks after the student has completed the task, using evaluation criteria that may be unknown or unacceptable to the student. In an initiative test, the task is clear - "The whole patrol must cross the river carrying the box without getting it or themselves wet." The standards for evaluation are defined: the whole patrol, carrying the box, without getting wet. The students can judge their own success or failure.

Solo

To the layman, solo is perhaps the best-known of the Outward Bound activities. The thought of spending three days and nights totally alone in the wilderness with very little equipment conjures up images and fantasies of primeval man, struggling against the forces of nature in a primitive battle for survival and sanity. A person about to begin an Outward Bound course wonders "if he will make it out there." The answer is of course: yes, he will make it. It can be yes because

the issue is not really one of survival. Almost anyone can survive, barring severe accidents, without food and water for 72 hours. (In fact, water is provided and students are taught how to find and prepare wild foods.) The issue is rather one of confrontation: facing one's self in a unique way, without the distractions of television, movies, books or conversation. In a world which is growing increasingly conscious of the need to develop some different relationships with the natural environment, the solo experience becomes a dramatic way for a person to re-discover those connections and to establish some idea of his place in the total scheme of things.

Expedition

Expeditions provide an opportunity for the students to put into practice their new skills. The expedition is something tangible, an event which requires leadership, planning, organization, logistics, route-finding, navigation, and implementation, as well as constant evaluation and decision-making. Because the pace of each individual in the group must be taken into account, there is continual reassessment of the expedition goals by the leaders and followers. In this way, a student can often gain insight into how much responsibility he is willing to take and how hard he will work for the common good of the group. Isolated by thick woods, a mountain ridge, or the confines of a small boat, a miniature society develops which allows each individual to see where his strengths and weaknesses lie.

C. Educational Processes and Techniques At Work in Outward Bound

The unique nature of many of the activities in an Outward Bound course causes many people to see Outward Bound as a series of connected events of an exciting and dramatic nature. What is not as readily visible are the various processes which are at work behind those events and which are the true content of an Outward Bound course. Let us take another look at some of the activities just outlined and see some of the connecting threads which hold the experience together and by which Outward Bound attempts to influence people's lives. Because the Outward Bound program, curriculum, and ideology are expressed through almost everything that a student experiences during a course,⁷ it is impossible to identify precisely the source of each one of the techniques and processes. For example, the process of confrontation may be generated in a number of ways: by the program schedule which specified that students will have a two-hour session on the ropes course, by the instructor who impels the student to slide down the "zip-wire," by the obstacle itself, by the student's peers who have come to expect a certain standard of performance from him, or by the student himself in perceiving the gap between his ideal self-image and his real self - afraid and hesitant

⁷Richard Katz and David Kolb, "Outward Bound and Education for Personal Growth," in Francis J. Kelly and Daniel J. Baer, Outward Bound Schools As An Alternative To Institutionalization For Adolescent Delinquent Boys (Boston: 1968), pp. 115-122.

to make the attempt. These sources, together and in combination, act to generate the following educational processes and techniques for change:

Simplicity

The potency of an Outward Bound course is derived in large measure from its simplicity.⁸ It is rare indeed in our increasingly complex lives that one is permitted "the luxury of simplicity." Elements in the Outward Bound environment are designed (either by Nature or by the staff) to require a simple level of response from the student, the reasons for which are clear to him. Complex motives and rationales are left behind as challenges are presented to the student in terms of food, shelter, warmth, mobility, and security. The student's response to these challenges occurs in the form of behavior that is relatively unambiguous and observable to all.

It is important to observe, however, that simplicity in Outward Bound is more apparent than real. The wilderness is not the simple, monolithic entity to be overcome that many city-dwellers take it to be. But it has the effect of producing some relatively uncomplicated and predictable behaviors in people who are not intimately familiar with it. Rock-climbing is an art that cannot be mastered within twenty-six days, yet the challenge of rock-climbing can be experienced within that time: the student can feel the achievement of a clear-cut goal on his first ascent.

⁸The ideas on this issue have come in part from discussion with Dr. A. Donn Kesselheim, Professor in Education at the University of Massachusetts in Amherst.

By reducing the number of variables that the student must contend with, the program tries to produce teaching/learning situations of maximum impact which result in relatively uncomplicated behavior. From an examination of the resultant behavior, students may come to an increased knowledge of the way they act and react in a variety of situations. The student who refuses to get up in the morning and run with the rest of the group has, by a simple act, made a statement about himself and his relationship to the group that can provide an opening for learning about himself and the other members of the group.

Action-Orientation

In almost every phase of the Outward Bound process there is a commitment to action, to doing. The prevailing value is on doing something and discovering, rather than talking about it and hypothesizing. In any teaching situation there is usually a conscious effort on the part of the instructor to compress the time between preparation and action. Frequently one feels a tension between adequate forethought and planning for an action and lengthy discussion which postpones the moment for action. In climbing especially, there are points in which decisive, unequivocating, committed action must be taken, and, as might be expected, it is at these points that most hesitation and uncertainty occurs. Frequently, the instructor rewards the taking of action here as indicating strength of purpose, regardless of whether or not the student succeeds at that particular move.

In this way, students come to learn that an active role is expected of them and begin to develop their own series of reinforcements for each other's actions. They are assisted by the fact that they can readily observe the results of practically every action they take. The results of a decision they make (or in many cases, a non-decision) become very clear to them as they live with its effects. The close feedback loop between an action and its result help the group build a back-log of experience together and to improve their skills in working and living together.

Confrontation

Confrontation at Outward Bound is central to the change process, a point which will receive a great deal of attention in the next chapter. In countless ways, students are confronting themselves, each other, the staff, and the environment. Out of these confrontations come adjustments in their own self-images, as they come to see the discrepancies between their ideal selves and their reality.

Confrontation between man and nature can be especially strong for some students, despite the pleas of many environmentalists that we stop looking at that confrontation as man against nature but rather man in harmony with nature. The fact is that most students do see their initial interaction with nature as a struggle for conquest and it takes some time before they are sufficiently comfortable in the outdoors and can begin to develop a different relationship with it. For some students, the

shift in relationship never comes, and they continue through their course and perhaps afterwards with an attitude of survival through conquest and dominance over nature.

Contrast

A major goal of the course is to develop the students' abilities to adapt to new and different situations. Adaptation goes hand in hand with confrontation, as students learn to adjust their behaviors to the requirements of each new situation. A skilled instructor will employ a great deal of contrast in his course: the rigors of a 24-hour group solo on a barren reef followed by a comfortable night in tents with hot food; an intense period of group activity followed by complete solitude; the exhilaration of a fast and exciting afternoon sail followed by routine clean-up of a latrine site back at camp. As students make the necessary shifts between activities, they are developing skills in adaptability which help to bring the group together and to increase its ability to face new situations together with confidence and capability.

Acquisition of Competence

As the course progresses, students are learning new skills almost daily. Some skills, such as swimming and emergency care, are evaluated by the instructional staff, others, such as navigation and cooking, by the students themselves. A group which has gotten themselves lost, or makes biscuits from powdered milk instead of flour will make an instant and often irreverent evaluation of their skills which will be likely

to change the behavior of those responsible the next time those skills are required. Whatever form evaluation takes, students generally begin to develop pride in their new-found abilities, and expeditions are often eagerly anticipated as testing grounds for those skills.

Responsibility

Responsibility is taught throughout the course in a variety of ways. Students learn quite early the need to keep their personal equipment in good condition since the failure to do so is generally obvious to all when the student gets wet, has to beg from his patrolmates, or otherwise impedes the group's progress. On the sea, care for the boat becomes primary and much time is spent in maintenance and repair which soon develops a spontaneous attitude towards sharing tasks throughout the course.

The instructor appoints the leadership of the group, often rotating it as the course progresses. By taking command of the boat in a situation requiring several important decisions, or having to navigate across difficult terrain, students are pushed into making decisions and taking responsibility for them. As the students achieve successes, the instructor withdraws from an active leadership role and students have to rely on their own resources more and more. Thus the responsibility for taking the proper action comes to rest on the student, and a feeling of what psychologist Robert White calls a sense of agency, or the ability to affect successfully one's environment, begins to develop in the student.

Sensitivity

Sensitivity must first grow out of awareness, and often before a student can develop fully his sensitivity to himself and to others, he must develop an awareness of phenomena around him. Navigation, with its need for acute perception and observation, provides many opportunities for a person to develop the habit of paying attention to cues around him. There is the opportunity to use senses that normally are overlooked: smell, hearing, touch. There is the need to integrate bits of perceptual information to reach a conclusion, to draw inferences from what is there, and often more importantly, what is not there.

As the student develops his sensitivity to natural phenomena, a corresponding change may be ready to take place in his sensitivity to others around him. An instructor who is in touch with the mental and emotional states of those in his group can, by modelling "sensitive behaviors," cause a change in the behavior of the group towards one another. And finally, though not necessarily sequentially, the student comes to be more aware of his own behavior and to be sensitive to the cues he himself is sending.

Compassion

Related to sensitivity, and perhaps the most visible demonstration of it, is compassion. For many people, and adolescent boys in particular, to ask for help and to accept it are quite difficult things. A kind of toughness - "I can do it myself, thanks" - prevails among many teenagers and prevents them from even recognizing that they may need help and

furthermore makes it a sign of weakness to ask for it. Outward Bound, both to try to change this behavior and to counteract the "cult of toughness" that many people associate with Outward Bound, tries to provide opportunities for people to show compassion to others in an easy, natural way that arouses little or no embarrassment or attention. Emergency care and the service projects have already been cited as ways for students to aid others. In addition, many of the tasks in a course are designed so that they cannot be accomplished alone and people must ask for help from one another. A student soon learns that it really is quite easy to call on someone else for help and that helping someone can produce pleasant feelings of self-worth in the helper.

Persistence

A fundamental necessity for completion of an Outward Bound course is persistence. Whether it takes the form of physical endurance or psychological stamina, persistence is required to complete successfully many of the tasks. Long, gruelling days and nights of rowing may be needed to make an objective on schedule. Making effective decisions under the stress of fatigue and weariness may mean the difference between a comfortable campsite set up before nightfall and a cold, cramped bivouac on a hillside.

Many Outward Bound instructors place a strong value on the completion of tasks. Students who have come to Outward Bound with habits of avoiding completion or of rationalization have a great deal of trouble adjusting to the expectation that a task once begun, must be completed.

(Perhaps this reflects what may be a national malaise among youth today - the avoidance of things which are routine, tedious, or difficult.) This is seen most often on expeditions when students have set goals for themselves which, because of fatigue or lowered morale, they try to change while under way. At least once during a course, the instructor and the students will have a confrontation over whether or not they will try to reach a goal they have set for themselves. If the instructor is able to help the students to see how persistence in that specific instance is related to their persistence in completing the whole twenty-six day period, the students may complete that difficult portion of the course and go on to set even higher standards for themselves. Another approach is to try to introduce a historical perspective and to look at the past generations of people who survived largely because of their ability to persevere under duress and to work towards goals they had set for themselves.

D. Outward Bound Describes Itself As A Process For Change

As an organization which relies on public support for both voluntary participants and for sources of funding, Outward Bound has had to develop public relations materials to communicate its essence to interested listeners. Popular articles have appeared in the news media and a number of short films have been produced by the organization and by outside film-makers. The appeal of Outward Bound is dramatic and spectacular and lends itself quite easily to overstatement and exaggeration. The intersection of the above events has led to misperceptions on the part of the public as to what Outward Bound is, and makes an accurate assessment of Outward Bound's real nature somewhat elusive.

For this reason, in order to further establish the connection between Outward Bound and change strategy, I will refer only to those materials and statements which originate directly from the organization itself and will choose to disregard those which are of a popular or "non-authentic" nature. This is not to deny their accuracy, since many have been written by participants in an Outward Bound course and represent a view at least as valid as that of those who have provided the experience for them.

(To restate, the definition of change that I am going to use throughout is the one provided by Edgar Schein, "the seeking out, processing, and utilization of information for the purpose of achieving new perceptions, attitudes, and behaviors.")

Outward Bound, Incorporated, the body which coordinates the establishment, fund-raising, and philosophical continuity of the six Outward Bound schools in the United States, has published a number of descriptive materials for use in attracting students from a variety of segments of our population. Though the tone of the materials differs between target groups (for instance, a teenage audience and a managerial group), the basic concepts that Outward Bound sees as dimensions of the experience remain the same.

From the Annual Report, 1968 comes the following:

An Outward Bound course is a three to four-week residential course which aims at enhancing in young people the following four human dimensions:

- 1) A sense of themselves through the confrontation of challenge in a wilderness setting;
- 2) A sense of compassion for their immediate companions through shared adventure in small groups;
- 3) A sense of responsibility for society-at-large through involvement in service and rescue training;
- 4) An understanding of man in a cosmic or spiritual context through the uses of solitude and introspection.⁹

⁹Outward Bound, Inc., "Outward Bound. Annual Report" (Andover, Mass.: 1968), p. 1.

From Outward Bound, A Catalog, the descriptive brochure for interested applicants in 1972 comes:

Outward Bound is a practical interpretation of educational philosophy articulated by Kurt Hahn, famed German and British educator. That philosophy assumes the following:

- that one reveres life for having experienced it in very real and dramatic terms.
- that from successful experience in an elemental setting, one can learn better how to respect self.
- that from respect of self can flow compassion and concern for others.
- that from compassion for others one draws the commitment for service to man.
- that in genuine service to the benefit of others, one best expresses on a day-to-day basis his reverence for life itself.¹⁰

And finally, from "Outward Bound In The Schools," a pamphlet explaining the role Outward Bound can play in educational innovation:

The Outward Bound Program emerges out of a defined set of assumptions, including:

- a belief in the value of personal confidence based on individual success.
- a belief in the reality of human interdependency.
- a belief that the human interaction which grows out of group responsibility and group accomplishment is essentially honest, useful, and healthy.
- a belief in the value of an intensive confrontation with fundamental natural forces.
- a belief in the value of extended solitude and contemplation.

¹⁰ Outward Bound, Inc. (Reston, Virginia: 1972).

-a belief in the value of performing meaningful service.

-a belief that much can be learned when problems are presented rather than answers given.

-a belief that maturity entails, among other things, having had real experience with a wide range of natural human reactions - fear, joy, fatigue, respect, hunger, laughter, pain, love.¹¹

Throughout these descriptions one finds a number of recurrent themes: the development of a series of heightened perceptions about one's self, one's companions, and the interaction which occurs thereby; a series of attitudes which place value on human relationships, especially those which are of a compassionate nature; a dedication to taking action on behalf of one's fellow man; and an orientation towards direct experience as the principal method of learning about these things. These descriptions stress the development of perceptions and attitudes in Outward Bound students, some of whom may already exhibit similar attitudes, others of whom may be oriented somewhat differently. The important point to observe here is that there is a set of values which Outward Bound is prepared to expose the incoming student to and from which a variety of behaviors will be expected. To return to Schein's definition, Outward Bound will try to provide information to the student about himself, about others, about nature, and about man, which will induce certain attitudes and perceptions (some of which are

¹¹Outward Bound, Inc. (Reston, Virginia: 1971).

listed on the previous pages) and which will result in certain behaviors, many of which may be significantly new to the student. In this way, Outward Bound is leading the participant through a process of change.

It should, however, be pointed out that this proposition is not universally accepted. There are those in Outward Bound who maintain that "Outward Bound is just an experience," one that participants can use as they wish. To be sure, this statement begs the question, for, no matter what the organization plans for the student, the choice is clearly his alone to make of it what he will. There is, however, a more serious issue behind that statement. First, the argument is not especially convincing, particularly in the light of the fact that Outward Bound stresses action and is staffed by people who share the common characteristic of being "doers" who are constantly putting their thoughts and philosophy into practice. To accept that the end goal of an Outward Bound course is merely insight is to negate the aspect of Outward Bound that speaks to an individual's social consciousness and to contravene the first part of the organization's motto: "To Serve. . . ." To have no expectations that students would manifest some of their changed attitudes in some kind of socially useful or improved human relations fashion leads to the conclusion that, from a cost-benefit point of view alone, Outward Bound is an excessively expensive "experience."

Second, and the point to which this dissertation is addressed, accepting the point of view that Outward Bound is "just an experience which we have provided" can, if precautions are not taken, absolve the

staff of taking responsibility for changes which have taken place in an individual. One can retreat to the position that if an individual chooses to enter an Outward Bound course, he takes responsibility for changes that may occur to him. Clearly, I am not suggesting that a kind of Jekyll-and-Hyde transformation will or could take place. What I do want to make clear is that, as will be shown in the next chapters, the hope of maintaining any lasting changes beyond the context of an Outward Bound course is not very good and that someone returning with high hopes for continuing as he did during his Outward Bound course is in for some cruel disappointments and conceivably may feel even less confident in his ability to control his life than he did before his course. I firmly believe that the Outward Bound staff must see themselves in the role of change agents, and must take responsibility for actively working to develop change in the student in such ways as to insure the continuation and growth of positive change and minimize the stress which is certain to occur upon re-entry into the student's former environment.

C H A P T E R I I

BEING A CHANGE AGENT INVOLVES A NUMBER OF DIFFICULTIES

- A. Human Behavior May Be The Result of Situational Determinants
- B. The Problem of Research - Who Defines Change And How is it Measured?
- C. Involvement in a Change Strategy Raises Some Important Ethical Issues
- D. Summary

An examination of the factors which seem to influence human behavior has led me to the conclusion that altering a person's behavior significantly is quite difficult, and beyond that, maintaining the change is even more difficult. The background for this statement lies partly in research and theory from the behavioral sciences and partly from day-to-day observation. Amitai Etzioni, for instance, has described the failure of a number of programs of planned change, from anti-smoking advertising to drug-abuse programs to "rehabilitation" in correctional institutions. Massive amounts of money are being spent with little result to show for the investment.¹²

Before considering some of the theoretical determinants of behavior, we need to take note of an important difference in approach to these issues: At times an oversimplified dichotomy appears, pitting the sociologist against the psychologist in a usually unproductive variation of the nature-nurture controversy. A simplistic view of this polarity puts those who see personality as something relatively unchanging,

¹² Amitai Etzioni, "Human Beings Are Not Very Easy To Change After-All," Saturday Review (June 3, 1972), p. 45-47.

totally within the individual, and the major determinant of his behavior, against those who feel that a person's behavior is almost entirely shaped by forces external to him and occurring largely within a group or organizational context. My own sympathies lie with those, like Gordon Allport, who see the need for an interdisciplinary approach:

Virtually all the theories I have mentioned up to now conceive of personality as something integumented, as residing within the skin. There are theorists (Kurt Lewin, Martin Buber, Gardner Murphy and others) who challenge this view, considering it too closed. Murphy says that we overstress the separation of man from the context of his living. Hebb has interpreted experiments in sensory deprivation as demonstrations of the constant dependence of inner stability on the flow of environmental stimulation. Why Western thought makes such a razor-sharp distinction between the person and all else is an interesting problem. Probably the personalistic emphasis in Judeo-Christian religion is an initial factor, and as Murphy has pointed out, the industrial and commercial revolutions further accentuated the role of individuality. Buddhist philosophy, by contrast, regards the individual, society, and nature as forming the tripod of human existence. The individual as such does not stick out like a raw digit. He blends with nature, and he blends with society.¹³ It is only the merger that can be profitably studied.¹³

In attempting to understand the processes of change at work in an Outward Bound course, I have leaned towards the side of those who, like Allport, see man's behavior as being difficult to separate from influencing factors around him. With respect to Outward Bound, this kind of analysis seems especially appropriate in light of the fact that the Outward Bound program is a series of consciously contrived situations designed to influence the behavior of participants in the experience.

¹³Gordon W. Allport, "The Open System in Personality Theory," Personality and Social Encounter (Boston, 1960), p. 47.

A. Human Behavior May Be The Result of Situational Determinants

Howard S. Becker describes the process of situational adjustment as a means for discovering some of the reasons behind changes in a person's behavior. As a person moves from social situation to social situation, he learns the requirements of continuing in each situation and of success in it. If the desire to continue in the situation is strong, and if he can both perceive what behavior is required and perform it, then he will turn himself into the kind of person that the situation demands.¹⁴

A corollary to this line of reasoning involves an examination of the situation itself. According to Becker's construct, it is possible for us to explain the motives for a person's behavior by an analysis of the situation; we need not know what there is in the person that requires that particular action or belief. All that is required is the knowledge that the person wishes to remain in the situation or to succeed in it. From that knowledge it can be deduced that he will do what is necessary in that situation.

The influential effect of situational adjustment is further understood by the observation that it occurs more frequently as a collective process, rather than an individual one. Instead of one person undergoing change, it is likely that there will be many

¹⁴Howard S. Becker, "Personal Change in Adult Life," in Bennis, Benne, and Chin, p. 259.

people, especially in institutions, who enter as a group and are processed through together. Schools provide the most obvious example of the collective nature of situational adjustment.¹⁵ In situations where groups are being socialized together, there occurs a kind of multiplier effect which increases the pressure to adjust to the new situation. Individual variances in response are reduced through peer-group pressure and, as long as the individual still possesses the primary requirement, that of wanting to remain in the situation, his socialization will be accelerated and will be difficult to resist.¹⁶

What implications does Becker's theory have for Outward Bound? First, for the course itself, it outlines a methodology for course design and planning, one which is used frequently by the Outward Bound staff: Determine what behaviors are desirable in the students and from past experience or through present experimentation, design learning situations which seem to be likely to evoke that set of attitudes and/or behaviors. Once the experience is set up, those students for whom it is important to finish and/or do well in the course will make the necessary situational adjustment.

¹⁵Becker, p. 261.

¹⁶Becker provides some stability in what would otherwise be a certainly chameleon-like existence through his concept of commitment. A person is said to be committed when he is observed pursuing a consistent line of activity in a sequence of varied situations.

Second, and the point to which this section is addressed, Becker's theory has great importance for what happens to a student after he leaves the course. If it is true that a student performs some of the new behaviors as a result of the Outward Bound situation, then it seems to follow that, upon leaving the Outward Bound school and returning home, he will then perform those behaviors which are required by his back-home set of situations.¹⁷ Thus, the Outward Bound school, which has taken great efforts to induce a set of attitudes, perceptions, and beliefs which are congruent with its value system and vision of social interaction, must then release the student to a previous set of situations which stand at least a fighting chance of recalling a set of former behaviors, some of which it spent a month trying to change. The point here is that the very same change factors which assisted Outward Bound in altering the student's behavior are going to be operating to change it back again when he returns home.

This leads me to two conclusions. In order to increase the chances that behavioral change will remain in a student after the

¹⁷At this juncture, one can hypothesize several possible adaptation options which might be open to him: carrying on both sets of behaviors, except where conflicts arise; changing back to his former behaviors; developing commitment to the new series of behaviors; or leaving and searching out new situations which he hopes will evoke the behaviors he wants to continue. The implications of these options will be discussed in the Chapter on Transfer.

course, the full dimensions of process of change in Outward Bound must be understood; transfer, or the stabilization and integration of the change into the student's day-to-day life, must be a constant focus for the staff throughout the course.

B. The Problem of Research - Who Defines Change and How is it Measured?

A review of research on Outward Bound reveals some general themes: All the research reviewed was concerned with the measurement of change in individuals who had attended an Outward Bound course. Most studies used subjective data as criteria for change and relied on the participant's assessment of his own behavior in the measuring of change.

Schroeder and Lee examined the results of Outward Bound experience on forty inner-city youths and found that as compared to a control group, they developed character attributes which indicated a significant positive attitude change towards themselves, others, and toward the possibility of their achieving more mature goals. The group was rated by its teachers as more positive and helpful and as possessing an increase in achievement motivation.¹⁸

Kelly and Baer examined the results of Outward Bound training on sixty adjudicated delinquent boys to measure the effect of training on self-concept and rate of recidivism. When evaluated against a control group who had been institutionalized in a routine manner, it was found that the Outward Bound-trained group showed a statistically significant increase in self-concept. Nine months after release, the recidivism rate of the two groups was compared and it was found that the Outward Bound group had 14% fewer returnees to institutional correction.¹⁹

¹⁸Harold M. Schroeder and Robert E. Lee, Effects of Outward Bound Training on Urban Youth (Princeton, 1967).

¹⁹Francis J. Kelly and Daniel Baer, Outward Bound Schools as an Alternative to Institutionalization for Adolescent Delinquent Boys (Boston, 1968).

Lovett studied the effectiveness of a high school guidance program which operated with conscious adherence to a philosophy consistent with that of Outward Bound. Students and counselors were evaluated against a control group and it was found that the Outward Bound group showed statistically significant gains in self-concept and effectiveness in working with others. The counselors were judged to be capable of giving more relevant advice to students and of carrying out effective counseling practice within an Outward Bound related program.²⁰

Wetmore examined the degree to which self-concept in adolescent boys is affected by an Outward Bound course and whether that change is influenced by differences in age, socioeconomic status, race, and other factors. In an extensive study of 291 boys at the Hurricane Outward Bound School, Wetmore found statistically significant changes in self-concept after a course and in a follow-up survey six months later. There were no significant relationships found between change in self-concept and the variables mentioned above. Forty-five per cent of the group wrote critiques of the effects of the course on their lives and 95% of that group reported that those effects were favorable. It was also found that the intensity of positive change in self-concept decreased after they returned to their home environment.²¹

²⁰Richard A. Lovett, Outward Bound: A Means for Implementing Guidance Objectives (University of Toledo, 1971).

²¹Reagh C. Wetmore, The Influence of Outward Bound School Experience on the Self-Concept of Adolescent Boys (Boston University, 1972).

A number of studies originating from the University of Massachusetts have been concerned with the effect of Outward Bound training on teachers and students. Schulze studied a group of 78 New Hampshire high school and college students to measure subjective change resulting from the experience. Among the effects recorded were an increase in self- and other- awareness and an appreciation of individual differences among diverse socioeconomic backgrounds.²²

Hawkes, Delaney, Woodbury, and the Schulzes conducted an extensive survey of three Outward Bound Teachers' Courses to examine Outward Bound's effect on personality and teaching. The study was without a pretest and was thus limited to post-course observations. Data were gathered through self analysis instruments, journals, interviews and some observation of classroom behavior. The teachers felt that as a result of Outward Bound, they were more empathetic toward their students, gave more relevant instruction, encouraged student independence and generally were more effective in student-teacher relationships.²³

Schulze also studied the effect of Outward Bound adaptive programs on twelve high schools. This major study analyzed subjective responses to questions asked of administrators, teachers, and students, and parents.

²²Joseph R. Schulze, Evaluation of the Effects of Outward Bound Training Upon Dartmouth College Students and New Hampshire Secondary School Students (University of Massachusetts, 1970).

²³Glenn Hawkes, et al., Evaluation of Outward Bound Teachers' Practica (University of Massachusetts, 1970).

Outward Bound appeared constantly as a catalyst, promoting questioning and evaluation at every level of the school. Experiential education became the focus for discussion and experimentation. In some schools, changes in curriculum and human relations were directly traceable to the Outward Bound program at that school. The study outlined a series of recommendations for effective interaction between Outward Bound and other school districts.²⁴

Fletcher undertook the most extensive research effort completed to date in a two-year survey of existing practices at the Outward Bound Schools in the United Kingdom. At the request of the Outward Bound Trust, the governing body for all Outward Bound Schools, Fletcher reviewed the literature, became familiar with the U.K. schools, surveyed organizations which have sponsored students to Outward Bound, and designed research instruments to be administered to students and sponsors. Among the research findings were the following observations: The main objective in sending boys to Outward Bound, according to their sponsors, was the improvement of the individual as an individual in both character and general maturity. Subsidiary aims were to develop the ability to work with people of all types and to develop qualities of leadership and responsibility. The majority of students and sponsors agreed that Outward Bound was successful for the participants, though the students were more enthusiastic than their sponsors in that judgment.

²⁴Joseph Schulze, An Analysis of the Impact of Outward Bound on Twelve High Schools (University of Massachusetts, 1971).

Sponsors and students alike agreed that character development in Outward Bound occurs mainly in the areas of increased self-confidence, greater maturity, and greater awareness of the needs of others and the ability to mix well.

Sponsors and students reported that 20% of the students received promotion at work as a result of Outward Bound training. Sixty-six per cent of the students reported that, after leaving Outward Bound, they were actively continuing outdoor activities begun on the course, particularly sailing and canoeing, and felt that their leisure time had been enriched by these activities. Thirty per cent reported that they had entered voluntary youth work of a social service nature following their course. Finally, there was a high proportion of sponsors and students who felt that the influence of the Outward Bound experience was likely to persist. Fifty-five per cent of the sponsors felt it would last for life, 38% that it will last for several years.²⁵

Keay reported a pilot study done in New Zealand to determine the effects of Outward Bound on character development in the areas of maturity, persistence, and self-confidence. By using the Cattell Sixteen Personality Factor Questionnaire, Keay was trying to see if the changes described by participants and sponsors after an Outward Bound course could in fact be measured by a psychological test. He found

²⁵Basil Fletcher, The Challenge of Outward Bound (London, 1971).

that this was the case and that emotional maturity and self-confidence changed significantly for the better. Some changes appeared to be temporary (persistence) while changes in emotional maturity and self-confidence improved with time.²⁶

From this review of the literature on Outward Bound there are a number of conclusions which may be drawn which indicate the need for further research and evaluation. While there is no doubt that valuable information has been collected and analyzed as to the effects of Outward Bound training on students, there remains, to my mind, one serious deficiency.

I view almost all of this research as corroborative, that is, it provides statistically significant evidence of the changes that Outward Bound staff have found through intuition and subjective observation. Certainly such validation of their observations is becoming increasingly necessary as funds for projects such as Outward Bound are in increasingly short supply and sponsors are requiring visible demonstrations of the effect of such programs. But it is at this point that I am reminded of the view of Dr. Thomas Hutchinson in which he points out the vital necessity of keeping separate two easily confused entities: evaluation and public relations. Public relations, per se, has a definite value, says Hutchinson, but it can be disastrous to confuse it with evaluation. Public relations is designed to

²⁶William K. Keay, "Lies, Damned Lies," Strive Magazine, Vol. 2, No. 1 (Summer, 1971), pp. 35-36.

communicate an image of the enterprise to possible consumers and supporters, while evaluation should serve the function of providing data to enable decision - makers to make decisions.²⁷

My contention is that, with a few exceptions, the bulk of this research does not tell Outward Bound people anything which they did not know already. Intuitively and subjectively Outward Bound instructors have been aware that their students are different at the end of a course and that those differences occur in the areas of maturity, self-confidence and the ability to get along with others. The statistical evidence is good corroboration of their subjective analysis, but provides little information that is truly usable by the Outward Bound practitioner.

I wish to make it clear that I am in no way denigrating the research done to date. My position is similar to that of one of the researchers, William Keay, when he states:

The ideal solution will be a clear and objective way of describing the effects of an Outward Bound course which will answer the questions - what changes? in whom? how much? and for how long?²⁸

I view the issue as resting on two fundamental difficulties: First, the problem is one shared by education in general - a lack of clear goals. Clarity is missing here, not in the thought that went into choosing the present goals, but in their statement in measurable terms. A review of

²⁷Dr. Thomas Hutchinson, Personal communication (University of Massachusetts School of Education, 1970).

²⁸Keay, p. 35.

the goal statements on page 28 will reveal their thoughtful choice and congruence with some important values but also their imprecision in terms of behavioral outcomes. Outward Bound people speak of this or that course as "successful," but the criteria for success are locked into the subjective interpretation that each staff member has of Outward Bound. (Clearly this can be a positive factor in Outward Bound's favor, for it allows people to move forward and to take action without being held back by semantic precision.) If the instructor's intuitive judgment (which presumably sparks such evaluation) could be used to develop a set of more measurable criteria, then we might have (a) a clearer picture of what was happening in a course and (b) a knowledge of what to look for in follow-up studies as an indicator of transfer.

A second difficulty is one over which Outward Bound has little, if any, control. Despite the extensive research in the behavioral sciences, we are still a long way from thoroughly understanding how, why, and to what extent people change or can be changed. Conflicting schools of thought exist on the subjects of personality formation, environmental influence, sociological pressures, and techniques of intervention. Fletcher, for instance, points out that several studies which were done on Outward Bound and upon which a number of conclusions have been based used the Sixteen Personality Factors Test, an instrument which is based upon a controversial theory of personality which is not widely accepted.²⁹

²⁹Fletcher, p. 15.

In addition, the issue of self-knowledge and self-concept opens up yet another theoretical Pandora's box. A tidy resolution of this point is probably impossible at the present time. The issues are these: Outward Bound's goals for personal growth are largely centered in the area of self-knowledge and self-adjustment. One comes to know one's self better, it seems, as a result of Outward Bound. But, and here is the fatal question, does fresh insight into one's self necessarily result in changed behavior? Is it true, for instance, that knowing that you are capable of a great deal more physical effort than you ever imagined (perhaps in running several miles each morning) is going to insure that you will continue to do so after the course? Is it true that knowing first-hand that you are part of a fragile ecosystem is going to increase the likelihood that you will continue proper ecological practices for years after Outward Bound? If your answer to the above questions was a tentative yes, are you ready to accept the consequences of an inversion of them? For instance, should a person who has gained the insight that he is apparently unable to do something, (for instance, perform five chin-ups) stop trying? Or perhaps more importantly, should a person, upon discovering that because of certain racist attitudes he holds, he is unlikely to get along well in interracial situations, cease trying to modify his racist behavior? These are not easy issues and there is currently a great deal of debate among scholars on the question of the value of insight. Thus the reality of an Outward Bound course is subject to a number of theoretical interpretations, depending on the major field and personal bias of the observer.

(An equally serious difficulty lies in the design and implementation of research in Outward Bound. For a discussion of this subject, see Appendix B.)

To return then to Hutchinson's view of evaluation, the kind of research that is needed in Outward Bound is that which provides the organization with information which it can use on a day-to-day and overall planning basis to determine what actually happens in a course, what effects that has, and how those practices can be modified to produce desired results. True, there is at present a need for public relations information as to how many students felt an increase in self-concept or similar positive results following a course so that outside organizations will continue to support Outward Bound and to send students through a course. But that information does not help Outward Bound to determine its own effectiveness, nor does it tell the staff what they should be doing differently, if anything at all. In my view, what is needed is to specify what changes we are trying to produce in an Outward Bound course, who decides what those changes are to be, and who decides who decides.

C. Involvement In A Change Strategy Raises
Some Important Ethical Issues

As soon as someone undertakes the role of influencing or altering another person's behavior, there emerges a number of ethical and value-related questions. These questions are present, whether or not the influencer chooses to address them. Two prominent issues are those of manipulation and of value-orientation. Herbert C. Kelman describes the consideration of manipulation as an ethical dilemma: One position (which has achieved great currency today) is that any manipulation of a person's behavior by another person is a violation of the first person's essential humanity and freedom of choice. This is true no matter how benevolent or "good" the intentions of the influencer. Yet the dilemma occurs when one realizes that any effective form of behavior change inevitably involves some degree of manipulation and control and at least an implicit imposition of the influencer's values on the person being influenced. Kelman says:

There are many situations in which all of us - depending on our particular values - would consider behavior change desirable: for example, childhood socialization, education, psychotherapy, racial integration, and so on. The two horns of the dilemma, then, are represented by the view that any manipulation of human behavior inherently violates a fundamental value, but that there exists no formula for so structuring an effective change situation that such manipulation is totally absent.³⁰

³⁰Herbert C. Kelman, "Manipulation of Human Behavior: An Ethical Dilemma for the Social Scientist," Journal of Social Issues, XXI, No. 2 (1965), p. 33.

Clearly, this dilemma does not seem to paralyze too many of those today who are in positions of influence and change. What it can do, however, is to force a consideration of the degree of manipulation being used, with a view to reducing that degree as much as possible, provided such a position is consistent with the influencer's own value structure. An Outward Bound course is manipulative to a fairly high degree: almost every waking minute is scheduled for the student by someone else. As the course progresses, the schedule is changed, if necessary, to produce the desired effect on the participants' behavior. Persons who are having difficulty adjusting to the course requirements are given special attention by their instructors in an attempt to reach the goals of the course. The fact that such influence is generally benevolent and is performed in the service of what seems to be best for that particular student does not alter the fact that manipulative techniques are being used. It is very important for each instructor to have recognized this dilemma and resolved it somehow for himself, for without doing so he may fail to realize that he is engaged in the control of someone else's behavior. He may run the risk of intoxication with the goodness of what he is doing for and to the student and fail to recognize the ambiguity of his control.³¹

An absolute necessity, then, is that Outward Bound - both at the policy-making level and at the individual instructor's level should engage in thorough and constant value clarification and labeling.

³¹Kelman, p. 36.

A second difficulty the instructor may face in the area of values is the difficulty of recognizing the difference between ethical and technical considerations. Kenneth D. Benne points out the problem of distinguishing between the two. In a "purely technical" problem, the elements of the problem are externalized. The "self" of the influencer is not part of what is being judged in looking for the solution to the problem. In Outward Bound, the philosophy and goals of the organization are not part of the problem either. What is involved is a consideration of those factors dealing with the technical skill of the instructor, explicit qualities the organization had in mind when they hired him or her.

In an "ethical" problem, on the other hand, what is at stake is the instructor's own philosophy, his interpretation of Outward Bound philosophy, his credibility, his future career, and the possible futures of those over whom he exercises responsibility.³² Yet the problem occurs in that in an Outward Bound course, the technical matters are in the service of an overall ethical philosophy. What appears to be simply a technical problem with a technical (and sometimes pat) answer may in fact be an ethical problem in which values, some of which may be unstated or unrecognized, are coming into play. Any time one looks at a question as being "merely technical," the answer is found by examining readily ascertainable facts and coming to seemingly logical conclusions. The

³²Kenneth D. Benne, "Some Ethical Problems in Group and Organizational Consultation," in Bennis, Benne, and Chin, p. 596.

danger is that the question is not in fact merely technical but is ethical and value-laden and that the values behind the decision will be obscured by the seemingly technical requirements of the solution.

For example, during the daily safety check of a student on solo, the student, who has managed to get himself, his sleeping bag, and his matches wet, and is generally miserable and hungry, pleads with the instructor to allow him to terminate his solo and to return to base camp. The instructor makes several seemingly technical assessments: the condition of the student's health, his frame of mind, the weather conditions, and in general, his ability to continue on solo. After assessing these relatively observable phenomena, the instructor decides to persuade the student to remain on solo and does what he can to insure that the student will do so without a severely traumatic experience. These decisions, he may feel, were based on an objective analysis of the situation coupled with his technical experience as an instructor. What must also be recognized, however, is that value considerations played a major part in that decision as well. It seems likely that the instructor valued persistence and completion of a task once begun, that he felt that the individual could and should endure the discomfort because of a higher goal the instructor held for him.

Why do I emphasize the necessity of being aware of one's own values in a situation of influence? First, if it is done honestly and accurately, it can help to provide a built-in evaluative mechanism that keeps the instructor and the organization aware of the role they have chosen as change-agents and the responsibilities such a role carries

with it. Such value examination can help to insure that the organization is operating from a consistent and realistic value position - a necessity in an age of rapidly shifting values and attitudes. Second, as the organization matures and as knowledge from the behavioral sciences on more effective ways of behavior education is used in its courses, it seems likely that Outward Bound will get increasingly better at influencing people. Unless an on-going process of value examination and clarification is happening concurrently, there is the danger that the question, "Influence and behavior change towards what ends?" will not be asked with the frequency it needs to be.

Adopting a role of change-agent carries with it a number of value-laden issues and responsibilities. To hope that any organization (any more than any human) can consistently make the "right" decision in value situations is clearly unrealistic. But what can happen, if there is an honest and thorough examination and re-examination of the values that people in Outward Bound hold, is that decisions are being made with conscious reference to values that are identified and clear to all, instructor and student alike.

D. Summary

I have allied myself with those theorists who maintain that human behavior is, in large measure, situationally determined. Thus, a person behaves as he does during an Outward Bound course as a result of the experiences the staff have designed for his group. The socialization effect is increased by the fact that the group exerts pressure on its members to conform to norms that have been established for and by them. In addition, the effects of any change strategy which is implemented in isolation from the individual's home environment will be subjected again to those same pressures upon his return and he will be urged to resume his previous patterns of behavior. The problem of maintaining change is further complicated by the lack of clear goals for change and the difficulty of measuring success at those goals. I do not believe that we as yet possess research tools sophisticated enough to measure behavioral change effectively, nor are theories of personality change sufficiently developed to offer background for this research. Finally, whenever a change strategy is implemented, some important value-related issues are raised which must be dealt with effectively by those who are in the position of influence.

C H A P T E R I I I

CHANGE THEORY AND OUTWARD BOUND: PREPARING FOR CHANGE

- A. Some General Statements About Change Theory and Outward Bound
- B. An Overview of The Three-Step Model For Change
- C. The Unfreezing Stage - A Theoretical Analysis
- D. Implications For Outward Bound
- E. Summary

A. Some General Statements About Change Theory and Outward Bound

From the many institutions, organizations, and professional individuals who are concerned with behavior change has come a vast amount of literature on the subject of social change. Government, business, medicine, education, and law, as well as parents, friends, and lovers are all deeply involved in maintaining or changing the behavior states of other individuals and groups. This generalization comes to an abrupt halt, however, when one considers the variety of methods used to influence the behavior of another person. Techniques of persuasion, coercion, indoctrination, socialization, interaction and all their multiple combinations and variations may be used.³³ Change may be conscious, deliberately planned, or may occur by chance and serendipity.

³³Warren G. Bennis, Changing Organizations (New York, 1966), p. 83-84.

Under discussion here are theories of change which relate to instances of planned change in which there is "some perceptible difference in a situation, circumstance, or a person between some original time t_0 and some time later t_1 ."³⁴ Among the various types of planned-change strategies, the ones which seem to have the most relevance to Outward Bound are those described by Robert Chin and Kenneth Benne as Normative-Re-educative Strategies. These as a whole see man as guided in his actions by a normative culture, that is, one which is derived from socially determined meanings, norms and institutions.³⁵ Changes in patterns of action are therefore not only changes in the thought processes of man, but in his habits, norms, and values. (These strategies are, for instance, in contrast to those which appeal to man as a strictly rational being who will change his behavior if he is persuaded of the logic of making such a change.) Normative-re-educative strategies do not overlook the rational element, but they stress that change must occur at other levels as well, in order to be lasting.

³⁴Egon G. Guba, "A Model of Change for Instructional Development," (paper prepared for the Educational Media Conference, Indiana University, June, 1968, quoted in Louis M. Maguire, Observations and Analysis of the Literature on Change (Philadelphia, 1970), p. 8.

³⁵Robert Chin, Kenneth D. Benne, "General Strategies for Effecting Changes in Human Systems, " in Bennis, Benne, and Chin, p. 43.

It may be helpful to list some of the characteristics of normative-re-educative strategies to get some perspective on where Outward Bound fits in.

- 1) All these strategies emphasize the client and his involvement in working out programs of change and improvement for himself. There must be a relationship between the way the client sees the situation and the way the change agent sees it.
- 2) The situation for change probably lies in the attitudes, values, and norms and in the external and internal relationships of the client and may require alteration or re-education of them as a condition of change.
- 3) The change agent must learn to intervene mutually and collaboratively along with the client into efforts to define and to solve the client's problems. This leads to a here-and-now emphasis which can assist in examining the need for change and determining the best way to go about it.
- 4) Nonconscious elements which are impeding change need to be brought into public consciousness and reconstructed.
- 5) The methods and concepts of the behavioral sciences are resources which can be brought into service of the change strategy.³⁶

The connections between this class of theories and Outward Bound are immediately apparent and it is from this group that the theoretical material which forms the basis of the next three chapters will be drawn. However, another observation needs to be made: The characteristics just listed do not indicate a complete identity between this group of theories and Outward Bound. There are areas of significant overlap, but they are not the same thing. Such is the case as well in the theoretical material that will be presented later in the dissertation

³⁶Chin and Benne, p. 44-45.

and thus it is important that my position on the relationship between theory and practice is as clear as possible. I believe that I have established the relationship of Outward Bound to strategies for planned change through an examination of historical antecedents, programmatic description, research efforts, and philosophical position. Hence, I feel that Outward Bound can profit a great deal from juxtaposition with theories of planned change. Outward Bound is, as has been said, an intensely action-oriented organization. Its activity and schedule have not often permitted the luxury of theorizing beyond those immediately relevant areas of daily concern.

As one who has been both an Outward Bound instructor and a student of educational change, I am attempting to effect a synthesis of the two areas, remembering Theodore Sizer's recent remarks about the need for professional educators (and here I include Outward Bound) to respect and to use theory effectively in order to focus more accurately on what they are doing.³⁷ I do not want to posit a one-to-one correspondence between the theory I present and Outward Bound. The experience is sufficiently unique so as not to fit neatly into some theoretical pigeon-holes. But, despite its emphasis on action and de-emphasis on talking and theorizing, Outward Bound does concern itself almost wholly with human behavior - a topic about which there is a wealth of information, research, and theory. It would be myopic indeed to avoid looking at this information merely because it

³⁷Theodore R. Sizer, "Three Major Frustrations: Ruminations of A Retiring Dean," Phi Delta Kappan, LII, No. 10 (June 1972), p. 632.

was obtained from an area of study not immediately connected to the wilderness environment. Working with people in the woods or on the sea should not obscure the fact that one is nonetheless working with people - and that their behavior patterns have been shaped by forces which are the subject of research in schools, factories, businesses, and the military. That information, in cases where techniques of behavior change have been tried, is of value to an organization like Outward Bound whose business is people.

Behavioral science theory will be drawn from three main areas.

The main framework for the theoretical portion will be drawn from the three-step model for change conceptualized by Kurt Lewin and further developed by Edgar Schein. In addition, the work of David McClelland on teaching achievement motivation will be used to augment Lewin and Schein's third step in a section on Outward Bound and transfer. Within that framework, the writing of Chris Argyris and other researchers in human relations training will be used in a section on security and psychological safety.

B. An Overview of the Three-Step Model For Change
Developed By Kurt Lewin and Edgar Schein

In order to understand the sequential nature of the mechanisms of change or influence, an overview of the total process will be presented in a condensed version, followed by an in-depth examination of each step as it applies to an Outward Bound course.

Kurt Lewin was one of the first theorists who tried to depict the process of change. He first developed the concept that change occurred in three stages: "Unfreezing, moving, and freezing of a level."³⁸ Each of these steps was then further developed by Edgar Schein, whose work will form the main basis for theory discussion.³⁹ This framework was developed to encompass changes in beliefs, attitudes, and values which occur during socialization, therapy, and other processes involving the person's self or identity. It focuses on an important element of the change process, that of having to unlearn something before something new can be learned.⁴⁰

³⁸Kurt Lewin, "Quasi-Stationary Social Equilibria and the Problem of Permanent Change." The Planning of Change, First Edition, Warren G. Bennis, Kenneth D. Benne, and Robert Chin, editors (New York, 1961), p. 237.

³⁹Edgar H. Schein, "The Process and Mechanisms of Change or Influence." Interpersonal Dynamics, Revised Edition, Warren G. Bennis, Edgar H. Schein, Fred I. Steele, and David E. Berlew, editors (Homewood, Illinois, 1968), pp. 338-368.

⁴⁰Schein, p. 338.

Stage I - Unfreezing. Most of the attitudes and behaviors addressed by this theory are those which are integrated around and within the self, hence change implies giving up of something to which the person has previously become committed and which he values. Schein points out that any change in behavior or attitudes in this area tends to be emotionally resisted "because even the possibility of change implies that previous behavior and attitudes were somehow wrong or inadequate, a conclusion that the change target would be motivated to reject."⁴¹ Thus a motivation to change must be created, altering the present stable equilibrium which supports the present behavior and attitudes. This is the step that Lewin saw as unfreezing, making something solid into a liquid state. In this step, the person's defenses which tend to be aroused must be either made less operative, circumvented, or used directly as change levers.⁴²

Stage II - Changing. Once the balance which supports the person's behavior and attitudes has been upset,

once he has become motivated to change, he will seek information relevant to his dilemma. That is, he will seek cues as to the kind of changes to make in his behavior or attitudes which will re-establish a comfortable equilibrium for him. Such information may come from personal or impersonal sources, from a single other person or from an array of others, from a single communication or from a prolonged search. It is this process, the seeking, processing, and utilization of information for the purpose of achieving new perceptions, attitudes, and behaviors which we have called 'changing.'⁴³

⁴¹Schein, p. 339.

⁴²Ibid.

⁴³Schein, p. 340.

Stage III - Refreezing. Following Stage II, in which new responses were developed based on new information, there occurs a significant problem,

whether (or not) the new behavior and attitudes fit well with the person's other behavior and attitudes and whether they will be acceptable to his significant others. The process of integrating new responses into the ongoing personality and into key emotional relationships leads ultimately to changes which may be considered to be stable. If the new responses do not fit or are unacceptable to others, a new process of unfreezing is initiated and a new cycle of influence is thereby set up. Stable change thus implies a reintegration or a stage of 'refreezing' to continue with Lewin's terminology. Just as unfreezing is necessary for change to begin, refreezing is necessary for change to endure.⁴⁴

The diagram on the following page may help to visualize the entire change process, step by step. The mechanisms of change will be dealt with in the separate sections on each stage.

Each stage of the theoretical analysis will be dealt with in the same manner: First a description of the theory itself will be presented. This will be followed by a section which outlines the parallels between the theory and Outward Bound practice. Following these sections, some implications will be drawn for the reinforcement or modification of existing practice.

⁴⁴Schein, p. 340.

FIGURE I. The Process of Influence and the Mechanisms Underlying Each Stage⁴⁵

- Stage I. Unfreezing: creating motivation to change
Mechanisms: a) lack of confirmation or disconfirmation
b) induction of guilt-anxiety
c) creation of psychological safety by
reduction of threat or removal of barriers
- Stage II. Changing: developing new responses based on new information
Mechanisms: a) cognitive redefinition through
(1) Identification: information from
a single source
(2) Scanning: information from multiple
sources
- Stage III. Refreezing: stabilizing and integrating the changes
a) integrating new responses into personality
b) integrating new responses into significant
on-going relationships through reconfirmation
-

⁴⁵Schein, p. 339.

C. The Unfreezing Stage - Theoretical Analysis

The fundamental assumption upon which the three-stage process is based is that the change target's significant behavior, beliefs, and attitudes are all organized around and supported by his self-image. A further assumption is that the person presents himself differently in different social situations. Therefore, it is his "operating self-image" which is relevant in any given situation. Furthermore, this operating self-image is directly related to the person's definition of the situation and his image of the other people in the situation.⁴⁶ Stated in another way, a person's behavior will be determined by how he "reads" the situation, what he sees other people's behavior and attitudes to be in the situation, and what he thinks he "ought" to do in the situation, based on the way he wants to present himself. Given the background for his behavior, there are three basic change strategies which may cause him to alter his values, attitudes, perceptions, and behavior:

1. Lack of Confirmation or Disconfirmation. Because there is an interdependence between self-image, definition of the situation, and image of others in the situation, the process of unfreezing can begin by a lack of confirmation (or verification) of some of the things the change target had assumed to be true. In addition, there can be disconfirmation, or actual disagreement, in which he finds things are in fact contrary to what he had assumed them to be. What can happen is

⁴⁶Schein, p. 340.

that he can be confronted with the information:

- 1) that his self-image is out of line with what others and the situation will grant him or be able to sustain;
- 2) that his definition of the situation is out of line with "reality" as defined by others in the situation;
- 3) that his image of the others is out of line with their image of themselves or of each other;
- 4) one or more of the above in combination.⁴⁷

In a situation involving lack of confirmation, then, the relevant information is lacking, and where aspects of the self continually fail to be confirmed, it is possible to predict a gradual atrophy or unlearning of these aspects. In disconfirmation, some assumptions that the change target has made about himself, others, or the situation have been proved wrong and this can produce a more immediate disequilibrium which requires immediate change or new learning.

Outward Bound Parallels: Much of what first happens to a student in an Outward Bound course centers around these two mechanisms. Many courses begin with a so-called "quiet walk" in which students are taken through a particularly wild piece of terrain involving heavy physical effort and stamina and generally including a swamp or a river that must be crossed, guaranteeing that everyone will arrive back at camp quite wet and very tired. Despite the fact that students may have taken the pre-course information seriously and have tried to get into good physical shape before the beginning of the course, they will probably be exhausted and painfully aware that they are not yet up to the

⁴⁷Schein, p. 341.

standard of physical conditioning the course requires.

Disconfirmation can be even more dramatic for some students. Upon arriving at the Outward Bound school, they will be issued new equipment requiring new skills to use; they may be in a totally new environment with a group of strangers, and may almost be suffering a kind of "culture shock." They are experiencing something akin to what Goffman has called "mortifications of the self," a technique used by military academies, rehabilitation centers, convents, mental hospitals, and some schools. In the extreme version of the technique, the new entrant may be deprived of his clothes, his personal possessions, his hair, perhaps even his name, in order to communicate to him that his former identity and behavior will not be valued very highly in the new institution.⁴⁸ While an Outward Bound course is nowhere near as "mortifying," for most students a process of unfreezing begins almost immediately.

2. Induction of Guilt Anxiety. A second type of mechanism for unfreezing occurs when a person reacts to lack of confirmation or disconfirmation, not by rejecting the information or its source, but by feeling a sense of inadequacy in himself. This sense of inadequacy may:

- 1) be felt in reference to a failure in living up to some ideal self-image;

⁴⁸Erving Goffman, "On the Characteristics of Total Institutions," Proceedings of the Symposium on Preventive and Social Psychiatry (Washington, D.C., 1957).

- 2) result from a feeling of disappointing others whose reactions are valued;
- 3) result from a failure to honor some obligation that has been assumed.⁴⁹

Change will occur in the attempt to reduce, or more commonly to avoid guilt anxiety.

This type of anxiety occurs when the change target thinks that he has failed to live up to the image that society or some significant other people expect of him, and/or has disappointed change agents who have invested time and energy in trying to change him.

Outward Bound Parallels. Katz and Kolb have written about the pervasive and compelling nature of the Outward Bound ideology.

Outward Bound is a "special place" where "special things" happen:

Outward Bound is portrayed as an effective tradition-tested way of self-discovery. There are numerous references to the Outward Bound movement, and the people who through the years have taken the Outward Bound path. There is an assumption that the Outward Bound program is intrinsically educational. Moreover, there is an assumption that Outward Bound can be successful with all types of boys, that each boy will benefit in his own way.⁵⁰

Thus when the student enters Outward Bound, he finds that there are some expectations operating which have a basis in past history and tradition. The very positive attitude taken by all the staff further

⁴⁹Schein, p. 342.

⁵⁰Richard Katz, David Kolb, "Outward Bound and Education for Personal Growth," in Francis J. Kelly and Daniel J. Baer, Outward Bound Schools As An Alternative to Institutionalization For Adolescent Delinquent Boys (Boston: 1968), p. 107.

loads those expectations and the student is forced to change or else bear the guilt that he cannot (or will not) live up to those standards and may disappoint those who seem so certain that he will succeed.

3. Creation of Psychological Safety. This mechanism may be one of the most important as far as an Outward Bound course is concerned.

In this instance, psychological safety is created by removing of barriers to change or by the reduction of threat. In these cases,

one must assume that the change target already has some motive or desire to change but experiences a conflict which prevents the actual change from occurring. Either the change is inherently anxiety-provoking because it brings with it the unknown, or else it is perceived by the person to have consequences which he is unwilling or unable to bear. The change agent may in these instances (1) try to reassure the change target; (2) try to help him bear the anxiety attendant upon change; or (3) attempt to show the target that the outcome is more palatable than he may have assumed.⁵¹

Under such conditions where psychological safety is involved, the manner and attitude of the change agent seems to be critical in gaining the confidence of the change target.

Outward Bound Parallels. An Outward Bound course produces a number of situations in which an individual's psychological safety may be in question. The most visible risks are obviously the physical ones: falling, capsizing, drowning, getting lost, freezing, and starving. Yet there is clearly a psychological component to each one of these physical phenomena. This is especially true in light of the fact mentioned previously that some of the dangers in Outward Bound are more apparent than real.

⁵¹Schein, p. 342.

There may be psychological danger on an interpersonal level as well. For a person who has spent much of his life closed off to others, there is real psychological threat in letting down the barriers and allowing the rest of his patrol to see him as a fully human being. For boys who have been raised in a masculine tradition of bravado and toughness, the showing of emotions, especially tears, under stress is psychologically very threatening. Yet it is at just these peak moments that a breakthrough may be achieved within the patrol and may represent the moving of the group to a new level of psychological safety and trust.

D. Implications For Outward Bound

The Problem of Balance. In summarizing these three major mechanisms of the first stage of change, Schein points out that there must be a balance of disconfirmation, guilt anxiety and psychological safety. There are two dimensions to this balance:

1. If disconfirmation and/or guilt anxiety are too high, the change target will either leave the situation or, if this is not possible, will become defensive and cling more rigidly to his present behavior and equilibrium.⁵² Students who have left an Outward Bound course before its end often show a pattern of intransigence or rigidity of behavior before the decision is made to leave. They will deny the validity or accuracy of observations that others may make about them, becoming defensive and closed to those around them. Chris Argyris has pointed out that as people experience threat (in this case he refers to interpersonal threat) they return to a survival orientation in which they may, through the use of defense mechanisms, withdraw, distort, or attack the environment. In all cases, the end result is to reduce the probability that the individual will learn from the environment.⁵³ Here again it is important to recognize that what was once only physical threat may have become psychological or interpersonal threat.

⁵²Schein, p. 342.

⁵³Chris Argyris, "The Nature of Competence Acquisition Activities and Their Relationship To Therapy," Journal of Applied Behavioral Science, IV, No. 2 (1968), p. 164.

It may be expressed in interpersonal terms, i.e., losing face, or letting the group down, and may result in the behavior outlined above.

It would seem that the role of the instructor is vital in such situations. Some people are open to learning about some of their behaviors but closed or blind to learning about others, thus sensitivity is needed to perceive when defensiveness is setting in so that conditions of psychological safety can be increased and the person can continue to learn about himself in a relatively non-threatening way. Argyris emphasizes the vital need for the person to remain "open" in order for learning to continue. He points out that openness and closedness are affected by the duration of the threat: a threat could produce momentary closedness if it is of short duration, or it could produce long-lasting closedness if it persists over time.⁵⁴ Thus it would seem that, since disconfirmation may produce the threat of having to change, and a large amount of disconfirmation may run the risk of "closing off" the student to further learning, an Outward Bound course should be designed and scheduled in such a way as to move as quickly as possible from the disconfirming or unfreezing stage to the changing stage. But, since disconfirmation occurs at many different points in the course, and one person's disconfirmation may be another's confirmation, the instructor and the course planners must be flexible and ready to move quickly towards conditions of change and psychological safety.

⁵⁴Argyris, p. 166.

For example, there may be a point that a sensitive climbing instructor can detect at which a student is under too much stress to be able to learn effectively and should be moved rapidly into a supportive instructional style in which the exercise of overcoming stress and fear is forgotten and conditions of psychological safety established as quickly as possible. Joseph Nold, Director of the Colorado Outward Bound School points out,

the deliberate use of tension is a delicate matter which the Outward Bound instructor is always faced with. He must know when they are ready for stress and how much stress they can withstand. There is only a hair's breadth between tension that is creative and growth-oriented and tension that produces only frustration and hostility.⁵⁵

2. If psychological safety is low, even small disconfirmations will appear as threats, thus reducing the likelihood that a person will pay attention to them. But, if psychological safety is high, conditions may exist where a small disconfirmation may trigger a change process. In some cases this may happen because there is a remembered disconfirmation from a past experience which a person may come to see in a new light when conditions are "ripe" for learning.⁵⁶

For Outward Bound, producing this balance may seem somewhat of a paradox: The problem is how to increase disconfirmation among its students so that they will begin to unfreeze, and yet at the same time, to increase feelings of psychological safety, so that they can remain

⁵⁵Joseph J. Nold, unpublished manuscript (1970), p. 75.

⁵⁶Schein, p. 343.

open to learning. Some instructors may run the risk of leading a course that is constantly high on disconfirmation, where students never get a feeling of security in the changes they are beginning and are constantly being unfrozen. These students may not experience safety until they are back in their homes - but by then it is too late for the kind of change Outward Bound is looking for to happen.

I am not advocating a course that is "easy" or "soft," in which students are in a psychologically safe condition all the time. Such a course would produce minimal disconfirmation and lessen the chance for change to occur. Schein points out continually that, without unfreezing, no change will occur. Gary Templin of Outward Bound corroborates this: "The unsettling creates a favorable atmosphere for positive attitude change . . . It is our intention to keep the students a bit off-balance at all times. Breakthrough in growth comes more quickly with the removal of secure and familiar surroundings."⁵⁷ Other instructors have referred to the process of "cracking" the group.

What I am arguing for is a balanced course that does have a fair amount of disconfirmation, but also provides acceptance for the fact that individuals are in the middle of a change process (for some it may mean some major personality and behavior change) and that support for those changes is vital or else they will not be attempted. Students are trying out some new behaviors and new roles as they would try on

⁵⁷Gary Templin, "People Are The Program," Strive Magazine, II, No. 1 (1970), p. 17.

new clothes. There must be support (a) for the primary act of being willing to step out of some old roles and even consider trying out some new ones and (b) for the difficult fledgling attempts in the new roles. If a person experiences disaster (or for some people even minor failure) at leadership, you can be quite certain that the next time there is a chance to lead they will not be among the first to volunteer. If support is provided by the instructor, on the other hand, and if he or she has been able to develop an atmosphere of group trust and support, then change will be something not threatening, but exciting and full of potential.⁵⁸

Working With What The Student Brings to The Course: Schein points out that in most institutionalized change settings, both the target and the change agent accept the fact that some change in the target is expected.⁵⁹ This is true in most cases in Outward Bound where the published material, films, and the students' expectations for the course all contribute to an atmosphere of new experiences and change. These expectations on the part of the student provide an entering wedge for Outward Bound to begin the process of change.⁶⁰

⁵⁸A difficult point appears here, however. The instructor must fill apparently contradictory roles - as one who causes disconfirmation, and as one who provides psychological safety and support. See the section on The Development of Trust in Chapter V for a possible resolution of this problem.

⁵⁹Schein, p. 345.

⁶⁰David McClelland finds in his work on achievement motivation that the more reasons an individual has in advance to believe that he can, will, or should develop a motive, the more educational attempts designed to develop that motive are likely to succeed. "Toward A Theory of Motive Acquisition," American Psychologist, XX, No. 2 (1965), p. 324.

The instructor should take advantage of the motives for change already present in the student. Through his interview with each student at the beginning of the course, the instructor should try to get the student to identify some goals and reasons for coming to Outward Bound and work from there with each student. This implies that, in a sense, there are 10 or 12 separate "courses" going on in each small group, for the instructor is working with each student on that student's own particular goals for change. The challenge from that point on is for the instructor and the staff to induce the student to accept Outward Bound's goals for the course as his own and to work towards them as if he had developed them himself.

This assertion opens up a major issue in Outward Bound - the question of how much of a student's previous background and experience should be part of a course. Outward Bound achieves a great deal of success through focusing only on the "here-and-now" - on those instances of behavior which are taking place during the course. For a student with a string of past failures, an expulsion from school, a recent dismissal from a job, a divorce, or a criminal record, there is definite value in an attitude of positivism that accepts the student for what he is at that point in time and judges him on his performance in Outward Bound activities alone. However, there are some larger issues dealing with the here-and-now orientation which will be dealt with later in the chapter on transfer. For the moment, with regard to the unfreezing stage, I feel it is very important for the instructor to elicit goals from the student (if in fact he has any) and to work with them.

In addition to any goals he may bring to the course, a student brings a pattern of past behavior habits, values, and attitudes which has to a large degree been influenced and sustained by his peer group and cultural, ethnic and socioeconomic background. If there are a significant number of students from the same type of background, they will tend to reinforce each other's behavior. With respect to the theory being developed in this paper, this reinforcement can be looked on as confirmation. Schein points out that

In the fairly common situation where information conflicts, where both confirming and disconfirming cues are available, the person probably tends to pay attention only to the confirming cues. As long as confirmation exists, therefore, there are no real unfreezing forces present. (italics added)⁶¹

Outward Bound has been aware for some time of the difficulty in working with students from a single set of backgrounds, and of the need to diversify the composition of a group wherever possible. Perhaps Schein's point can contribute to an understanding of why homogeneous groups present difficulties in a course and can provide a supportive rationale in choosing not to work with outside agencies who prefer that their personnel experience a course as a single group. In addition, there may be the factor of inherent cultural and socioeconomic conservatism that is found in any homogenous group where divergent behavior is discouraged and normative behavior rewarded.

⁶¹Schein, p. 341.

E. Summary

An example of the connection between theory and practice may illustrate the points covered in this chapter. A change agent may elicit some behavior which is inconsistent with the image the person is trying to uphold or to achieve. The disconfirmation which accompanies such an event may lead to unfreezing.⁶² A student, lacking confidence in his ability to achieve higher standards and to attempt new challenges, looks up from the bottom of a nearly vertical cliff to the summit, a lifetime away. Filled with doubts and catastrophic fantasies, what if I fell, what if they saw me fall, he is unable to accept the idea that he can and will climb up there. Yet the positivism of the climbing instructor, the support of his friends in the group, and the provoking feeling that this was, after all, why he came to Outward Bound, all combine to help him make the first uncertain moves. Before very long, (for lifetimes have a way of being compressed under stress), he is in fact standing at the top looking down at the place where he was suffering the self-doubts. Perhaps he remembers his thoughts and/or words of a little while ago: I couldn't ever do that. Suddenly he is face-to-face with a different image of himself, one that will take some adjusting to, but one that is perhaps, quite pleasant.

⁶²Schein, p. 346.

C H A P T E R I V

STAGE TWO: THE PROCESS AND MECHANISMS OF CHANGING

- A. Seeking Out Information From A Variety of Sources
- B. Identification - Positive and Defensive
- C. Scanning - The Use of Multiple Models
- D. Factors Leading to Positive Identification
- E. Summary

Once unfreezing has taken place and the balance which supports the person's behavior and attitudes has been upset, the change target is likely to be confused, somewhat disoriented with respect to those behaviors and values, and uncertain of what appropriate behavior should be. At this point he will search around for reliable and valid information for the answers to his doubts. He may observe the way others whom he values have solved a similar problem - he can copy the method he thinks they have used, altering it slightly to fit his own style of doing things. He may think he can gain the information by modelling himself after someone that he values, copying their style and behavior, and trying to be as much like them as possible. If those new behaviors seem to work for him as well, he may incorporate them into his own pattern of behavior and personality. The people he chooses to value and to copy seem most likely to be those in whom he has the greatest trust, provided he is in a situation in which he is relatively free to choose both which people to identify with and which behaviors to copy.

A. Seeking Out Information From A Variety Of Sources

Before describing the process of assimilating information relative to the problem a person in an unfrozen state faces, it is important to point out that all these processes of gaining information are largely unconscious. The process of influence begins with the failure to obtain certain social reinforcements (lack of confirmation or disconfirmation) and ends with the reinforcement (confirmation) of new attitudes and behavior.⁶³ It is highly likely that the person is aware that changes have taken place (especially in a change-oriented atmosphere that greatly emphasizes physical reality as Outward Bound does), but is unaware of how that came to be.

Once in an unfrozen state, how does a person choose the information he needs from a large variety of sources?

In the typical, stable social situation, the person pays attention to those sources of information (other people) who confirm his present behavior and attitudes. If others fail to provide confirmation or actually disconfirm present attitudes, yet the person must continue to interact with them, (e.g. because the job demands it), we have a typical unfreezing situation with respect to those attitudes. The person knows something is wrong and that some kind of change is demanded of him, but he does not automatically know what is wrong or how to correct the situation.⁶⁴

⁶³Schein, p. 350.

⁶⁴Schein, p. 349.

Before he can determine what is wrong and what needs changing, the person must first take stock of certain assumptions he has made about the three important dimensions: himself, others, and his definition of the situation. These need to be checked out against the information he is receiving from outside sources.

The first step in the change process, then, is to develop alternative assumptions and beliefs through a process of cognitive redefinition of the situation.⁶⁵

This process involves 1) new definitions of terms, 2) a broadening of perceptions which changes the frame of reference from which objects are judged, and/or 3) new standards of evaluation and judgment. Using these three steps in redefinition as tools, the person can develop new attitudes and behaviors based on the information he receives.

Outward Bound Parallels. By the use of a variety of techniques, Outward Bound demonstrates to the in-coming student that, in order to succeed at the course, he will need to be different than he is upon entering: He will have to develop physically, learn new skills, become adept at working with a small group on problems, and take a certain amount of responsibility for himself and his learning. The student is in an unfrozen state and is, for the moment, unsure of what the proper response should be. For example, he may be placed in a pulling boat for the first time in his life with 11 other inexperienced strangers,

⁶⁵Schein, p. 349.

towed out into the ocean, and apparently abandoned miles from the school with the advice to "be back by lunch-time." After an experience which can vary in its degree of frustration, but most often produces some anxiety and inter-group tension, the group somehow finds its way through the fog back to school. Unfrozen with respect to their feelings of self-competence and capability, the group is in a state where they are seeking ways to re-establish a balance of competence and mastery, both over the sailing situation and over group interaction. Into this vacuum the Outward Bound instructor injects their first sailing lesson, immediately after lunch, and the balance is on its way to being re-established.

Similar balances can be upset in the early stages of the course. Assumptions held about a person of another background or race are often re-defined as the real persons turn out to be somewhat different than their stereotypes. Assessments of one's own capabilities for tolerating cold, fatigue, heights, and quantities of canned beans, tend to be unfrozen and new measures of those limits appear instead. Assessments and standards of judgment for others take on different meanings as well. Someone's background matters very little when what is needed is skill in route-finding, strength in portaging, or empathy

under stress. What matters is the ability of that person to help the group at that particular point in time, not what position she may hold in the school district back home.⁶⁶

Thus, the student in an unfrozen state finds that there is a ready-made set of standards for evaluation and judgment, and that there is a high degree of internal consistency and congruence among those standards, the frames of reference used, and the Outward Bound philosophy. The intersection of these elements provides a highly compelling and influential mechanism to induce the student to change. Yet, at the same time, such an interlocking culture can limit the flexibility of response. To some students (those who see Outward Bound as somewhat monolithic and immovable), there can only be one set of solutions - the "Outward Bound Way." While such a culture can indeed be compelling, it may be a position that becomes increasingly more difficult to maintain as more and more incoming students come to value the concept of educational alternatives. There have been value disagreements among the staff over the amount of flexibility of response students should have. The emerging trends in contemporary education seem to ensure that those disagreements will multiply before long.

⁶⁶Katz and Kolb raise an important related side-issue: At times the whole personality of the student is overlooked because the group stereotypes a person according to a specific skill - "he can really navigate" - which obscures their getting to know and to accept him as a person. The instructor can help break this stereotype by encouraging the student to become proficient in other areas as well. Outward Bound and Education for Personal Growth, p. 147.

B. Identification - Positive and Defensive

In order for cognitive redefinition to take place, it is necessary for the change target to find a source of information for examination of himself, others, and the situation. Schein proposes two different sources and their related methods for assimilating information. At one extreme there is the process of identification, the acquisition of new information through a single source. The person responds to cues and information from a model to whom he has chosen to relate himself emotionally. At the other extreme, new information can be gained through scanning a number of sources to whom the person may not be especially emotionally tied. In between these extremes fall a number of related influence mechanisms such as imitation.⁶⁷

Under conditions of identification, it is possible for the situation to elicit two different types of responses: positive and defensive identification. Figure II summarizes their main features. From the outset, it should be clear that Outward Bound possesses characteristics of both.

⁶⁷Schein, p. 351.

FIGURE II. - Analysis of Two Types of Identification⁶⁸

	Type I <u>Defensive Identification</u>	Type II <u>Positive Identification</u>
Conditions for the Process.....	Target is captive in the change situation Target role nonvolun- tarily acquired Agent in formal change agent position Target feels helpless, impotent, fearful, and threatened Target must change	Target is free to leave situation Target takes role voluntarily Agent does not necessarily occupy formal role Target experiences autonomy, sense of power, and choice Target experiences trust and faith in agent Target can terminate change process
Psychological Processes Involved.....	Agent is primary source of unfreezing Target becomes position oriented to acquire the agent's perceived power Target has limited and distorted view of agent, and lacks empathy for agent Target tends to imitate limited portions of agent's behavior	Agent is usually not the source of un- freezing Target becomes person oriented because agent's power is seen to reside in his personality, not his position Agent will be chosen on the basis of trust, clarity, and potency Target sees richness and complexity of agent as a person Target tends to assimilate what he learns from the model
Outcomes.....	New behavior in target is stilted, ritualized, re- strictive, and narrowing New behavior is more likely to be acceptable to the influencing institution	New behavior in target is enlarging, differentiated, spontaneous, and enabling of further growth New behavior is personally more meaningful but may be less acceptable to influencing institution

⁶⁸ Schein, p. 352.

1. Examining first the conditions for identification, the main variable is the degree of helplessness or autonomy felt by the target. The relationship appears unbalanced, with the change agent holding most of the power in the defensive situation. In the positive situation, however, the power is more evenly distributed and the dominant feeling in the target is that of trust and faith. While the change agent may or may not have an institutionally defined role, the relationship between the two is by choice because there is something to be gained, and is not the result of force.

Outward Bound Parallels. While it is true that most, if not all, students enter Outward Bound willingly (exceptions might be found among the small number of young people on parole or under suspension from school whose institutions have made completion of an Outward Bound course a condition of reinstatement), there are nonetheless times during a course when the student may feel that he is "captive" in the change situation and that the instructor is clearly in a power position. During the morning run a student may feel too tired to continue, yet may realize that the group will miss breakfast unless he does; at moments like this there is a distinct feeling of being trapped in the situation. Similarly, in a boat on a fog-bound, windless day there can occur a claustrophobic reaction to the vessel and to others aboard. (A common response to this feeling is for students to "drop out," to engage in fantasy and day-dreaming, or to attempt to sleep.)

2. Looking at the psychological processes involved in identification, defensive identification occurs when the change agent provides most of the disconfirming cues, and thus becomes the major source of unfreezing. The target's response is to become engrossed with the power and position the agent seems to have, obscuring from himself other parts of the agent's personality in favor of those that are power and prestige-related.⁶⁹ This is in contrast to a positive identification situation in which the model's power is seen to lie in his personal attributes rather than in his formal position. An empathetic kind of relationship will develop in which the target will try to see the world through the model's eyes, rather than directly imitating his behavior.⁷⁰ Perhaps here Schein is defining more precisely what some call "charisma" and what others prefer to call "soul." In any case, the important issue seems to be trust in the change agent, a factor which will play a key role in examining the attributes of an effective change agent in Section IV.

Outward Bound Parallels. (The parallels will be discussed in an expanded section on the implications of this theory segment for positive identification.)

⁶⁹I have sometimes wondered whether or not this could be a factor in some students' desires to become Outward Bound instructors.

⁷⁰Schein, p. 353.

3. The final element outlined in Figure II is the outcome. According to Schein, defensive identification leads to a somewhat limited range of behavior, one that is imitative, ritualized, and in all probability, quite foreign to the nature of the target. Conversely, positive identification can lead to psychological growth of a spontaneous nature which is likely to be helpful to further growth beyond that particular change situation. Along with spontaneity, Schein points out, there may come the possibility that the institution which initiated the change may be less accepting of the new behavior.⁷¹ This seeming paradox is perhaps best understood in the case of an industrial firm or governmental office which sends its employees away for a human relations laboratory experience, only to find that the returnees come back to challenge many of the assumptions upon which the institution was founded, and in general to disturb the equilibrium that had been established before they left.

Outward Bound Parallels. The chief difficulty in students' developing new behaviors is similar to that experienced by some schools undergoing educational innovations. In a situation in which a new educational device or process is being considered, what often happens is that only the essentials, the visible features of the innovation, are adopted; the underlying rationale and philosophy are either disregarded or given only lip-service. It is assumed, for example,

⁷¹Schein, p. 354.

that merely by having a new piece of hardware or a new teaching gimmick things will be different in a positive way; the innovation will see to that. Yet, more and more school districts are belatedly realizing the need to attend to the philosophical implications of the new item, the training necessary to use it effectively, and the implications it may have for the ecology of the school.

Similarly, the student who leaves Outward Bound with a memory full of behaviors which he is going to try to imitate, thinking this will make him more like the people he admired at Outward Bound, is in for a disappointing shock. Without a fuller picture of the appropriateness of those behaviors, without an understanding of the context in which they occurred and of the personality of those who exhibited them, the process of change will become an exercise in mimicry, and a frustrating one at that. Unless those behaviors are somehow connected to the student and are the result of self-understanding and appreciation of his own strengths and weaknesses, they will be hollow indeed. A student who returns home bragging about his Outward Bound experience may be obscuring from himself and others the fact that he is describing other people's successes and is avoiding the issue of his own difficulties during the course.⁷²

⁷²In connection with this issue, Wetmore points that among some students, the Outward Bound ideology as explained by instructors or written in brochures could have been substituted by them for the real experience. Wetmore, p. 106.

What I have said, then, argues strongly for creating conditions, not of defensive identification, but of positive identification, in which the student can combine what effective behaviors he sees around him with his own personality in a way that is spontaneous and natural for him. Such responses may run the risk of being contrary to the norms of Outward Bound, as Schein has pointed out, yet those norms appear to me to be sufficiently broad and open-ended as to allow a wide range of behavior to students. (One could imagine a situation in which students internalized high levels of cooperative behavior, independence, and initiative, and decided to take an expedition beyond the scope and schedule of the Outward Bound course; though even in a case such as that, I am reasonably certain that the staff would readjust whatever was necessary in order to allow them to make the attempt.)

C. Scanning - The Use of Multiple Models

The principle difference between scanning and identification is that under conditions of scanning, the person in the unfrozen state focuses on multiple models for information rather than on a single model. In scanning, the target searches about for people who seem to have relevance or expertise in solving the particular problem bothering him. The target is interested primarily in the information he needs, not in the personality or attributes of the person who has that information. Upon receiving the information he thinks he needs, he then tries to integrate it into his own style of solving that particular problem.⁷³ Schein points out further that this is the primary process by which people change. Compared with identification, the target may have a more difficult time locating reliable and useful information in the absence of potentially salient models for identification. The solution he finds by scanning, however, is likely to fit better into his personality because of his power to accept or to reject information voluntarily.⁷⁴

Outward Bound Parallels. Because the strong figure of the instructor is present throughout most of the course, and because he will

⁷³Schein, p. 354.

⁷⁴Schein, p. 355.

often model the behaviors he thinks are needed for course success, the primary process of change will be through identification. However, scanning may take place as the members of the group encounter problems where the instructor has not modeled problem-solving behavior. Within the group there may be as many as twelve different behavior styles available; the potential for learning from the way others deal with unfreezing situations by scanning for solutions is greatly increased.

Because scanning seems to encourage conditions of personal growth, it seems wise to consider developing techniques to increase the range of behavior styles that students are exposed to. An easy way to accomplish this is to pair together an instructor and an assistant who have rather different styles, provided of course that the differences were not counter-productive. In addition, students should be exposed to as many other staff members as possible in as many different situations as is feasible so that they may be presented with alternative models of behavior.

A third area involving scanning relates to the leadership style of the instructor. Some instructors have a very strong leadership style, one that is directive, decisive, and authoritative. Others use a more non-directive style, one that is questioning, suggestive, and ambiguous. According to Schein, where the goal is to have the target accept a particular set of behaviors and attitudes, the change agent should attempt to produce a setting where positive or defensive identification can take place. If the goal is for personal growth, the agent should

try to create a setting where scanning or positive identification takes place and avoid defensive identification.⁷⁵ Thus, for certain groups, strong identification figures who provide a good example of the behavior to be learned may be most effective, as for example, among people who may have low self-concepts such as drug rehabilitation groups. The same instructor, however, might be highly inappropriate (assuming that he was unable to alter successfully his leadership style), among groups for whom divergent growth was a goal (teachers). With these groups a style which encouraged scanning and questioning might be more effective.

⁷⁵Schein, p. 355.

D. Factors Leading to Positive Identification

Because so much of an Outward Bound course revolves around the instructor, it is highly likely that his or her presence stimulates identification. An issue of importance, then, is whether or not that identification is positive and more likely to lead to spontaneous growth on the part of the student, or is defensive and likely to produce narrow, ritualized patterns of behavior. Schein points out that institutional roles may tend to produce defensive identification of the sort encountered with parents, teachers, and bosses.⁷⁶ Since the instructor's role is quite institutionalized in Outward Bound, and since there is a relatively low level of student autonomy, what factors are likely to produce positive identification in a situation which appears to be ready-made for defensive identification?

We can look for the answer to this question in the type of relationship which exists between the student and the instructor. Schein points out that relationships of this type can be structured in parent-child, older sibling-child, or peer-group terms. Such a relationship is determined by the factors of relative age, status, experience, and formal position of the potential model vis-a-vis the change target. Whether or not the target will see the change agent in one of these relationships is a function of that person's actual formal status, his degree of perceived similarity to such figures from the target's earlier life, and the change agent's own presentation of himself (conscious or unconscious) as a father, big brother, or a peer.

⁷⁶Schein, p. 355.

The classification of these relationships becomes important, not in a semantic sense, but in that the degree of trust felt towards the change agent is likely to be different in each case. Schein hypothesizes that, other things being equal, peer figures are more likely to be trusted than big brothers, who in turn are more likely to be trusted than fathers. He further hypothesizes that peer figures are more understandable and clearer than big brothers, who are, in turn, more understandable and clearer than father figures. Therefore, the likelihood of positive identification is greatest with peer figures and least with father figures. (Schein concedes that these are probabilistic differences and that there are many situations where fathers do elicit trust and do serve as clear models.) While these hypotheses may be relevant to Outward Bound in terms of experimentation in identifying and classifying student-instructor relationships, two theoretical notions which underly Schein's statements have much more meaning:

. . . the more powerful we perceive a potential model to be and the more dependent we are on him, the less likely we are to trust him, in the sense of perceiving his goals and motives to be similar to our own.

. . . the more similarity we perceive between a potential model's experiences and our own the more likely we are to be able to understand him and trust him.⁷⁷

⁷⁷Schein, pp. 356-357.

Schein's hypotheses have direct bearing in two important areas:

1) the characteristics of an instructor and 2) the development of the student's trust in the instructor.

1. The characteristics of an instructor. Outward Bound tends to attract as instructors those individuals who are, by virtue of their skills and past experiences, somewhat different than the people students would ordinarily come in contact with. Many have done things which would be labeled as adventuresome by the general public. Many engage in recreational activities that involve some degree of risk. Because of these experiences and interests, there can be a noticeable difference in life-style between the average instructor and the average student. For the adolescent student, the instructor can be a person he wishes he could be; for the adult student, the instructor can be someone with a life-style the adult wishes he had chosen years ago. The sum total of these differences is that there is often a gap in values, life-style, skills, and capabilities between instructor and student. This gap is further magnified by the fact that in most cases the environment favors the instructor by its unfamiliarity to the student.

At this point some interesting questions develop, ones that are in need of research and experimentation: (1) Which type of instructor is likely to be the most successful - one who is quite different in lifestyle, skills and experiences, who inspires awe in students, and who can serve as a high standard for them to try to emulate; or one

who possesses the necessary skills for the course, but is much more "ordinary" in the eyes of students and shares common experiences and values with them? Is age, for instance, a factor? Schein says that the more similarity we perceive between the model's experiences and our own, the more trust, and hence positive identification will occur. On the other hand, does it not make sense to have as leaders the very best that can be found and have them try to inspire students to close the gap between the two, risking the chance of defensive identification? And (2) for what types of students are these different instructors going to be successful? Which students should work with which instructor and how do we determine the characteristics of those students and those instructors in advance? (And before any of these questions can be answered with any meaning, the question raised in Chapter II must be answered: What are the criteria of success for a course so that one can know which instructor- student pairing works best?)

2. The development of trust. It is my belief that we in Outward Bound must begin to address these questions, but that it will be quite some time before research provides the answers. One advance that can be made in the meantime is to look for ways to maximize trust among whatever types of students and instructors we are dealing with. Schein postulates that the peer-type of change agent is most likely to inspire positive identification; are there some aspects of such a relationship that can be made to occur regardless of whether the instructor is looked on as a peer, big brother, or father figure?

There are a number of ways in which students are able to develop trust in their instructors as a direct result of the way in which the Outward Bound program is structured. (It is my belief that traditional schools could make excellent use of some of these principles in developing trust between students and teachers.)

a. In an Outward Bound course there are many situations in which students feel that they are entrusting their lives to the judgment and skill of their instructor. Climbing, down-proofing, and the ropes course are quite visible examples of this trust in operation. Thus, trust develops on a primary level and students come to believe that the instructor has their interests and safety uppermost.

b. There is, however, a problem mentioned in Chapter III: The instructor has a dual and sometimes conflicting role. He or she must fill the position of being one who causes disconfirmation and doubt leading to unfreezing, and of one who provides psychological safety and support for changing. (We have already noted that Outward Bound is a highly manipulative process for change and that manipulation of one person by another can cause mistrust.)

Outward Bound reduces this dual role conflict by designing situations in which the environment, the small group, or some "inanimate object" such as a rock-face, are the disconfirming and unfreezing factors. In this situation, the instructor is able to remain supportive and helpful and maintain student trust. Gary

Templin describes it this way:

The instructor does not become the scapegoat for the student when things go wrong, for the confrontation is not between the student and the instructor. The instructor is a facilitator in this situation and an impartial participant.⁷⁸

c. Trust in the instructor is further developed by the fact that he or she shares in all that the students do. The students notice that the instructor is willing to share the consequences of the group's decisions rather than invoking some kind of executive privilege and leaving them to their own misery.

d. At times a kind of "meta-trust" is required by the students in order for them to allow the instructor to put the group through difficult or frustrating⁷⁹ situations. The group may suspect that the instructor has planned something hidden and manipulative for them, yet they may have a higher level of trust in him, believing him to have goals (perhaps hidden to them for the moment) that he is working towards. Thus they enter willingly (and perhaps begrudgingly) into the task he has set for them. This kind of trust may, in fact, characterize some students'

⁷⁸Templin, p. 19.

⁷⁹In Gestalt Therapy Verbatim (Lafayette, California, 1969), p. 32, Fritz Perls points out the creative use of frustration: "You will probably be amazed that I am using the word frustration so positively. Without frustration there is no need to mobilize your resources, to discover that you might be able to do something on your own . . ."

attitudes towards the whole experience. They are willing to undergo what for them may be unthinkable experiences in order to reach the end goals they believe the organization to hold.

3. The maximization of trust. With these factors working to establish and maintain the level of trust, what can be done to maximize trust between instructor and student, keeping in mind that trust is a major factor in whether or not positive identification, a major source of change, will occur? The following suggestions, derived from a synthesis of Schein's theories and what I consider to be good Outward Bound practice are an attempt to answer this question:

a. Minimize the number of times in which the students have reason to question the trust they have placed in their instructor. (I have a particular bias against "false emergencies." The goal of emergency training as I see it, is to teach people what to do and how to do it, with confidence and speed. If the instructor wants to see if they can remember their training in a hurry, he can test it by setting up a situation requiring their immediate action. He will maintain their respect and trust by announcing beforehand that it is a test exercise and then inject as much realism as is necessary to get them involved.)

b. Maximize the amount of sharing between instructor and student so as to minimize the apparent distance between their lifestyles. The more similarity the student sees between his experiences and those of his instructor, the more he is likely

to look to him as a positive identification model.⁸⁰ This has definite implications for hiring staff members with backgrounds similar to those of particular types of students, a factor Outward Bound is well aware of in seeking instructors from minority groups.

- c. Develop peer-to-peer relationships whenever possible.
- d. Design each course so that disconfirmation comes from sources other than the instructor. Use the natural environment to provide the bulk of the disconfirming cues.
- e. From research in human relations training comes the suggestion that the instructor remain as non-judgmental as possible:

One of the principal learnings that occurs in T-Groups in my experience in recent years is for people to really feel the experience of being judged by others, to discover how much they resent it, and to consider what implications this has for their own judgmental behavior.⁸¹

The instructor should design learning experiences which have a built-in evaluation so that the student can determine his own success or lack of it. Chris Argyris reinforces this point:

⁸⁰Katz and Kolb point out: "Having some instructors who were not physical 'supermen' helped students communicate with staff and learn from them. An instructor who became winded in the morning run became more accessible to the student who had a similar experience." Katz and Kolb, p. 132.

⁸¹Kingsbury, "An Open Letter to Chris Argyris," Journal of Applied Behavioral Science, Vol. 3, No. 2 (1967), p.190.

This (minimally evaluative feedback) places the responsibility for evaluation, if there is to be any, on the individual trying to learn about himself. He, and only he, has the responsibility to decide whether he plans to change his behavior The point is that one ought, as far as possible, create conditions where the individual makes his own evaluation and then asks for confirmation or disconfirmation.⁸²

f. All the above suggestions lead to the final conclusion that the instructor should be highly skilled in group process, perhaps as the result of human relations training. In the light of one of Edgar Schein's basic assumptions, that almost any change in behavior, attitudes and values is the result of interpersonal relationships⁸³ and of Becker's emphasis on the group as a force for peer pressure and situational adjustment⁸⁴ it would seem that the more skilled an instructor was in using techniques for stimulating group feedback the more successful he would be inducing change in his students.

⁸²Chris Argyris, "On the Future of Laboratory Education," Journal of Applied Behavioral Science, Vol. 3, No. 2 (1967), p. 162.

⁸³Schein, p. 333.

⁸⁴Becker, pp. 262-263.

E. Summary

The changing stage, second in the three-part model, involves a search for information on the part of the change target in order to balance the disequilibrium that has occurred as the result of having certain attitudes, assumptions, or beliefs unfrozen. The search can take several forms, the main two of which are scanning and identification. Scanning, the usual form of information assimilation, occurs in the absence of potential models for identification, and involves the integration of information from a number of sources without much attention to the personality of the source. Identification, on the other hand, involves a single source with whom the target has chosen to identify. It can take the form of defensive identification and can lead to somewhat rigid patterns of behavior, or can be positive and lead to behavior which is spontaneous and may show potential for further growth.

Suggestions for increasing the chances of positive identification were made and a description of characteristics of instructors likely to evoke positive identification were given.

C H A P T E R V

TRANSFER - THE CRUCIAL ELEMENT IN CHANGE

- A. The Dimensions of Transfer
- B. Strategies For Use During The Course
- C. Strategies For Use At The Termination Of The Course
- D. Post-Course Activities And Follow-Up

This chapter will concern itself with the final and most critical stage of the change process, that of refreezing the change. The main concern here is to stabilize and to integrate the change in the change target and to increase the chances that he will make use of the new behaviors, attitudes and perceptions that he has learned during the Outward Bound course. It is this process that will be referred to as the transfer of learning, or simply, transfer.

With the exception of some post-course activities found in connection with Outward Bound Schools in the United Kingdom, there is little real evidence of programmatic concern in Outward Bound for the issue of transfer. Far more attention is paid to what happens during a course than to what the student is able to take home with him in attitude and behavioral change. That transfer is becoming a concern of Outward Bound is clear from the direction research is beginning to take as more and more follow-up studies are being done.

This chapter will review briefly some of the important features of the transfer process as it is understood today and will center mainly on generating strategies for increasing the chances for transferring learning from the Outward Bound setting back to the student's home environment.

A. The Dimensions of Transfer

It is my belief that transfer must be a major concern of the Outward Bound staff if there is to be any benefit derived from a course. To merely provide an experience, albeit a powerful one, and to expect the student to return home and to sort it out for himself is, if we are to believe those who are doing research in related fields of education, to invite failure.

First, it is important to realize that the person returning home from a change experience is not yet in a "re-frozen" state. That is, the change which he has undergone has not yet been stabilized and integrated into his personality. Rather, he is in a kind of experimental state in which he is testing out the new behaviors and attitudes he has learned to see if they will work for him in his former environment. He is unsure of the reception the changes will get among those people whose opinions matter to him. An Outward Bound student has been away for a month - a period of time in which it is unlikely that his peers have formed a new opinion of him and thus are likely to react to him as they did before he went away, and a period of time too short and too compressed for him to have fully adjusted to changes in himself. Schein refers to this process as personal and interpersonal reintegration: the "problem of how well the new response fits in with the other parts of the personality and whether or not it will be accepted and confirmed by his significant others."⁸⁵

⁸⁵Schein, p. 363.

Second, it is important to remember that Outward Bound is designed to be a supportive environment for the behaviors it tries to induce. Reinforcements are built into the program, the activities, and the reactions of the staff, and the chance for disconfirmation of those new behaviors is minimal. Schein describes such a situation as one of planned institutionalized influence in which refreezing forces are automatically built into the situation, rewarding any successful change by the student.⁸⁶ Thus, within the context of the Outward Bound experience, transfer is likely to occur from situation to situation since the behavior is accepted and reinforced by the social and physical environment there.

In continuing with Schein's analysis, however, two major difficulties occur when the student leaves Outward Bound. The first can occur in situations where the values learned at Outward Bound run counter to those of the culture to which one returns: A teacher returning to his school from Outward Bound may begin to develop new relationships with his students based on mutual acceptance, respect, and trust.⁸⁷ Unless those new behaviors are confirmed by other significant staff within the school, the teacher is unlikely to continue

⁸⁶Schein, p. 363.

⁸⁷Joseph Schulze has reported that teachers attending an Outward Bound course tended to be more relaxed and open with their students after their course. Evaluation of Outward Bound Teachers' Practica, p. 16.

them, except at the expense of going contrary to established norms. (Clearly this is not an issue open to excessive generalization; there are many situations in which behavior learned at Outward Bound would be likely to evoke confirmation and reinforcement upon return.) The second difficulty is that the Outward Bound experience also has characteristics of what Schein refers to as planned uninstitutionalized influence. He points out that in these kinds of situations, the results of refreezing are least predictable "because the change agent who is involved with the unfreezing and changing stages is often unrelated to the significant others who must refreeze the change."⁸⁸ Once the student graduates from his course, the Outward Bound School is unlikely to see him or her again, much less have contact with those in the student's home environment who must refreeze the change.

Thus, it seems clear that the returning student needs support to continue the changes begun at Outward Bound. The problem he faces is similar to that of the person returning home from a human relations training laboratory: He has intentions of continuing the changes, but may find it difficult to do in an atmosphere of disconfirmation or lack of confirmation. Alexander Winn describes a similar problem in human relations training as a cross-cultural one, a notion that has particular applicability for Outward Bound:

⁸⁸Schein, p. 364.

It is obvious that transfer of skill to a new culture is a difficult undertaking for the participant. His organizational environment, more frequently than not, shares different values, different beliefs, norms, and expectations. But above all else, the question we must ask ourselves is how can one transfer the climate of trust, of emotional support and acceptance for what one is, from a laboratory into a wider culture.⁸⁹

Faced with the problem of providing support for changes in a person, writers from the field of human relations have come to conclusions that may have some significance for Outward Bound: Floyd Mann states that "training which does not take the trainee's regular social environment into account will probably have little chance of modifying behavior."⁹⁰ Other writers have stressed the need to involve other members of the returnee's family and friends in the change strategy as well.⁹¹ In fact, most change strategies involving organizational development recognize the difficulty the individual faces in returning to work and stress the need for involving the other members of his work group in the change process.⁹²

The dimensions, then, of learning transfer that have relevance for Outward Bound are: the experimental and sometimes uncertain state in

⁸⁹Alexander Winn, "Social Change in Industry: From Insight To Implementation," The Journal of Applied Behavioral Science, II, No. 2 (1966), p. 175.

⁹⁰Floyd C. Mann, "Studying and Creating Change," in Bennis, Benne, and Chin, First Edition (1961), p. 607.

⁹¹Reading Book, Twentieth Annual Summer Laboratories in Human Relations Training, Washington, D.C. (1966), p. 52.

⁹²Louis Maguire, pp. 26-30.

which the student is returning home, the values and attitudes of the society to which he returns, the reaction produced by his changed behaviors and attitudes in those people whom he values, and the support he receives for those changes upon his return.

The next section on strategies for transfer will be divided along chronological lines into three periods, each with specific suggestions for increasing overall transfer of learning from the Outward Bound experience to the student's back-home environment.

B. Strategies For Use During The Course

Fundamental to the question of creating transfer in an Outward Bound course is my hypothesis that if one does not actively work towards transfer, it is unlikely to happen very successfully if left to happen by chance. Situational determinants and forces for change are present in the student's back-home situation that will be actively working to produce the same behaviors, attitudes, and values as were present before he left for Outward Bound. As Bernard Bass points out, "Learning research clearly suggests that for such transfer to occur, one must teach for transfer."⁹³

1. A method oriented approach. An important question to be answered, however, is what is it that we hope will transfer? Specific knowledge and skills for specific situations? A manner of dealing effectively with one's self and others? Competency in the face of stress and adversity? All these and many more would doubtless be debated and/or advocated by various Outward Bound staff members. Yet, the more precisely each instructor can define what it is that he hopes each student will take home with him, the greater are the instructor's chances for making that hope come true.

⁹³Bernard M. Bass, "The Anarchist Movement and the T-Group: Some Possible Lessons for Organizational Development, Journal of Applied Behavioral Science, III, No. 2 (1967), pp. 221, 222.

My own preferences lie in the development of methods for dealing with self and external situations as opposed to specific transfer of an Outward Bound skill from the course back home. For a large number of students, Outward Bound will remain a unique experience that occasioned the learning of skills not to be used again in their day-to-day lives. Many people, despite our hopes, will never again rock-climb; there are as well those who, either because the environment is too foreign or the financial expense too great, will not spend much time in the wild parts of this country. For this reason, the learning of methods which can be used to deal with a variety of situations seems to be of a far greater value.⁹⁴ Chris Argyris indicates the parallels in human relations training:

Finally, the probability is very low that an individual can be taught everything he needs to know in order to behave competently in most of the situations in which he will find himself. The variance and complexity of life are too great to predict a situation adequately ahead of time. Therefore, the most important requirement in obtaining transfer of learning is to generate, along with the knowledge of any specific behavior, the basic skills needed to diagnose new situations effectively and those needed to develop cooperation with others involved to generate the competent behavior appropriate to that situation.⁹⁵

⁹⁴In stressing a method-oriented approach, I do not mean to imply that there are no directly transferable skills from Outward Bound into a person's home life. In the sections to come I shall describe situations where such transfer is likely to be very helpful.

⁹⁵Chris Argyris, "Conditions for Competence Acquisition and Therapy," Journal of Applied Behavioral Science, IV, No. 2 (1968), pp. 149-150.

2. Discovering the relevance of the course. Sooner or later the student must confront (or be helped to confront) the issue of what the Outward Bound experience means to him in his own life. The course has presented him with some different examples of his behavior and the choice is his whether or not to try to continue those behaviors. By encouraging effective use of student journals, individual counseling, and techniques such as "Who am I?" exercises, the instructor can help students to begin the process of integrating Outward Bound into their back-home lives even before they leave the course. (A reflexive model for processing information developed by Terry Borton may be particularly useful here. It is described in Section C.) However, there is an important point to be made about the process of seeking meaning from the course: Neither the student nor the instructor should feel that all the answers should be sought. First, they cannot be. Second, the significance and meaning of many experiences may not be understood until years later (if at all). There is much to be learned from the Zen approach to instruction and learning in which students search for long periods of time for the answers to seemingly insoluble questions, only to find that the answer is the question and the only solution is to stop questioning and simply to experience.⁹⁶

3. The value of here-and-now behavior. One of the main strengths of Outward Bound already mentioned is the clarity and visibility with

⁹⁶ Alan W. Watts, Psychotherapy East and West (New York: 1961), pp. 108-113.

which things tend to happen. Because of the large amount of physical activity and essential simplicity of the course, one's actions are relatively unambiguous, hence there is a great opportunity to observe and to become aware of one's own behavior and that of others as it is happening in the "here-and-now" situation. Argyris expresses it in change-theory terminology:

Here-and-now experience provides the greatest possibility to obtain valid confirmation (or disconfirmation) of one's behavior and not simply a potentially biased description of the behavior.⁹⁷

Thus, if a person is aware of his own behavior, of its effectiveness, and of some other models of effective behavior, he will have some strong reserves to draw on as he faces new situations. Perhaps then he will have the vital skill of being able to adapt, for "it is an age where individual or organizational survival depends on the ability to adapt."⁹⁸ The role of the instructor should be then, to help the individual to see clearly his own behavior, to come to understand it, and to understand the effect it has on others around him.⁹⁹

4. Goal setting. The instructor is aided in working with the student by Outward Bound's powerful use of the present. The pressures of the existential moment lend impact to the learning during a course.

⁹⁷Chris Argyris, "On the Future of Laboratory Education," p. 161.

⁹⁸Winn, p. 171.

⁹⁹It is at such times that the type of minimally evaluative and easily verifiable feedback described in Chapter Four should be used to achieve maximum non-defensive acceptance.

The student is accepted for what he is at that moment in time - his past is not an issue in question. The benefits of this positive approach in dealing with students who for one reason or another are anxious to leave their past well behind them have already been cited. There are clearly some strong advantages to "living in the here-and-now." Yet an inescapable fact is that soon, students will be continuing their lives in the "there-and-then." This calls for a necessary alteration of the instructor's traditional unwillingness to deal with events and issues beyond the context of the course itself. A rationale has already been presented for working with what a student brings to the course as a means for creating an opening wedge for change. If the instructor can elicit from each student early in the course his or her goals for the experience, then re-examine with the student those goals at periodic intervals during the course, the student will be exposed to the important process of realistic goal-setting in an experiential setting involving his own future. The student should be urged to identify goals that are especially personal, and not necessarily those that Outward Bound seems to hold for him. A student may wish to make some small and what he thinks others might consider undramatic changes in himself. If the instructor establishes a climate of trust, the student may be willing to reveal these personal goals. The reasoning behind this statement comes in part from a significant observation made by Katz and Kolb during their attendance at Outward Bound Schools:

But the ideology, by its very power and pervasiveness, can also obstruct the educational effectiveness of Outward Bound. Expectations based on the ideology are often unfulfilled. The Outward Bound ideology does not emphasize gradual change. The ideology considers change in a broad and dramatic manner, as in, for example, 'learning to deal with fear.' It does not focus upon the smaller, less dramatic but often more essential aspects of change. Students therefore find it more difficult to be satisfied with and build upon minor experiences of change and growth.¹⁰⁰

A student who wants to try to get up a few minutes early alone each morning before the rest of his group and watch the sun rise may be setting a special goal for himself that seems pale by comparison to more dramatic goals of "confrontation with the unknown," yet which may represent a hidden dimension of himself he wants to develop.¹⁰¹

The rationale for goal setting derives in part from the early work of Kurt Lewin, in which he and others were conducting research into the causes of psychological success and failure. Lewin found that psychological success tended to increase as the individual

1. defined his own goal
2. developed the path to his goal
3. found that the goal was related to some central need of the individual
4. found that as the accomplishment of the goal required some effort, it was a challenge; the individual had to stretch his present level of ability and risk failure.¹⁰²

¹⁰⁰

Katz and Kolb, p. 110.

¹⁰¹ A student of mine once had for his only goal the wish to count silently to five before he replied to someone.

¹⁰² Kurt Lewin, et al., "Level of Aspiration," in J. Hunt, ed. *Personality and Behavior Disorders* (New York, 1944), p. 168.

By defining his own goals, the student's chances for psychological success are increased. This may have two positive effects: (1) the student begins to define some realistic goals for himself and (2) learns a method for goal setting which may be transferable to other situations at a later time.¹⁰³

The instructor can stimulate connections between the here-and-now and the student's home life in other ways as well. (A major technique, the use of metaphor, will be discussed separately.) Through the use of group discussions in which goal setting and value clarification for each member is shared throughout the group, students will be presented with a number of alternative models of behavior from which to choose. By exposing the student to a variety of behaviors, the chances for scanning for solutions is increased. While these group techniques are being employed, it is important that the student not be inundated with more information and alternatives than he can process and scan effectively. Gary Templin's advice on the pacing of a course is particularly appropriate here:

Important ingredients to the total program are the frequently structured periods of reflection and meditation, a complete break.¹⁰⁴

5. Internalization of challenge. Lewin's criteria for psychological success raise an important issue with respect to challenge. Challenge

¹⁰³This concept will be further developed in Section D using goal strategies designed by David McClelland.

¹⁰⁴Templin, p. 20.

is clearly a fundamental concept throughout Outward Bound. The program and the instructor define a series of graduated challenges for the student to attempt. It is at times said in Outward Bound that a standard is being set for the student to try to live up to; willingness to accept the challenge is all that the course asks for, since the curriculum will ensure that the student experiences success.

A dialogue between Chris Argyris and Sherman Kingsbury on the issue of challenge and who sets the challenge raises some important implications for Outward Bound. Argyris first describes his view of the relationship between challenge and learning for self-acceptance:

Man's sense of self-acceptance, his confidence in himself, his regard for himself, are intimately interrelated with the opportunity he has to define realistic challenges that risk his present level of self-acceptance. Challenges that do not involve a risk of one's self-acceptance cannot, if fulfilled, lead to an increased feeling of self-acceptance.¹⁰⁵

With respect to Outward Bound, the tasks are designed to be as real and as meaningful as possible. Where differences in ability exist, challenges are set accordingly, as for example in urging a person who seems to climb especially well to tackle a more difficult climb, or assigning a solo site that has few resources to an especially inventive person. The important qualification is that the student experiences it as a challenge. A student at Hurricane Island in 1968 expressed this idea perhaps more eloquently: "When you give me something you know I can do - you insult me!"

¹⁰⁵ Argyris, On The Future of Laboratory Education, p. 158.

Argyris goes on, however, to raise a critical dimension of the challenge:

. . . if the path to overcome the challenges and if the level of aspirations are defined by others, then the individual's sense of self-confidence will not be increased, even though he may overcome the challenges. The credit must go to those who were innovative enough to create them and to define how they were to be achieved.¹⁰⁶

This statement, if true, has far-reaching implications for the relationship between an individual and Outward Bound. If one accepts it, one is in the bind of setting goals for a student to aspire to, defining challenges which, if overcome, may lead to reaching of those goals, and at the same time insuring that the student will not gain in self-confidence because those goals are not his own.

The key to this dilemma lies, I believe, in Sherman Kingsbury's reply to Argyris. First, he agrees that challenges which do not risk an individual's self-acceptance cannot, even if fulfilled, lead to an increase in self-acceptance.¹⁰⁷ (My own feeling is that if one is to gain something, one must risk something.) But then he goes on to amplify Lewin's conditions for psychological success (found on page 114).

¹⁰⁶ Argyris, p. 158.

¹⁰⁷ Sherman Kingsbury, "An Open Letter to Chris Argyris," Journal of Applied Behavioral Science, III, No. 2 (1967), p. 189.

The Lewin . . . conditions may very well be necessary for psychological success and increased self-acceptance, but I do not believe they are sufficient. I think that the crucial question has to do with whether one is able to internalize the challenge and to accept it as his own challenge, regardless of the source. If he cannot do so, then obviously the problem that you raise about the credit's going to those who are innovative enough to create the change is quite valid.¹⁰⁸

He illustrates his statement with an example from a human relations laboratory in which he learned something significant as a result of the leader's setting out a task for him to accomplish:

This (what he learned) is not in any way influenced by the fact that the trainer defined the task. The issues are whether I accepted the task, whether I accepted responsibility for my own involvement with the task, and whether I thereby internalized the challenge even though he had laid it out.¹⁰⁹

The meaning of this dialogue is clear. The instructor must work with each of his students towards their internalization of the challenges in Outward Bound.¹¹⁰ Without this, the tendency may be for the student to look on Outward Bound as something that caused him to succeed at the course. (In fact, the student's perception is quite accurate from

¹⁰⁸Kingsbury, p. 189.

¹⁰⁹Ibid.

¹¹⁰The fact that it was Outward Bound and not the student who set the challenges in the first place does not seem to have any negative effects. In fact, McClelland points out after reviewing a variety of different types of research that success seems to occur when goals are set for an individual by sources he respects - "goals which imply that his behavior should change for a variety of reasons and that it can change." McClelland, p. 324.

the point of view that the Outward Bound environment, staff, and program, through the process of situational determination, acted on him in such a way that there was little choice but to push ahead and try the challenges.) The student may obscure from himself the fact that he was the one who did all that he did and therefore has justifiable reason to feel a sense of pride and increased self-acceptance. Until he can be made to feel that the challenge is his by whatever forms of demonstration or persuasion the instructor and the program can employ, the success, if we accept Argyris' and Kingsbury's reasoning, will be Outward Bound's. He will have met the conditions of psychological failure:

Psychological failure occurs when the individual achieves a goal that is below his level of aspiration or when the achievement is primarily due to forces outside his self.¹¹¹

6. Metaphor as a device to encourage transfer. What happens at Outward Bound has a reality all of its own. It is a small sub-culture with activities, events, norms, and standards organized around a central philosophy. The goal of transfer is for students to take with them when they leave certain attitudes, behaviors, and perceptions that they developed while living and working in that sub-culture. A device which may help is to develop in them the technique of looking at their day-to-day Outward Bound experience on two different levels: The first comes from the inescapable reality of the present, the events that are

¹¹¹ Argyris, p. 168.

happening every busy minute, and is a view they cannot help but see. The second level, however, is more subtle, and is unlikely to be held by many unless their attention is focused on it. It is a point of view that sees almost all of what happens at Outward Bound as symbolic, as representing certain laws of behavior, certain human truths which transcend the day-to-day experience of a course. The point of view here is not necessarily a mystic one, in fact it is grounded in the everyday realities of human behavior. For example, a student who has moved aggressively and quickly up a rock-face, scrambling over the difficult sections, and who finds himself trapped beneath an overhang as a result of poor pre-planning is faced with a very real problem demanding a real solution. There is no immediate metaphorical connection in the fact that he must search around and find a way out of his predicament. But, at a later point in time, an instructor may bring up the subject of the student's behavior in that situation and raise the issue (delicately) of whether or not there have ever been other situations in his life that were similar to that one. If the answer is negative, perhaps it would be best to drop the issue.¹¹² If, however, the student is sufficiently aware of his own behavior to see that in fact his action on the rocks was an example

¹¹²The stimulus question is still there, however, and if asked in an effective way will cause the student to reflect on it at a later time. The technique is similar to that described by Sidney Simon as "one-legged conversations" which are used to help a student clarify his own values without putting him on the spot for an answer, since the questioner is turning "on one leg" to walk away after the question. Values and Teaching, (Columbus, Ohio: 1966), p. 71.

of a general trend towards unplanned action and "scrambling," then the situation serves as a graphic reminder of that behavior. Because we tend to have recollections which are specific and situation-oriented, the memory of the event may trigger memory of the behavior which was a part of the event.

The key to success in this technique is to use as metaphors those examples of behavior which are both memorable and relatively clear and unambiguous. In this way, a variety of situations can become metaphors for larger issues extending beyond the course. For instance, during a sailing experience, the instructor may make the observation that the students are trying to force the boat to go faster and as a result are actually slowing it down. The event can be used to make the association to other situations outside Outward Bound in which one cannot force something to happen, but must allow it to happen. Once the students have been introduced to the point of view that their course is both real and symbolic, it has been my experience that they will continue on their own to find associations between their course and the outside world.

7. Teaching specific skills as a connecting link. During skills training, the instructor should emphasize those aspects of the skills being learned which are applicable in back-home situations. The use of emergency care techniques, route-finding and map-reading, knots, survival skills, drown-proofing, etc. as it applies to day-to-day events should be stressed. Part of the reasoning behind this statement comes from

the work of David McClelland in developing achievement motivation.

McClelland proposes that:

The more an individual can link the newly conceptualized association action complex to events in his daily life, the more likely the motive complex is to influence his thoughts and actions outside the training experience.¹¹³

By teaching skills in a way that encourages their general use, as opposed to only their specific utility in Outward Bound, the instructor is helping to link the Outward Bound experience to whatever follows. The skills can be quite relevant, as for instance the survival techniques taught by Lute Jerstad and Willi Unsoeld in Oregon's Cascade Mountains for families and individuals who might be stranded through an auto mishap.¹¹⁴ Emergency care skills can be taught for use during the course and afterwards as in the Outward Bound adaptive program at Trenton High School.¹¹⁵

¹¹³David McClelland, "Towards a Theory of Motive Acquisition," p. 327.

¹¹⁴"What Would You Do in A Fix Like This?" Life Magazine, November 22, 1970.

¹¹⁵Called "Action Bound," the course has students working in the emergency department of the city hospitals. Robert R. Lenz, "Outward Bound - Education Through Experience," in Daniel U. Levine, ed. Models for Integrated Education (Worthington, Ohio: 1971).

C. Strategies For Use At The Termination of A Course

1. Standard Outward Bound Practice. Traditionally, in the last two days of the course the instructor has a final interview with each student, giving a summary of his impressions of that student's performance during the course and seeking the student's reactions to that summary. Some instructors hold group meetings as well in which the students are urged to give their views of how the course went for each other. On the last day, students write "Course Impressions" which are kept by the school as evaluation data for the instructor and the course organizers. Certificates are awarded the final night and the students depart for home early the next morning. The last few days are generally a rushed, confused time for all. Students have mixed feelings about finally being able to go home to "civilization" yet are reluctant to leave because of the strong feelings they have for the experience. Instructors are conflicted as well, glad to be relieved of the burden of certain students, yet wondering if, had the course been just two days longer, they might have reached a particular student in a significant way. They are sometimes rushed, looking forward to getting some time off to unwind and gear up for the next course and still write up the course reports which are due for each student. There are many loose ends in the air at this time and it is the students in their somewhat unfrozen state who need attention.

2. Some goals for the end-of-course period. I would like to outline my goals for this part of the course and follow them with some suggestions for reaching those goals:

a. to summarize, encapsulate, and review the events of the course in such a way that there is as much clarity as possible in the minds of the students as to what happened, why it happened, and what that means. The principal items of interest are the ways in which each person acted during the course and where progress was made.

b. to provide a relatively stable platform during a period of flux from which the student can jump to his next set of experiences. This is an attempt to bridge the gap between Outward Bound and the world students return to. This is not a time for "sweetness and light" and a false resolution of unresolved hostility and enmity or glossing over of disappointments. The course need not end on a happy note, but it should close on a positive one.

c. to recognize officially that this is the end of the residential part of Outward Bound (more on that later) and to achieve termination and further emphasize the shift of responsibility to the student.

d. to begin a process of decompression (the metaphor is apt): slow releasing of the pressure that has been on the student for a month so that he re-enters his home environment in a state more conducive to communicating effectively to those around him what he has just experienced.

e. to begin the second phase of Outward Bound - a period of time lasting for perhaps two years after he leaves the Outward Bound School during which he will try to accomplish the goals he sets for himself during this de-briefing.

f. to develop effective techniques of communicating both the facts of the experience and the changes he may feel in himself to those who did not share the experience.

g. to begin to develop what Argyris calls "adjunct behaviors" that may be called for in the practice of his new modes of behavior as a result of the way people react to him.¹¹⁶

h. to provide the staff with feedback on the course and its effect on the students.

3. Designing the debriefing. The following are some suggestions for conceptualizing and implementing the debriefing at the end of the course. Similar techniques to the ones given here have been used at debriefing seminars at the University of Massachusetts in 1970, 1971, and 1972. Though no formal evaluation of their effect has been made, they have been well-received by the student participants in the post-course seminars. The design draws heavily on the use of the small group to provide data and assistance to each other in the debriefing. In part, this is due to the lack of available staff to work with a

¹¹⁶ Argyris, "Conditions for Competence Acquisition and Therapy," p. 149.

large number of returning students. It also stems from a conviction that the support developed during an Outward Bound course can be used effectively to assist members of the group in preparing for their return home. Chris Argyris describes his view of the process:

Creating learning that is transferable is extremely difficult because of the variety of back-home situations from which the members come. One way to cope with this situation is to enlist the help of the members. Let them describe the major characteristics of the back-home situations that give them the most difficulty. Experience suggests that people are willing to do so and that differences do exist . . . In enlisting the aid of the members, the faculty are helped not only to generate transferable learning: they also create learning conditions that emphasize for the members the conditions for psychological success and essentiality.¹¹⁷

The final design of the debriefing needs to be tested with respect to its effectiveness in generating usable data for students and staff, the degree to which it develops effective means of communication among the returning students, the logistic ease with which it can fit into an already crowded schedule, the amount of staff training needed to carry it out successfully and the degree of staff acceptance of a major change in the traditional course format.

4. Sample debriefing format. An initial presentation of the goals of the debriefing should be given, followed by an exploration of the concept of the Outward Bound Second Phase. The notion here is that the first part, the residential portion, of Outward Bound is over and the second part, the application phase, is beginning.

¹¹⁷Argyris, "On the Future of Laboratory Education," pp. 162-163.

As Alexander Winn describes it:

What counts is education for what is real, i.e., the change manifested in a work or natural family setting.¹¹⁸

During this phase, students are encouraged to work on some goals that they will set for themselves during the debriefing. Outward Bound will be communicating with them on a limited basis during that time as both a reminder and an interested party. (The nature of those communications will be described in Section D.) The debriefing will have three main sections: a three-part information processing exercise, a series of communications exercises, and a final presentation and send-off.

a. Terry Borton has developed a model for designing a curriculum in affective education dealing with the way we receive information, process it, and make decisions about what action to take. It is based on the three questions, "What?," "So What?," and "Now What?" "What?" signifies sensing out the differences between a response, its actual effect, and its intended effect. "So What?" refers to transforming that information into immediately relevant patterns of meaning and "Now What?" stands for deciding how to act on that information by choosing the best alternative and reapplying it to other situations.¹¹⁹ The simplicity of this method for analyzing the way we process information and its effect

¹¹⁸Alexander Winn, "Comments on An Article by Bernard Bass," Journal of Applied Behavioral Science, III, No. 2 (1967), p. 239.

¹¹⁹Terry Borton, Reach, Touch, and Teach (New York: 1970), pp. 87-91.

of making a rather vague process more explicit recommend it for use in the debriefing situation. It suggests to me three different but related stages:

What? If the instructor has used this format during the course as was suggested earlier, it is an easy matter to introduce it into the final interview he or she conducts with each student. If not, it may nonetheless provide a convenient mechanism for the initial exchange of impressions on the student's performance during the course. The goal here is to identify the what, the substance of the student's activity and participation in Outward Bound. If the discussion can be related to the goals the student sets for himself earlier in the course, then there may be an opportunity to examine the difference, if any, between the intended goals and the actual performance. Following the individual interview, the group should begin to cover some of the same material, using the opportunity to share perceptions about each other's performance. For this first stage, the instructor, or whoever is chosen group leader, should try to keep the group focused on the what, the actual substance of what occurred, keeping in mind the previous injunction to use minimally evaluative feedback to reduce defensiveness as much as possible.

So What? When it seems appropriate to the group, they can move into the second phase. The goal here is to determine from the material generated in the "What?" section the consequences of that information, what difference it makes, and what meaning

that has for the people involved. Because of the large amount of data that has probably been accumulated, it would be best to divide the group into dyads or triads to aid in the discussion. Each member is seeking to understand and to help others to understand what significance the feedback they received in the first section has for them. With four to six groups working, the instructor and his assistant can move from group to group as necessary to help in the discussion and to keep it focused as much as possible.

Now What? This section is perhaps best accomplished by giving students an opportunity to relax for a while and to think over the information and analysis that has just been shared. Ideally, the location for the debriefing is such that it allows the students to leave the main group and to be alone for a time.¹²⁰ Before the students leave the group, they should be made aware that the next exercise will be to set some goals for themselves for the next two years. By this time they should have a quantity of data about the goals they set in the past, their success at

¹²⁰In choosing a site for the debriefings for the Teachers' Practica at The Hurricane Island Outward Bound School, we tried to find a location that was away from the School and closer to "civilization" with many of the comforts the students had been without for a month, yet which was not home for them either. The intent was to provide an environment that suggested transition by its nature and which would serve the purpose of helping the students acclimatize themselves before they went home.

reaching those goals, and some feedback about their abilities as a person. They should be encouraged to set realistic goals (perhaps reminding them of incidents from their final expedition which involved reaching objectives would be useful here).

Upon their return, they should be provided with materials upon which to write their goals. They should be told that this information will be kept by Outward Bound and that letters will be sent out at intervals as reminders of what they decided.

(The goal-setting aspect of post-course communication and its theoretical background will be described in Section D.)

Depending on the maturity of the group, the instructor may suggest that they either share the goals with the whole group, or that he have a short conference with each person while the next exercise is going on. The idea here is that students who set unrealistic goals may bring about psychological failure for themselves if those goals are frankly unattainable. A slightly understated goal achieved with some ease is probably more beneficial to a student's self-concept than an impossible goal never to be reached.

Gary Templin's phrase is particularly apt here:

The student is encouraged to change those things that he has power over and to learn to live with those things that he has no power to change.¹²¹

¹²¹Templin, p. 19.

b. Communication of the experience. The purpose of the exercises in this section is to give the student some practice in communicating to others "what happened at Outward Bound," to obtain feedback on how well that communication was received, and to develop if necessary, some more effective means of describing his experience. The logic behind this goal is as follows: A student, as a result of Outward Bound, is likely to feel that he is different. It may be (and research some day may verify) that he is different. If he feels and is different, then presumably he wants to be treated differently. His problem, then, is to communicate both the changes and how he wants to be treated as a result of them. The goal that I wish to see fulfilled is that his home environment provides support and reinforcement for the changed behavior, as we have already established the importance of refreezing the change by the student's significant others. A common example of a negative change cycle is found in the adolescent who returns home from Outward Bound with feelings of increased self-confidence and willingness to accept greater responsibility, yet who is treated with the same paternalistic and directive manner as before. It is crucial for him to be able to communicate that he thinks he is different and wants a chance to prove his increased sense of responsibility - without antagonizing his family or getting himself in a bind by overstating his capabilities.

There may be a phenomenon occurring when students return home which emphasizes the need for effective communication. Fletcher reported in his study of reactions to Outward Bound courses that there was a significant difference between the perceptions of students and their sponsors¹²² about the benefits of the course. He analyzed the number of students and sponsors who reported a change in the areas of increased self-confidence, greater maturity, greater awareness of the needs of others, and greater ability to mix well. Significantly more students reported that they had noticed changes in themselves than did their sponsors.¹²³

Howard Becker suggests a reason for this finding:

The lesson we should learn from this is that personality changes are often only present in the eye of the beholder. Changes do take place in people but the uninformed outsider interprets the change wrongly.¹²⁴

Operating under such handicaps, then, it would seem that the returning student needs some skill in communicating the change to others.

It is important to point out, though, that this is not an argument in favor of standardizing or codifying a student's response to Outward Bound. Wetmore has indicated that there may already exist the problem of students' internalizing an experience

¹²²In the United Kingdom, it is common practice for many business firms, governmental offices, and the police and military to send their employees (or potential employees) to an Outward Bound course.

¹²³Fletcher, p. 60.

¹²⁴Howard S. Becker, "Personal Change in Adult Life," p. 258.

which is based more on the written and publicized ideology than on what really occurred for them.¹²⁵ The goal is for each student to be able to describe his own experience effectively, a goal that seems all the more vital because of the knack most of us have in detecting the difference between someone else's genuine enthusiasm and fantasy.

The communications section I propose has three parts:

(1) The group is divided into triads and given the assignment that one person is to remain silent, observe, and take notes in order to provide feedback and assistance at the end of the exercise. The other two people enter into a dialogue, one person imagining someone back home with whom he would like to be able to discuss his Outward Bound experience effectively. The third student in the triad, after receiving a description of that person, enters into a discussion with the first, role-playing the would-be questioner. Students in the past have acted as someone's wife, schoolmate, principal, dean, and fellow employee. If the students are able to suspend their disbelief and enter into the exercise, they discover before long how incredibly difficult it is to communicate their experience to someone else. Somehow it always seems to come out very tritely, without any of the power and the

¹²⁵Wetmore, p. 106.

rawness of the original existential moment. If the actor is well-briefed and is willing to assume the role, he can be a very effective devil's advocate for the person who is trying to persuade him that in fact he has changed. After some time at this, the observer should suggest some additional ways of communicating the experience. It should be remembered that all three students have shared many of the same experiences and can be of help to each other in providing alternative means of description. The exercise should continue until each person has had some practice.

Following this part of the exercise, students are presented with Argyris' notion of adjunct behaviors. Briefly, the concept entails the development of supplementary sets of behaviors which may be called for when the student presents his new behaviors. For example, if the student has learned to express feelings of anger or dislike more openly as a consequence of becoming more in touch with his emotional states during a course, he also needs to learn how to express those feelings in such a way as to minimize the probability that his behavior will cause someone to become defensive and create a potentially threatening environment.¹²⁶ The development of a sophisticated set of adjunct behaviors is

¹²⁶ Argyris, Conditions for Competence Acquisition and Therapy, p. 149.

probably well beyond the scope of the debriefing and the skills of the persons involved. However, a simplified form of this learning can take place through the use of the triads. The key, as before, is in internalizing a method, rather than a precise skill. It hinges on becoming aware that people who were not present when the new attitudes, perceptions, and behaviors were learned have little idea of the conditions under which the learning took place, may not be especially sensitive to them, and may react in what seems an unreasonable or defensive manner when they are displayed. Learning adjunct behaviors requires, it seems to me, a sensitivity to the reaction others will have to the returned student and a preparation for a follow-up behavior. To this end I have developed an exercise called "The Quick Come-back." Using the same triads, each group is given a card upon which ten or so phrases are printed. A student begins the exercise by identifying a change in himself, saying, "I feel . . . " followed by a statement of feeling which summarizes the change as he might normally say it. For example: "I feel like getting more exercise every day now;" or, "I feel that I am more in control of my life these days," or, "more organized, etc." Another student, again role playing a person back home according to description, reads one of the responses from the card. The responses, or Quick Come-backs, are designed either to model defensive reactions or to force the

first student to act on his statement. Phrases beginning with the word "then," such as: "Then go ahead, nobody is stopping you;" "Then you won't mind helping out a lot more around the house, will you?;" "Then would you be willing to do it without an increase in pay?;" "Then you are giving it up completely?;" and "Then you don't love me any more?" are among those which the responder can select from. Of course, he is free to ad-lib a response of his own if he thinks it will be more effective. The first student should then respond to the Quick Come-back in a manner he thinks is appropriate. This is followed by a discussion among the three as to the implications of the dialogue for his future action.

(2) After these group activities, an exercise appears which has been quite popular with Outward Bound Teachers' Practica, but is to my knowledge untested with younger groups of students. Each student is given blank mimeograph masters and asked to write a first person description, in the present tense, of an exceptionally significant and moving event during his Outward Bound course. Ample time is allowed for students to produce a narrative. They are urged to describe the event as if it were happening as they write. The sheets are collected and reproduced in sufficient quantity for each person to have a collection of at least his own group's writings. (In the past, since the whole Teachers' course

has gone through the experience as a closely-knit set of three groups, each member received a notebook of thirty to forty essays.) Read as a group, the collection has a great deal of power and communicates, as few media can, the essence of the participants' experience. As a device for stimulating associations with the course and what was learned there, it seems to have been enjoyed by most of those who took part.

(3) The last activity is a purely personal one. Each student is given several sheets of paper and an envelope. He is asked to write a letter to himself and is told that this letter will be sealed by him and mailed to him by Outward Bound six months after the course is over. What he says to himself is clearly up to him, but those to whom I have talked about this technique say that it is an especially provocative and moving experience to receive in the mail a letter from yourself that you had forgotten that you wrote. Quite obviously, its intended effect is to stimulate a series of associations from a moment in which you were probably feeling rather different than you do when it arrives in the mail.

c. Final presentation and send-off. This part of the debriefing serves as a summary of the activities and exercises carried out by the students and as a formal closing to the course. In addition to what ever ceremony seems appropriate, there is

some theoretical input which I feel may be of use to the students and which could be presented in a number of ways. It concerns the relationship researchers have found between the job or role one holds and the behavior that role elicits. The notion is not a new one, but more and more research substantiates the fact that the job and/or role one holds has definite determining effects on one's behavior. Katz and Kahn state:

Finally we propose as a hypothesis that role behavior has effects on personality. This is simply the hypothesis that we become what we do, and in a sense, we un-become what we do not do . . . Most abilities atrophy if unexercised.¹²⁷

The implications for students leaving an Outward Bound course are clear: The roles students take in Outward Bound are unique and thus are likely to produce somewhat unique behaviors. In order to re-evoke those behaviors, it may be necessary for students to consider changing their roles. For some it might mean considering a change in jobs, for others a different group of friends. It may mean trying to expand one's role in community activities, especially those that involve service to others. These possibilities could be presented to students before they leave as alternatives to the life-style they had before Outward Bound and as possible stimuli for the successful completion of some of the goals they recently set for themselves.

¹²⁷Daniel Katz, Robert L. Kahn, The Social Psychology of Organizations (New York: 1966), p. 188.

At the conclusion of the debriefing, lists should be passed out to all students of a) the names and addresses of their group members (a standard practice in Outward Bound Schools) b) suggested activities for carrying on some of the experiences they enjoyed in Outward Bound (the list would be all the more useful if it corresponded to the geographic region where they lived, a topic to be raised in the next section.) and c) a list of Outward Bound graduates in their home areas. If support for change is a necessary requirement for the maintenance of change, then Outward Bound should be taking advantage of every possible opportunity to develop support systems among its graduates.

In summary, a debriefing format has been presented which is designed to reach a set of goals that derive from the overall concern to increase the chances of learning from an Outward Bound course and to maximize the amount of that learning which is transferred from the course to the student's home life. Some of the exercises presented have been used with success in debriefings at the University of Massachusetts, others are as yet untested. What is needed is a research component which is part of an overall course evaluation and which measures the effectiveness of the final debriefing.

D. Post-Course Activities and Follow-up

The following are methods by which both Outward Bound and the individual student can increase the chances of successfully maintaining the change process begun during the course. The three main categories are communications, post-course activities, and support.

1. Communications. As with any organization whose membership increases steadily, there exists a problem of maintaining effective communications with its graduate. Each year Outward Bound schools graduate between three hundred and eight hundred students per school. Each season an instructor may have taught as many as 72 students. To monitor the progress of each student towards his individual goals for change is clearly beyond the resources of an already financially strained organization. In addition, there are some instructors who believe that to keep up communication directly with their former students increases dependency and postpones the point at which a student takes responsibility for himself. With these problems in mind, the following communications strategies have been designed to monitor the student's progress towards his own goals, provide back-home support among graduates of Outward Bound, and to increase the chance for support of the changes begun during the course.

a. Goals - a rationale and a methodology. The purpose of this plan is to provide support for the student's efforts to reach the goals he set for himself before leaving Outward Bound. The methodology parallels very closely experimental research in

self-directed change carried out by Kolb, Winter, and Berlew. The connections with Outward Bound and the suggestions already given for the maximization of transfer should be quite clear. The assumptions which underlie the process for change are as follows:

(a) Our first assumption is that, under proper conditions, proactive forces emerge in individuals which permit experimentation with new behavior and a striving towards ideals.¹²⁸

(b) Our second assumption is that changes in behavior are more likely to be permanent if the process of changing is seen by the individual to be under his own control. The most effective change method is one in which the individual feels that he, and not some external agent of change, is responsible for the changes that occur.¹²⁹

(c) Our method for self-directed change gives the individual responsibility for 'diagnosing' his own problem, setting his own goal, and accomplishing change by his own efforts. Change which is achieved by this method should be maximally 'owned' by the individual and thus most likely to endure after the project is completed. (*italics added.*)¹³⁰

The method employed in the project is essentially quite simple. For this reason, I believe that it lends itself well to the purposes of Outward Bound:

¹²⁸David A. Kolb, Sara K. Winter, and David E. Berlew, "Self-Directed Change: Two Studies," Journal of Applied Behavioral Science, IV, No. 4 (1968), p. 454.

¹²⁹Kolb, et al., p. 455.

¹³⁰Ibid.

The major emphasis is on self-research. Each subject is encouraged to reflect on his own behavior and to select a limited and well-defined goal which he would like to achieve. The next step is to undertake a continuing and accurate assessment of his behavior in the area related to his change goal. He keeps an objective record of his behavior in this area, generally in the form of a graph which measures progress towards that goal from day to day. The subject decides for himself how long the project should continue and when his goal is attained.¹³¹

Much of the background research for this project came from the work of researchers and writers who have been cited throughout this paper. In particular the works of McClelland, Schein, and Argyris have contributed to the development of the model. The intersection of these multiple theories of behavior change and their direct applicability for an Outward Bound experience have led me to the conclusion that such a model should be tested by Outward Bound as a means to increase transfer. The results reported by Kolb, Winter, and Berlew indicate that their model produces significant self-directed change in subjects. Application of a similar research methodology to a goal-oriented project among Outward Bound graduates would be of great use in determining its effectiveness.

The administration of the project appears quite simple: During the debriefing, students would set realistic goals for themselves to be attempted over the next two-year period. The goal statements would be recorded on multiple-copy forms of the

¹³¹Kolb, et al., p. 456.

"Snap-Away" type and be retained by Outward Bound, one copy being given to the student. Before the student left the debriefing, some alternative methods for recording and graphing progress toward goals would be presented, perhaps with printed examples. At regular intervals, perhaps every six months, the student would receive in the mail one of the copies of his original goal statements and a cover letter explaining in supportive terms the fact that Outward Bound was concerned with his progress toward his goals, was sending another copy of them along as a reminder, and hoped that he was having success in his efforts. Possibly a return post-card might be included to check on the accuracy of the student's address and to give him an opportunity, if he wishes, to describe his progress towards those goals in easily recordable terms.

The cover letter should also suggest that he analyze his success along two different dimensions: a) that of his own observed progress and b) whether or not he felt others seem to have noticed changes in him. Kolb, Winter, and Berlew point out that this first factor acts as a constant reminder of his change effort and rate of improvement. If the progress is measured according to some easily observable criteria and graphed regularly, then momentary difficulties are not as disappointing in the light of generally successful trends.¹³²

¹³²Kolb, et al., p. 457.

Secondly, if he is aware of the reactions of others and their feedback on his change rate, his success will vary directly with the amount of feedback he receives.¹³³

Value-clarification strategies as well could be included in the cover letter. Techniques such as writing a short description of the student's "Ideal Self" might be suggested as means of helping the student to gather further data about his goals.¹³⁴ It is certainly clear that the way in which the cover letter or accompanying brochure is written is of the utmost importance in gaining the student's interest and trust. Much depends as well on the way in which goal-setting and follow-up are presented at the debriefing and the degree to which the total staff seems committed to the concept.

b. Information and News. Many schools publish a newsletter which carries stories on the recent events and expansion of the Outward Bound School, as well as the activities of some of its

¹³³Kolb, et al., p. 458.

¹³⁴Both these researchers and Carl Rogers emphasize the use of subjective criteria for change. Wetmore's findings regarding the increase in self-concept among Outward Bound graduates suggest as well the importance of the individual's perception that he is changing. Kolb, Winter, and Berlew point out that, "If a person can improve his evaluation of himself and maintain this feeling over time, then it seems difficult to argue that this does not represent a significant change in his life." Kolb, et al., p. 462.

students and staff. It serves as an occasional reminder to the student that he did in fact attend an Outward Bound course. The work of McClelland supports this activity as being important in keeping the experience and its associations rearoused from time to time to stimulate activity towards change.¹³⁵

c. Six months after the student completes his course, the letter he wrote to himself during the debriefing should be mailed to him and every effort made to ensure that it reaches him if it appears that he has moved.

2. Post-course activities Coordinated by Outward Bound. In the United Kingdom, Outward Bound has developed a network of activities designed to involve its graduates in activities which are similar to those in Outward Bound. There are regional Outward Bound Associations whose function is to publicize Outward Bound, to recruit new students, and to organize activities for graduates. Among the options available to a graduate are hikes and climbs, social work projects, and opportunities to get together with other graduates on a social basis. The impact of Outward Bound is thus magnified by reinforcement after the course. In addition, there are Extension Courses designed for graduates who wish to attend another Outward Bound course.

The wide variety of post-course options available to the graduate of the overseas Outward Bound Schools suggests that there is a strong demand for such activities and that ways to "import" the benefits of mutual reinforcement in a manner appropriate to American cultural habits be found.

¹³⁵McClelland, p. 329.

3. Support. It has been shown that support for the changes begun at Outward Bound is a key element in causing transfer and maintenance of those changes. For this reason it is suggested that extensive efforts be made to recruit students on the basis of relationships they have with other potential students. For example, preference could be given to members of the same family who wish to attend a course together. Students applying for admission could be urged to find a friend who would attend with them. At the adult level, there exists already a policy of giving preference to teachers from the same school or employees from the same firm. The reasoning behind such a decision seems sound and the principle should be extended to cover all students.

CHAPTER VI
SUMMARY AND CONCLUSIONS

- A. An Overview of The Concepts Developed
- B. Suggestions for Further Research

A. The following is an overview of the principal concepts developed in this paper:

1. For a number of reasons, Outward Bound can be characterized as a process for individual change, in the areas of attitudes, perceptions, values, beliefs, and behaviors. Those reasons include the historical background of the organization, its own philosophy and goals, and its educational processes. Thus it shares a number of characteristics with other processes of change and can benefit from an examination of parallel concepts from change theory and the behavioral sciences.

2. Changing those human factors mentioned above is a difficult task because there are a number of powerful and inherently conservative forces operating to maintain the status quo. These include psychosociological pressures such as situational determination of behavior; reinforcement from one's own peer group; the limitations of one's own self-image; and a lack of support for changed behaviors.

3. The process of change is further complicated by the lack of precision research instruments to identify and measure significant change in an individual. This is especially true in the Outward Bound change process where changes may be subtle in nature and may not become apparent until quite some time after the experience.

4. By examining the Lewin-Schein three-step model for change, it is possible to draw parallels to the Outward Bound educational method. The steps of unfreezing, changing, and refreezing occur at a number of points in an Outward Bound course.

5. The role of the instructor is the key to the establishment of supportive conditions for change involving psychological safety and trust. The instructor provides a role-model which is central to the process of change as students use him or her to identify with during periods of uncertainty.

6. By its one-time nature, Outward Bound can have little or no effect on its graduates once they leave the course except through the changes a person has chosen to take with him and wants to keep. It is likely that, upon returning home, students undergo a change cycle involving the same stages of change as they went through at Outward Bound.

7. The change processes of Outward Bound are concentrated mainly on the first two stages, unfreezing and changing, and very little on the third stage, refreezing or transfer. I have presented a number of strategies and accompanying rationale for increasing the chances that transfer will occur after the Outward Bound course is completed.

8. Central to the process of change I have described at work in Outward Bound is the necessary function of goal-setting by the student before the course and for a period of time after the course is over. Goal strategies may assist the instructor in bringing about change and may help the student to maintain the changes he wants once the course is over.

9. Outward Bound planners in the past have traditionally favored direct experience over theoretical input. This dissertation is an attempt to alter that relationship.

B. Suggestions for Further Research

Before meaningful research which measures the effect of Outward Bound and/or its various components can be carried out, there are a number of factors which must first be established. These involve identification and clarification of a set of goals that Outward Bound has for its students. Specifically this would entail describing the ways in which the staff would like the students to be different at the end of a course. Where those differences could be expressed in behavioral terms there would exist a greater chance of identifying and measuring change in the direction of those goals. The more clearly these goals are articulated, the more accurately progress towards them could be observed.

Once such goal statements were developed, or were stated in the most accurate terms possible, research on some of the following questions could begin. The fact that all the goals cannot be stated in precise behavioral terms should not prevent trying to identify some of them. As goals are identified, a cyclical process is begun in which the clarity of the goal helps to establish measurement of movement in the direction of the goal, followed by an ability to state additional goals more clearly, etc.

Some specific question which I feel need answers are the following:

1. Change -

- a. What are the specific dimensions of change that Outward Bound is trying to induce in its participants?
- b. What are reliable and valid measures of effectiveness in reaching those goals?

2. Transfer -

a. What teaching techniques and learning atmospheres seem to have the greatest effect on learning transfer?

b. What leadership styles are most effective? For what groups of students are which instructors likely to produce the most positive results?

c. What effect would post-course activities similar to Outward Bound in purpose have on the transfer and maintenance of Outward Bound learning?

d. How effective is a goal-oriented strategy (as developed in this paper) in bringing about change and transfer?

3. Course Planning -

a. What types of courses produce what kinds of results? Are length or intensity, for example, related to amount of transfer?

b. What is the optimum balance in a course between staff-directed activities and individual freedom and self-directed learning?

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A P P E N D I X A

TYPICAL 26-DAY PROGRAM AT HURRICANE ISLAND OUTWARD BOUND SCHOOL

Day	Activity	Day	Activity
1	Enroute to Rockland, Maine 12-Mile Boat Trip to Hurricane Island Issue Gear Quiet Walk Director's Welcome Pledges	6	Climbing Belaying Scrambling Seamanship and Navigation Rowing Drills Introduction to Sailing Navigation Plotting Practice
2	First Aid Lecture Initiative Tests Ropes, Wall Seamanship and Navigation Rowing Whaleboats	7	Three Day - Planning a Cruise Stowing and Checking a Boat Inventories Camp Ashore at Night
3	Seamanship Small Sail Boats Ecology First Field Trip Climbing, Knots, Belays	8	Training Cruise: Basic Campers Skills Boat Watches Intensive Seamanship Night Exercises
4	Duty Watch: 24-Hour Manning of the Rescue Station and Radios Radio Procedures Fire Fighting Techniques Proper Use of Equipment Weather, Logs, Mass Detail	9	In Whale Boats: Anchoring Man Overboard Procedures Rowing, Sailing Navigation
5	Sunday Meeting Free Time Seamanship Peapods Initiative Tests Ropes, Walls Artificial Respiration Lecture, Demonstration	10	Climbing/Rappelling Practice Falls Seamanship and Navigation Drills without Instructor First Aid Lecture
		11	Seamanship Capsize Drill Low Tide Ecology Community Service

TYPICAL 26-DAY PROGRAM AT HURRICANE ISLAND OUTWARD BOUND SCHOOL CONTINUED

Day	Activity	Day	Activity
12	Duty Watch: 24-Hour Manning of the Rescue Station and Radios Solo Briefing after 2100 Rescue Unit Fire Fighting, Search Patterns Mess Detail, Casualty Handling Logistical Support	20	Climbing Cliff Evacuation Seamanship and Navigation Preparation for Final Expedition
13	Solo Drop-Off on an Island	21	Final Four-Day Expedition in Whaleboats:
14		22	Students in the 30-Foot Open Ketch-Rigged Whale Boats.
15		23	Operate in Any Weather. Camp Ashore First Night and Part of Second. Operate Through the Third Night.
16	Solo Pick Up Solo Debriefing	24	Return to Island Clean Gear
17	Initiative Tests Ropes, Wall Seamanship Drills Skin Diving	25	Duty Watch: 24-Hour Manning of Rescue Station and Radios Turn in Gear Write Course Impressions Watch Competitions Awards Dinner Pack
18	Climbing Short and Long Rappells Casualty Handling Seamanship Navigation Time, Rate, Distance	26	Enroute to Rockland, Maine and Home
19	Sunday Meeting Free Time Seamanship Small Sail Boats Community Service		

A P P E N D I X B

Research Problems in Outward Bound

The purpose of this section is to outline some of the present problems in carrying out research on Outward Bound. It is hoped that by describing these difficulties, other researchers may be helped to design instruments which overcome or circumvent them so that effective measurement of the processes and outcomes of an Outward Bound course can be made. Furthermore, by gaining a greater understanding of research methodology, the Outward Bound community will, as both originators and consumers of research, be in a better position to filter outside requests for research opportunities and to design internal research projects on its own.

The problems in research on Outward Bound are in many ways similar to those of human relations training. The difficulties encountered in measuring changes in interpersonal behavior (a complex of knowledge, values, perceptions, and behavioral skills) are strikingly parallel to those in identifying change in Outward Bound graduates. For this reason I am using a paper on training research as a background document.¹³⁶ Where possible I will suggest some ways of overcoming the problem. In cases where I cannot, it is hoped that others may be able to do so.

¹³⁶Roger Harrison, Problems in the Design and Interpretation of Research on Human Relations Training (Washington: 1967).

The Problem of an Equivalent Control Group

Traditional research design calls for the use of a control group which is matched as closely as possible to the group undergoing training in order to see what effect the training experience has on the subjects. Matching a control group with an Outward Bound patrol is a difficult task indeed. Even in institutional situations in which the groups may be matched along a number of variables (as for instance with students from the same high school, some of whom attend an Outward Bound course), there exists a major difference in that one group wanted to attend an Outward Bound course. Presumably they had some motivation to do so; this factor alone may set them apart from the control group in a significant way. A method of getting around this problem may lie in using two groups who have chosen to attend Outward Bound and to delay one group's entry in the program so that they may serve as a control group. A simple method of accomplishing this might be by administering the research instruments to students enrolled in chronologically different Outward Bound courses.

A further solution might occur in studying the process of training as well as the outcomes. Instead of merely measuring what happens "before-and-after," as has been done in most research studies on Outward Bound to date, we might make some hypotheses about what it is that happens to the person that causes us to predict one outcome over another.¹³⁷ It

¹³⁷The importance of being able to predict the outcome of the training experience needs to be stressed. Without the ability to predict outcomes and to assess whether the prediction came true, the training program produces changes in a random fashion that defy accurate measurement.

might be possible, for instance, to give similar patrols a course which differs systematically along some important dimension: length of solo, amount of autonomy, degree of stress, etc. The effects of the difference in training could be thus measured. In this way, the problem of bias in using an untrained control group is avoided since all the groups being compared have been through the course.

Harrison suggests a variation on this theme in which control is introduced by measuring some important difference in the behavior of the participants or in the quality of their experience while in training. In this case the difference would not need to be one introduced intentionally by the Outward Bound staff, but could result from observation and comparison of the groups involved.¹³⁸

Number of Variables Involved

The solutions to the control problem posed above have one major drawback, however. They assume that Outward Bound courses possess sufficient similarity so that significant variables may be altered while the basic course itself remains the same. Unfortunately, this is not the case. The principle variables are the instructor's style in general, his style in the particular course under study; the composition of the student group, its expectations, strengths and weaknesses as a group as well as individual members; the season of the year and the limitations

¹³⁸Harrison, p. 2.

it may place on the scope of the course; the weather and its effect on the group's morale and its ability to achieve goals. Accurate measurement of these factors is impossible with respect to predicting outcomes, hence some strategies for dealing with such a wide range of variables, many of which are unable to be controlled, must be developed. One such strategy might be to identify certain characteristics of the experience in ways that indicate general trends, as for instance in describing a course that had a high level of contrast in weather, or an expedition that was exceptionally rich and varied in the responses it demanded from the students. A course might be characterized as having a high level of conflict between students and their instructor or conversely as one in which the instructor remained in the background throughout the course. By developing course and interaction typologies, some general trends could be identified that might lead to further experimentation. This would involve those variables which can be controlled, as for instance taking measures of two successive courses by the same instructor.

When is Change to be Measured?

This question has special meaning in light of the three stage model for change presented in this paper. While the model presented has merits as a conceptual tool, there has been no empirical test of its accuracy in describing how people change. We do not know exactly how long the phases are supposed to last or how to tell with precision

what phase a person may be in. Harrison identifies the critical element as being the timing of the measures. Generally the outcome of training is thought of as being the refrozen state, yet our test may be measuring instead a previous phase in which the change in the person has not yet been stabilized and integrated.

What we may often measure is the process of change itself. During this phase we should expect rather different outcomes if the training has been successful. Rather than stabilized behavior patterns, we should expect to find such changes as higher activity levels and rates of interaction; greater risk-taking in attempting new behavior with others; greater variability and inconsistency in behavior, values and perceptions . . . These might well be accompanied by higher levels of anxiety and discomfort around the individual's self concept and his interpersonal relationships.¹³⁹

Thus, depending on when the post-course measure is taken, the results may be biased by the fact that the student is undergoing another cycle of the change process as a result of the reception he received upon returning home.

Complicating the measurement process further is the progressive nature of change. There is a need for longitudinal research on the effects of an Outward Bound course that would measure changes over a long period of time. Wetmore, for instance, found that there was a greater increase in self-concept between pre-course and post-course tests than between the post-course test and a follow-up study done six months later.¹⁴⁰ This is as one might predict: the effect of the course was

¹³⁹Harrison, p. 4.

¹⁴⁰Wetmore, p. 3.

felt to be greatest immediately afterwards. Yet there are a number of studies from the field of human relations training which show that personal changes are both progressive and cumulative and that they are felt to increase as time goes on. Research needs to be done on Outward Bound to see if there are similar findings. There are many people within Outward Bound who maintain that changes from the experience may not be felt until years later; such a study would help to establish the validity of these claims.

Harrison points out an additional caution in the measurement of change: the timing of the actual data collection. He suggests that there is a considerable amount of anticipatory anxiety on the part of the participants prior to beginning the training experience which can easily bias the results of the pre-training measures. While their fears may not be realistic in nature and may soon be replaced by more accurate concerns, they can have an effect on the factors being measured. He suggests that the instruments be administered by mail sometime before the course begins. An alternative solution is to collect data a day or two into the experience. Harrison feels that, although there may be some difficulty in interpretation of this data, the problems are far less than those created by using data from participants who are upset and anxious.¹⁴¹

¹⁴¹Harrison, p. 7.

The Relationship Between the Researcher and the Participants

For a number of reasons it is difficult to collect data about an Outward Bound course through direct observation. Because the watch or patrol is self-contained and generally enroute somewhere, it becomes necessary for the observer to travel with them. If he is to be close enough for effective observation, he will have to become a participant as well, in order to avoid either causing resentment or being ostracized by the group. There have been few studies done on Outward Bound by participant-observers: the problems in undergoing an experience and accurately assessing it are well known. This problem is further compounded by the norm structure in Outward Bound that places a high value on openness and directness among staff and participants and a shared respect based on trust and responsibility. Within this structure, any manipulation, whether real or imagined, tends to be opposed and the secrecy of a researcher towards his subjects may be strongly resisted. His presence and actions are likely, therefore, to produce responses which bias his research.

One solution, tried by Katz and Kolb at several Outward Bound schools,¹⁴² is to take the role of an assistant instructor. From this vantage point, one can observe the actions of the participants in a relatively objective manner. My objection to such a role, however, is

¹⁴²Richard Katz and David Kolb, "Outward Bound and Education for Personal Growth" in Francis J. Kelly and Daniel J. Baer, Outward Bound Schools As An Alternative to Institutionalization for Adolescent Delinquent Boys (Boston: 1968).

based on my own experience as an instructor-observer. One very quickly runs into situations which may bias any research when one assumes the dual role of evaluating something at the same time as one is helping to cause it to happen. Perhaps with greater methodological sophistication the problem can be avoided, but at present I feel that the opportunities for influencing the process, even subconsciously, are too many to allow a truly objective assessment of its effect.

Lack of Precedent for Certain Types of Research

In addition to the research problems cited above, it is my belief that there may be a number of forces operating in an Outward Bound course that we either are unaware of or do not possess the instrumentation to measure their effects. These forces may someday be discovered in unrelated areas of scientific research, but for the moment are only speculative. Scientists are carrying out research on the effect of various substances and forces on the human body in the light of increased evidence that the body is intimately related to the mind and the development of personality. Factors such as chemicals ingested in food or inhaled in the air we breathe, the effect of the earth's magnetic field on fetal development, and the possibility of extrasensory perception are being seriously researched to determine their effect on human beings.

Similarly, with respect to Outward Bound, there may exist a number of influencing factors in the environment that aid in the change process. Is it perhaps possible that the natural environment has effects

on us that we are not aware of? Poets and writers have for centuries described their feelings at sunset or their awe in a storm at sea. Perhaps solar radiation or electrical discharges have an effect on man in ways that we cannot measure at present.

Today we take for granted the findings of Edward Hall¹⁴³ and others concerning the effect of space on human interaction, yet when that research was first begun, it was widely challenged. It is possible that research such as I have described above may someday be commonplace and the effect of the natural environment on humans will be better understood.

In summary, I have presented a number of problems associated with research on Outward Bound. Rather than trying to discourage future research, I indicated areas of potential difficulty in order that other researchers may have a greater understanding of the methodological needs in research design for Outward Bound.

¹⁴³In The Hidden Dimension Hall defined the science of proxemics, the study of the effects of a person's living space on his behavior.

