

APPENDIX ONE

THE COURSES

Appendix 1b The Outward Bound New Zealand courses

The 22-day course S375

| Day | 1 | 2 | 3 | 4, 5 | 6, 7 | 8 |
|----------|---------------------------------------|--|--------------------------|------------------------------------|-------------------|--------------------------------|
| Activity | Arrive Fire brief Introductions | Team initiatives First aid & CPR training | Rock climbing Service | Bush scheme training (Tramping) | Community service | Ropes course Kayak training |

| Day | 9-11 | 12-14 | 15-17 | 18-20 | 21 | 22 |
|----------|-----------------------------|--------------------------------------|-------|-------------------------|--------------------|---------------------------|
| Activity | Rivers scheme (Kayaking) | Bush scheme expedition (Tramping) | Solo | Sea scheme (Sailing) | Marathon (24km) | Tree planting Farewell |

The 9-day course, C133

| Day | 1 | 2 | 3 | 4, 5 | 6 | 7 | 8 | 9 |
|----------|-------------------------------------|-------------|--|------------|------|----------------------|-----------------------------|--------------------|
| Activity | Arrive Bush scheme (Tramping) | Bush scheme | PT Rock climbing Sea scheme (Sailing) | Sea scheme | Solo | Solo Ropes course | Rivers scheme (Kayaking) | Marathon (12km) |






Appendix 1b The Intertouch course scenario Outward Bound Czech Republic August 1997

| Date | Dawn | Breakfast | Morning 1 | Morning 2 | Lunch | Afternoon 1 | Afternoon 2 | Dinner | Evening 1 | Evening 2 | Night |
|-----------|---------------------|-------------------------|---|-------------------------|-------|---------------------------|-----------------------------|------------------------------|---|-------------------------|---------------------|
| Sunday | | | | | | | 16.16pm Planetarium | | Mystery of Prague | | Travel to Doubravka |
| Monday | Arrive at Doubravka | Sleep | | Intro to centre | | Icebreakers/ Dynamics | 'Mulilegger' (Physical) | | Greetings from around the world (Cultural/social) | | |
| Tuesday | | | Drawing in pairs (Senses) | Dance | | Low ropes | Mountfield (Physical) | | Garden party (Social) | | |
| Wednesday | | | 'Honeymoon' (Social) | Drama | | Paper +paint (Creativity) | Astro game (Team) | | Review Astro game | Clay | |
| Thursday | | Fahrenheit 451 (Senses) | | Video clips (Role play) | | Video clips (Role play) | Ekosystems (Team) | | Review Ekosystems | 'Oscars' of the videos | Baby massage |
| Friday | | | Pointillism (Creativity) | | | Orienteering | Climbing | | | Dance Party (Role play) | |
| Saturday | | | Writing on sheets (Feedback) | | | | | | Solo | | |
| Sunday | | Solo | | Review Solo | | | | Camel trophy (Physical/team) | | | Massage |
| Monday | | | Review Camel Trophy | Clean up centre | | Leave centre | | | Silly John (Cultural) | | |
| Tuesday | | | | Silly John (Cultural) | | | | | Review Silly John | Poems (Creativity) | |
| Wednesday | | | Service | | | Abseiling | Feeling the forest (Senses) | | Walking through Czech forest and villages | | |
| Thursday | | | Walking through Czech forest and villages | | | | Theatre (Team/role-play) | | | Dinner | |
| Friday | | | Flying fox/ writing letters | | | | Common time...End of course | | | | |




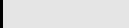
Appendix 1c The Intertouch course scenario, Outward Bound Czech Republic August 1998

| | Day | Early Morning | Breakfast | Before noon 1 | Before noon 2 | Lunch | Afternoon 1 | Afternoon 2 | Dinner | Evening | Night |
|------------------|-----|---|-----------|--|--|------------------------------------|---|------------------------------------|--|---|-------|
| <i>Friday</i> | 1. | | | | | | <i>BEGINNING in Prague</i> (Start, Planetarium, Gallery with "raut" dinner, Tramway, Praga Mysteriosa) | | | | |
| <i>Saturday</i> | 2. | TRAVELLING TO THE CENTRE" /Icebreakers and dynamics | | | | | | | | | |
| <i>Sunday</i> | 3. | Introduction of the Centre | | "RUNNING GAME" <i>(Andy)</i> | | International "touches" | CREATIVITY <i>(Jitka)</i> LOW ROPES <i>(Rick)</i> | | International "touches" | Greetings of the nations <i>(Olina)</i> | |
| <i>Monday</i> | 4. | | | Dancing + Dramatics <i>(Frcka + Martin)</i> | | | ROCK climbing <i>(Olina + Rick)</i> Orienteering <i>(Svetla + Jenyk)</i> | | | "ROLES Program" (Wedding Party) <i>(Andy + Frcka)</i> | |
| <i>Tuesday</i> | 5. | NEXUS <i>(Jenyk)</i> | | | DANCE/KI <i>(Svetla/ Olina)</i> | | DANCE/KI <i>(Svetla/ Olina)</i> | Video Clips <i>(Andy + Olina)</i> | | Men +.women/Sauna/clay <i>(Jitka)</i> | |
| <i>Wednesday</i> | 6. | | | LABYRINTH <i>(Svetla + Jitka)</i> | | | Running Game Ecosystems <i>(Jenyk)</i> | DANCING HALL <i>(Tom Hecko)</i> | | | |
| <i>Thursday</i> | 7. | | | WRITING SHEETS <i>(Rick)</i> | | | HIGH ROPES WORKSHOP | Leaving to SOLO | SOLO <i>(Rick)</i> | | |
| <i>Friday</i> | 8. | SOLO <i>(Rick)</i> | | Return from SOLO | Review of SOLO | | Team "INFECTION" <i>(Svetla + Jenyk + Martin)</i> | | Night golf+ Svetla's birthday <i>(Jitka)</i> | | |
| <i>Saturday</i> | 9. | STALKER <i>(Physical/mental)</i> | | ART Breakfast | Leaving to "SILLY John" | "SILLY JOHN" <i>(Frcka + Andy)</i> | | | | | |
| <i>Sunday</i> | 10. | "SILLY JOHN" | | | Review of "SILLY JOHN" + Late lunch | | CAMEL TROPHY <i>(Jenyk)</i> | | Massage <i>(Martin)</i> | | |
| <i>Monday</i> | 11. | | | POINTILISM <i>(Jitka + Frcka)</i> | | | "Individual survival for soul" <i>(Ola + Svetla)</i> | | POEMS (Dead Poets) <i>(Jitka + Frcka)</i> | | |
| <i>Tuesday</i> | 12. | | | Trapeze jump <i>(Rick + Olina)</i> | | | | Service | THEATRE (Slideshow incl.) <i>(Jenyk)</i> | | |
| <i>Wednesday</i> | 13. | | | Housecleaning | | Leaving Centre... | Common TIME...END OF COURSE | | | | |

Appendix 1d The Intertouch course scenario Outward Bound Australia, March 1999

| Date | Wave style | Early morning | B | Mid morning | L | Afternoon | D | Evening |
|--------------------|---|---------------|---|---|---|--|---|---|
| 27-Feb Sat 1 | | | | | | 2.22pm SYDNEY <i>Matt, Karim, Svetla, Jitka</i> | | Welcome Circle MUSIC <i>Olina, Svetla</i> |
| 28-Feb Sun 2 |  | | | Gear& food Dynamics <i>Zoë, Matt, Zoë Svetla</i> | | Dynamics BIKE RACE <i>Svetla, Zoë, Jenyk, Andy</i> | | Night walk <i>Olina, Zoë</i> |
| 1-Mar Mon 3 | | | | FELLOWSHIP OF THE ROUND TABLE <i>Zoë, Olina</i> | | | | NATIONAL GREETINGS <i>Olina, Matt</i> |
| 2-Mar Tue 4 |  | | | MM MULTI- LEGGER <i>Creative Workshops</i> DRAMA <i>Jitka, Andy, Svetla</i> | | SCRABBLE/ COLOURMAZ <i>Jitka, Rachel, Jenyk</i> | | POSEIDON <i>Svetla, Karim</i> |
| 3-Mar Wed 5 | | | | <i>Creative Workshops</i> MUSIC prep. <i>Matt</i> | | KI <i>Olina</i> | | MEN& WOMEN <i>Jitka, Karim</i> |
| 4-Mar Thu 6 |  | | | LABYRINTH <i>Svetla</i> | | <i>Labyrinth</i> SITTING GAME <i>Review</i> <i>Jenyk</i> | | TOUCHES <i>China</i> RELAXATION <i>Queensland</i> <i>Rachel</i> |
| 5-Mar Fri 7 | | | | MM Ki ROPES <i>Karim</i> | | RICK's Sheets, BLIND SOCCER, TOUCHES <i>Vic., W.A.</i> <i>Andy</i> | | <i>Rest</i> CAVES <i>Karim</i> |
| 6-Mar Sat 8 |  | | | CAVES <i>Karim</i> | | SOLO <i>Olina</i> | | |
| 7-Mar Sun 9 | | | | SOLO <i>Olina</i> | | SOLO INFECTION <i>Review</i> <i>Jenyk, Svetla, Matt</i> | | DANCING HALL <i>Jitka, Rachel</i> |
| 8-Mar Mon 10 |  | | | MMM <i>Service</i> | | CAMEL TROPHY <i>Jenyk, Andy, Matt</i> | | Massage <i>Rachel</i> |

| | | | | | | | | | |
|---------------------|--|--|--|---|--|---|--|-------------------------------|--|
| 9-Mar Tue 11 | | | | MM | VIDEOCLIPS <i>Andy, Zoë</i> | | CLOSE ENCOUNTERS <i>Olina</i> | DANCE <i>Svetla</i> | TOUCH <i>Great OSCARS session</i> <i>Britain Andy, Zoë Matt</i> |
| 10-Mar Wed 12 | | | | | INDIVIDUAL SURVIVAL FOR THE SOUL <i>Jitka, Olina</i> | | TOUCH POINTILISM <i>Jitka, Zoë</i> <i>New Zealand touch</i> | | 'DEAD POETS' POEMS <i>Matt, Rachel</i> |
| 11-Mar Thu 13 | | | | | Theatre Prep. | | THEATRE <i>Svetla</i> | | Final SYMPHONY <i>Matt</i> |
| 12-Mar Fri 14 | | | | Clean up & Pack <i>Matt</i> | FINAL DEBRIEF <i>Karim</i> | Good Bye Circle THARWA | | | |

| KEY | |
|---|----------------------|
|  | Physical wave |
|  | Social wave |
|  | Emotional wave |
|  | Feedback |
| B | Breakfast |
| L | Lunch |
| D | Dinner |
| MM | Morning Meeting |
| MMM | Long Morning Meeting |

APPENDIX TWO

THE QUESTIONNAIRES

Appendix 2a Pre course questionnaire, OBNZ

Cover letter for questionnaire

Introduction

The following questionnaire is being used to study the perceptions of, and the impacts to participants of courses at Outward Bound. The research will also try to find out what changes take place in perception, and in a person's self-concept, during the course and in the months afterwards. The intention is to find out more about the courses so that improvements can be made, if necessary. The research is being undertaken by Andy Martin, a lecturer in Sport and Outdoor Recreation Management, part of the Sport Management programme at Massey University.

What is involved?

Participation in the research is completely voluntary and information will remain confidential. Each questionnaire should only take a few minutes to complete and involves ticking boxes with the most appropriate answer and writing comments, which best describes your opinion of the question.

Firstly, you will be asked to fill in this questionnaire as you start the course. You will be asked to fill in a further questionnaire following the course and a third questionnaire will be sent to you, six months later, to be answered and sent back. Please follow the instructions carefully and answer all the questions that you can. You may get help with some of the questions, but please write down your answers only.

Thank you

Thank you very much for spending the time to fill in the questionnaires. Your answers are appreciated and important in the development of future courses. The Outward Bound course that you are about to enjoy has been developed and improved in response to comments from students of the past courses.

Using the five-point scale below, rate the following statements as they apply to your impression of OB

| 1 Definitely Agree | 2 Agree | 3 Don't Know | 4 Disagree | 5 Definitely Disagree |
|--------------------------|------------|--------------------|---------------|-----------------------------|
|--------------------------|------------|--------------------|---------------|-----------------------------|

Please rate how satisfied you are with: (please tick the appropriate box)

E.g. is in the Marlborough Sounds

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Outward Bound:

Is where you learn outdoor skills

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Is confidence building

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Is mentally challenging

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Is physically challenging

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Is educational

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Is expensive

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Develops leadership skills

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

A place where you meet new friends

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Instils self-discipline

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Develops ability to work with others

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Is for the youth of today

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Builds self-reliance

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Builds sense of responsibility

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Is concerned with safety

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Makes you more social

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Makes you independent

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Makes you interdependent

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Develops holistic well-being

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Develops positive attitudes

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Builds fitness

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Makes you more tolerant

| | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

Self-concept

- a. Using the five point scale provided below, rate the following statements for their accuracy to you.
 b. Then, please rate the same statements for their importance to you (using the five point scale).

| | | | | |
|--------------------------------------|----------------------------|-----------------------------|--------------------------------|--|
| Very Accurate 1 Very Important | Accurate 2 Important | Moderate or 3 Average | Inaccurate 4 Unimportant | Very Inaccurate 5 Very Unimportant |
|--------------------------------------|----------------------------|-----------------------------|--------------------------------|--|

How to answer

For example, the statement ... “I enjoy the outdoors” ... may be Very Accurate (5) as a description of you, but it may also be Unimportant (2) to you

Accuracy: how accurate is this statement about you

Importance: how important is this statement about you

| | | | | | | | | | | | | | | |
|-----|---|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 41 | 2 | 3 | <input type="checkbox"/> | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I am good at sports and physical activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 512 | | 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I am physically attractive/good looking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 583 | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I have good relationships with opposite sex | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 51 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I have good relationships with same sex | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | I have good relationships with my parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | I am an emotionally stable person | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42 | | 3 | <input type="checkbox"/> | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I am a spiritual/religious person | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 58 | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I am an honest/reliable/trustworthy person | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | I have good verbal skills and reasoning ability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | I have good problem solving skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | I am/was a good student in most academic subjects | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | I am good at creative thinking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | I am a practical/mechanical/”handy” person | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 42 | | 3 | <input type="checkbox"/> | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I am a caring and understanding person | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 1 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I am a hard-working employee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | I am concerned for my health and fitness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | I have an outgoing personality | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- a. Using the five-point scale below, rate the following as they apply to your impression of the ease of the course activities and routines.
- b. Then, please rate the same activities and routines for your impression of how much you would enjoy them (using the five point scale).

| | | | | |
|-------------------|-----------|-------------------------|------------------|-------------------------|
| Very enjoyable | Enjoyable | Moderately enjoyable | Not enjoyable | Not enjoyable at all |
| 1 | 2 | 3 | 4 | 5 |
| Very easy | Easy | Moderately easy | Not easy | Not easy at all |

How to answer

In the spaces provided to the right, write any comments you wish about the activity or school routine.

E.g. you may find mountain biking Very easy (1) but also not enjoyable (4), please tick the appropriate box

| Ease | Activity or Routine | Enjoyment |
|--|---|--|
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Morning fitness activities | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | No smoking | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | No drinking | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Strict timetables, punctuality time restraints | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Communal living | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Tent living | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Ropes course | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Rock climbing | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Group activities | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Running a 1/2 marathon | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Tramping | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Canoeing/ Kayaking | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Snow pursuits | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Sailing | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Solo: being alone in the bush | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Service to community projects | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |

12. Using the five-point scale below, rate the following statements as they apply to your impression of OB

| 1 Definitely Agree | 2 Agree | 3 Don't Know | 4 Disagree | 5 Definitely Disagree |
|--------------------------|------------|--------------------|---------------|-----------------------------|
|--------------------------|------------|--------------------|---------------|-----------------------------|

Please rate how satisfied you are with: (please tick the appropriate box)

E.g. is in the Marlborough Sounds

| | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|

Outward Bound:

Is where you learn outdoor skills

| | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|

Is confidence building

| | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|

Is mentally challenging

| | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|

Is physically challenging

| | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|

Is educational

| | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|

Is expensive

| | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|

Develops leadership skills

| | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|

A place where you meet new friends

| | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|

Instils self-discipline

| | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|

Develops ability to work with others

| | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|

Is for the youth of today

| | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|

Builds self-reliance

| | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|

Builds sense of responsibility

| | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|

Is concerned with safety

| | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|

Makes you more social

| | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|

Makes you independent

| | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|

Makes you interdependent

| | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|

Develops holistic well-being

| | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|

Develops positive attitudes

| | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|

Builds fitness

| | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|

Makes you more tolerant

| | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|

13. Self-concept

- a. Using the five point scale provided below, rate the following statements for their accuracy to you.
 b. Then, please rate the same statements for their importance to you (using the five point scale).

| | | | | |
|--------------------------------------|----------------------------|-----------------------------|--------------------------------|--|
| Very Accurate 1 Very Important | Accurate 2 Important | Moderate or 3 Average | Inaccurate 4 Unimportant | Very Inaccurate 5 Very Unimportant |
|--------------------------------------|----------------------------|-----------------------------|--------------------------------|--|

How to answer

For example, the statement ... "I enjoy the outdoors" ... may be Very Accurate (5) as a description of you, but it may also be Unimportant (2) to you

Accuracy: how accurate is this statement about you

Importance: how important is this statement about you

| | | | | | | | | | | | | | | |
|-----|---|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 41 | 2 | 3 | <input type="checkbox"/> | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I am good at sports and physical activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 512 | | 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I am physically attractive/good looking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 512 | | 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I have good relationships with opposite sex | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 51 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I have good relationships with same sex | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | I have good relationships with my parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | I am an emotionally stable person | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 421 | | 3 | <input type="checkbox"/> | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I am a spiritual/religious person | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 512 | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I am an honest/reliable/trustworthy person | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | I have good verbal skills and reasoning ability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | I have good problem solving skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | I am/was a good student in most academic subjects | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | I am good at creative thinking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | I am a practical/mechanical/"handy" person | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 421 | | 3 | <input type="checkbox"/> | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I am a caring and understanding person | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 1 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I am a hard-working employee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 | | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | I am concerned for my health and fitness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | I have an outgoing personality | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

14. a. Using the five-point scale below, rate the following as they apply to your impression of the ease of the course activities and routines.

b. Then, please rate the same activities and routines for your impression of how much you would enjoy them (using the five point scale).

| | | | | |
|-------------------|-----------|-------------------------|------------------|-------------------------|
| Very enjoyable | Enjoyable | Moderately enjoyable | Not enjoyable | Not enjoyable at all |
| 1 Very easy | 2 Easy | 3 Moderately easy | 4 Not easy | 5 Not easy at all |

How to answer

In the spaces provided to the right, write any comments you wish about the activity or school routine.

E.g. you may find mountain biking Very easy (1) but also not enjoyable (4), please tick the appropriate box

| Ease | Activity or Routine | Enjoyment |
|--|---|--|
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Morning fitness activities | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | No smoking | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | No drinking | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Strict timetables, punctuality time restraints | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Communal living | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Tent living | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Ropes course | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Rock climbing | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Group activities | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Running a 1/2 marathon | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Tramping | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Canoeing/ Kayaking | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Snow pursuits | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Sailing | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Solo: being alone in the bush | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
| <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 | Service to community projects | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |

Appendix 2d Instructor interview questions, OBNZ

The main interview questions were:

- What are your objectives for the courses?
- What are the key factors for a successful course?

Once these questions had been asked, I asked further questions depending upon their earlier responses.

Appendix 2e Six months post course questionnaire Intertouch 1997

It is now some time since Intertouch. We are interested to hear what has happened to you since the course and also ways for us to improve future courses. Thanks for your time and effort; it truly is appreciated. You may want to sign your name but we also understand if you want to remain anonymous.

Name...

Age.....

Tick box: Male Female

1. What made the difference for you to enrol on the course?

2. Did the course meet your expectations?

Exceeded expectations Met expectations Expectations not met

Why or why not?

Please comment on the following long term effects of the course on your:

3. Personal development?

4. Self-concept (Confidence, how you feel about yourself)?

5. Transfer to your personal and professional life (How have you put into practice the things you learnt at Outward Bound?)

6. Relationships with other people

• Partner

• Friends

• Family

• Workplace

7. Describe what you understand to be the philosophy and objectives of Outward Bound

8. Describe the atmosphere, spirit and culture of Outward Bound:

9. How important were the instructors in the facilitation of the course?

Very important Important Moderately important

Not important

Any further comments about the instructors?

10. Please include any recommendations you may have for changes to the courses new activities, future courses, safety

Please make any comments you wish about any aspect of Intertouch 1997

11. What is or was Intertouch for you?
12. Which programmes should we keep?
13. Which programmes should we not keep?
14. Which program did you learn the most from and why?
15. Which program took you out of your comfort zone the most and why?
16. Was there anything that you would not want to do again?
17. Was there anything that was missing for you in the programme?
18. How would you feel if the journey or time away from Doubravka was at the beginning of the course (this does not include the time spent on “silly John`s travels“)?
19. How do you feel about the price of the course?
20. What advice would you give us for future courses?
21. What message would you want to give to future participants?
22. Is there anything else that you would like us to know?

Appendix 2f Two year post course questionnaire Intertouch 1997

Name:

1. What has been the impact (if any) of the Intertouch course on you in the two years? If there have been any impacts please comment as fully as possible.
2. What were the key factors in achieving these impacts, please comment fully

Appendix 2g Six months post course questionnaire Intertouch 1998

It is now some time since Intertouch. We are preparing for Intertouch 99 down under at Outward Bound Australia and are interested to hear what has happened to you since the course and also ways for us to improve the course. Thanks in advance for your time and effort; they truly are appreciated. Please tick boxes or comment where appropriate.

Name.....

Age.....

1. How did you hear about the Intertouch course and what made you go?

2. Did the course meet your expectations?

Exceeded expectations Met expectations Expectations not met

Why or why not?

3. Please comment on the effects of the course on your:

- Personal life

- Relationships with other people

- Professional life

4. What is or was Intertouch for you?

5. Which programmes did you learn the most from or took you out of your comfort zone and why?

6. How important were the instructors in the facilitation of the course?

Very important Important Moderately important Not important

Any further comments about the instructors?

7. Please include any recommendations you have for changes to the course

8. Is there anything else that you would like us to know?

Appendix 2h One year post course questionnaire Intertouch 1998

August 1999

Name:

1. What has been the impact (if any) of the Intertouch course on you in the past year? If there have been any impacts please comment as fully as possible.
2. What were the key factors in achieving these impacts, please comment fully

Appendix 2j Pre course questionnaire Intertouch 1999

Name.....

Age.....

1. How did you hear about the Intertouch course and what made you go?

2. Describe your expectations of the course?

3. Is there anything else that you would like us to know

Appendix 2k Post course questionnaire Intertouch 1999

Name.....

Age.....

1. How did you hear about the Intertouch course and what made you go?

2. Did the course meet your expectations?

Exceeded expectations Met expectations Expectations not met

Why or why not?

3. Please comment on the effects of the course on your:

- Personal life

- Relationships with other people

- Professional life

4. What is or was Intertouch for you?

5. Which programmes did you learn the most from or took you out of your comfort zone and why?

6. How important were the instructors in the facilitation of the course?

Very important Important Moderately important Not important

Any further comments about the instructors?

7. Please include any recommendations you have for changes to the course

8. Is there anything else that you would like us to know?

9. Self-concept

- a. Using the five point scale provided below, rate the following statements for their accuracy to you.
 b. Then, please rate the same statements for their importance to you (using the five point scale).

| | | | | |
|--------------------------------------|----------------------------|-----------------------------|--------------------------------|--|
| Very Accurate 1 Very Important | Accurate 2 Important | Moderate or 3 Average | Inaccurate 4 Unimportant | Very Inaccurate 5 Very Unimportant |
|--------------------------------------|----------------------------|-----------------------------|--------------------------------|--|

How to answer

For example, the statement ... “I enjoy the outdoors” ... may be Very Accurate (5) as a description of you, but it may also be Unimportant (2) to you

Accuracy: how accurate is this statement about you

Importance: how important is this statement about you

| | | | | | | | | | | | | | | |
|-----|---|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 41 | 2 | 3 | <input type="checkbox"/> | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I am good at sports and physical activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 512 | | 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I am physically attractive/good looking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 512 | | 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I have good relationships with opposite sex | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 51 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I have good relationships with same sex | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | I have good relationships with my parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | I am an emotionally stable person | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 421 | | 3 | <input type="checkbox"/> | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I am a spiritual/religious person | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 512 | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I am an honest/reliable/trustworthy person | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | I have good verbal skills and reasoning ability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | I have good problem solving skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | I am/was a good student in most academic subjects | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | I am good at creative thinking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | I am a practical/mechanical/”handy” person | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 421 | | 3 | <input type="checkbox"/> | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I am a caring and understanding person | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 1 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I am a hard-working employee | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21 | | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | I am concerned for my health and fitness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1 | 2 | 3 | <input type="checkbox"/> | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | <input type="checkbox"/> | I have an outgoing personality | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Appendix 21 Six month post course questionnaire Intertouch 1999

It is now about 6 months since Intertouch finished. At that time you were asked to complete questionnaires before and after the course. At the beginning of 1996, I started on a research project, which focused on Outward Bound New Zealand; this has formed the basis of my PhD. However, my involvement with Intertouch changed the direction of the research to focus more on the 'Czech way'.

I am writing to ask you to answer a couple of questions relating to the effects (if any) of the course on you. Participation in the research is completely voluntary and information will remain confidential. Even if you did not return previous questionnaires, you can still complete this one. Please answer as fully as you can and either send the reply in the addressed envelope by 'snail' mail (airmail) or email: andylenka@hotmail.com.

Name.....

1. What has been the impact (if any) of the Intertouch course on you over the past 6 months? If there have been any impacts please comment as fully as possible:
 - Personal life

 - Relationships with other people

 - Professional life

 - Other
2. What were the key factors in achieving these impacts, please comment fully
3. What was Intertouch for you?
4. Which programmes did you learn the most from or took you out of your comfort zone and why?
5. How important were the instructors in the facilitation of the course?
Very important Important Moderately important Not important
 - Any further comments about the instructors?
6. Any further comments about the course?

Appendix 2m One year post course questionnaire Intertouch 1999

Name:

1. What has been the impact (if any) of the Intertouch course on you in the past year? If there have been any impacts please comment as fully as possible.
2. What were the key factors in achieving these impacts, please comment fully

Appendix 2n Instructor interview questions/questionnaire Intertouch 1999

1. What are the key factors (most important elements, activities) of a successful Outward Bound course?
Please explain fully.

2. What are the strengths (advantages) and weaknesses (disadvantages) of the Czech way as opposed to the Australian courses
 - Advantages Australia

 - Disadvantages Australia

 - Advantages Czech

 - Disadvantages Czech

APPENDIX THREE
PROMOTION OF INTERTOUCH AT OBA



Life is like an eighteen-speed bike. Most of us have gears we never use."
Come and take a ride with us and discover gears you did not even know about.
Experience the new way of Outward Bound (and you don't need a bike)
Have a taste of INTERTOUCH...

INTERTOUCH is based on a concept developed by the Czech Republic Outward Bound School, a world leader in cutting edge experiential education programs.

I - It's **International**, Intensive, Incredible, Irresistible, Inspiring

N - Nourishing, New, Nearly - normal

T - Teasing, Ticklish, Testing, Tasty

E - Ever enthusiastic, Entertaining, Energising, Exciting

R - Rural, Real, Relaxing, Restful, Rough

T - Tough, Tremendous, Today and Tomorrow

O - Original, Outstanding, **Outward Bound**, Outdoor, Offering

U - Unforgettable, Unbelievable, U and Us

C - Crazy, Challenging, Countryside and Culture, **Course**

H - Hey....

Go INTERTOUCH!

When: 27th February to 12 March 1999

Where: ... somewhere in southeast New South Wales

What: A centre based course with a few days of travelling through the bush

Who for: Anyone interested, ages between 20 - 45



If you know someone else who could be interested in the course, please give them a copy. If you are not going to use this material, please pass it to someone

APPENDIX FOUR OUTWARD BOUND NEW ZEALAND CODES

ORIGINAL CODES POST 22 & 9-DAY OBNZ COURSES

Objectives (obo)

- obo develop confidence
- obo develop skills
- obo environmental awareness
- obo friendly
- obo holistic challenge
- obo interpersonal development
- obo new direction
- obo overcome fears
- obo personal development
- obo push limits
- obo self awareness
- obo teamwork

Atmosphere (oba)

- oba challenge by choice
- oba family
- oba fantastic
- oba friendly
- oba great
- oba happy
- oba hard to describe
- oba intensity
- oba multi cultural
- oba peaceful
- oba positive
- oba relaxed
- oba spiritual
- oba supportive
- oba unique

Instructors (obi)

- obi awesome
- obi excellent facilitator
- obi great
- obi key factor
- obi motivator
- obi part of the group
- obi patient
- obi professional
- obi qualified
- obi relaxed
- obi remained remote
- obi safe
- obi supportive
- obi the guide
- obi very good
- obi well planned

OBNZ course responses (ob)

- ob adventure activities
- ob aims and goals
- ob better awareness of others
- ob big impact
- ob challenge
- ob cultural
- ob direction
- ob environment
- ob environmental awareness
- ob faced fears
- ob fantastic
- ob fear

- ob for everyone
- ob free
- ob friendship
- ob fun
- ob group
- ob holistic approach
- ob intensity
- ob interpersonal development
- ob motivating
- ob new opportunities
- ob not normal environment
- ob not pushed
- ob outdoor challenge
- ob outdoor culture
- ob personal challenge
- ob personal development
- ob physical and mental
- ob physical challenge
- ob push limits
- ob review
- ob safe
- ob self awareness
- ob self belief
- ob self confidence
- ob self esteem
- ob self realisation
- ob self reflection
- ob solo
- ob special time
- ob transfer

ORIGINAL CODES SIX-MONTH POST 22 & 9-DAY OBNZ COURSES

Objectives (6o)

- 6o challenge
- 6o face fears
- 6o interpersonal relationships
- 6o leadership
- 6o personal development
- 6o push limits
- 6o self awareness
- 6o self confidence
- 6o self esteem
- 6o teamwork

Personal development (6pd)

- 6pd aims and goals
- 6pd change
- 6pd happy
- 6pd matured
- 6pd more calm
- 6pd more motivated
- 6pd more open
- 6pd new challenge
- 6pd new skills
- 6pd no change
- 6pd overcome fears
- 6pd positive change
- 6pd push limits
- 6pd self awareness
- 6pd self belief
- 6pd self confidence
- 6pd self discovery
- 6pd self esteem
- 6pd skills

Professional development (6wo)

- 6wo different priority
- 6wo less interested
- 6wo more flexible
- 6wo more positive
- 6wo more responsible
- 6wo more understanding
- 6wo no change
- 6wo now studying
- 6wo transfer

Interpersonal development (6ir)

- 6ir better communication
- 6ir better relationship
- 6ir impact
- 6ir leadership
- 6ir less tolerant
- 6ir more positive
- 6ir more supportive
- 6ir more tolerant
- 6ir more trusting
- 6ir no change
- 6ir open
- 6ir teamwork
- 6ir worse
- 6ir worse relationship

Atmosphere (6a)

- 6a excellent
- 6a fantastic
- 6a friendly
- 6a happy
- 6a loving
- 6a motivating
- 6a nature
- 6a peaceful
- 6a positive

- 6a safe
- 6a supportive

Instructors (6i)

- 6i challenged group
- 6i excellent
- 6i good communicator
- 6i great
- 6i motivating
- 6i poor facilitation
- 6i professional
- 6i remained remote
- 6i safe
- 6i supportive
- 6i well planned

OBNZ course responses (6)

- 6 big impact
- 6 challenge
- 6 comfort zone
- 6 environment
- 6 environmental awareness
- 6 fun
- 6 group
- 6 impact
- 6 intensity
- 6 length of course
- 6 not hard
- 6 outdoor activity
- 6 physical challenge
- 6 professional
- 6 safe
- 6 solo
- 6 transfer
- 6 unfamiliar environment

GROUPED CODES POST 22 & 9-DAY OBNZ COURSES

Number of responses is in brackets (22-day, 9-day)

OBJECTIVES

Personal development (22, 20)

- personal development
- self awareness
- self confidence
- new direction

Push limits (19, 16)

- push limits
- overcome fears

Interpersonal development (6, 6)

Teamwork (13, 8)

Holistic challenge (7, 3)

Environmental awareness (0, 2)

Develop skills (4, 1)

OUTCOMES

Other impacts (10, 2)

- big impact
- special time
- transfer
- fantastic

Course for everyone (9, 6)

- for everyone

PD self awareness (7, 4)

- self awareness
- self realisation
- self reflection

PD self confidence (4, 8)

- self confidence
- self belief
- self esteem

PD personal direction (4, 4)

- aims and goals
- direction
- new opportunities

PD personal change (10, 8)

- motivating
- personal development
- personal challenge

PD push personal limits (13, 14)

- push limits
- challenge
- faced fears

PD not pushed (3, 0)

- not pushed

Interpersonal development (7, 5)

- better awareness of others
- friendship
- interpersonal development
- cultural

Environmental awareness (1, 1)

- environmental awareness

PROCESS

Physical activities (1, 2)

- adventure activities
- physical challenge

Individual activities (0, 1)

- solo

Environment (9, 5)

- environment
- outdoor challenge
- outdoor culture
- not normal environment

Group of participants (8, 7)

- group
- review
- multi cultural

Atmosphere was supportive (18, 18)

- family
- friendly
- supportive

Atmosphere was positive (19, 13)

- free
- fun
- happy
- peaceful
- positive
- relaxed
- spiritual
- fear
- safe

Atmosphere was great (9, 11)

- fantastic
- great
- hard to describe
- unique

Instructors were great (24, 18)

- awesome
- great
- key factor
- excellent facilitator
- very good

Instructor methods (15, 14)

- patient
- part of the group
- motivator
- professional
- qualified
- relaxed
- remained remote
- safe
- supportive
- the guide
- well planned

Course design (9, 2)

- holistic approach
- physical and mental
- challenge by choice
- intensity

GROUPED CODES SIX MONTHS POST 22 & 9-DAY OBNZ COURSES

OBJECTIVES

Personal development (15, 9)

- personal development
- self awareness
- self confidence
- self esteem

Push personal limits (2, 11)

- push limits
- overcome fears

Interpersonal relationships (3, 0)

- interpersonal relationships
- teamwork

OUTCOMES

Other impacts (5, 3)

- big impact
- impact
- transfer

PD self awareness (12, 1)

- self awareness
- self discovery

PD self confidence (16, 18)

- self belief
- self confidence
- self esteem

PD push personal limits (3, 5)

- push limits
- overcome fears

PD not pushed (1, 1)

- not hard

PD personal direction (9, 8)

- aims and goals
- new challenge

PD personal change (13, 6)

- change
- matured
- more calm
- more motivated
- more open
- happy

- new skills

PD no change (1, 2)

- no change

IR relationships (10, 9)

- better communication
- better relationship
- impact
- more positive
- more supportive

IR tolerance (11, 9)

- more tolerant
- more trusting
- open

IR teamwork (3, 3)

- leadership
- teamwork

IR no change (1, 3)

- no change

IR worse relationship (0, 3)

- worse relationship
- less tolerant

PR professional development (9, 5)

- change
- different priority
- less interested
- more enthusiastic
- more flexible
- more positive
- more responsible
- more understanding
- now studying

PR no change (0, 2)

- no change

Environmental awareness (1, 1)

- environmental awareness

PROCESS

Physical activity (3, 3)

- outdoor activity
- physical challenge

Individual activity (0,1)

- solo

Group of participants (5, 8)

- group

Atmosphere was positive (8, 8)

- motivating
- peaceful
- positive
- fun
- safe

Atmosphere was great (6, 1)

- excellent
- fantastic

Atmosphere was supportive (8, 8)

- friendly
- happy
- loving
- supportive

Course design (3, 11)

- challenge
- comfort zone
- length of course
- intensity

Instructors were great (8, 4)

- excellent
- great

Instructor methods (11, 16)

- challenged group
- good communicator
- professional
- motivating
- poor facilitation
- remained remote
- safe
- supportive
- well planned

Environment (6, 4)

- environment
- unfamiliar environment
- nature

FINAL THEMES (IN BOLD) AND ASSOCIATED GROUPED CODES IMMEDIATELY AFTER THE 22 AND 9-DAY COURSES

| COURSE OBJECTIVES | | | |
|---|---|--|--|
| Personal development | Interpersonal development | Holistic challenge | Environmental awareness |
| <ul style="list-style-type: none"> • Personal development • Push limits | <ul style="list-style-type: none"> • Interpersonal development • Teamwork | <ul style="list-style-type: none"> • Holistic challenge (22-day only) | <ul style="list-style-type: none"> • Environmental awareness (9-day only) |

| COURSE OUTCOMES | | | |
|---|---|--|--------------------------|
| Personal development | Interpersonal development | Other impacts | OBNZ for everyone |
| <ul style="list-style-type: none"> • Self awareness • Self confidence • Personal direction • Personal change • Push personal limits • Limits not pushed | <ul style="list-style-type: none"> • Interpersonal development | <ul style="list-style-type: none"> • Other impacts • Environmental awareness | OBNZ for everyone |

| EDUCATIONAL PROCESS | | | | |
|---|--|---|--|---|
| Course design | Activities | Group of participants | Atmosphere | Instructors |
| <ul style="list-style-type: none"> • Course design | <ul style="list-style-type: none"> • Physical • Individual (22-day only) | <ul style="list-style-type: none"> • Group of participants | <ul style="list-style-type: none"> • Was 'great' • Supportive • Positive • Environment | <ul style="list-style-type: none"> • Were 'great' • Instructor facilitation methods |

FINAL THEMES (IN BOLD) AND ASSOCIATED GROUPED CODES SIX MONTHS AFTER THE 22 AND 9-DAY COURSES

| COURSE OUTCOMES | | | |
|---|--|---|---|
| Personal development | Interpersonal development | Professional development | Other impacts |
| <ul style="list-style-type: none"> • Self awareness • Self confidence • Personal direction • Personal change • Push personal limits • Limits not pushed (22-day only) | <ul style="list-style-type: none"> • Relationships • Tolerance • Teamwork • Worse relationships • No change | <ul style="list-style-type: none"> • Professional development • No change (22-day only) | <ul style="list-style-type: none"> • Other impacts |

| EDUCATIONAL PROCESS | | | | |
|---|---|--|--|---|
| Course design | Group of participants | Activities | Atmosphere | Instructors |
| <ul style="list-style-type: none"> • Course design | <ul style="list-style-type: none"> • Group of participants | <ul style="list-style-type: none"> • Physical • Individual (22-day only) | <ul style="list-style-type: none"> • Atmosphere | <ul style="list-style-type: none"> • Instructors |

**APPENDIX FIVE
OUTWARD BOUND CZECH REPUBLIC CODES**

ORIGINAL CODES SIX MONTHS POST INTERTOUCH 1997 & 1998

Intertouch objectives (ito)

- ito ability to play
- ito adventure in nature
- ito challenge
- ito comfort zone
- ito creative
- ito direction
- ito free
- ito international course
- ito interpersonal development
- ito push limits
- ito self discovery

Personal development (pd)

- pd aims and goals
- pd communication
- pd creativity
- pd exceeded limits
- pd motivation
- pd new challenges
- pd no change
- pd not pushed
- pd open
- pd positive
- pd revitalised
- pd self belief
- pd self confident
- pd self discovery
- pd self esteem
- pd self reflection
- pd stronger

Professional development (wo)

- wo aims and goals
- wo better English
- wo better study
- wo change
- wo hard to say
- wo more enthusiastic
- wo new ideas
- wo no change
- wo self confidence
- wo self reflection
- wo study less important

- wo transfer

Interpersonal relationship (ir)

- ir awareness of or from others
- ir better relationships
- ir communication
- ir feedback from others
- ir leadership
- ir more sensitive
- ir new friendships
- ir no change
- ir teamwork
- ir worse relationships

Intertouch atmosphere (ita)

- ita amazing environment
- ita safe
- ita self discovery
- ita supportive

Intertouch instructors (iti)

- iti bias
- iti energy
- iti great
- iti instructors
- iti key factor
- iti motivation
- iti participated
- iti prepared

Intertouch (it)

- it ability to play
- it abseiling
- it activities without talking
- it atmosphere
- it camel trophy
- it challenging activities
- it clay
- it climbing
- it close encounters
- it comfort zone
- it creative
- it dance

- it dancing hall activity
- it diverse group
- it drama activity
- it friendship
- it fun
- it gave me more
- it group
- it happy
- it high ropes
- it holistic approach
- it innovation
- it instructors
- it intensity
- it ki
- it labyrinth
- it learn about other cultures
- it life run
- it Mountfield cup activity
- it new activities
- it new challenge
- it new opportunities
- it non verbal communication
- it orienteering
- it painting in pairs
- it physical activity
- it poems
- it positive
- it review
- it ropes
- it running activity
- it safety
- it self reflection
- it silly john
- it solo
- it special time
- it talking in public
- it team game
- it the beginning
- it transfer
- it unexpected activities
- it video clip
- it zone

**ORIGINAL CODES ONE YEAR & TWO YEARS POST INTERTOUCH 1998 & 1997,
RESPECTIVELY**

Outcomes

- aims and goals
- appreciate other cultures
- atmosphere
- better English
- better relationships
- big impact
- change
- colourful
- communication
- creativity
- email use
- enjoyable
- friendships
- fun
- happy
- leadership
- learnt about others
- listening more
- motivation
- new challenges
- new opportunities
- new skills
- no major change
- not pushed to limit
- open
- personal growth
- poor relationships

- positive
- sad
- self belief
- self confidence
- self discovery
- self esteem
- self reflection
- special time
- stronger
- teamwork
- transfer
- transfer not easy
- transfer to work
- travel
- trust

Process (p)

- p happy group
- p instructors
- p ability to play
- p atmosphere
- p challenging activities
- p close encounters activity
- p creative activities
- p diverse group
- p energy
- p environment

- p feedback from others
- p fun
- p group
- p holistic approach
- p innovative activities
- p intensity
- p labyrinth activity
- p length of course
- p motivation
- p painting in pairs activity
- p participants
- p physical and mental
- p physical challenge
- p powerful
- p range of games
- p reviewing
- p risk
- p rock climbing
- p role play
- p safety
- p self reflection
- p Silly John
- p the beginning of the course
- p unexpected activities
- p video clip activity

GROUPED CODES SIX MONTHS AFTER INTERTOUCH 1997 & 1998

Number of responses is in brackets (1997, 1998)

OBJECTIVES

Personal development (11, 5)

- adventure in nature
- challenge
- creative
- comfort zone
- self discovery
- direction

Push personal limits (2, 0)

- push limits

Interpersonal development (6, 2)

International course (3, 1)

OUTCOMES

Other impacts (7,4)

- special time
- transfer
- gave me more

PD self awareness (8, 4)

- self discovery
- self reflection

PD self confidence (9, 1)

- self belief
- self confidence
- self esteem

PD push personal limits (1, 0)

- push limits
- not pushed

PD personal direction (8, 4)

- aims and goals
- new challenges

PD personal change (7, 5)

- creativity
- motivation
- open
- positive
- revitalised
- stronger

PD no change (1, 1)

- no change

IR relationships (8, 4)

- better relationships
- awareness of or from others

IR communication (3, 1)

- feedback from others
- communication
- more sensitive

IR teamwork (6, 0)

- leadership
- teamwork

IR friendships (9, 4)

- new friendships
- friendship

IR no change (1, 0)

- no change

IR worse relationship (1, 0)

- worse relationships

PRD professional development (5, 4)

- change
- more enthusiastic
- study less important
- transfer
- better English
- better study
- new ideas
- hard to say

PRD no change (3, 0)

- no change

PROCESS

Physical outdoor activity (13, 7)

- physical activity
- abseiling
- camel trophy
- climbing
- challenging activities
- high ropes
- mountfield cup
- orienteering
- ropes
- running activity
- zone

Creative activity (6, 6)

- creative
- activities without talking
- clay
- dance
- dancing hall activity
- drama activity
- painting in pairs
- poems
- video clip

Individual activities (3, 5)

- self reflection
- labyrinth
- life run
- solo

Group activities (6, 2)

- non verbal communication
- close encounters
- ki
- review
- silly john
- talking in public
- team game
- the beginning

Group of participants (5, 5)

- group
- diverse group
- learn about other cultures

Atmosphere was great (4,0)

- atmosphere
- amazing environment

Atmosphere was supportive (8, 3)

- ability to play
- fun
- happy
- positive
- safety
- safe
- supportive
- free

Course design (13, 6)

- holistic approach
- innovation
- intensity
- new activities
- new challenge
- new opportunities
- unexpected activities
- comfort zone

Instructors were great (6, 5)

- instructors
- key factor
- energy
- great

Instructor methods (3, 3)

- motivation
- participated
- prepared
- bias

**GROUPED CODES TWO YEARS & ONE YEAR AFTER INTERTOUCHE 1997 & 1998,
RESPECTIVELY**

OUTCOMES

Other impacts (9, 6)

- big impact
- special time
- transfer
- transfer to work
- transfer not easy

Course impression (2, 2)

- fun
- happy
- enjoyable
- colourful

Self-awareness (6, 6)

- self discovery
- self reflection

Self-confidence (10, 4)

- self belief
- self confidence
- self esteem

Personal change (12, 6)

- change
- motivation
- open
- personal growth
- stronger
- creativity
- new skills
- better English
- email use
- positive
- sad

Personal direction (12, 4)

- new challenges
- new opportunities
- aims and goals
- travel

Relationships (11, 5)

- better relationships
- appreciate other cultures
- learnt about others
- trust

Worse relationships (0,1)

- poor relationships

Communication (4, 0)

- listening more
- communication

Teamwork (3, 0)

- leadership
- teamwork

Friendship (11, 1)

- friendships

PROCESS

Physical outdoor activity (1, 0)

- rock climbing

Creative activities (4, 0)

- creative activities
- painting in pairs activity
- video clip activity
- role play

Individual activity (1, 2)

- labyrinth activity
- self reflection

Group activities (3, 1)

- close encounters activity
- reviewing
- the beginning of the course
- Silly John

Group of participants (5, 4)

- group
- happy group
- diverse group
- feedback from others
- participants

Atmosphere (5, 5)

- atmosphere
- ability to play
- environment
- energy
- fun
- powerful
- risk
- safety

Course design (5, 5)

- holistic approach
- challenging activities
- innovative activities
- intensity
- length of course
- physical and mental
- range of games
- unexpected activities

Instructors (6, 3)

- instructors
- motivation

FINAL THEMES (IN BOLD) AND ASSOCIATED GROUPED CODES SIX MONTHS AFTER INTERTOUCH 1997 & 1998

| COURSE OBJECTIVES | |
|--|---|
| Personal development | Interpersonal development |
| <ul style="list-style-type: none"> • Personal development • Push personal limits (1997 only) | <ul style="list-style-type: none"> • Interpersonal development • International course |

| COURSE OUTCOMES | | | |
|---|---|---|---|
| Personal development | Interpersonal development | Professional development | Other impacts |
| <ul style="list-style-type: none"> • Self awareness • Self confidence • Personal direction • Personal change • Push personal limits (1997 only) • No change | <ul style="list-style-type: none"> • Relationships • Friendships • Communication • Teamwork (1997 only) • No change (1997 only) • Worse relationships (1998 only) | <ul style="list-style-type: none"> • Professional development • No change (1997 only) | <ul style="list-style-type: none"> • Other impacts |

| EDUCATIONAL PROCESS | | | | |
|---|---|---|---|---|
| Course design | Range of activities | Group of participants | Atmosphere | Instructors |
| <ul style="list-style-type: none"> • Course design | <ul style="list-style-type: none"> • Physical • Creative • Individual • Group | <ul style="list-style-type: none"> • Group of participants | <ul style="list-style-type: none"> • Was 'great' (1997 only) • Supportive | <ul style="list-style-type: none"> • Were 'great' • Instructor facilitation methods |

FINAL THEMES (IN BOLD) AND ASSOCIATED GROUPED CODES ONE YEAR AND TWO YEARS POST INTERTOUCH 1998 & 1997, RESPECTIVELY

| COURSE OUTCOMES | | |
|--|--|--|
| Personal development | Interpersonal development | Other impacts |
| <ul style="list-style-type: none"> • Self awareness • Self confidence • Personal direction • Personal change | <ul style="list-style-type: none"> • Relationships • Friendships • Communication (1997 only) • Teamwork (1997 only) • Worse relationships (1998 only) | <ul style="list-style-type: none"> • Other impacts • Course impression |

| EDUCATIONAL PROCESS | | | | |
|---|---|---|--|---|
| Course design | Range of activities | Group of participants | Atmosphere | Instructors |
| <ul style="list-style-type: none"> • Course design | <ul style="list-style-type: none"> • Physical (1997 only) • Creative (1997 only) • Individual • Group | <ul style="list-style-type: none"> • Group of participants | <ul style="list-style-type: none"> • Atmosphere | <ul style="list-style-type: none"> • Instructors |

APPENDIX SIX OUTWARD BOUND AUSTRALIA CODES

ORIGINAL CODES POST INTERTOUCH 1999

Intertouch objectives (ito)

- ito fun
- ito international course
- ito interpersonal development
- ito self discovery

Personal development (pd)

- pd aims and goals
- pd better balance
- pd big impact
- pd change
- pd creativity
- pd direction
- pd don't know yet
- pd open
- pd positive
- pd revitalised
- pd self awareness
- pd self belief
- pd self confidence
- pd self discovery
- pd self fulfilment
- pd self reflection
- pd special time
- pd spiritual
- pd strength

Professional development (wo)

- wo aims and goals
- wo better stress management
- wo better understanding
- wo big impact
- wo courage and determination
- wo creative
- wo direction
- wo learnt from others
- wo less important
- wo more committed
- wo more creative
- wo new direction
- wo new ideas
- wo new skills

Interpersonal relationships (ir)

- ir better relationships
- ir big impact
- ir communication
- ir friendships
- ir honesty
- ir listening
- ir love
- ir more accepting of others

- ir no change
- ir open
- ir trust

Intertouch instructors (iti)

- iti adapted course to needs
- iti atmosphere
- iti compassionate
- iti diverse group
- iti fantastic
- iti great
- iti inspirational
- iti key factor
- iti part of the group
- iti role model
- iti safety
- iti supportive
- iti too many
- iti trust
- iti well prepared

Intertouch (it)

- it ability to play
- it abseiling
- it aims and goals
- it art
- it art gallery
- it atmosphere
- it awareness of others
- it beginning of course
- it big emotions
- it big impact
- it bike race
- it calm
- it camel trophy
- it caving
- it challenge
- it close encounters
- it comfort zone
- it creative
- it creative activities
- it cultural activity
- it debrief poor
- it difficult to explain
- it difficult to transfer
- it drawing in pairs
- it environment
- it fantastic
- it feeding each other
- it for everyone
- it friendships
- it group
- it happy
- it holistic approach

- it holy grail
- it inner strength
- it inspired
- it intensity
- it labyrinth
- it lack of trust
- it learning from other cultures
- it learning from others
- it length of course
- it life run
- it love
- it magical
- it men and women
- it music
- it new challenges
- it new skills
- it open
- it personal growth
- it physical activity
- it poetry
- it pointillism
- it powerful
- it range of activities
- it review
- it risk
- it role play
- it safe
- it self awareness
- it self belief
- it self confidence
- it self discovery
- it self esteem
- it self reflection
- it solo
- it special time
- it supportive
- it transfer
- it trust
- it unexpected activities

ORIGINAL CODES SIX MONTHS AFTER INTERTOUCH 1999

Intertouch objectives (ito)

- ito fun
- ito international course
- ito interpersonal development
- ito self discovery

Personal development (pd)

- pd aims and goals
- pd better balance
- pd big impact
- pd change
- pd creativity
- pd direction
- pd don't know yet
- pd open
- pd positive
- pd revitalised
- pd self awareness
- pd self belief
- pd self confidence
- pd self discovery
- pd self fulfilment
- pd self reflection
- pd special time
- pd spiritual
- pd strength

Professional development (wo)

- wo aims and goals
- wo better stress management
- wo better understanding
- wo big impact
- wo courage and determination
- wo creative
- wo direction
- wo learnt from others
- wo less important
- wo more committed
- wo more creative
- wo new direction
- wo new ideas
- wo new skills

Interpersonal relationships (ir)

- ir better relationships
- ir big impact
- ir communication
- ir friendships
- ir honesty

- ir listening
- ir love
- ir more accepting of others
- ir no change
- ir open
- ir trust

Intertouch instructors (iti)

- iti adapted course to needs
- iti atmosphere
- iti compassionate
- iti diverse group
- iti fantastic
- iti great
- iti inspirational
- iti key factor
- iti part of the group
- iti role model
- iti safety
- iti supportive
- iti too many
- iti trust
- iti well prepared

Intertouch (it)

- it ability to play
- it abseiling
- it aims and goals
- it art
- it art gallery
- it atmosphere
- it awareness of others
- it beginning of course
- it big emotions
- it big impact
- it bike race
- it calm
- it camel trophy
- it caving
- it challenge
- it close encounters
- it comfort zone
- it creative
- it creative activities
- it cultural activity
- it debrief poor
- it difficult to explain
- it difficult to transfer
- it drawing in pairs
- it environment
- it fantastic
- it feeding each other

- it for everyone
- it friendships
- it group
- it happy
- it holistic approach
- it holy grail
- it inner strength
- it inspired
- it intensity
- it labyrinth
- it lack of trust
- it learning from other cultures
- it learning from others
- it length of course
- it life run
- it love
- it magical
- it men and women
- it music
- it new challenges
- it new skills
- it open
- it personal growth
- it physical activity
- it poetry
- it pointillism
- it powerful
- it range of activities
- it review
- it risk
- it role play
- it safe
- it self awareness
- it self belief
- it self confidence
- it self discovery
- it self esteem
- it self reflection
- it solo
- it special time
- it supportive
- it transfer
- it trust
- it unexpected activities

ORIGINAL CODES ONE YEAR AFTER INTERTOUCH 1999

Outcomes

- big impact
- better communication
- better relationships
- change
- interpersonal development
- live life to the full
- more creative
- more open
- new challenges
- new job
- peak experiences
- revitalised
- self belief
- self confidence
- self reflection
- society needs OB
- transfer

Process (p)

- p abseiling
- p caving
- p close encounters
- p creative activities
- p environment
- p feedback from others
- p group
- p group activities
- p holistic approach
- p holy grail
- p instructors
- p labyrinth
- p life run
- p men and women
- p new experiences
- p open
- p participants
- p poetry
- p review
- p ropes
- p self reflection
- p solo

GROUPED CODES POST INTERTOUCH 1999

Number of responses in brackets ()

OBJECTIVES

Personal development (6)

- self discovery

Interpersonal development (5)

International course (2)

Fun (2)

OUTCOMES

Other impacts (13)

- powerful
- special time
- big emotions
- big impact
- better balance
- special time
- fantastic
- for everyone
- personal growth
- transfer
- don't know yet

PD self awareness (10)

- self awareness
- self discovery
- self fulfilment
- self reflection

PD self confidence (8)

- self belief
- self confidence

PD personal change (7)

- calm
- change
- creativity
- open
- positive
- revitalised
- spiritual
- inner strength

PD personal direction (5)

- aims and goals

Professional development (10)

- aims and goals
- better understanding
- big impact
- learnt from others
- less important
- more committed
- new direction
- new ideas
- new skills

IR relationships (7)

- better relationships
- big impact

IR communication (8)

- communication
- more accepting of others
- open
- trust
- lack of trust

IR friendships (5)

- friendship

PROCESS

Physical outdoor activities (3)

- abseiling
- bike race
- camel trophy
- caving
- physical activity

Creative activities (5)

- art
- art gallery
- creative
- music
- poetry
- pointillism
- role play

Individual activities (12)

- labyrinth
- life run
- solo

Group activities (5)

- close encounters

- cultural activity
- debrief poor
- feeding each other
- review

Group of participants (4)

- group
- learning from others
- learning from other cultures

Atmosphere (8)

- atmosphere
- environment
- magical
- happy
- love
- open
- safe
- supportive
- risk

Course design (5)

- challenge
- comfort zone
- new challenges
- new skills
- unexpected activities
- intensity

Holistic approach (4)

- holistic approach
- range of activities

Instructors were great (12)

- fantastic
- great
- inspirational
- key factor
- role model

Instructor methods (10)

- atmosphere
- compassionate
- diverse group
- supportive
- too many
- trust
- well prepared

GROUPED CODES SIX MONTHS AFTER INTERTOUCH 1999

OBJECTIVES

Personal development (2)

- self discovery

Interpersonal development (1)

OUTCOMES

Other impacts (8)

- special time
- big impact
- difficult to explain
- difficult to transfer
- for everyone
- inspired
- personal growth
- transfer

PD self awareness (7)

- self awareness
- self discovery
- self reflection

PD self confidence (5)

- self belief
- self confidence
- self esteem

PD personal change (5)

- change
- creativity
- open
- revitalised
- strength

PD personal direction (1)

- aims and goals
- direction

Professional development (7)

- better stress management
- big impact
- courage and determination
- more creative
- direction
- new ideas

IR relationships (4)

- awareness of others
- better relationships
- more accepting of others
- love
- no change

IR communication (2)

- communication
- honesty
- listening

IR friendships (1)

- friendships

PROCESS

Physical outdoor activities (2)

- camel trophy
- caving
- physical activity

Creative activities (6)

- creative activities
- drawing in pairs
- role play

Individual activities (8)

- labyrinth
- life run
- solo

Group activities (6)

- beginning of course
- close encounters
- holy grail
- men and women
- review

Group of participants (5)

- group

Atmosphere (6)

- ability to play
- environment
- happy
- open
- safe
- supportive

Course design (6)

- challenge
- comfort zone
- intensity
- length of course
- unexpected activities
- new challenges

Holistic approach (5)

- holistic approach
- range of activities

Instructors were great (5)

- fantastic
- great
- inspirational
- key factor
- role model

Instructor methods (6)

- adapted course to needs
- diverse group
- part of the group
- safety
- supportive

GROUPED CODES ONE YEAR AFTER INTERTOUCH 1999

OUTCOMES

Other impacts (6)

- big impact
- live life to the full
- peak experiences
- society needs OB
- transfer

Personal change (5)

- change
- more creative
- more open
- new challenges
- new job
- revitalised

Self-confidence (3)

- self belief
- self confidence

Self-awareness (2)

- self reflection

Interpersonal development (3)

- better communication
- better relationships
- interpersonal development

PROCESS

Holistic approach (2)

- holistic approach
- new experiences

Physical activities (1)

- abseiling
- caving
- ropes

Creative activities (4)

- creative activities
- poetry

Individual activities (4)

- labyrinth
- life run
- self reflection
- solo
- open

Group activities (2)

- close encounters
- feedback from others
- group activities
- holy grail
- men and women
- review

Environment (1)

- environment

Group of participants (3)

- group
- participants

Instructors (3)

- instructors

FINAL THEMES (IN BOLD) AND ASSOCIATED GROUPED CODES IMMEDIATELY AFTER AND SIX MONTHS AFTER INTERTOUCH 1999

| COURSE OBJECTIVES | |
|---|---|
| Personal development | Interpersonal development |
| <ul style="list-style-type: none"> • Personal development (post course only) • Fun (post course only) | <ul style="list-style-type: none"> • Interpersonal development • International course |

| COURSE OUTCOMES | | | |
|--|--|--|---|
| Personal development | Interpersonal development | Professional development | Other impacts |
| <ul style="list-style-type: none"> • Self awareness • Self confidence • Personal direction • Personal change | <ul style="list-style-type: none"> • Relationships • Friendship • Communication | <ul style="list-style-type: none"> • Professional development | <ul style="list-style-type: none"> • Other impacts |

| EDUCATIONAL PROCESS | | | | |
|---|---|---|--|---|
| Course design | Range of activities | Group of participants | Atmosphere | Instructors |
| <ul style="list-style-type: none"> • Course design • Holistic process | <ul style="list-style-type: none"> • Physical • Creative • Individual • Group | <ul style="list-style-type: none"> • Group of participants | <ul style="list-style-type: none"> • Atmosphere | <ul style="list-style-type: none"> • Were 'great' • Instructor facilitation methods |

FINAL THEMES (IN BOLD) AND ASSOCIATED GROUPED CODES ONE YEAR AFTER INTERTOUCH 1999

| COURSE OUTCOMES | | |
|---|---|---|
| Personal development | Interpersonal development | Other impacts |
| <ul style="list-style-type: none"> • Self awareness • Self confidence • Change | <ul style="list-style-type: none"> • Interpersonal development | <ul style="list-style-type: none"> • Other impacts |

| EDUCATIONAL PROCESS | | | | |
|---|---|---|---|---|
| Course design | Range of activities | Group of participants | Atmosphere | Instructors |
| <ul style="list-style-type: none"> • Holistic approach | <ul style="list-style-type: none"> • Physical • Creative • Individual • Group | <ul style="list-style-type: none"> • Group of participants | <ul style="list-style-type: none"> • Environment | <ul style="list-style-type: none"> • Instructors |

APPENDIX SEVEN INSTRUCTOR INTERVIEW CODES

Appendix 7a Original codes OBNZ instructors

Objectives

- adventure
- environmental awareness
- goal setting
- progressive development
- responsibility
- safety
- self discovery
- teamwork

Process

- 22v9-day
- creative day
- holistic approach
- metaphors
- real consequences
- transfer

Facilitation

- counselling
- group process
- intensity
- observation
- review
- safety
- values
- diverse group
- staff burnout

Training

- counselling
- review
- sharing with staff

Appendix 7b Grouped codes OBNZ instructors

COURES OBJECTIVES

Objectives

- adventure
- environmental awareness
- goal setting
- responsibility
- self discovery
- teamwork

EDUCATIONAL PROCESS

Course design

- intensity
- safety
- holistic approach
- real consequences
- transfer
- progressive development

The group of participants

- diverse group
- group process

Instructor facilitation methods

- counselling
- observation
- metaphors
- review
- values

OTHER FACTORS

Instructor training needs

- counselling
- review
- sharing with staff
- staff burnout

22-day vs. 9-day courses

- 22v9 day

Appendix 7c Original codes Intertouch instructors

Process (p)

- p atmosphere
- p change to needs
- p connecting themes
- p course design
- p course objectives
- p environment
- p group diverse
- p group dynamics
- p holistic approach
- p instructors facilitation
- p metaphors
- p objectives
- p openness of group
- p participants
- p participants age
- p safety
- p planning
- p comfort zones
- p range of activities
- p relaxation
- p review
- p solo
- p teaching of skills
- p team of instructors
- p themes
- p unexpected activities

Strengths OBCZ (cs)

- cs atmosphere
- cs big impact on participants
- cs course themes
- cs creativity
- cs diverse group
- cs dramaturgy
- cs emotional risk
- cs flexibility
- cs group process
- cs holistic approach
- cs intensity
- cs less hard skills
- cs less time needed
- cs motivation
- cs originality
- cs participation of instructors
- cs planning
- cs range of activities
- cs self reflection
- cs instructing team

Weaknesses OBCZ (cw)

- cw course image
- cw group emphasis
- cw emotional risk
- cw expense of team
- cw instructor burnout
- cw games not real
- cw lack of formal review
- cw lack of physical
- cw need centre
- cw need facilitation skills
- cw no follow up
- cw preparation time
- cw resources

- cw team approach
- cw team dynamics

Strengths OBA (sa)

- sa centre
- sa course for everyone
- sa course length
- sa group process
- sa marketing
- sa mobile course
- sa one instructor
- sa physical safety
- sa pushes comfort zones
- sa real challenge
- sa resources
- sa standard course
- sa structure review
- sa systems
- sa wilderness

Weaknesses OBA (wa)

- wa emphasis on group
- wa environmental impact
- wa hard skills required
- wa instructor burnout
- wa lack of preparation
- wa lack of transfer
- wa mainly physical activities
- wa no follow up
- wa not for everyone
- wa only physical and social
- wa physical risk
- wa standard course

Appendix 7d Grouped codes Intertouch instructors

EDUCATIONAL PROCESS (p)

Course design

- p course design
- p change to needs
- p holistic approach
- p objectives
- p planning
- p metaphors
- p safety
- p themes

Activities

- p comfort zones
- p range of activities
- p relaxation
- p review
- p solo
- p unexpected activities

Group

- p group diverse
- p group dynamics
- p openness of group
- p participants
- p participants age

Atmosphere

- p atmosphere
- p environment

Instructors

- p instructors facilitation
- p teaching of skills
- p team of instructors

STRENGTHS OBCZ (cs)

Course design

- cs course themes
- cs creativity
- cs dramaturgy
- cs emotional risk
- cs flexibility
- cs holistic approach
- cs intensity
- cs less time needed
- cs motivation
- cs originality
- cs planning

Activities

- cs range of activities
- cs self reflection

Group of participants

- cs diverse group
- cs group process

Atmosphere

- cs atmosphere

Instructors

- cs less hard skills
- cs participation of instructors
- cs instructing team

Transfer

- cs big impact on participants

STRENGTHS OBA (sa)

Course design

- sa course for everyone
- sa course length
- sa pushes comfort zones
- sa standard course

Activities

- sa structured review
- sa wilderness
- sa real challenge

Group of participants

- sa group process

Instructors

- sa one instructor
- sa physical safety

Resources

- sa centre
- sa marketing
- sa mobile course
- sa resources
- sa systems

WEAKNESSES OBCZ (cw)

Course design

- cw course image
- cw emotional risk
- cw preparation time

Group of participants

- cw group emphasis

Instructors

- cw expense of team
- cw instructor burnout
- cw need facilitation skills
- cw team approach
- cw team dynamics

Activities

- cw lack of formal review
- cw lack of physical

Transfer

- cw no follow up
- cw games not real

Resources

- cw need centre
- cw resources

WEAKNESSES OBA (wa)

Course design

- wa physical risk
- wa standard courses
- wa not for everyone
- wa lack of preparation

Group of participants

- wa emphasis on group

Instructors

- wa hard skills required
- wa instructor burnout

Activities

- wa mainly physical activities
- wa only physical and social

Transfer

- wa no follow up
- wa lack of transfer

Environmental impact

- wa environmental impact

Summary of grouped codes for OBA and OBCZ interviews

| EDUCATIONAL PROCESS | OBA | | OBCZ | |
|--------------------------------|------------------|-------------------------|------------------|-------------------|
| | STRENGTHS | WEAKNESSES | STRENGTHS | WEAKNESSES |
| Course design | Course design | Course design | Course design | Course design |
| Activities | Activities | Activities | Activities | Activities |
| Group | Group | Group | Group | Group |
| Atmosphere | | | Atmosphere | |
| Instructors | Instructors | Instructors | Instructors | Instructors |
| | | Transfer | Transfer | Transfer |
| | Resources | | | Resources |
| | | Environmental impact | | |

APPENDIX EIGHT
SUMMARY OF PARTICIPANT RESPONSES FROM LIKERT SCALES

Appendix 8a Summary of participant response frequencies from Likert scales pre and post 22-day and 9-day courses at OBNZ

PRE 22-DAY AND 9-DAY COURSES PARTICIPANT RESPONSES ABOUT ASPECTS OF THE COURSE OBJECTIVES

| | 22-day course | | | | | 9-day courses | | | | |
|--------------------------------------|---------------|----|----|----|---|---------------|----|----|----|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Outward Bound:¹ | | | | | | | | | | |
| Is where you learn outdoor skills | 26 | 24 | 1 | 1 | | 20 | 19 | | | |
| Is confidence building | 40 | 9 | 2 | 1 | | 32 | 7 | | | |
| Is mentally challenging | 42 | 9 | 1 | 1 | | 30 | 9 | | | |
| Is physically challenging | 41 | 10 | | | 1 | 30 | 9 | | | |
| Is educational | 34 | 13 | 3 | 1 | 1 | 20 | 16 | 2 | | |
| Is expensive | 13 | 11 | 11 | 14 | 3 | 3 | 4 | 8 | 19 | 3 |
| Develops leadership skills | 30 | 15 | 6 | 1 | 1 | 11 | 18 | 10 | | |
| A place where you meet friends | 32 | 16 | 3 | | 1 | 15 | 20 | 4 | | |
| Instils self-discipline | 34 | 15 | 4 | | | 17 | 21 | 1 | | |
| Develops ability to work with others | 36 | 16 | | | | 19 | 18 | 1 | | |
| Is for the youth of today | 20 | 18 | 5 | 6 | 2 | 10 | 11 | 4 | 11 | 3 |
| Builds self-reliance | 30 | 19 | 1 | 1 | | 16 | 19 | 4 | | |
| Builds sense of responsibility | 32 | 16 | 4 | | | 14 | 22 | 3 | | |
| Is concerned with safety | 31 | 15 | 6 | | | 23 | 13 | 2 | | |
| Makes you more social | 23 | 20 | 8 | 2 | | 8 | 13 | 16 | 2 | |
| Makes you independent | 24 | 21 | 6 | 1 | | 10 | 19 | 6 | 4 | |
| Makes you interdependent | 12 | 20 | 13 | 5 | 1 | 9 | 11 | 12 | 5 | 1 |
| Develops holistic well-being | 18 | 14 | 19 | | | 8 | 16 | 12 | 2 | |
| Develops positive attitudes | 31 | 19 | 1 | | | 8 | 16 | 12 | 2 | |
| Builds fitness | 36 | 16 | 1 | | | 19 | 19 | 1 | | |
| Makes you more tolerant | 28 | 18 | 6 | | | 14 | 21 | 3 | 1 | |

POST 22-DAY AND 9-DAY COURSES PARTICIPANT RESPONSES ABOUT ASPECTS OF THE COURSE OBJECTIVES

| | 22-day course | | | | | 9-day courses | | | | |
|--------------------------------------|---------------|----|----|----|---|---------------|----|---|----|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Outward Bound: | | | | | | | | | | |
| Is where you learn outdoor skills | 30 | 15 | | 2 | | 17 | 16 | | | |
| Is confidence building | 39 | 8 | | | | 28 | 5 | | | |
| Is mentally challenging | 42 | 5 | | | | 25 | 8 | | | |
| Is physically challenging | 41 | 6 | | | | 26 | 7 | | | |
| Is educational | 34 | 11 | 2 | | | 21 | 11 | 1 | | |
| Is expensive | 4 | 12 | 9 | 19 | 3 | 2 | 4 | 4 | 18 | 5 |
| Develops leadership skills | 21 | 25 | 1 | | | 10 | 17 | 4 | 2 | |
| A place where you meet friends | 36 | 11 | | | | 17 | 16 | | | |
| Instils self-discipline | 32 | 14 | | 1 | | 14 | 18 | 1 | | |
| Develops ability to work with others | 41 | 6 | | | | 23 | 10 | | | |
| Is for the youth of today | 25 | 12 | 4 | 3 | 3 | 14 | 6 | 5 | 7 | 5 |
| Builds self-reliance | 28 | 18 | 1 | | | 14 | 16 | 2 | 1 | |
| Builds sense of responsibility | 29 | 17 | 1 | | | 12 | 19 | 2 | | |
| Is concerned with safety | 39 | 6 | 2 | | | 25 | 8 | | | |
| Makes you more social | 20 | 20 | 6 | 1 | | 10 | 18 | 5 | | |
| Makes you independent | 19 | 20 | 6 | 1 | | 11 | 17 | 4 | 1 | |
| Makes you interdependent | 18 | 13 | 12 | 2 | 1 | 15 | 12 | 2 | 3 | |
| Develops holistic well-being | 25 | 18 | 4 | | | 10 | 20 | 2 | | |
| Develops positive attitudes | 32 | 13 | 1 | | | 23 | 9 | | | |
| Builds fitness | 31 | 16 | | | | 19 | 11 | 1 | 1 | |
| Makes you more tolerant | 27 | 16 | 4 | | | 13 | 18 | 1 | | |

¹ 1=definitely agree; 2=agree; 3=don't know; 4=disagree; 5=definitely disagree

PRE 22-DAY AND 9-DAY COURSES PARTICIPANT RESPONSES ABOUT THE EASE OF ACTIVITIES

| Ease of OB activities: ² | 22-day course | | | | | 9-day courses | | | | |
|-------------------------------------|---------------|----|----|---|---|---------------|----|----|----|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Morning fitness | 10 | 13 | 14 | 5 | 1 | 2 | 5 | 18 | 9 | |
| No smoking | 27 | | 2 | 5 | 6 | 28 | | 1 | 2 | 4 |
| No drinking | 23 | 7 | 9 | 2 | 1 | 22 | 5 | 4 | 1 | 4 |
| Strict timetables, punctuality, ... | 7 | 15 | 15 | 7 | 1 | 8 | 12 | 11 | 2 | 1 |
| Communal living | 5 | 12 | 18 | 6 | 3 | 6 | 17 | 10 | | 1 |
| Tent living | 7 | 13 | 10 | 6 | 2 | 7 | 12 | 13 | 2 | |
| Ropes course | 8 | 10 | 6 | 3 | 3 | 3 | 4 | 14 | 7 | 3 |
| Rock climbing | 11 | 11 | 6 | 2 | 2 | 1 | 6 | 14 | 8 | 3 |
| Group activities | 8 | 19 | 7 | 2 | 2 | 7 | 9 | 16 | 1 | 3 |
| Running a half marathon | 8 | 8 | 9 | 3 | 4 | 3 | 5 | 8 | 16 | |
| Tramping | 16 | 13 | 4 | 1 | 2 | 5 | 16 | 10 | 1 | |
| Canoeing/Kayaking | 17 | 9 | 3 | 3 | 2 | 4 | 8 | 15 | 3 | 1 |
| Snow pursuits | 16 | 9 | 3 | 2 | | | | | | |
| Sailing | 17 | 5 | 3 | 5 | 3 | 4 | 5 | 18 | 4 | 2 |
| Solo: being alone in the bush | 12 | 8 | 6 | 3 | 4 | 6 | 8 | 8 | 6 | 3 |
| Service to community projects | 8 | 11 | 12 | 1 | 3 | | | | | |

POST 22-DAY AND 9-DAY COURSES PARTICIPANT RESPONSES ABOUT THE EASE OF ACTIVITIES

| Ease of OB activities: | 22-day course | | | | | 9-day courses | | | | |
|------------------------------------|---------------|----|----|----|---|---------------|----|----|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Morning fitness | 4 | 10 | 15 | 13 | 3 | 2 | 8 | 12 | 3 | |
| No smoking | 38 | 1 | 1 | 3 | | 24 | 1 | 1 | 2 | |
| No drinking | 31 | 7 | 4 | 2 | | 19 | 5 | 4 | | 2 |
| Strict timetables, punctuality,... | 6 | 13 | 17 | 8 | 1 | 9 | 11 | 7 | 5 | |
| Communal living | 11 | 14 | 15 | 4 | | 18 | 11 | 3 | | |
| Tent living | 8 | 17 | 13 | 6 | 1 | 6 | 15 | 10 | 1 | |
| Ropes course | 10 | 4 | 9 | 15 | 7 | 4 | 7 | 6 | 9 | 5 |
| Rock climbing | 12 | 7 | 11 | 10 | 4 | 6 | 6 | 13 | 2 | 5 |
| Group activities | 8 | 13 | 18 | 5 | 3 | 9 | 11 | 11 | | |
| Running a half marathon | 8 | 5 | 7 | 16 | 5 | 4 | 6 | 7 | 7 | 2 |
| Tramping | 7 | 5 | 13 | 2 | 6 | 4 | 9 | 13 | 5 | 1 |
| Canoeing/Kayaking | 9 | 8 | 15 | 8 | 5 | 1 | 5 | 12 | 9 | 5 |
| Snow pursuits | 7 | 10 | 15 | 8 | 1 | | | | | |
| Sailing | 11 | 9 | 15 | 8 | | 4 | 10 | 15 | 3 | |
| Solo: being alone in the bush | 12 | 9 | 14 | 8 | 2 | 11 | 10 | 8 | 2 | 1 |
| Service to community projects | 15 | 16 | 14 | 2 | | 5 | 11 | 7 | 3 | |

² 1=very easy; 2=easy; 3=moderately easy; 4=not easy; 5=not easy at all

PRE 22-DAY AND 9-DAY COURSES PARTICIPANT RESPONSES ABOUT THE ENJOYMENT OF ACTIVITIES

| Enjoyment of OB activities: ³ | 22-day course | | | | | 9-day courses | | | | |
|--|---------------|----|----|---|---|---------------|----|----|---|----|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Morning fitness | 18 | 2 | | | | 2 | 7 | 18 | 6 | 2 |
| No smoking | 9 | 9 | 20 | 6 | 1 | 25 | | 2 | | 6 |
| No drinking | 32 | 4 | 2 | 3 | 4 | 15 | 6 | 11 | 1 | 1 |
| Strict timetables, punctuality, ... | 29 | 8 | 7 | 1 | 1 | 7 | 7 | 17 | 3 | |
| Communal living | 10 | 12 | 19 | 5 | 8 | 5 | 14 | 14 | 1 | 1 |
| Tent living | 7 | 16 | 19 | 2 | 1 | 5 | 13 | 15 | | 1 |
| Ropes course | 8 | 12 | 13 | 5 | 1 | 6 | 10 | 13 | 2 | |
| Rock climbing | 4 | 6 | 8 | 7 | 4 | 5 | 13 | 10 | 5 | |
| Group activities | 5 | 6 | 12 | 3 | 5 | 7 | 13 | 12 | 7 | |
| Running a half marathon | 6 | 15 | 9 | 4 | 2 | 1 | 5 | 9 | 7 | 11 |
| Tramping | 5 | 7 | 4 | 9 | 6 | 9 | 18 | 6 | | |
| Canoeing/Kayaking | 11 | 7 | 14 | 1 | 2 | 12 | 8 | 9 | 3 | |
| Snow pursuits | 9 | 5 | 8 | 6 | 5 | | | | | |
| Sailing | 5 | 7 | 11 | 5 | 4 | 10 | 9 | 14 | 1 | |
| Solo: being alone in the bush | 6 | 7 | 7 | 8 | 4 | 6 | 6 | 15 | 4 | 1 |
| Service to community projects | 10 | 5 | 7 | 4 | 7 | | | | | |

POST 22-DAY AND 9-DAY COURSES PARTICIPANT RESPONSES ABOUT THE ENJOYMENT OF ACTIVITIES

| Enjoyment of OB activities: | 22-day course | | | | | 9-day courses | | | | |
|------------------------------------|---------------|----|----|---|---|---------------|----|----|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Morning fitness | 11 | 19 | 12 | 3 | | 5 | 11 | 7 | 3 | |
| No smoking | 39 | 1 | 1 | 2 | 1 | 22 | 1 | 1 | 1 | 4 |
| No drinking | 33 | 6 | 4 | 2 | | 18 | 7 | 4 | | 1 |
| Strict timetables, punctuality,... | 10 | 12 | 18 | 4 | 1 | 11 | 10 | 10 | 2 | |
| Communal living | 13 | 18 | 12 | 1 | | 16 | 14 | 3 | | |
| Tent living | 11 | 18 | 12 | 3 | 1 | 8 | 15 | 10 | | |
| Ropes course | 25 | 13 | 5 | 1 | 1 | 12 | 12 | 5 | | 3 |
| Rock climbing | 28 | 12 | 3 | 1 | 1 | 15 | 14 | 3 | | 1 |
| Group activities | 17 | 18 | 9 | 3 | | 16 | 14 | 1 | | |
| Running a half marathon | 27 | 7 | 6 | 1 | | 9 | 11 | 5 | 2 | |
| Tramping | 21 | 10 | 9 | 2 | | 9 | 16 | 7 | 1 | |
| Canoeing/Kayaking | 27 | 6 | 9 | 3 | | 13 | 12 | 6 | 1 | 1 |
| Snow pursuits | 24 | 8 | 7 | | | | | | | |
| Sailing | 25 | 12 | 5 | 2 | 1 | 15 | 12 | 6 | | |
| Solo: being alone in the bush | 19 | 14 | 8 | 3 | 1 | 16 | 9 | 4 | 3 | 1 |
| Service to community projects | 21 | 14 | 9 | 1 | | | | | | |

³ 1=very enjoyable; 2=enjoyable; 3=moderately enjoyable; 4=not enjoyable; 5=not enjoyable at all

PRE 22-DAY AND 9-DAY COURSES PARTICIPANT RESPONSES ABOUT THE ACCURACY OF ASPECTS OF THEIR SELF-CONCEPT

| How accurate is this statement about: ⁵ | 22-Day course | | | | | 9-day courses ⁴ | | | | | | | | |
|--|---------------|----|----|----|----|----------------------------|---|----|---|----|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| I am good at sports and physical activities | 14 | 13 | 22 | 2 | 1 | 4 | 2 | 9 | 1 | 16 | 2 | 3 | | |
| I am physically attractive/good looking | 2 | 19 | 26 | 3 | 1 | | 1 | 5 | 6 | 17 | 1 | 4 | 1 | 1 |
| I have good relationships with opposite sex | 10 | 24 | 12 | 2 | 4 | 3 | 3 | 13 | 7 | 12 | | | | |
| I have good relationships with same sex | 7 | 25 | 18 | | 1 | 2 | 3 | 13 | 4 | 14 | | 1 | | 1 |
| I have good relationships with my parents | 12 | 23 | 12 | 3 | 1 | 14 | 4 | 7 | 2 | 9 | | 2 | | |
| I am an emotionally stable person | 6 | 22 | 13 | 8 | 1 | 6 | 9 | 10 | 2 | 9 | | 2 | | |
| I am a spiritual/ religious person | 1 | 10 | 11 | 12 | 17 | 5 | | 7 | 1 | 6 | 1 | 9 | 1 | 7 |
| I am an honest/reliable/trustworthy person | 22 | 24 | 4 | 1 | 1 | 17 | 4 | 12 | 1 | 3 | | | | |
| I have good verbal skills and reasoning ability | 5 | 23 | 15 | 7 | 2 | 5 | 5 | 9 | 5 | 11 | 1 | 1 | | 1 |
| I have good problem solving skills | 1 | 27 | 18 | 5 | 1 | 1 | 8 | 9 | 3 | 13 | 2 | 1 | | |
| I am/was a good student in academic subjects | 7 | 10 | 21 | 9 | 4 | 2 | 4 | 8 | 6 | 11 | 2 | 5 | | |
| I am good at creative thinking | 5 | 16 | 20 | 8 | 2 | 3 | 6 | 5 | 8 | 10 | 4 | | | 1 |
| I am a practical/mechanical/handy person | 10 | 15 | 17 | 6 | 4 | 3 | 4 | 13 | 3 | 12 | | 3 | | |
| I am a caring and understanding person | 13 | 30 | 7 | | 2 | 11 | 6 | 13 | 6 | 2 | | | | |
| I am a hard working employee | 30 | 11 | 8 | 2 | 1 | 15 | 7 | 14 | 1 | 1 | | | | |
| I am concerned for my health and fitness | 22 | 19 | 7 | 1 | 2 | 8 | 7 | 16 | 4 | 3 | | | | |
| I have an outgoing personality | 9 | 18 | 18 | 4 | 2 | 7 | 1 | 11 | 6 | 9 | 2 | 2 | | |

POST 22-DAY AND 9-DAY COURSES PARTICIPANT RESPONSES ABOUT THE ACCURACY OF ASPECTS OF THEIR SELF-CONCEPT

| How accurate is this statement about: | 22-Day course | | | | | 9-day courses | | | | | | | | |
|---|---------------|----|----|---|----|---------------|----|----|---|----|---|----|---|----|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| I am good at sports and physical activities | 13 | 16 | 15 | 2 | | 9 | 1 | 4 | 2 | 5 | 2 | 1 | 2 | 2 |
| I am physically attractive/good looking | 6 | 16 | 19 | 4 | | 1 | 1 | 7 | 4 | 16 | 1 | 1 | | 1 |
| I have good relationships with opposite sex | 17 | 17 | 10 | 2 | | 3 | 7 | 9 | 4 | 7 | 1 | 12 | 6 | 11 |
| I have good relationships with same sex | 14 | 18 | 13 | | | 2 | 6 | 11 | 5 | 7 | 1 | | | |
| I have good relationships with my parents | 20 | 19 | 6 | | 1 | 5 | 4 | 9 | 4 | 5 | 2 | | | |
| I am an emotionally stable person | 14 | 19 | 12 | | 1 | 6 | 3 | 10 | 5 | 4 | 3 | 1 | | |
| I am a spiritual/ religious person | 5 | 9 | 13 | 6 | 12 | 2 | 3 | 6 | 2 | 5 | 2 | 6 | 1 | 5 |
| I am an honest/reliable/trustworthy person | 26 | 16 | 3 | 2 | 1 | 8 | 6 | 15 | 1 | 2 | | | | |
| I have good verbal skills and reasoning ability | 11 | 23 | 6 | 4 | 1 | 4 | 2 | 10 | 4 | 8 | 2 | 2 | | |
| I have good problem solving skills | 6 | 20 | 18 | 1 | | 1 | 5 | 11 | 4 | 8 | 1 | 2 | | |
| I am/was a good student in academic subjects | 7 | 18 | 14 | 5 | 2 | 1 | 1 | 6 | 7 | 10 | 2 | 2 | 1 | 2 |
| I am good at creative thinking | 8 | 13 | 17 | 6 | 2 | 1 | 5 | 7 | 5 | 11 | 2 | 1 | | |
| I am a practical/mechanical/handy person | 11 | 14 | 12 | 7 | 1 | 3 | 7 | 8 | 2 | 9 | 1 | 2 | | |
| I am a caring and understanding person | 18 | 23 | 3 | | | 5 | 12 | 12 | | 2 | 1 | | | |
| I am a hard working employee | 27 | 16 | 2 | 1 | | 7 | 7 | 10 | 2 | 4 | | 1 | | |
| I am concerned for my health and fitness | 25 | 15 | 6 | | | 7 | 7 | 10 | 6 | 1 | | | 1 | |
| I have an outgoing personality | 18 | 12 | 13 | 2 | | 5 | 5 | 7 | 3 | 7 | 3 | 1 | 1 | |

⁴ 9-point Likert scale used

⁵ 1=very accurate; 2 (3)=accurate; 3 (5)=moderate; 4 (7)=inaccurate; 5 (9)=very inaccurate

PRE 22-DAY AND 9-DAY COURSES PARTICIPANT RESPONSES ABOUT THE IMPORTANCE OF ASPECTS OF THEIR SELF-CONCEPT

| How accurate is this statement about: ⁷ | 22-Day course | | | | | 9-day courses ⁶ | | | | | | | | |
|--|---------------|----|----|---|----|----------------------------|---|----|---|----|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| I am good at sports and physical activities | 17 | 20 | 6 | 4 | | 6 | | 8 | 4 | 10 | 2 | 4 | | 2 |
| I am physically attractive/good looking | 5 | 20 | 16 | 5 | 2 | 1 | 4 | 5 | 5 | 10 | 5 | 3 | | 3 |
| I have good relationships with opposite sex | 13 | 25 | 7 | 1 | 2 | 4 | 2 | 8 | 3 | 13 | 1 | 1 | | 1 |
| I have good relationships with same sex | 15 | 22 | 7 | 3 | 1 | 1 | 2 | 11 | 4 | 12 | 2 | | | 2 |
| I have good relationships with my parents | 28 | 11 | 7 | | 2 | 10 | 4 | 8 | 4 | 7 | 1 | | | 1 |
| I am an emotionally stable person | 23 | 17 | 5 | 2 | 1 | 4 | | 4 | 3 | 5 | 2 | 6 | 2 | 9 |
| I am a spiritual/ religious person | 6 | 17 | 13 | 7 | 13 | 18 | 2 | 9 | 1 | 3 | | | | 1 |
| I am an honest/reliable/trustworthy person | 32 | 11 | 2 | 1 | 7 | 6 | 6 | 8 | 2 | 8 | 1 | 2 | | 1 |
| I have good verbal skills and reasoning ability | 19 | 18 | 7 | 3 | 1 | 4 | 6 | 9 | 3 | 9 | 2 | 1 | | 1 |
| I have good problem solving skills | 14 | 25 | 6 | 2 | 1 | 1 | 3 | 9 | 4 | 11 | 2 | 3 | 2 | |
| I am/was a good student in academic subjects | 12 | 13 | 14 | 7 | 2 | 6 | 4 | 4 | 4 | 10 | 2 | 1 | | 2 |
| I am good at creative thinking | 12 | 14 | 14 | 5 | 3 | 5 | 2 | 10 | 5 | 10 | | 1 | | 1 |
| I am a practical/mechanical/handy person | 15 | 15 | 14 | 2 | 2 | 12 | 4 | 12 | 1 | 3 | | 1 | | 1 |
| I am a caring and understanding person | 22 | 19 | 5 | | 2 | 11 | 7 | 11 | 2 | 2 | | | | 1 |
| I am a hard working employee | 30 | 11 | 5 | 1 | 1 | 11 | 5 | 12 | 2 | 2 | | | 1 | 1 |
| I am concerned for my health and fitness | 29 | 11 | 4 | 3 | 2 | 6 | 7 | 11 | 2 | 5 | 2 | | | 1 |
| I have an outgoing personality | 22 | 12 | 10 | 2 | 1 | 5 | 3 | 14 | 3 | 6 | 1 | 1 | | 1 |

POST 22-DAY AND 9-DAY COURSES PARTICIPANT RESPONSES ABOUT THE IMPORTANCE OF ASPECTS OF THEIR SELF-CONCEPT

| How accurate is this statement about: | 22-Day course | | | | | 9-day courses | | | | | | | | |
|---|---------------|----|----|---|---|---------------|---|----|---|----|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| I am good at sports and physical activities | 17 | 16 | 13 | | | 3 | 5 | 11 | 3 | 6 | 1 | 2 | | 1 |
| I am physically attractive/good looking | 8 | 13 | 16 | 5 | 2 | 1 | 4 | 6 | 7 | 10 | | 3 | | 1 |
| I have good relationships with opposite sex | 17 | 23 | 5 | 1 | | 3 | 7 | 9 | 4 | 6 | | 2 | | |
| I have good relationships with same sex | 14 | 24 | 6 | 1 | 1 | 5 | 7 | 9 | 5 | 6 | | | | |
| I have good relationships with my parents | 30 | 12 | 3 | | 1 | 7 | 6 | 8 | 2 | 4 | 1 | 1 | | |
| I am an emotionally stable person | 23 | 16 | 6 | | | 6 | 7 | 15 | 3 | | 1 | | | |
| I am a spiritual/ religious person | 8 | 11 | 12 | 6 | 9 | 4 | 3 | 4 | 4 | 3 | 3 | 7 | | 4 |
| I am an honest/reliable/trustworthy person | 28 | 12 | 5 | 1 | | 14 | 9 | 6 | 2 | 1 | | | | |
| I have good verbal skills and reasoning ability | 19 | 22 | 4 | 1 | | 6 | 6 | 12 | 2 | 5 | 1 | | | |
| I have good problem solving skills | 17 | 21 | 7 | | | 3 | 8 | 7 | 6 | 8 | | | | |
| I am/was a good student in academic subjects | 11 | 15 | 16 | 4 | | 1 | 2 | 16 | 4 | 7 | 2 | | | |
| I am good at creative thinking | 14 | 14 | 14 | 3 | | 1 | 6 | 8 | 4 | 11 | 2 | | | |
| I am a practical/mechanical/handy person | 17 | 11 | 14 | 4 | | 3 | 5 | 10 | 7 | 4 | 2 | 1 | | |
| I am a caring and understanding person | 26 | 13 | 7 | | | 8 | 9 | 12 | 1 | 2 | | | | |
| I am a hard working employee | 32 | 12 | 2 | | | 8 | 4 | 14 | 3 | 1 | | 1 | | |
| I am concerned for my health and fitness | 27 | 15 | 4 | | | 8 | 9 | 11 | 3 | | | | | 1 |
| I have an outgoing personality | 23 | 14 | 6 | 3 | | 5 | 6 | 8 | 5 | 5 | 1 | 1 | 1 | |

⁶ 9-point Likert scale used

⁷ 1=very important; 2 (3)=important; 3 (5)=average; 4 (7)=unimportant; 5 (9)=very unimportant

Appendix 8b Summary of participant response frequencies from Likert scales pre and post Intertouch 1999 at OBA

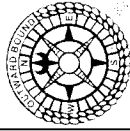
PRE/POST INTERTOUCH 1999 COURSE PARTICIPANT RESPONSES ABOUT THE IMPORTANCE OF ASPECTS OF SELF-CONCEPT

| How accurate is this statement about ⁸ | Pre course | | | | | Post course | | | | |
|---|------------|---|---|---|---|-------------|---|----|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| I am good at sports and physical activities | 3 | 5 | | 3 | 1 | 2 | 6 | 1 | 2 | 1 |
| I am physically attractive/good looking | | 1 | 4 | 3 | 3 | | 1 | 10 | | |
| I have good relationships with opposite sex | 7 | 3 | | 1 | 1 | 5 | 5 | | 2 | |
| I have good relationships with same sex | 8 | 2 | | 1 | 1 | 4 | 5 | 1 | 2 | |
| I have good relationships with my parents | 7 | 2 | | 1 | 2 | 5 | 3 | 1 | 2 | 1 |
| I am an emotionally stable person | 5 | 4 | 1 | 1 | 1 | 3 | 6 | | 2 | 1 |
| I am a spiritual/ religious person | 3 | 5 | 2 | 1 | 1 | 3 | 3 | 4 | | 2 |
| I am an honest/reliable/trustworthy person | 8 | 2 | | | 2 | 8 | 2 | | | 2 |
| I have good verbal skills and reasoning ability | 5 | 5 | | 1 | 1 | 1 | 5 | 3 | 2 | 1 |
| I have good problem solving skills | 5 | 4 | 1 | 1 | 1 | 1 | 7 | 2 | 2 | |
| I am/was a good student in academic subjects | 1 | 2 | 4 | 4 | 1 | | 5 | 6 | 1 | |
| I am good at creative thinking | 4 | 6 | | 1 | 1 | 3 | 6 | 1 | 1 | 1 |
| I am a practical/mechanical/handy person | 2 | 4 | 3 | 3 | | 1 | 3 | 4 | 3 | 1 |
| I am a caring and understanding person | 9 | 1 | | | 2 | 5 | 5 | | 1 | 1 |
| I am a hard working employee | 6 | 3 | 1 | 1 | 1 | 5 | 5 | | 1 | 1 |
| I am concerned for my health and fitness | 9 | | 1 | | 2 | 5 | 5 | | | 2 |
| I have an outgoing personality | 5 | 4 | 1 | 1 | 1 | 6 | | 3 | 2 | 1 |
| I enjoy outdoor wilderness and remote area | 4 | 2 | 4 | | 2 | 4 | 6 | 2 | | |

| How important is this statement about ⁹ | Pre course | | | | | Post course | | | | |
|--|------------|---|---|---|---|-------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| I am good at sports and physical activities | 4 | 3 | 4 | | 1 | 3 | 5 | | 3 | 1 |
| I am physically attractive/good looking | | 3 | 3 | 3 | 3 | | 1 | 4 | 3 | 3 |
| I have good relationships with opposite sex | 7 | 4 | | | | 7 | 3 | | 1 | 1 |
| I have good relationships with same sex | 8 | 3 | 1 | | | 8 | 2 | | 1 | 2 |
| I have good relationships with my parents | 9 | 1 | 1 | 1 | | 7 | 2 | 1 | 2 | |
| I am an emotionally stable person | 6 | 6 | | | | 5 | 4 | 1 | 1 | 1 |
| I am a spiritual/ religious person | 4 | | 4 | 3 | 1 | 3 | 5 | 2 | 1 | 1 |
| I am an honest/reliable/trustworthy person | 10 | 2 | | | | 8 | 2 | | | 2 |
| I have good verbal skills and reasoning ability | 9 | 3 | | | | 5 | 5 | | 1 | 1 |
| I have good problem solving skills | 9 | 2 | 1 | | | 5 | 4 | 1 | 1 | 1 |
| I am/was a good student in academic subjects | 2 | 3 | 3 | 3 | 1 | 1 | 2 | 4 | 4 | 1 |
| I am good at creative thinking | 5 | 4 | 3 | | | 4 | 6 | | 1 | 1 |
| I am a practical/mechanical/handy person | 3 | 5 | 3 | 1 | | 2 | 4 | 3 | 3 | |
| I am a caring and understanding person | 10 | 2 | | | | 9 | 1 | | | 2 |
| I am a hard working employee | 8 | 3 | 1 | | | 6 | 3 | 1 | 1 | 1 |
| I am concerned for my health and fitness | 9 | 1 | 2 | | | 9 | | 1 | | 2 |
| I have an outgoing personality | 5 | 5 | 2 | | | 5 | 4 | 1 | 1 | 1 |
| I enjoy outdoor wilderness and remote area | 5 | 6 | 1 | | | 4 | 2 | 4 | | 2 |

⁸ 1=very accurate; 2=accurate; 3=moderate; 4=inaccurate; 5=very inaccurate

⁹ 1=very important; 2=important; 3=average; 4=unimportant; 5=very unimportant



ČESKÁ CESTA



ANO, JE TÁDY MOST. ALE MY JSME ZVYKLÍ HLEDAT SI SVOU ČESKOU CESTU.

(YES, HERE IS A BRIDGE BUT WE ARE USED TO FINDING OUR

APPENDIX TEN PUBLICATIONS

The following papers have been published (or are in press or review) as a result of this thesis:

Journal articles

- Martin, A.J. (1996a). Inward sounds at Outward Bound. *New Zealand Safety Journal*, 6, 53-61.
- Chu, M.M, Leberman, S.I., & Martin, A.J. (1998, Spring). Developing people, developing teams. The New Zealand Rugby Football Union Academy Squad goes to Outward Bound. *New Zealand Coach*, 7(1), 14-16.
- Martin, A.J. (2000, July). Towards a new generation of Outward Bound. *Horizons: Journal of The Association for Outdoor Learning*, 10, 29-30.
- Martin, A.J., & Leberman, S.I. (2000). Adventure the Czech way [On-line]. *Scisco Conscientia*, 2(3), 1-17.
- Martin, A.J. (2001b). Dramaturgy: A holistic approach to outdoor education. *Australian Journal of Outdoor Education*, 6(1), 34-41.
- Martin, A.J. (2001c). The dramaturgy wave. *Horizons: Journal of The Association for Outdoor Learning* (In press).
- Martin, A.J., & Krouwel, W. (2001). Rejuvenating personal and professional development programmes. *Journal of Adventure Education and Outdoor Leadership* (In press).
- Martin, A.J., Leberman, S.I., & Neill, J.T. (2001). Beyond the adventure wave: Dramaturgy as a method of experiential program design. *Journal of Experiential Education* (In review).
- Martin, A.J., Neill, J.T., & Legg, S.J. (2001). Evaluating the inward sounds of Outward Bound: A case study of Outward Bound New Zealand. *Australian Journal of Outdoor Education* (In review).

Conference papers

- Martin, A.J. (1996b). *Inward Sounds at Outward Bound: A personal reflection of the experience*. Paper presented at the 'From mystery to mastery' Outdoor Recreation Conference, December 7-9, Turangi, New Zealand.
- Martin, A.J. (1997). Outward Bound: Process and outcomes. In C. Itin (Ed.), *Resource notes 1st International Adventure Therapy Conference, July 1-5, Perth* (pp. 144-154). Perth, Australia: Camping and Outdoor Education Association of Western Australia.
- Martin, A.J. (1998a). *Outward Bound: The Czech way*. Paper presented at the 3rd National Outdoor Education Conference, January 14-18, Auckland, New Zealand.
- Martin, A.J., & Knottenbelt, G. (1998c, January). *Outward Bound: Expeditionary learning and the urban based challenge*. Paper presented at the 3rd National Outdoor Education Conference, January 14-18, Auckland, New Zealand.
- Martin, A.J. (2001a). Outdoor adventure the Czech way. In M.Green (Ed.), *12th National Outdoor Education Conference: Conference proceeding, January 15-18, LaTrobe University, Bendigo* (pp. 101-108). Victoria, Australia: Victorian Outdoor Education Association.

Reports

- Martin, A.J. (1998b). *Outward Bound New Zealand: Course outcomes, educational process and management strategy*. Unpublished report, Outward Bound New Zealand, Wellington, New Zealand.

APPENDIX ELEVEN
MITCHELL & MITCHELL'S (1988) SDQ QUESTIONNAIRE