LEADERSHIP AND THE BOY SCOUTS OF AMERICA'S HIGH

ADVENTURE PROGRAM

A Thesis

by

ROBIN D. LIZZO

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

Approved by:

Chair of Committee,	Michael B. Edwards
Committee Members,	Mat Duerden
	James Lindner
Head of Department,	Gary Ellis

May 2013

Major Subject: Recreation, Park, and Tourism Sciences

ABSTRACT

Recreation programs for youth are increasingly being asked to justify their purpose beyond providing fun and games. Stakeholders (e.g., taxpayers, parents, or donors) expect youth programs to develop specific outcomes in young people that will assist them in becoming fully functional adults. More empirical evidence is needed to support the idea that recreational programs indeed provide added educational or developmental benefits. One key outcome that transcends many recreational programs, regardless of setting, is leadership development. Therefore, the purpose of this study was to evaluate leadership development in a Boy Scouts of America (BSA) High Adventure Program. Two research objectives guided this study. First, the researcher sought to determine whether youth participants in Philmont's 12-Day Trek High Adventure Program reported increases in leadership measures as a result of their experiences. Based on the goals of this program, the researcher hypothesized that self-reported leadership qualities would increase after youth had participated in the program. Second, the study went one step further to explore what characteristics of the High Adventure Program potentially promoted or detracted from leadership development within the BSA High Adventure Program.

The research design for this study was a non-experimental retrospective research design using quantitative and qualitative data obtained from a single sample of participants at the Philmont Scout Ranch. The method of data collection employed a self-administered survey instrument given to participants upon completion of their program. The survey used the Youth Leadership Life Skills Development Scale in addition to two open-ended questions designed to extract elements that promoted or detracted from leadership development.

ii

Results from the Youth Leadership Life Skills Development Scale indicated that there was a statistically significant difference between the mean of participant attitudes before the Philmont experience and the mean of participant attitudes after the Philmont experience. Results from the open-ended questions isolated nine emergent themes that participants reported to promote leadership development and four that detracted from leadership development. Overall, this study provides much needed empirical evidence to contribute to the idea that recreational youth programs, while providing fun leisure experiences, can utilize their settings to make an even bigger contribution to the lives of young people.

TABLE OF CONTENTS

LIST OF DEFINITIONS

Leadership: the ability to influence others to respond willingly and work together toward

accomplishing a common goal (Carter, n.d.; Clawson, 1999).

Leadership development: "almost every form of growth or stage of development in the life

cycle that promotes, encourages, and assists in one's leadership potential" (Brungardt,

1996, p. 83).

BSA: Boy Scouts of America

CHAPTER I

INTRODUCTION

The study of leadership has its origins farther back than any living scholar can remember. Myths and legends tell tails and teach societies about leaders and heroes. Greek and Latin classics weave the stories of leaders of men and gods. Plato, Confucius, and Aristotle all contemplated leadership (Bass, 1990). Leaders then and today come in all shapes and sizes; even youth have been and can be important leaders. Leadership development in youth has been studied in depth and findings support that programs can and have been designed to develop leadership in youth (DesMarais, Yang, & Farzanehkia, 2000). One such leadership program is the Boy Scouts High Adventure Program. The Boy Scouts of America (BSA) have long since been in the business of teaching and developing youth (Griggs, 2009). The High Adventure Programs within the BSA have become well known as leadership development programs (Griggs, 2009). However, limited research has been done to evaluate the Boys Scouts High Adventure Program. Therefore, the purpose of this study was to evaluate one of the Boy Scouts of America's High Adventure Programs at the Philmont Scout Ranch in Cimarron, NM. This evaluation served to uncover if leadership was being developed in youth participants.

The study of leadership is not new. Many well-known philosophers and researchers have studied leadership through the ages (Bass, 1990). Because of this long-term and ongoing study of leadership, the concept of leadership is nearly impossible to define. Antonakis et al. (2004) explains this problem: "Given the complex nature of leadership, a specific and widely accepted definition of leadership does not exist and might never be

found" (p. 5). To illustrate this situation further, because leadership has been studied for so long, its complex nature has become evident and therefore no group of researchers is able to agree upon one single definition. For the purpose of this study, leadership was defined as: the ability to influence others to respond willingly and work together toward accomplishing a common goal (Carter, n.d.; Clawson, 1999).

Related to leadership is leadership development. Also a complex area of investigation. This study has applied the concept of leadership development to program evaluation in order to ascertain the impacts of the program evaluated. The definition of leadership development for this study is: "almost every form of growth or stage of development in the life cycle that promotes, encourages, and assists in one's leadership potential" (Brungardt, 1996, p. 83). Directly related to the complex nature of leadership development is the difficulty of measuring leadership development in youth. With this in mind, this study used a tool to measure leadership life skills as a means to demonstrate leadership development in youth. Leadership life skills has been defined as: "self-assessed and organization-specific development of life skills necessary to perform leadership functions in real life" (Seevers, Dormody, & Clason, 1995, p. 28).

The context of leadership or the setting in which we are examining leadership is very important. Russell stated "leadership does not exist in a vacuum" (2005, p. 11). This means that every aspect of the surrounding environment potentially has an impact on leadership development (Russell, 2005). However, there is one important point to make related to leadership in the outdoor context. The physical setting of leadership development has been connected with program outcomes experienced by participants. Specifically, this research has addressed an unfamiliar physical environment (McKenzie, 2000; Walsh & Golins, 1976;

2

Kimball & Bacon, 1993). More recent research regarding the wilderness environment has supported existing research and validated the wilderness as a setting for leadership development (Walsh & Golins, 1976; Kimball & Bacon, 1993; McKenzie, 2000; Nadler, 1993). The validation of wilderness as a context for leadership development is especially pertinent to this study. The program that this study has evaluated is a program that takes place in a wilderness setting and has been designed and implemented with leadership development in mind (Griggs, 2009).

The Boy Scouts High Adventure Program had yet to be evaluated to test whether or not leadership was being developed as a result of program participation. Taking what we know about leadership, leadership development, and the context of leadership, this study was designed to determine the effectiveness of leadership development in the program chosen for evaluation. However, before we delve into the research questions and hypothesis of this study, first we must understand more about the Boy Scout of American and the High Adventure Program.

The Boy Scouts officially became an organization in 1910 when William Boyce and a group of educators and businessmen incorporated the Boy Scouts of America (BSA, 1998). However, the Boy Scout movement had been taking shape years before the official incorporation of the Boy Scouts of America (Griggs, 2009). The Boy Scout movement originally began in Britain when Lord Baden-Powell returned home from war to discover that a manual, *Aids to Scouting*, he had written to help new soldiers survive in the wilds had become popular with young boys in Britain. As a result, in 1907 Baden-Powell rewrote the manual for young boys and opened a camp to promote his values (Griggs, 2009). For Baden-Powell, the aim of Scouting

was to teach boys skills of living in the out of doors within a form of military structure. Its aim was to train boys in responsibility, citizenship, character development, and self-reliance by using the BSA to inculcate values such as honesty, good citizenship, and outdoor skills, through a variety of activities such as camping, aquatics, and hiking (Griggs, 2009, p. 199).

Today, the Boy Scouts of America still uphold these aims and ideals that Lord Baden-Powell instilled in the organization. Not only is the original militaristic structure still in place, other programs and aids have been added to Scouting to further help boys develop. One of these programs added since Baden-Powell's day is the BSA High Adventure Program. The BSA High Adventure Program is comprised of three separate locations that offer a variety of programs. These programs were designed for older scouts and each of the three High Adventure Bases was designed to "offer the training, equipment, and support [a scout] will need to set out on wilderness treks that challenge [his or her] skills, strength, and willpower" (BSA, 1998, p. 405).

The three High Adventure Program locations are unique and offer a diverse array of adventures: The Philmont Scout Ranch offers rugged mountain hiking and historic programs, The Florida National High Adventure Sea Base offers sailing, scuba, and camping experiences on the ocean, and The Northern Tier offers canoe voyages through a U.S. and Canadian wilderness (BSA, 2010). Each of these programs is designed to challenge youth and help them develop leadership, responsibility, and much more- just as the original aims suggest.

Each summer, over 33,000 youth participate in programs at the Boy Scouts of America's High Adventure Bases (BSA, 2009; BSA, 2011). Youth ages 12-21 and adults of

all ages come from various parts of the country and numerous countries scattered over the world to participate in a Philmont Trek, a Sea Base Adventure, or a Northern Tier Canoe Voyage. The draw for youth in these programs is obvious- adventure, camping, a chance to see and experience new things. However, why do parents send their children to these programs? What do they see as the gain or benefit? An article written by Francis Griggs (2009) points out one potential benefit:

> The Boy Scout program, which is one of the best leadership programs in the world…begins to teach boys to be leaders at age 11. Many leaders of business, government, and education have indicated the Boy Scout program was one of the most important experiences in their lives, one that impacted their thinking and actions (Griggs, 2009, p. 198).

Parents are exposed to this way of thinking about leadership and the future benefits to their youth at scout meetings and through newsletters and fliers regarding Scouting. Why do parents send their youth to BSA High Adventure programs? The answer to this question is likely related to the belief that participation in BSA High Adventure programs instills young people with important life skills, including the development of leadership. According to BSA literature, the BSA High Adventure programs are designed and implemented to develop leadership (BSA, 1990).

The study of leadership has been a part of research for many years. In fact, numerous studies have been done regarding youth in the 4-H and FFA programs across the country. Examples of these types of studies have been done by Dormody and Seevers (1994), De Alton Partridge (1932), Wingenbach and Kahler (1997), and Duncan (2000). A significant finding in all of these studies was the positive correlation between FFA/4-H and leadership

qualities. These studies demonstrate that researchers have investigated existing programs to ascertain whether or not leadership is being developed as a result of program participation. It is interesting to note that the Boy Scouts of America has been used sparingly as a sample group in program evaluations.

Studies have also been done regarding at-risk youth and leadership programs. Two examples of studies regarding at risk youth and leadership are Macleod (1982) and Smith, Genry, & Ketring (2005). In their studies with at-risk youth they also established a link between the programs studied and leadership development. Finally, studies have been done regarding the evaluation of outdoor leadership programs. Program evaluations of the National Outdoor Leadership School (NOLS) and Outward Bound have been done by Sibthorp, Paisley, & Gookin (2007) and Hattie, Marsh, Neill, & Richards (1997). These two studies focused on high adventure programing and how leadership was developed within their programs. These two studies demonstrate that program evaluation is not a new concept when it comes to outdoor leadership programs. However, the Boy Scouts of America do not appear in any of the relevant research. The research for this study was limited to research that pertains to youth, leadership development, and the measurement of leadership life skills. As an example of the lack of relevant research, Griggs is quoted as stating the Boy Scouts are "one of the best leadership programs in the world" (2009, p. 198). However, literature to support this claim is difficult to find. A study of youth participants in the High Adventure programs and reported leadership qualities would contribute to the field of leadership study; a study to test if the BSA program is indeed developing future leaders. Not only has this study began to fill in the gap in literature in regards to the BSA and leadership but it has also added to the field of leadership study by diversifying the sample groups used in similar

studies in the past. Furthermore, this study has the potential to open the door for future

research on the remaining two Boy Scouts of America High Adventure Bases.

This study is applicable for practitioners in the field and potentially provides benefits

to those who develop the programs and are responsible for implementation. This study has

the potential to validate or debunk the common belief that the BSA High Adventure programs

are developing leadership qualities in youth. The data and results gathered have the added

benefit of not only showing if leadership qualities are present- based on self-report data from

the Youth Leadership Life Skills Development Scale (Seevers, Dormody, & Clason, 1995)-

but have the potential to be turned into an action plan to improve future programs.

Finally, this study has begun to potentially fill an existing gap in the field of

leadership research. Most of the significant findings in leadership research and leadership

measurement were developed in the late '70s or earlier. Research that is more recent is not as

abundant in the literature. This study has tested a common assumption about the BSA and

contributed to the field of leadership study. Following are the research questions and

hypothesis that were tested in this study.

RESEARCH QUESTIONS AND HYPOTHESIS

The Boy Scouts of America has designed and implemented numerous programs with

leadership development in mind (Griggs, 2009). The program that this study has evaluated-

the BSA High Adventure Program- was designed and implemented with leadership

development in mind (Griggs, 2009).   However, the Boy Scouts High Adventure Program

had yet to be evaluated to test whether or not leadership was being developed as a result of

program participation. Research Question 1 sought to quantify an increase, decrease, or no

change in reported leadership qualities in youth participating in the BSA High Adventure

Program. The hypothesis for this research question stated that involvement and participation in the BSA High Adventure Program would increase the number of reported leadership qualities in youth following participation in the program.

Research Question 1

Do reported leadership qualities (as indicated on the Youth Leadership Life Skills Development Scale) in a randomly selected group of youth ages 12-21 increase after participating in a BSA High Adventure Program?

Hypothesis

Participants in the BSA High Adventure Program will report significant increases in leadership life skills, as measured by the Youth Leadership Life Skills Development Scale, after participating in a BSA High Adventure Program.

Research Question 2 strove to go one step further by gleaning information about what was promoting or detracting from leadership development within the BSA High Adventure Program. This question resulted in a rich qualitative look at elements of the program that participants had identified as either promoting or detracting from leadership. A hypothesis for this question was not proposed due to the inductive nature of the question and as a result of the data yielding a variety of elements from the program that could not be predicted.

Research Question 2

What key elements of the BSA High Adventure Program promote or detract from leadership development among the sample group?

When considered together, Research Questions 1 and 2 were designed to complement each other and provided a comprehensive look into the BSA High Adventure Program and its potential for leadership development.

SIGNIFICANCE OF STUDY

The Boy Scouts of America has designed many parts of its curriculum and programs to instill qualities such as responsibility, citizenship, leadership, and much more (BSA, 1990). In fact, many programs are designed with these goals in mind for participants. However, not all of these programs have taken the next step: program evaluation. Researchers often ask: how do practitioners know their program is accomplishing its goals unless they evaluate their programs? This is the question that was asked of the Boy Scouts of America.

The BSA High Adventure Program was designed and implemented with leadership development in mind (BSA, 2010). Yet no program evaluation has been performed for this program regarding leadership development. This study has undertaken the evaluation of the BSA High Adventure Program in order to test and evaluate the program for leadership development. Why is this important? This will potentially directly benefit those responsible for implementing and making changes to the High Adventure Program. The managers and practitioners will be able to refer to this study to see if and how leadership is being developed in their program. The qualitative portion of the data will also point to elements of the program that promote or detract from leadership development. As a potential result, the managers may be able to take this study and develop an action plan to improve the High Adventure Program.

CHAPTER II

LITERATURE REVIEW

WHAT IS LEADERSHIP?

In this section titled "What is Leadership?" topics will be covered that will hopefully illuminate the answer to this complicated question. We will begin by examining how long the study of leadership has been in progress. Next we will dive into the question of "Who do we want our leaders to be?" Following that we will examine perhaps the most important question: "What is Leadership?" This subsection will include various definitions of leadership. We will conclude this section on "What is leadership?" by discussing the Operational Definition for this study and the rationale behind the chosen definition.

HOW LONG HAS LEADERSHIP BEEN STUDIED?

The study of leadership is an ancient study. Its various forms and concepts have been studied throughout the ages by many well-known philosophers and researchers (Bass, 1990). As Bass noted "Leadership is one of the world's oldest preoccupations. The understanding has figured strongly in the quest for knowledge" (1990, p. 3). Russell (2005) provides a brief history of the appearance of the words leader and leadership by referencing the Oxford English Dictionary (1933), the 1974 writings of Stogdill, and the Greek and Latin meanings of the word. The word leader appeared in the English language as early as 1300. However, the use of the word leadership was not documented until around 1800. When looking further into the epistemology of leadership its Greek and Latin roots emerge. Leadership began as a Greek verb meaning to act, to begin, to achieve, or to finish. The Latin word meant to set in motion, or to bear (Russell 2005, p. 15). It is only within the last one-hundred years or so

that scholars have begun to look at leadership as a topic of interest (Antonakis et al., 2004).

However, it is evident that the study of leadership has been ongoing for far longer than that.

WHO DO WE WANT OUR LEADERS TO BE?

As there are innumerable definitions of leadership, there are also just as many views on whom we want our leaders to be. However, Russell does summarize a common view of who are leaders should be.

People expect good leaders to be trustworthy, self-confident, visionary, and motivated…People also expect leaders to care for other people, inspire others to be at their best, and build and maintain morale. We want our leaders to be good organizers, make good decision, be good teachers, communicate well, be able to handle conflicts, build and guide groups, and anticipate and deal with problems proactively (2005, p. 15).

Expectations for today's leaders are high, and following suit the BSA have equally high expectations. Following are the BSA Scout Oath and Law as taken from *The Boy Scout Handbook*. This Oath and Law are who the BSA expects their participants to be and consequently, their leaders.

The Scout Oath:

On my honor I will do my best;

To do my duty to God and my country and to obey the Scout Law;

To help other people at all times;

To keep myself physically strong, mentally awake, and morally straight.

The Scout Law:

> A Scout is: Trustworthy, Loyal, Helpful, Friendly, Courteous, Kind, Obedient, Cheerful, Thrifty, Brave, Clean, and Reverent (BSA, 1990, p. 5-8).

WHAT IS LEADERSHIP?

According to a Leadership South West Research Report, leadership is currently a top issue being studied and talked about in businesses and organizations. An Amazon.com website search conducted by Bolden in 2003 using the key word "leadership" yielded 11,686 results (Bolden, 2004). Today when this same search is conducted 91,637 results are available (Amazon, 2012). Further support can be seen in universities across the United States as leadership degrees and programs are developed and implemented. As of 2002 nine-hundred colleges or universities had developed leadership programs and over one-hundred specialty degrees were available (Bolden, 2004). Leadership is certainly a current issue, however, the question remains, what is leadership? Do the businesses and organizations that are interested in leadership and are pursuing leadership programs for managers and employees know what it is they are seeking? As Antonakis, Cianciollo, and Sternberg state "Leadership is a complex and diverse field of knowledge, and trying to make sense of leadership research can become an intimidating endeavor" (2004, p. 3). Nonetheless, in order for a leadership study to be successful, one must first understand what leadership is. With this in mind, we will begin by delving into leadership as a concept, how we define leadership, leadership theory, and what we mean when we use the term leadership.

Leadership Defined

Leadership is a sophisticated concept and as a result is quite difficult to define. In practical application leadership is easy to identify. When presented with an influential or historic figure one would not hesitate to describe such a person as a leader, therefore possessing leadership. However, if presented with these same individuals and then asked to define leadership and what makes them leaders, we would have a much more difficult time. "Given the complex nature of leadership, a specific and widely accepted definition of leadership does not exist and might never be found" (Antonakis et al., 2004, p. 5). With this in mind, let us consider why leadership is so difficult to define.

In his research report, Bolden suggests two fundamental difficulties in defining leadership. "Firstly, like notions such as 'love', 'freedom', and 'happiness', leadership is a complex construct open to subjective interpretation" (2004, p. 4). This means that each and every researcher or individual attempting to define leadership skews their definition based on their subjective outlooks. As Bolden further clarifies "everyone has their own intuitive understanding of what leadership is, based on a mixture of experience and learning, which is difficult to capture in a succinct definition" (2004, p. 4). The second fundamental difficulty regards one's theoretical stance. For example, some view leadership as a consequence of a set of traits while others view leadership as a social process. The bottom line is that different theoretical views will almost always result in a difference of opinion, in this case, a different definition of leadership (Bolden, 2004).

At this point, some key definitions of leadership that are found in the literature will be listed and discussed. We will begin our listing with Bass and Stogdill's perspective on a definition of leadership. Bass and Stogdill discuss and dissect various forms and definitions

13

of leadership. A fundamental finding of their conclusions about the definition of leadership is that even though there are innumerable definitions of leadership circulating these definitions share key similarities (Bass, 1990). The list of conceived similarities of what leadership is follows: the focus of group processes, as a matter of personality, as a matter of inducing compliance, as the exercise of influence, as a particular behavior, as a form of persuasion, as a power relation, as an instrument to achieve goals, as an effect of interaction, as a differential role, as initiation of structure (Bass, 1990). The reason this has been presented at the forefront of the definition list is because Bass's classification listing is accurate in that most all definitions of leadership found to date do indeed fit within one of their classifications.

　Following is a direct listing of some of the more common definitions found in the leadership literature:

"Leadership is the ability and the willingness to influence others so that they respond willingly" (Clawson, 1999, p. 27). With Clawson's definition he states that there are three key components involved. "First, the ability to influence others; second, the willingness to influence others; and third, the ability to influence in such a way that others respond willingly" (Clawson, 1999, p. 27).

"The ability to inspire confidence in others, manifested by their willingness to follow... It must involve the confidence of more than one person at a time, and it must be a confidence which lasts longer than an hour or a week" (De Alton Partridge, 1932, p. 526).

"Carter (n.d.) defines leadership as a process where the leader influences the group to work toward accomplishing a common goal" (Duerden, Witt, & Boleman, 2010,

p. 22).

"Leadership is the act of moving people toward goal achievement" (Sessoms & Stevenson, 1981, p. 5).

If all of the definitions of leadership were to be listed, that would in itself be a substantial volume. However, at this point, a pattern becomes clear that there are similarities among the definitions and the classifications set out by Bass are accurate. In conclusion, leadership is a complex idea that is subject to one's own subjectivity. No one definition of leadership yet exists that all researchers agree upon. Yet an understanding of leadership can be reached if we consider the classifications of Bass.

Operational Definition for This Study

The operational definition that was chosen for this leadership study involving the BSA High Adventure Programs was a combination of two of the definitions listed above. Clawson (1999) and Carter (n.d.) both have sound definitions, but when combined this researcher felt they represented more of a complete and encompassing definition of what it is to be a leader.

Operational Definition: Leadership is the ability to influence others to respond willingly and work together toward accomplishing a common goal.

At this point it should be noted that this operational definition was not derived from the Boy Scouts of America or the Youth Leadership Life Skills Development Scale- the instrument to be used in the evaluation. Instead it was derived through an in depth study of various definitions of leadership and the literature surrounding it. The rationale for this decision came in part from the lack of a concrete definition of leadership as defined by the Boy Scouts of America and secondly in part that the Youth Leadership Life Skills

Development Scale does not define leadership specifically.

The closest that the Boy Scouts of America comes to defining leadership is a reference to the Scout Oath and Law made in the literature regarding the Boy Scout Program: NAYLE. NAYLE is the National Advanced Youth Leadership Experience (NAYLE, 2012) and is hosted at the Philmont Scout Ranch. One of the goals of this program is to enable youth to "use leadership skills to resolve exciting and challenging backcountry situations" (NAYLE, 2012). However, the literature does not clearly state a definition of leadership. Instead the Scout Oath and Law are referred to as said definition (NAYLE, 2012). "NAYLE will provide you with a Philmont based wilderness encounter that motivates you to follow a life of helping others succeed based on the values expressed in the Scout Oath and Law" (NAYLE, 2012).

Additionally, the Youth Leadership Life Skills Development Scale was created by Seevers, Dormody, and Clason in 1995 with this goal in mind: "to develop a valid, reliable scale to measure youth leadership life skills development" (Seevers, Dormody, & Clason, 1995, p. 28). As a result of this goal, the authors did not feel the need to strictly define leadership. Instead, they listed their definition of leadership life skills development. For their study, Seevers, Dormody, and Clason used a definition already established by Miller. "Miller (1976, p.2) defined leadership life skills development as self-assessed and organization-specific development of life skills necessary to perform leadership functions in real life" (Seevers, Dormody, & Clason, 1995, p. 28). Again, this instrument was chosen on the basis that the measurement and presence of leadership life skills denotes the presence of leadership development.

WHAT IS LEADERSHIP DEVELOPMENT?

Now that we have a better understanding of what leadership is another question

emerges. What is leadership development? Questions regarding what leadership

development is, how leadership develops, and how leadership specifically develops in youth

will be addressed. We will begin by defining leadership development and other terminology

frequently used. Following we will answer the question "how does leadership develop?"

Finally the topic of leadership development in youth will be addressed.

Leadership Development Defined

As Brungardt notes the terminology surrounding leadership development can be quite

confusing and complex. For example, key terms are often used interchangeable. Leadership

development, leadership education, and leadership training are a few of the terms that are

used commonly and interchangeably (Brungardt, 1996). Even though these terms are used

interchangeably in common practice, they do not in fact have the same meaning. Brungardt

defines leadership development as "almost every form of growth or stage of development in

the life cycle that promotes, encourages, and assists in one's leadership potential" (Brungardt,

1996, p. 83). Further he states that "leadership development is a continuous learning process

that spans an entire lifetime; where knowledge and experience builds and allows for even

more advanced learning and growth" (Brungardt, 1996, p. 83). On the other hand, leadership

education is more narrowly focused. Leadership education applies to a more structured and

formal environment that is specifically designed and engineered to enhance leadership

abilities. For example, a college course based on leadership or a professional seminar would

be leadership education (Brungardt, 1996). Generally, leadership education is a part of the

whole of leadership development. Lastly, leadership training is yet more narrowly focused

than either leadership development or leadership education. Leadership training is defined as participating in activities specifically geared toward a leadership role or job (Brungardt, 1996). An example of this would be camp counselors attending job training before their summer camp job begins. As with leadership education, leadership training is also a part of leadership development. For the purposes of this study, these terms will not be used interchangeably and the definitions supplied by Brungardt will stand as the definitions for this study. Leadership development and its array of terminology is a relatively new field of study, nevertheless, there is still a great deal known about how leadership develops.

How Does Leadership Develop?

In doing the research to answer this question, many detailed and complex models and theories presented themselves. "Many leadership experts have …conceptualized leadership in terms of group process, personality, interpersonal and intrapersonal relationships, compliance, influence, particular behaviors, persuasion, power relations, goal achievement, interaction, motivation, a differentiated role, communication, and initiation of structure" (Ricketts & Rudd, 2002, p. 3). However, after sifting through these models and theories a list of ten commitments was uncovered. These ten commitments were found to address and encompass most if not all of the complex models and theories in a very simple list. In Kouzes and Posner's work the authors formulated a list of ten leadership commitments that are the "basis for learning to lead" (1995, p. 17). Furthermore, the authors have presented these ten commitments as a guide to leaders that will enable them to accomplish extraordinary things (Kouzes & Posner, 1995). Following are the Ten Leadership Commitments as detailed by Kouzes and Posner.

1. Search out challenging opportunities to change, grow, innovate, and improve.

2. Experiment, take risks, and learn from the accompanying mistakes.

3. Envision an uplifting and ennobling future.

4. Enlist others in a common vision by appealing to their values, interests, hopes, and dreams.

5. Foster collaboration by promoting cooperative goals and building trusts.

6. Strengthen people by giving power away, providing choice, developing competence, assigning critical tasks, and offering visible support.

7. Set the example by behaving in ways that are consistent with shared values.

8. Achieve small wins that promote consistent progress and build commitment.

9. Recognize individual contributions to the success of every project.

10. Celebrate team accomplishments regularly (p. 18).

To further elaborate, by applying the ten commitments and making them into opportunities in various leadership settings, leadership will develop (Kouzes & Posner, 1995). For example, if an organization took commitment number 1.- Search out challenging opportunities to change, grow, innovate, and improve- and used it as a guide to developing leadership, that organization might implement programs that are geared towards challenging youth and breaking them out of their comfort zones. Perhaps Kahn said it best: "the best way to learn leadership skills is through experience" (1991, p. 29). Programs such as challenge courses, COPE, and Outward Bound already employ this commitment and idea.

Leadership Development in Youth

Ricketts & Rudd (2002) observed that many leadership studies to date have been developed with adult and managerial duties in mind. DesMarais, Yang, & Farzanehkia have also made note that "the field of leadership development has concentrated on adults involved

19

with organizational management and has relied on methods such as simulations and case studied" (2000, p. 679). However, there have been some studies that have focused solely on youth. One such study was done by DesMarais, Yang, & Farzanehkia (2000). In their article, the authors declare that the best approach for young people is to develop leadership in *real situations* (DesMarais, Yang, & Farzanehkia, 2000). Furthermore, the authors created a list of elements critical to youth leadership development. Following is the list of "Elements of Effective Leadership Development" created by DesMarais, Yang, & Farzanehkia and a brief explanation of each element.

1. Youth/Adult Partnerships: This partnership is different from the normal youth/adult relationship of mentee and mentor. A relationship of mentee and mentor implies that the mentor is a leader and has the power. In a partnership, this is not the case. In a youth/adult partnership, each participant has the opportunity to work with and learn from the other. This is a partnership based on healthy collaboration.

2. Granting young people decision making power and responsibility for consequences: "Mistakes and failures provide the greatest learning. Young people aren't challenged to improve when they are constantly rescued or corrected" (2000, p. 680). This means that in the youth/adult partnership the adult must be willing to let the youth learn from mistakes and therefor learn themselves how to be a better collaborator.

3. A broad context for learning and service: This element implies that the whole world has the potential to be transformed into a learning environment. With this in mind, leadership can be developed in any situation if the right point of view is

used.

4. Recognition of young people's experience, knowledge, and skills: "The reality is that we all know and can do different things. The development of …leaders builds on what young people already know and can do well while challenging them to enhance their skills or even to try something different" (2000, p. 680).

These elements that are critical to youth development can be seen demonstrated in a number of youth organizations. NOLS- the National Outdoor Leadership School- and the Outward Bound are two youth organizations that promote leadership development in youth. Following is information about each of these organizations and the way they have chosen to promote youth leadership.

NOLS: The National Outdoor Leadership School believes that "positive, ethical leaders change the world" (NOLS, 2012). With this belief in mind NOLS offers unique wilderness expeditions to students of all ages. "The backcountry provides the ideal setting for this unique, experiential education—NOLS classrooms are some of the world's wildest and most awe-inspiring locations" (NOLS, 2012). On these expeditions technical outdoor skills, leadership, and environmental ethics are emphasized and taught. Founded in 1965, NOLS has over 46 years of experience of challenging youth and pushing them to become their greatest potential (NOLS, 2012).

Outward Bound: Outward Bound is an experiential learning, expedition school and outdoor leadership program (Outward Bound, 2012). One of the goals of the Outward Bound is to "help individuals and teams achieve their potential and develop the leadership skills needed to serve others and care for the world around them" (Outward Bound, 2012). The goals and methods of the Outward Bound are very similar to that of NOLS. Even though

these two organizations have similar goals and similar methods of accomplishing those goals, there is an important reason that we discuss Outward Bound in this study. This reason is tied up in the foundation of adventure-based learning approaches. In fact, the roots of adventure-based learning can be traced back to Kurt Hahn, the founder of Outward Bound (Moote, Gerald, & Wodarski, 1997).

LEADERSHIP IN CONTEXT

"Leadership does not exist in a vacuum" (Russell, 2005, p. 11). Therefore, the context into which we put leadership is very important. Almost every aspect of our environment has an influence on leadership. History, changing times, and the social mindset of the nation all have an influence over leadership development (Russell, 2005).

WHERE DOES LEADERSHIP DEVELOP?

It is important to take into consideration the many contexts of leadership. Three main contexts exist for leadership development. The historical and societal contexts of leadership will be touched on briefly. The third context, the physical environment, is one focus of this study and will be discussed in more depth. The historical context will be the first discussed.

"Things are not what they used to be, especially when it comes to understanding what it means to be an effective leader" (Clawson, 1999, p. 1). Researchers agree that as a people we are amidst a major paradigm shift that is influencing the way we view leadership, the way we lead, and the problems faced by leaders (Russell, 2005). Researchers also agree that this present shift is not unlike the major paradigm shift we had during the industrial revolution. Over the course of history there have been many paradigm shifts that have influence the way we view leadership. However, when our society moved from farming to a manufacturing-based economy leadership, and recreation along with it, was impacted significantly.

In the second half of the eighteenth century and the first half of the nineteenth century, the invention of the steam engine, the discovery of petroleum, and the development of mass manufacturing techniques for clothing, utensils, and tools revolutionized the world. This was labeled the Industrial Revolution and it caused a major shift in the nature of leadership (Russell, 2005, p. 2).

This major shift changed the aristocratic view of leadership to a more common-man view. Formerly, the aristocratic notion of leadership entailed selecting the best candidate to lead. This new common-man view spoke to the idea that "common people could be given the authority and power to lead by virtue of their abilities, skills, and commitment" (Russell, 2005, p. 2).

Lee, Hill, Steel, and others throughout the time period were great pioneers in the paradigm shift of the Industrial Revolution. Characteristics they possessed were creativity, adaptability, sensitivity, readiness to meet new challenges, enthusiasm, and energy. All of these characteristics are hallmarks of great leaders in this new view of leadership. Without understanding and knowing the foundation for our views of leadership we cannot hope to become great leaders ourselves. Perhaps the most important lesson we can take from studying the historical context of leadership "is the necessity for the leader to manage change. The refusal or inability to recognize and adapt to emerging social, economic, and psychological patterns is a dangerous pattern for" (Russell, 2005, p. 7) leaders.

The historical context is not the only important context that is changing in our view of leadership. The social or societal context is changing as well. "Today, rapid change is the order of things as we move from the Industrial Revolution into the Information Revolution" (Russell, 2005, p. 7). This Information Revolution is a new social paradigm. This shift

entails having resources available that we never dreamed of in the past. And not only are these resources available, but they are available to millions more people than we had previously dreamed. For example there are more books and magazines offered at libraries electronically and hard copy than ever before (Russell, 2005). What does this mean for leaders today? It means that our leaders need to continue to adapt to the ever changing and rapidly changing times. Not only do leaders now have to deal with this influx of opportunities, but they must now face the challenge of selecting the right opportunities for their followers. "The point is always that no matter the changes in society, recreational leadership should continue to strive for equitable opportunity and the positive social, psychological, and physical welfare of people" (Russell, 2005, p. 10).

A third and final context needs to be considered when viewing leadership: the physical environment. Unlike the first two contexts we have discussed, the physical environment is not an abstract concept. Indeed, the physical environment is the only context under our control as leaders and is also one focus of this study. As this study seeks to evaluation a program, the physical environment could play a key role in the success or failure of that program.

"A number of theorists have identified an unfamiliar physical environment as contributing to the program outcomes experienced by adventure education participants" (McKenzie, 2000, p. 20). A study of the Outward Bound Program by Walsh and Golins (1976) discovered that an unfamiliar environment could enable participants to gain a new perspective on the familiar environment they came from. More theorists yet speculate the unfamiliar environment is successful in achieving program outcomes because it creates a dissonance for participants. The participants then feel a constructive degree of anxiety which

enables them to overcome this dissonance by mastering program skills or tasks presented by the environment (McKenzie, 2000). Furthermore, an unfamiliar environment has been perceived as giving participants "the freedom to experiment with new psychological strategies or a fresh sense of identity" (Kimball & Bacon, 1993, p. 26). Up to this point the term unfamiliar environment addressed all environments not familiar to the participant and for the research finding above, this can be considered the case. However, further evidence indicates that an outdoor environment or a wilderness environment offers additional advantages and can be considered the optimal environment (Hattie et al., 1997; Kimball & Bacon, 1993; Walsh & Golins, 1976). This excerpt from McKenzie's article explains in clear detail the advantages of the outdoor or wilderness environment as a leadership context.

The wilderness environment is thought to encourage self-awareness and self-responsibility (Walsh & Golins, 1976) by providing "rules" in the form of natural consequences which participants are unlikely to discount as being unfair or inappropriate (Kimball & Bacon, 1993). In addition, the straightforward nature of the tasks associated with the wilderness environment is believed to encourage mastery (Walsh & Golins, 1976), and ultimately to lead to enhanced self-concept (Nadler, 1993). Finally, the aesthetic and spiritual qualities of the wilderness environment are considered by some to facilitate personal restoration (Hattie et al., 1997) and transformation (Bacon, 1983; McKenzie, 2000, p. 20). In conclusion, the context from which we view leadership has a significant impact on who are leaders are, how they lead, and what challenges they face. The historical context of leadership, the societal context of leadership, and the physical environmental context of leadership all play their part in how we view and develop leadership. With the understanding that we cannot change the historical or societal context of leadership we move forward to

25

focus on the physical environmental context of leadership.

Leadership in the Outdoor Context

The Philmont Scout Ranch Twelve Day Trek Program is a program that takes youth into a wilderness setting for twelve days and provides them with ample opportunity to master skills and overcome obstacles (BSA, 2010). In order to better understand how this program developed we will delve into the history of outdoor leadership preparation.

The roots or formal beginnings of outdoor leadership preparation can be traced back to Great Britain. From Great Britain parallel programs developed in the United Kingdom, Australia, Canada, Europe, New Zealand, and the United States (Priest & Gass, 1997). For this paper, we will follow the history of leadership preparation from its beginnings in Great Britain all the way to the United States. Firstly, before we delve into leadership preparation in Great Britain, a brief history of the Outward Bound Program will be given. The rationale behind this decision is that Outward Bound played a large role in spurring the development of leadership preparation programs in Great Britain. As a result, knowing a bit more about the Outward Bound Program and how it started is crucial to understanding the beginnings of outdoor leadership preparations in Great Britain.

The Outward Bound Program: Marcia McKenzie's history of Outward Bound is inclusive yet brief and has been summarized as follows: Aberdovey Wales, saw the opening of the first Outward Bound School in 1941. The school was named for a nautical term that describes the journey of a ship outward from home into the adventures of the open sea. Activities focused around sea expeditions, rescue training, and service to the community. "To counteract what founder Kurt Hahn perceived as the decline of a diseases civilization (Hahn, 1960), courses emphasized the "four pillars" of physical fitness, self-discipline,

26

craftsmanship, and service" (McKenzie, 2003, p. 8-9). These pillars served to enable Hahn's view that education should ensure the survival of the qualities of "an enterprising curiosity, an indefatigable spirit, tenacity in pursuit, readiness for sensible self-denial, and above all, compassion" (Outward Bound Canada, 2001, p.5). Today, there are 50 or so Outward Bound schools located around the world. Outward Bound International (OBI) oversees the international locations and has a mission "to help people discover and develop their potential to care   for themselves, others and the world around them through challenging experiences in unfamiliar settings" (OBI, 2000). Throughout all of Outward Bounds expansion Hahn's vision has been maintained along with the emphasis on individual growth and compassion (McKenzie, 2003).

      Great Britain: "Great Britain was the first nation to institute a formal training program for outdoor leaders" (Priest & Gass, 1997, p. 31). This training program contained three distinct stages: certification, qualification, and occupation standards. In the decades following the war, the Outward Bound Program caused in Great Britain an explosion in the number of youth and school groups using the outdoors. Youth were camping, hiking, hill climbing, and much more. As a result of the influence of the Outward Bound Program the number of youth groups desiring to take outdoor excursions increased exponentially. However, the number of accidents as a result of poorly lead youth groups also increased significantly. At the time 65% of all mountain rescues were in direct response to poorly led groups and their accidents (Priest & Gass, 1997). In 1958 the first committee meeting was presided over by Lord John Hunt, leader of the first successful Mount Everest expedition. This committee meeting led to the formation of the Mountain Leadership Training Board in 1961 which was mandated to certify mountain leaders to care for groups in the outdoors

(Priest & Gass, 1997). The first stage in outdoor leadership training was now under way. The Mountain Leadership Certification program was designed to train leaders to safely take school groups and other groups of youth on walking and hiking expeditions through mountainous areas. The program was soon an essential requirement for teachers, youth leaders, and other adults involved in youth programs (Priest & Gass, 1997).

The first stage in outdoor leadership training-certification- was well under way when a disaster changed the view of the program. The second stage-qualification- was soon to be evaluated and implemented as a result. The "Cairngorms disaster" occurred in Scotland in 1971. On a school trip several school children died of hypothermia on a winter expedition in the Cairngorm region. Following this disaster the Hunt Committee on Mountain Training reconvened. Five topics of concern were brought forward during this meeting. First, the committee had serious reservations about granting certification to large numbers of individuals who were not professionally engaged in mountain training (Priest & Gass, 1997). Second, "the certificate was seen by the committee as having an inflated value, given that it merely met a minimum standard in a field in which the maximum might be more appropriate" (Priest & Gass, 1997, p. 32). Third, the certificate itself seemed to attract people who might otherwise not have been interested in the outdoors. "Fourth, requirement of the certificate by many agencies prevented the involvement of leaders who lacked the certificate, but who had greater experience than required by such a certificate" (Priest & Gass, 1997, p. 32). Finally, possession of the certificate had been used inappropriately as a guarantee of a leader's ability. As a result of these five topics, the committee made three key decisions which would change the face of leadership training. One, training would continue but in a more flexible and varied way. Two, the certificate was abolished and an assessment

element was added to the training program. And three, the Mountain Leadership

Certification Program was renamed the British Mountain Leadership Training Board. The

British Mountain Leadership Training Board now offered a qualification in outdoor

leadership instead of a certification (Priest & Gass, 1997). Thus the second stage-

qualification- was under way.

The third stage of outdoor leadership training came about in 1986 when the British

Department of Employment initiated a reform of all professions in the UK. The reform

involved vocational qualifications called National Vocational Qualifications or NVQs. In

1989 the profession of sport and recreation came up for consideration. Professional

standards were determined by a committee for all those involved in coaching, teaching, and

instruction- consequently this encompassed any and all outdoor professionals. "The

framework of the NVQs and standards was completed in 1992 for the outdoor profession"

(Priest & Gass, 1997, p. 33) and the third stage- occupational standards- was in effect. Today

these standards are still under consideration and change is considered, we will have to wait

and see "if this stage will bring about true improvements over past efforts" (Priest & Gass,

1997, p. 33).

The United States: As a result of the development of outdoor leadership preparation

in Great Britain, the United States did not undergo such an extensive evolution of leadership

preparation programs. In fact with the spread of the Outward Bound Program from Great

Britain to the United States, the start of leadership preparation and training jump started

where Great Britain had left off (Priest & Gass, 1997). In the United States programs sprang

into fruition and began offering a variety of outdoor leadership preparation and training

programs. Two such programs were the National Outdoor Leadership School (NOLS) and

Project Adventure. These programs offered certificates of completion to participants of their

outdoor leadership and adventure education courses (Priest & Gass, 1997). However, there is

only one organization in the United States today that goes so far as to certify outdoor leaders.

The Wilderness Education Association was founded in 1977 (WEA, 2012b) with the goal to

"teach others to use and enjoy the wilderness with minimum impact; safely lead others in the

wild outdoors; exercise good judgment in a variety of outdoor environments and conditions;

and demonstrate a basic standard of outdoor knowledge and experience" (Cockrell &

LaFollette, 1985, p. 40-43). WEA "allows potential employers, parents of youth taking trips

into the wilds, insurance companies, wild lands administrators, or others interested in the

protection of wilderness users and areas, to know that these certified outdoor leader have

been trained in decision making, safety, and conservation" (WEA, 1984; WEA, 2012a).

Despite the Wilderness Education Association's view on certification the organization has

many opponents and is therefore not recognized by any government agency (Priest & Gass,

1997). An alternative approach to certification in the United States has been program

accreditation. The Association for Experiential Education (AEE) is one such program that

has chosen this path. "AEE recognized that leadership was only one part of the strategy to

increase safety and decrease environmental impact in adventure programs" (Priest & Gass,

1997, p. 35). Today the Association for Experiential Education is successful worldwide with

programs offered in 33 countries and courses offered covering recreation, outdoor adventure,

mental health, the environment, youth development, service learning, organizational

development, and much more (AEE, 2012). The AEE is not the only program of its kind to

find success in the United States. The following section will move from the history of

outdoor leadership preparation to actual programs and opportunities in the United States

today. These programs demonstrate the success of leadership preparation in the United States and incorporate values and ideas that have their roots in Great Britain.

Outdoor Leadership Opportunities Today

In the United States today and across the world there are innumerable programs and opportunities for youth to develop leadership skills. Two examples that have already been mentioned are the National Outdoor Leadership School and Outward Bound. More programs and opportunities can be found with the following organizations: the 4-H program, the Boy Scouts of America, the Girl Scouts of America, and Campfire USA (Witt & Caldwell, 2005). This list is by no means all encompassing, however, the programs on this list are well known and offer leadership opportunities for youth today.

4-H: The 4-H program was founded in the early 1900's as a means for rural youth to learn and develop skills that farming families felt their youth were not learning in school. These skills dealt mainly with agriculture and farming. However, character building and leadership were considered equally important (Witt & Caldwell, 2005). The 4-H Pledge demonstrates the goals of the program:

I pledge my head to clearer thinking,

My heart to greater loyalty,

My hands to larger service,

And my health to better living,

For my family, my club, my community,

My country and my world (4-H, 2012).

Project areas that are available to youth in the 4-H Program include citizenship, civic education, communication, expressive arts, consumer and family science, education and earth

science, personal development and leadership, plants and animals, and science and technology (Witt & Caldwell, 2005).

The Boy Scouts of America: The Boy Scouts of America was first incorporated in 1910 in the District of Columbia. Since then the organization has grown to serve over four million boys and girls with more than 300 local council service centers across the United States (Witt & Caldwell, 2005). The Scout Pledge shows that a strong mind, body, and spirit were essential to being a Boy Scout.

The Boy Scout Pledge:

On my honor I will do my best

to do my duty to God and my country

and to obey the Scout Law;

to help other people at all times;

to keep myself physically strong,

mentally awake, and morally straight (Witt & Caldwell, 2005).

The Girl Scouts of America: The Girl Scout organization was developed as a result of the interest in scouting by young girls. Juliette Gordon Low founded the Girl Scouts of America in 1912 in Savannah, Georgia. Since its inception the Girl Scout organization has flourished to include nearly 3.7 million girls. The Girl Scout programs were "designed to help girls:

- Develop their full individual potential

- Relate to others with increasing understanding, skill, and respect

- Develop values to guide their actions and provide the foundation for sound decision making

- Contribute to the improvement of society through their abilities, leadership skills, and cooperation with others" (Girl Scouts of the USA, 2004).

Campfire USA: The Campfire Girls of America was originally designed to include only young girls. However, in 1975 Campfire Girls became coeducational and the name was changed to Campfire USA in 2001 (Witt & Caldwell, 2005). The organization serves over 735,000 youth annually and programs have five core topics. These topics are small-group clubs and mentoring opportunities, leadership development, camping and environmental education, childcare, and self-reliance and service-learning classes (Witt & Caldwell, 2005).

This listing of programs and opportunities for youth today has been included to give an idea of what type of programs are out there and just how many opportunities to develop leadership exist. The next section of this paper also focuses on leadership today, however the topic is not opportunities for youth but the recent study of leadership.

LEADERSHIP STUDIES

Leadership studies cover a broad range of topics. As an example, this range may include youth leadership studies to corporate business leadership studies. For the purpose of this paper, the spectrum of leadership studies has been limited to those concerning youth, leadership development, and the outdoors. Also for the purpose of this paper the studies have been divided into categories in order to better see their similarities and contributions to the field.

STUDIES WITH A SIMILAR SAMPLE GROUP: AT RISK YOUTH

Smith, Genry, and Ketring (2005) conducted a study to evaluate a youth leadership life skills development program among at risk youth ranging in age from 12 to 17. The youth chosen for the sample group were from economically-distressed communities. The youth

were surveyed at various times throughout the study to assess perception of leadership skills. Macleod (1982) also conducted a study of at risk youth. Macleod's study focused on adventure based programs and activities that had been used to address at risk behaviors. For both of these studies the programs studied- traditional life skills acquisition programs and adventure based programs- were linked to positive leadership development.

STUDIES WITH A SIMILAR SAMPLE GROUP: 4-H, FFA, AND ADOLESCENTS

4-H and FFA participants have been used in numerous leadership studies. De Alton Partridge (1932), Dormody &Seevers (1994), Wingenbach & Kahler (1997), and Duncan (2000) have all studied this group. These four studies use this group to further their quest for knowledge in regard to leadership development. Dormody & Seevers (1994) found participation in leadership activities to be a significant predictor of youth leadership life skills development. De Alton Partridge (1932) formulated a process to identify leaders. Wingenbach & Kahler (1997) challenged the FFA and their leadership program. And Duncan (2000) did the same with the 4-H camping program. What all of these studies hold in common are their findings: a positive correlation between the FFA/4-H and leadership qualities. Furthermore, these studies demonstrate that researchers have investigated existing programs in the past to ascertain whether or not leadership is being devolved as a direct result of a program. However, one might notice that a Boy Scouts of America program has yet to be investigated. Also, there is very little diversity in sample group, suggesting that a study needs to be done with a sample group that is not the 4-H or the FFA.

STUDIES WITH A SIMILAR GOAL: PROGRAM EVALUATION

Program evaluation and improvement has long been a goal of leadership studies. Two studies that are particularly pertinent to our purpose have been done by Sibthorp, Paisley, and Gookin (2007) and Hattie, Marsh, Neill, and Richards (1997). Sibthorp, et al. evaluated the National Outdoor Leadership School and its programs. Hattie, et al. studied the Outward Bound program. Both of these studies focused on the high adventure programming of these two organizations and how leadership is developed within these programs. The ultimate goal of these studies was to determine if leadership was being developed in their programs and to improve them if it was not. Overall, these two studies show that research has been done regarding leadership and high adventure programs. It also demonstrates that a study has yet to be done in regards to the Boy Scouts of America's high adventure programs. The BSA programs, as high adventure programs, would benefit from a study similar to those done regarding Outward Bound and NOLS programs.

LITERATURE REVIEWS

In searching for studies regarding youth and leadership, two literature reviews stand out in the research. The first was conducted by Brungardt (1996) and concerns whether or not leadership can be taught and learned. The second by McKenzie (2000) addresses the issue of how adventure education programs achieve their outcomes. Both of these reviews offer a plethora of information regarding their topics and summarize much data to support studies we have discussed above.

DISCUSSION

Except in the one case of leader identification (De Alton Partridge, 1932), the BSA is not mentioned in any of the previous studies. Also, similar studies to this study have not been mentioned. Because of these two suggestions in the research, or gaps if you like, this study has been directed in such a way as to accommodate this lack of information. To strengthen this weakness by diversifying the sample groups that have been tested and to investigate new programs- such as the BSA High Adventure Programs- that have not yet been put to the test and studied.

Despite the variety of studies done and the various forms they have used, a great many studies in the field of leadership and youth development demonstrate a positive correlation between youth programs and the development of leadership qualities. A conclusion that can be drawn is that the BSA High Adventure Programs would also have a positive impact on leadership development as per the hypothesis of this study.

In conclusion, this review of literature has discussed the history of leadership studies, the various definitions of leadership, whom we want our leaders to be, and existing leadership studies. All of these topics have been discussed in an effort to illuminate the gaps and weaknesses in the existing literature and how this study will potentially fill those gaps and strengthen those weaknesses. Let's discuss how this study will strengthen those weaknesses.

When looking at the time periods of the studies reviewed above, researchers see that most of the significant studies were conducted over thirty years ago and the more recent research was conducted only as resent as the early two thousands. This time gap demonstrates that the field of leadership study has fluctuated over time. It would seem that the study of youth leadership is once again of interest and on the rise. This study has the

potential to help by adding to the recent research and hopefully inspire more research in a like vein.

Another weakness this study will potentially address concerns lack of diversity among sample groups. Existing leadership studies have used 4-H, FFA, and at-risk youth participants almost exclusively. This study will help diversify the sample groups studied by using a sample group that has yet to be used in the evaluation of a program's effectiveness in teaching leadership skills to youth.

Furthermore, this literature review has demonstrated that there is reason to believe that the proposed hypothesis- involvement of youth between the ages of 12-21 in a BSA High Adventure Program will significantly increase the number of reported leadership qualities as reported by the youth, on the Youth Leadership Life Skills Development Scale, after participating in a BSA High Adventure Program- is supported by existing research.

THE BOY SCOUTS OF AMERICA AS A LEADERSHIP CONTEXT

Throughout this paper citations and references have been made regarding the Boy Scouts of America and their High Adventure Program. In this section these topics will be covered in depth in order to demonstrate that the Boy Scouts of America indeed has the potential as a context for leadership.

History of the Boy Scouts of America

In England 1908, Lord Robert Baden-Powell founded the Boy Scouts as a result of the dismay he felt upon learning that many of his soldiers did not have basic first aid or elementary survival skills. During his service as an English general in India and South Africa he experienced his soldiers' lack. Therefore he developed scouting as a means to remedy this weakness that he saw as a threat to the British Empire. Using small group interactions

Baden-Powell began instruction on topics such as following a trail, giving directions, recognizing danger signs, and finding food and water. For these lessons he used classroom style instruction, competition, and games. Following these lessons he wrote *Aids to Scouting* which summarized and outlined his instruction and lessons (Witt & Caldwell, 2005).

At this point Baden-Powell's instructions and intended pupils diverged from his original goals. Baden-Powell's *Aid to Scouting* began to circulate among youth in England-youth, not soldiers. As a result, Baden-Powell modified his book and produced *Scouting for Boys* which was specifically geared toward young boys. Upon the rewriting and promoting of his published work scout groups and patrols sprang up all over England. A few years following the boom of scouting in England, scouting emerged in the United States.

The history of how scouting came to the United States is a well-known part of every boys training as a Boy Scout today. The story of the Unknown Scout is something that all scouts learn as part of their advancement in scouting (BSA, 1998). As a part of the history of scouting, this story is sometimes taken as fact; however, the term myth may be a more accurate word to describe the nature of this tale.

> The Unknown Boy Scout: William D. Boyce, a Chicago newspaper publisher, was said to be visiting London when he became lost in the fog. Out of the fog a boy appeared who offered to lead him to his destination. Successfully arriving where he wanted to go, Boyce offered to tip the boy, but he refused saying that he could accept no money for his good deed. Intrigued, Boyce asked the boy about scouting and eventually the boy took him to Baden-Powell's office and disappeared into the fog. Boyce's conversations with Baden-Powell led him to promote scouting in the United States. The boy was never identified, but a statue is erected in honor of the

'Unknown Scout' in England (Witt & Caldwell, 2005, p. 103).

Following the events of the story, Boyce incorporated the Boy Scouts of America on February 8, 1910. Ernest Thompson Seaton merged his Woodcraft Indians with the newly formed organization and became the first Chief Scout. He served from 1910 to 1916 (Witt & Caldwell, 2005; Morris, 1970). Although there were outdoor youth organizations in existence in the United States at the time, Boyce provided much needed structure and recruited professionals to join with the Boy Scouts. Seton's Woodcraft Indians were only one of these existing outdoor groups that joined with the Boy Scouts (Witt & Caldwell, 2005). From this point, scouting has grown and spread throughout the entire United States. Today over four million youth are a part of the Boy Scouts of America.

The Boy Scouts of America's High Adventure Program

The Florida National High Adventure Sea Base, Northern Tier, and the Philmont Scout Ranch are the three BSA High Adventure Bases (BSA, 2010). Each of these bases offers a variety of high adventure programs designed to challenge and develop the youth involved (BSA, 1998). These programs were designed for older scouts and each of the High Adventure Bases was designed to "offer the training, equipment, and support [a scout] will need to set out on wilderness treks that challenge [his or her] skills, strength, and willpower" (BSA, 1998, p. 405). At this point we will look at these bases and programs from a leadership development context point of view. We will cover the topics of physical environment, the Ten Leadership Commitments, and the Elements of Effective Leadership Development.

The physical environment is an influential factor in leadership development. As this study is a program evaluation of leadership outcomes, the program's physical environment is

a key element to consider. Theorists and researchers have concluded that an unfamiliar physical environment contributes to program outcomes (McKenzie, 2000). Furthermore, the wilderness as a context for leadership development has been established as offering additional benefits to participants and some consider the wilderness the optimal environment (Hattie et al., 1997; Kimball & Bacon, 1993; Walsh & Golins, 1976). With this research in mind, the physical environments of all four High Adventure Bases can be classified as wilderness. Sea Base participants explore the wilderness of the ocean environment. Northern Tier participants canoe through a Canadian wilderness of lakes and forests. Philmont participants hike through the wilderness of the Sangre de Cristo Mountains in New Mexico (BSA, 2010). One aspect that all of these High Adventure Bases clearly offer is an unfamiliar wilderness environment.

The Ten Leadership Commitments created by Kouzes and Posner can be formed into a guide for developing and helping to create great leaders (1995). These researchers felt that by applying the ten commitments and making them into opportunities in various leadership settings, leadership would develop (Kouzes & Posner, 1995). As we did above, if we look at the BSA High Adventure Programs and Bases through a lens of these commitments we will be able to see that the High Adventure Bases strive to fulfill these commitments. For example, if we look at commitment number 1- Search out challenging opportunities to change, grow, innovate, and improve- we can see that the High Adventure Programs and locations offer a variety of challenges and opportunities to change, grow, innovate, and improve through interaction with the BSA High Adventure Programs. Some participant opportunities that fit these requirements are horseback riding, blacksmithing, challenge courses, rock climbing, and archery. Looking at commitment number 10- Celebrate team

accomplishments regularly- is another good example. Participants receive awards and praise

throughout their experiences in the High Adventure Programs. One of the most famous High

Adventure Awards that a crew or team can receive is the "We All Made It" plaque at the

completion of their trek. It would be easy to list here all ten commitments and give examples

of how each is addressed by the High Adventure Programs, however, this is not necessary.

As these two examples show, the ten commitments are actively addressed by the programs

we are discussing.

Finally, the Boy Scouts of America's High Adventure Program can be seen as a valid

setting for youth leadership development when viewed through the list of Elements of

Effective Leadership Development proposed by DesMarais, Yang, and Farzanehkia (2000).

They are as follows: 1. Youth/Adult Partnerships, 2. Granting young people decision making

power and responsibility for consequences, 3. A broad context for learning and service, and

4. Recognition of young people's experience, knowledge, and skills (2000). A youth crew

leader is elected by his or her peers at the beginning of each High Adventure experience. As

a result, the youth are given direct responsibility for their actions and decisions. Also, that

crew leader works in conjunction with adults that have come along for the adventure as well

as adults running the program. This promotes a strong youth/adult partnership. Furthermore,

because each High Adventure Base location is so unique and unlike the others, a broad

context for leadership experiences is available.

In conclusion, the BSA High Adventure Program can be considered an ideal

environment for leadership development to occur. Kouzes and Posner's Ten Leadership

Commitments (1995), DesMarais, Yang, and Farzanehkia's Elements of Effective Leadership

Development for youth (2000), and studies conducted by multiple researchers regarding

unfamiliar environments (McKenzie, 2000; Hattie et al., 1997; Kimball & Bacon, 1993;

Walsh & Golins, 1976) all support this idea.

CHAPTER III

METHODOLOGY

RESEARCHER'S CONNECTION TO THE STUDY

As an adolescent I was always outdoors. Therefore, it should not be a surprise that years later I am still an avid outdoor enthusiast and have chosen to research and write about an outdoor program. The specific program that I have chosen- the Philmont Scout Ranch 12-Day Trek Program- is of special importance to me as a researcher because as a practitioner I have invested nine years in the Boy Scouts, seven of them with Philmont. Part of my personal motivation was to have the opportunity to give back to an organization and a program that changed my life and made me who I am today. In the summer of 2003, I began my Philmont experience when I worked as a Ranger. During that summer, my life perspectives and views of who I was and who I wanted to be began to shift. I returned to Philmont the next summer and was again a Ranger. Throughout my entire career at the Philmont Scout Ranch, I worked eight seasons in a variety of jobs from Ranger to Camp Director and throughout that entire time I continued to grow toward the person that I want to be.

My research motivations stem from the same foundation as my personal motivations. This research topic is important to me because I have seen firsthand how the 12-Day Trek program has impacted thousands of lives each summer. Yet research has not been conducted to empirically support my observations of program impact. My research motivations grew from a need to verify that this program was indeed impacting participants in a positive manner. Additionally, if in turn I uncovered that it was not, I needed the research to be able

to glean the reasons why the program's impact was negative. Leadership became the focus of the research as a direct result of the stress that the BSA put on the leadership abilities in their youth. As mentioned previously it has been declared that the Boy Scouts of America's High Adventure Programs are leadership programs (Griggs, 2009). Also mentioned previously, there has been little solid evidence procured to back organizational claims that the program develops leadership skills. For me, this research not only presented a challenge, but an opportunity to determine whether empirical evidence could support anecdotal claims and thus contribute to the future of the 12-Day Trek Program.

RESEARCH DESIGN

The research design for this study was a non-experimental retrospective research design using quantitative and qualitative data obtained from a single sample of participants at Philmont Scout Ranch. Data were collected on four randomly selected days throughout the summer season of 2012 at the Philmont Scout Ranch in New Mexico. Approval for this study was obtained from the Human Subjects Research Board (Institutional Review Board-IRB) at Texas A&M University.

PARTICIPANTS

Population of Interest

The population of interest for this study was youth between the ages of 12 and 21 years of age that were participating in the Boy Scouts of America High Adventure Program; specifically the Philmont Scout Ranch 12-Day Trek Program. The sample was not selective in regards to other demographic factors (e.g., race or religion).

Sampling Frame

Each summer more than 33,000 youth travel to one of three Boy Scouts of America High Adventure Bases (BSA, 2009a; BSA, 2011). At each of these bases, numerous high adventure programs are offered. However, this study was focused on only one of these programs- the 12-Day Trek offered by the Philmont Scout Ranch. Focus was given to this program for two reasons. First, of all the High Adventure Programs offered by the Boy Scouts of America, the 12-Day Trek Program is the most popular and generates the highest number of participants (BSA, 2010). Second, the 12-Day Trek Program is a wilderness backpacking experience similar to programs offered by other organizations (e.g. National Outdoor Leadership School, Outward Bound) and as such data gathered could potentially be generalized to other programs and organizations. Each summer, approximately 22,000 youth participate in the 12-Day Trek Program (BSA, 2011). This means that the sampling frame for this study was the 22,000 or so participants that took part in the 12-Day Trek Program during the summer of 2012.

Probability Sampling

To ensure a representative sample of the population, two probability sampling methods were used. The techniques chosen were systematic random sampling and simple random sampling. Systematic random sampling requires a random entry into the sampling frame and a sampling interval. For this study, the random entry into the sampling frame entailed the researcher arriving at the Welcome Center each day without the knowledge of how many crews had already check-in for the day. At this point the researcher applied the sampling interval of 2 by selecting every other crew from that point forward to participate in the study (Bernard, 2000).

This study used simple random sampling to select the four days throughout the summer that were chosen as data collection days. These days were selected based on the progression of the summer season. One day was selected in the first third of the season, one in the second third of the season, and one in the last third of the season. The sixty-four days possible for data collection were subdivided into the three categories named above. The first third of the summer was allocated 22 days, the second third of the summer was allocated 21 days, and the last third of the summer was allocated 21 days. From each of these sets of days a random day was selected resulting in the three initial collections days. A fourth collection day was added after the third collection day in order to boost the sample size and use the remainder of the available survey instruments. This enabled the data to represent a cross section of the entire summer season. On the four collection days, as per the sampling interval of 2, every other crew arriving back in Base Camp from their trek was asked to participate. Participants were approached by the researcher as the crew was departing from their bus or as they were hiking to the Welcome Center from the trail head. The crews were greeted enthusiastically and congratulated on completed their program. A friendly rapport was established as the researcher explained the check-in process and guided them to the first step in that process. At this point, the researcher introduced the study to participants by giving information about the study and answering any questions. Crews were then asked to participate by filling out the survey instrument while the crew leader began the check-in process for the crew. The way that the check-in process is structured for this program dictated that the crew leader enter the Welcome Center and go through paperwork, in the meantime the rest of the crew has free time. The researcher took advantage of this free time by suggesting the crew participate in the study. When the Crew Leader returned from the

46

initial check-in at the Welcome Center, he too was asked to participate. Those who agreed to participate were surveyed on that day using the Philmont Scout Ranch High Adventure Leadership Skills Survey (See Appendix A).

Sample Size Needed

The sampling frame for this study was approximately 22,000 participants. Using a confidence level of 95% and a confidence interval of 5% our sample size needed was 378 (Creative Research Systems, 2010). The confidence level of 95% tells researchers that 95% of the time the answers obtained from the sample will represent the answer that would have been chosen by any member of the population of 22,000.   In other words, the confidence level, expressed as a percentage, represents how often the answer chosen by the true percentage of the population would fall within the confidence interval (Creative Research Systems, 2010).   The confidence interval on the other hand is the number that tells us how far our results deviate. An example is easy to demonstrate. Let's say that 7% of our sample picks the answer A for a question. With a confidence interval of 5% researchers can be reasonably sure that between 2% (7%-5%) and 12% (7%+5%) of the entire population would also have chosen answer A (Creative Research Systems, 2010).

Number Contacted for Participation

In order to ensure 378 viable surveys were obtained, the sampling strategy sought to recruit 600 participants. On four randomly selected days throughout the summer every other crew arriving back in Base Camp from their trek was asked to participate. On any given day, 30 crews arrived with 10 potential eligible participants. This meant that a maximum of 15 crews per day could have been sampled with a maximum of 150 eligible participants for the study. So taking into account the four sampling days: 4 days multiplied by 150 participants

per day equals 600 participants surveyed.

STUDY SETTING

Data Collection Location

The data for this study were collected at Philmont Scout Ranch. Philmont Scout Ranch is one of the Boy Scouts of America's three high adventure bases and is the world's largest operating youth camp and youth run cattle ranch (BSA, 2010). As described by the Boy Scouts:

> The Boy Scouts of America's premier high-adventure base challenges Scouts and Venturers with more than 200 square miles of rugged New Mexico wilderness. Backpacking treks, horseback cavalcades, and training and service programs offer young people many ways to experience this legendary country (BSA, 2010).

The History of Philmont and the 12-Day Trek

Philmont has a rich and colorful history. Among the inhabitants to leave their mark upon the land are ancient Native Americans, Spanish conquistadors, rugged explorers like Kit Carson and Lucien Maxwell as well as various land barons, miners, loggers, and cowboys. As a result of this history, Philmont is scattered with logging debris, cabin remains, Native American petroglyph, and old cowboy camps. Much of this history is incorporated in its operations (BSA, 2011). One way that Philmont incorporates this history is through the 12-Day Trek Program and the Backcountry Camps that participants hike to on this trek. The structure of the 12 Day Trek is as follows:

Day 1: Arrive in Base Camp of Philmont Scout Ranch which is located near the town of Cimarron, NM. Check-in, meet your ranger, and receive your tent assignments for the night. Spend night 1 in Base Camp.

Day 2: The morning of day 2 begins with breakfast at 6:30AM with your ranger. Following

breakfast the crew will complete the check-in process and then leave for the trail.

Night two will be spent in an unstaffed trail camp.

Day 3: During this day the crew will hike with their ranger as the ranger teaches them the

essentials of camping and hiking at Philmont. This night will either be spent at an

unstaffed trail camp like the night before or the crew will have arrived at a staff camp

for the night- this depends on the itinerary that the crew has selected.

Day 4-11: The ranger will leave the crew on the morning of day 4 and the crew will continue

their trek without him or her. Days 4 thru 11 will be spent hiking form camp to camp

and each night will be spent in a new location. On day 11 the crew will either hike to

a turnaround for bus pickup and transport back to base or will hike into base- this

depends on which itinerary the crew has selected. Upon arriving in Base Camp the

crew will begin the check-out process. Night 11 will be spent in Base Camp.

Day 12: The crew will complete the check-out process and depart Base Camp for home

(BSA, 2011; Rohrbacher, 2008; Philmont Scout Ranch, 2010).

The element that is not portrayed in the description above is the staff camps and what

goes on at these locations. Each night, a crew stays at a staff camp they check-in with the

staff and are given the opportunity to sign-up for program. The programs at each staff camp

are what really bring Philmont's rich history to life. Historic programs include but are not

limited to: immigrant homesteading and candle making, mining, black powder shooting,

burro racing, horseback riding and cowboy campfire, branding and roping, tomahawk

throwing, mountain man games and competitions, logging and spar pole climbing,

petroglyph tours, and atlatl throwing.   All of these programs are offered at living history

camps that the participants of the 12 Day Trek have the opportunity to immerse themselves in (BSA, 2011; Rohrbacher, 2008).

Of course, not all of the staff camps are living history camps. Some of the camps offer modern day activities such as rock climbing, shotgun shooting, challenge courses, orienteering and land navigation, and more (BSA, 2011; Rohrbacher, 2008). Though these programs are amazing and contribute to the outcomes of the overall experience, there is more to the program. Leadership opportunities abound during the 12 days participants are at Philmont.

Of the many opportunities the participants are exposed to during their trek one of the most prominent is the Ranger that each crew works with toward success. Behind the obvious reason that the Ranger is given to each crew to teach the participants how to "not get eaten" and be safe on their trek, there is another reason the Ranger is present. The Ranger is the first example that participants see as a leader. One of the goals of the Ranger program is to lead by example (Philmont Scout Ranch, 2012). For the first three days of the crew's trek, the Ranger is leading the way and showing the crew leader how to lead. This aspect of the 12-Day Trek is designed with leadership development in mind (Philmont Scout Ranch, 2012). Additional opportunities arise after the Ranger leaves the crew. When the crew is on their own in the wilderness every decision, task, and goal set are opportunities to develop leadership.

PROCEDURE

Method of Data Collection

At the beginning of each of the four randomly selected sampling days, the researcher stationed herself at the Welcome Center. As each crew arrived back in Base Camp they traveled to the Welcome Center to checkout. As part of the checkout process every other crew was asked to participate. Upon giving consent, each eligible crew member received a Minor's Assent (see Appendix B) form or a Consent form (see Appendix B) depending on their age. Once this form had been read and signed by the participant, and returned to the researcher, the participant was given the survey instrument. Upon completion of the survey instrument the participant returned the completed survey to the researcher.

The four randomly selected data collection days were: June 22, 2012; July 4, 2012; July 16, 2012; and August 8, 2012. On June 22, 2012 194 surveys were administered. On July 4, 2012 145 surveys were administered. On July 16, 2012 108 surveys were administered and on August 8, 2012 40 surveys were administered. In total, 487 surveys were administered. 18 of the 487 surveys administered (3.7%) were excluded from the usable data pool as a result of being filled out incorrectly. After subtracting the incomplete surveys, 469 viable surveys were retained.

The Youth Leadership Life Skills Development Scale

The Youth Leadership Life Skills Development Scale was used to measure reported leadership qualities among youth ages 12-21 who had participated in a BSA High Adventure Program. The Youth Leadership Life Skills Development Scale is a 30 item scale measured on a four point continuous scale (Duncan, 2000; Seevers, Dormody, & Clason, 1995). This scale has been used in similar leadership studies and program evaluations in the past.

Duncan (2000) used the YLLSDS to evaluate a Virginia 4-H camping program. Wingenbach and Kahler (1997) used the YLLSDS to assess Iowa FFA members and Dormody and Seevers (1994) used the scale to assess FFA members in Arizona, Colorado, and New Mexico. The Youth Leadership Life Skills Development Scale was originally created by Seevers, Dormody, and Clason in a 1995 study geared toward creating a valid and reliable instrument to measure youth leadership life skills development.

In addition to the Leadership Life Skills Development Scale, a number of other questions were asked of each participant. To address Research Question 2 and uncover elements in the program that promoted leadership development or detracted from leadership development two open ended questions were asked: 1. "Based on your answers so far, please describe in your own words two components you feel promoted leadership development during your Philmont experience"; and 2. "Based on your answers so far, please describe in your own words two components you feel detracted from leadership development during your Philmont experience." Beyond these open ended questions, participants were asked to provide their age, sex, and the state they are from. Lastly, participants were asked to report on past and present leadership roles and experience. Included in this last set of questions were the role the participants had during the trek, whether or not participants had held leadership roles in the past, and if so what roles those were.

Overall, the Leadership Life Skills Development Scale combined with the open ended questions, the demographic questions, and the leadership questions was titled the Philmont Scout Ranch High Adventure Leadership Skills Survey (see Appendix A). For purposes of this study, the survey was a self-administered survey. A self-administered survey entails that each participant was given their own survey instrument and given the time they need to fill

out the survey at their own pace (Bernard, 2000).   In addition to being self-administered the survey instrument also employed a retrospective pre/post design (Pratt, McGuigan, & Katzev, 2000). Participants were given the survey instrument at the completion of a program. The retrospective pre/post design entailed that each survey question have two components. The first component of each question asked participants how they felt about a particular leadership characteristic after they have participated in the program. The second component asked participants how they felt about that same characteristic before they participated in the program. The retrospective pre/post design allows for increased accuracy in reporting changes in attitude because participants have a better understanding of what their initial attitudes were (Davis, 2003).

DATA ANALYSIS

IBM SPSS Statistics 20 was used for all diagnostics, descriptive statistics, and hypothesis testing. Before the data analysis began, data were subjected to a thorough cleaning and inspection process. After initial data entry, the researcher began at the beginning of the data set and inspected row by row to identify incorrectly entered or unusable data. If an entry was suspected of being incorrect or was unusable for some reason, the researcher referenced the survey number and retrieved the original paper copy of the survey instrument. The entry in question was then double checked with the original survey.

Next, descriptive statistics were used to describe characteristics of the sample population. This technique was used for demographics and sample diagnostics in order to check for outliers, leverage points, and normality of data.   Due to the methods of data collection- quantitative for Research Question 1 and qualitative for Research Question 2- data analysis for this study consisted of both quantitative and qualitative methods.

Additionally, a reliability diagnostic was run on the Leadership Life Skills Development Scale to determine that all scale items were measuring the same construct (Field, 2009). Data analysis for each research question is detailed below.

Research Question 1: Do reported leadership qualities (as indicated on the Youth Leadership Life Skills Development Scale) in a randomly selected group of youth ages 12-21 increase after participating in a BSA High Adventure Program? This question analyzed program performance using the quantitative technique of the dependent, or paired, t-test. This gave researchers the ability to discern if there was a significant difference between the sample mean of the participants before participating in the program and the sample mean of participants after participating in the program (Field, 2009).

Research Question 2: What key elements of the BSA High Adventure Program promote or detract from leadership development among the sample group? Research Question 2 was analyzed using a qualitative data coding method. This method was selected for Research Question 2 with the idea in mind that the researcher did not know the full extent of what the data might yield. Qualitative coding can not only represent information that researchers expected to find but can represent information that researchers might find surprising (Creswell, 2007). The basic premise of the qualitative data coding method used was to take the data responses received from participants and reduce that data into themes by means of a coding process. The process was then repeated to condense those codes and eliminate any overlap or miscoding (Creswell, 2007). In the case of qualitative coding, code labels can emerge from several different sources. Code labels may be derived directly from exact words or phrases from the participants' response. Codes may also be drawn from a specific discipline or practice (e.g. storming, coping strategies) or code labels may be

originated by the researcher to best describe the information being processed (Creswell, 2007). For purposes of this study, code labels were either taken directly from exact wording used by participants or was originated by the researcher to best describe the data. The goal of the coding process was to extract emergent themes or key elements that were present in the data. The first round of coding was a preliminary coding. Following the preliminary coding another round of coding took place. This second round of coding corrected coding overlap found in the preliminary codes. The coded data were then given to a second researcher to process and check for consistency and reliability of the assigned codes. Any codes that raised a question for the second researcher were brought to the attention of the primary researcher and were discussed. At this point codes were left as they were or changed based on the outcomes of those discussions. The goal of the coding process was to extract dominant themes related to leadership development. This deductive qualitative method allowed for the emergence and discussion of key elements that are visible in the data that impact leadership development.

CHAPTER IV

RESULTS

Before data analysis of the quantitative data could begin, missing data points needed to be addressed. Out of the 28,140 data points collected, 95 of those were missing values. These 95 missing values were spread between a total of 17 surveys. The missing values comprised a total of less than 1% of all data collected and the surveys that included missing data points also comprised less than 4% of the surveys collected. As a result, the surveys with missing values were excluded from the data set. A total of 469 usable surveys were collected during the summer of 2012 at the Philmont Scout Ranch from participants of the 12Day Trek Program. After subtracting the surveys excluded as a result of missing values the total number of surveys used was 452.

The demographic questions regarding age, sex, and state gave insight into the sample for this study. The sample population was all male. The percentage of the sample between the ages of 12 and 14 was 26.9%, 30.2% were 15, 21.8% were 16, 14% were 17, and 7.1% were between the ages of 18 and 21. The largest percentage of participants was from Texas (15.3 %), but participants represented 30 different states. The descriptive statistics for age and state can be found in Table 1.

Table 2 provides information about leadership roles of each participant. These questions asked what role participants held during the trek, whether or not participants had held leadership roles in the past, and if so what roles those were. The table provides a breakdown of participant's roles during the trek- crew members, crew leader, Wilderness Gia, and Chaplain's Aide. Additionally, the table show that 92.5% of the study sample reported

having held a previous leadership role.

The participants rated their attitudes on the 30 characteristic Leadership Life Skills Development Scale. Attitudes were assessed before the Philmont experience and after the experience. Table 3 provides descriptive statistics for the participants in regards to the 30 characteristics before and after their Philmont experience.

After assessing and reporting on descriptive statistics for the study sample a diagnostic was run for the Leadership Life Skills Development Scale. The reliability was assessed in order to determine that the scale was measuring the construct of leadership. The α level of the Leadership Life Skills Development Scale before the Philmont experience was .908 and after the Philmont experience the α level was .905. Cronbach's α can be found for the scale before and after the Philmont experience at the bottom of Table 3. Over all these α levels demonstrate the high reliability of the Leadership Life Skills Development Scale (Cronbach, 1951). Furthermore, when the scale is broken down and the item statistics are assigned to each item showing α when that item is deleted from the scale, the alpha values remain high and consistent. This reveals that no single item can be omitted from the scale to increase the α value.

RESEARCH QUESTION 1

Do reported leadership qualities (as indicated on the Youth Leadership Life Skills Development Scale) in a randomly selected group of youth ages 12-21 increase after participating in a BSA High Adventure Program?

In order to address Research Question 1, the primary analysis performed was a paired t-test to determine if there was significant change between the mean of participant attitudes before the Philmont experience and the mean of participant attitudes after the Philmont

experience. In order to run this analysis two variables were created by taking the mean of the before scores and the mean of the after scores. These means were then compared using the paired t-test. Results from this test are provided in Table 4. Data from this table show that there was a statistically significant difference between the mean of participant attitudes before the Philmont experience (*M*=2.97, *SE*=.019) and the mean of participant attitudes after the Philmont experience (*M*=3.38, *SE*=.016), *t(451)*=31.45, *p*=.0001 (Field, 2009). As a measure of effect size, *r* was calculated at .83 using the formula: r = square root of (t-squared / [t-squared + degrees of freedom]) (Rosenthal, 1991; Rosnow & Rosenthal, 2005). Since the *r* value of .83 is above .5 this represents a large effect size (Field, 2009). As a result of the reliability diagnostic, the paired t-test, and the calculation of *r* we can say that not only are our findings statistically significant but they are also derived from a reliable scale and encompass a large effect size.

RESEARCH QUESTION 2

What key elements of the BSA High Adventure Program promote or detract from leadership development among the sample group?

To address Research Question 2, two questions were asked of each participant: (1) Based on your answers so far, please describe in your own words two components you feel promoted leadership development during your Philmont experience, (2) Based on your answers so far, please describe in your own words two components you feel detracted from leadership development during your Philmont experience. The answers from these questions were subjected to a qualitative coding process. The goal of the coding process was to extract emergent themes or key elements that were present in the data. The first round of coding was a preliminary coding. This preliminary coding yielded 48 distinct codes for Promoting

58

Leadership and 75 distinct codes for Detracting from Leadership. Following the preliminary coding another round of coding took place. This second round of coding condensed and corrected coding overlap found in the preliminary codes (Creswell, 2007). The second round of coding yielded 45 distinct codes for Promoting Leadership and 54 distinct codes for Detracted from Leadership.

Emergent themes were identified that were meaningful and supported by repeated instances within the primary data. Table 5 and Table 6 contain the codes along with frequency and percent information. The responses for promoting leadership development yielded 9 emergent themes: Cooperation/Teamwork, Leadership Role, Constructive Problems, Crew Leader, The Trek, Camp Chores, Having Responsibilities, Navigation, and Challenging Environment. The responses for detracting from leadership development yielded 4 emergent themes: Arguing, Crew Dynamics, Exhaustion, and Crew Leader. Following is a summary of each code and examples from participant's response.

EMERGENT THEMES PROMOTING LEADERSHIP DEVELOPMENT

Cooperation/Teamwork

Participants indicated that coming together as a group or team and working collectively to accomplish a common goal influenced their leadership development. As part of the process of cooperation, the opportunity for varying group input was very effective in allowing for each individual to develop personal leadership qualities and experiences.

- *Two components that were practiced during Philmont were cooperation and flexibility.*

- *The opportunity for varying group input was very effective in allowing for each individual to develop personal leadership qualities and experiences.*

The difficulty of the trek and bonding between crew members allowed for a greater appreciation of individual wealth and a deeper understanding of one's own personality strengths and weaknesses.

- *Having to work together to overcome challenges helped promote leadership. Having to set aside your opinion for the crew helped promote leadership development.*

- *Working with my crew as a team and listening to instructions given by my crew leader to make it a fun experience.*

Leadership Role

Participants indicated that having an assigned leadership role or being given the opportunity to lead within the crew during the trek provided for leadership development.

- *The fact that it was a boy run trek, that adults were rarely involved. We got to work with others and get positions of leadership!*

- *I was voted as Wilderness Gia for my trek, which made me feel like I had a responsibility to take care of for the past 10 days.*

- *A person with little leadership experience was given a chance to lead and learn.*

- *Something that prompted leadership during the trek was the different leadership positions within the crew.*

- *We had good leaders and we switched half-way into the trek to practice more leadership.*

- *Something that prompted leadership during the trek was the different leadership positions within the crew. Holding a leadership position was*

60

helpful.

Constructive Problems

Participants indicated that experiencing problems and obstacles throughout the trek helped develop leadership. These problems experienced ranged from getting lost, sickness and injury, and everything in between.

- *Working and living closely through conflict helped everyone learn to get along better.*

- *I thought how to stop and think how to solve the problem was a lot more helpful after we had some trouble with the problem in the first place.*

- *Our crew wasn't very tight-knit at the beginning of this trek and we would disagree on different things. Also we had never experience anything like Philmont so the leader had to try to get everyone together in an unfamiliar environment with people that were unfamiliar with each other.*

- *When challenges are presented to the crew I feel that is a good time to develop leadership within the crew.*

- *Losing our original crew leader to sickness, people working together to fill in missing duties.*

Crew Leader

Participants indicated that having a youth crew leader influenced leadership development positively.

- *The primary component would be having a boy led troop crew, having the boys to have to make the decisions as to routes and wake up times.*

- *The fact that our crew leader took complete control and that he delegated jobs effectively.*

- *Having the boys lead the crew through most of the trek. This helped a lot but there were some scuffles, but otherwise it was all pretty good.*

- *The fact that we depended predominately on our crew leader made it much easier for all of us to respect his leadership and take up leadership when necessary.*

- *Having one leader for all days of the trek and having everyone obey them.*

- *We all believed in our crew leader's ability to lead.*

In addition to having a crew led by youth, the participants that were a crew leader indicated that this experience helped them learn and grow.

- *As crew leader I felt I grew greatly as a leader but also as a listener.*

- *Being crew leader.*

The Trek

Participants indicate that components of the experience strictly related to the Philmont experience, environment, or dynamic created by the program were involved in promoting leadership development.

- *The fact that you're out in the wilderness and you have to come together as a crew.*

- *New activities I have never done before (horseback riding, climbing).*

- *The challenging atmosphere and the requirement of team work promoted leadership development.*

- *Overall being left alone, basically, for two weeks with a set group helps your*

leadership to excel as you come to accept the others in the group.

- *Philmont taught me how to take charge and get things done then and there.*

- *Leadership was put on us no matter what so just being a part of the program made you feel the leadership and it developed over the entire trek.*

Camp Chores

Participants indicated that needing or having to participate in chores, jobs, or tasks around camp as part of the Philmont experience promoted leadership development.

- *Two components would be bear bags and dry camps.*

- *Managing cooking and cleaning.*

- *Having certain tasks to do every day and night such as setting up camp and navigation promoted leadership by forcing us to act as a group and work together.*

- *Everyone had a different role in order to get camp set up in the evening and taken down in the morning.*

Having Responsibilities

Participants indicated that being given responsibilities during the trek gave participants the opportunity to learn and grow as leaders.

- *The delegating of responsibilities such as trail head and being responsible for your own back pack and having to set up your own tent and pack.*

- *I felt that being given different responsibilities made me a better leader.*

- *Having responsibilities.*

- *The duties that each member has to take to help the crew.*

- *Guiding the crew along trails and managing distances and times along with*

63

distributing the elapsed hiking daily distances and remaining time and

distances to the next camp.

Navigation

Participants indicated that being involved in navigation- a task with great importance to the success of the program- impacted leadership development positively.

- *Navigating through the Valle built leadership development because the whole crew had to listen to the navigator.*

- *All of us getting along together and working together to find our way to the next campsite.*

- *Navigating really gave me experience when we had to choose paths that my crew took.*

- *The many different trail options encouraging independent thinking.*

Challenging Environment

Participants indicated that the challenging wilderness setting of the program helped promote leadership development.

- *During my Philmont experience my abilities to be responsible increased due to environmental pressure.*

- *During Philmont the weather and strenuous terrain helped the leader make quick and decisive decisions.*

- *The rugged nature and necessity to cooperate with others.*

- *The terrain and because the hiking was hard.*

- *Lack of water on a very long hike on a very hot day.*

- *The strenuous terrain encouraged better leadership.*

EMERGENT THEMES DETRACTING FROM LEADERSHIP DEVELOPMENT

Arguing

Participants indicated that arguing or fighting within the crew during the program experience detracted from leadership development.

- *The difficult days helped cause arguments that hindered leadership. The inclement weather also helped cause arguments and hindered leadership.*

- *At the beginning there were communication issues that kept us from working as a team/crew. Fighting.*

- *Arguing amongst each other detracted from leadership development.*

- *When we have disagreements and when people get angry.*

- *Shouting at crew leader.*

- *Crew members arguing or complaining about waking up.*

Crew Dynamics

Participants indicated that problems arising from interactions within the crew or as a result of individual action or inaction prevented leadership development.

- *We would see one person do more work than others.*

- *The crew leader and head advisor shouldn't be related.*

- *I think that certain interactions between crew members significantly detracted from leadership development.*

- *Crew members began to want to make their own decisions and wanted things done there way they wanted it instead of as a whole crew.*

Exhaustion

   Participants indicated that a lack of sleep, energy, or being physically exhausted resulted in participants not being able to develop leadership.

- *Not waking up and getting going as easily as I wanted to and getting into camps late.*

- *Sleeping or lack of sleep will affect leadership.*

- *Being tiered in the morning, being tired while hiking.*

- *People got tired and didn't listen.*

- *Waking up early deprived me of my leadership fuel tank.*

Crew Leader

   Participants indicated that having an inadequate crew leader influenced leadership development negatively.

- *Our crew leader was not responsible or good at leading so it took away from our experience.*

- *The leader didn't look at the life and caused problems.*

- *The idea of a specific crew leader had every potential to be effective however our crew's leader did not adequately assess group needs or input, ultimately detracting from the groups dynamic.*

CHAPTER V

DISCUSSION AND CONCLUSION

Youth recreation programs are increasingly being asked to justify their purpose beyond providing fun and games. Stakeholders (e.g., taxpayers, parents, or donors) expect youth programs to develop specific outcomes in youth that will assist them in becoming fully functional adults (Witt & Caldwell, 2005). Empirical evidence is needed to support the idea that recreational programs indeed provide added educational or developmental benefits. One key outcome that transcends many recreational programs, regardless of setting, is leadership development. Therefore, the purpose of this study was to evaluate leadership development in a BSA High Adventure Program. Two research objectives guided this study. First, we sought to determine whether youth participants in Philmont's 12-Day Trek High Adventure Program reported increases in leadership measures as a result of their experiences. Second, we went one step further to explore what characteristics of the High Adventure Program potentially promoted or detracted from leadership development within the BSA High Adventure Program. The research design for this study was a non-experimental retrospective research design using quantitative and qualitative data obtained from a single sample of participants at the Philmont Scout Ranch. With this in mind, this last chapter is dedicated to a discussion of the findings of this study.

SUMMARY OF FINDINGS

Before moving into the implications of the findings from this study, a very brief summary of the findings for the two research questions has been provided.

The first research question sought to determine whether reported leadership qualities

increased during participation in Philmont's 12-Day Trek Program. The results of this study supported the research hypothesis by showing a statistically significant positive change in leadership characteristics during the time participants were in the program.

The second research question sought to uncover program elements that participants indicated promoted or detracted from their leadership development during the 12-Day Trek Program. The responses for promoting leadership development yielded nine emergent themes: Cooperation and teamwork within their crew, holding an official leadership role, being able to work through constructive problems, having a crew leader that worked well with the crew and promoted crew togetherness, having experiences unique to the trek program, taking part in routine camp chores, being trusted with responsibilities, taking part in navigating the crew from place to place each day, and the challenge of the environment itself. The responses participants indicated detracted from leadership development yielded four emergent themes: Arguing among crew members, detrimental crew social and personal dynamics, experiencing physical exhaustion, and having a crew leader that did not successfully promote group togetherness.

INTERPRETATION BASED ON PREVIOUS RESEARCH

Leadership Development in High Adventure Settings

To begin, this study is an example of a successful program evaluation. The program evaluation and resulting findings of this study indicated that leadership development occurred in youth as a result of participation in the 12-Day Trek Program. This process of program evaluation has been undergone successfully by similar programs with the objective of demonstrating that leadership development is a viable outcome. The National Outdoor Leadership School offers wilderness expeditions with leadership development as a key

outcome of program participation (NOLS, 2012). Additionally, experiential learning and

outdoor leadership are a focus of the Outward Bound Programs (Outward Bound, 2012).

These two organizations have undergone program evaluations by Sibthorp, Paisley, &

Gookin (2007) and Hattie, Marsh, Neill, & Richards (1997). These two studies focused on

high adventure programing and how leadership was developed within their programs. As in

this study, the results of the NOLS and Outward Bound studies demonstrated that leadership

development is an attainable outcome of youth outdoor programs.

Processes that Supported Leadership Development

First, the wilderness setting of the program evaluated lends itself to previous research

findings. The challenging physical environment was identified by program participants as

promoting leadership development. Previous research done by DesMarais, Yang, &

Farzanehkia in 2000 sheds light on why participants may have identified the physical

environment as promoting leadership outcomes. In their list of Elements of Effective

Leadership Development DesMarais, Yang, & Farzanehkia list number three as a broad

context for learning and service. This element implies that the whole world has the potential

to be transformed into a learning environment and as participants indicated, the program

setting was effective. Also to be considered here is the previous research on the wilderness

setting done by McKenzie (2000), Walsh and Golins (1976), and Kimball and Bacon (1993).

These researchers all indicate that the physical environment of a program plays a part in

contributing to program outcomes experienced by program participants. Furthermore,

researchers have indicated that an outdoor environment or a wilderness environment offers

additional advantages and can be considered the optimal environment (Hattie et al., 1997;

Kimball & Bacon, 1993; Walsh & Golins, 1976). The emergent theme of experiencing the

challenging physical environment is illuminated and supported by these existing studies.

Second, the emergent theme of experiencing and being a part of cooperation and teamwork was found to play an important role in leadership development. This may have been associated with fostering collaboration by promoting cooperative goals and building trust (Kouzes & Posner, 1995). The list of ten leadership commitments outline by Kouzes and Posner (1995) lists number five as: Foster collaboration by promoting cooperative goals and building trusts. Participants indicated that coming together as a group or team and working collectively to accomplish a common goal influenced their leadership development. Additionally, the emergent themes of experiencing and overcoming problems in a constructive manner, and taking part in routine camp chores can be seen as supported by this list item as well. Without collaboration and cooperation, camp chores and constructive problems would most likely be listed as detracting from leadership development.

Next, the emergent theme of experiencing and overcome problems in a constructive way was found to play a role in leadership development. This may have been associated with the program and the constructive problems faced by participants that enabled them to experiment, take risks, and learn from the accompanying mistakes (Kouzes & Posner, 1995). Item number two on the list mentioned above is: Experiment, take risks, and learn from the accompanying mistakes. The phrase "learning from the accompanying mistakes" is simply another way to say that a group has experienced and overcome problems in a constructive manner (Kouzes & Posner, 1995).

The next two emergent themes discussed go hand in hand. The emergent themes of having a leadership role and being given responsibilities were found to promote leadership development, This may be directly related to the participants gaining strength by giving

70

power away, providing choices, developing competence, and assigning critical tasks throughout the program experience (Kouzes & Posner, 1995). Number six on Kouzes and Posner,'s list is: Strengthen people by giving power away, providing choice, developing competence, assigning critical tasks, and offering visible support. Giving power away can be interpreted as sharing leadership roles within the crew (i.e. having a leadership role). Assigning critical tasks can be interpreted as sharing responsibilities among crew members (i.e. being given responsibilities). Many of the emergent themes uncovered in this study can be reworded without losing any significance and replace key list items on the list of ten leadership commitments.

Another emergent theme supported by the ten leadership commitments is having a youth crew leader. Item number four is: Enlist others in a common vision by appealing to their values, interests, hopes, and dreams. Participants indicated that having a youth crew leader who effectively promoted cooperation, teamwork, and crew togetherness influence leadership development positively. An effective crew leader in this instance was bringing the group together by demonstrating this list item. Furthermore, the important role that having a youth crew leader was found to play may be related to the work done by DesMarais, Yang, & Farzanehkia as mentioned above. The first item on their list of Elements of Effective Leadership Development in youth brings more light to why participants may have indicated that a youth crew leader promoted leadership development. The first list item is a youth/adult partnership (DesMarais, Yang, & Farzanehkia, 2000). In a youth/adult partnership, each participant has the opportunity to work with and learn from the other. In the program evaluated the youth crew leader was given the opportunity to not only be the leader of the group for twelve days but was given the opportunity to work in conjunction

with the adult advisers in the group. By having the youth lead as opposed to the adults, the youth then had the equal footing to collaborate with adults.

Last to be discussed in this section are the emergent themes of having experiences unique to the Philmont program and having a part in the important job of navigation. Commitment number one: Search out challenging opportunities to change, grow, innovate, and improve (Kouzes and Posner, 1995) supports these two emergent themes. Participants indicated that being involved in navigation- a task with great importance to the success of the program- impacted leadership development positively. Participants demonstrated this first list item by taking on the crucial task of navigation during their program which then gave them the opportunity to change, grow, innovate, and improve as an individual. Similarly, participants indicate that components of the experience strictly related to the Philmont experience, environment, or dynamic created by the program were involved in promoting leadership development. Participants further demonstrated this first list item simply by taking part in the program experience.

Processes that Detracted from Leadership Development

Before moving forward with our discussion, one aspect of the findings of this study that has yet to be mentioned needs to be noted. Even though the overall findings demonstrate that the elements of the program that promoted leadership development outweighed the elements that detracted from leadership development, all of the emergent themes have an impact on the outcomes of the program. In other words, the emergent themes that were identified as promoting leadership development are just as important to the process as the emergent themes identified as detracting from leadership development. With this in mind, the emergent themes that detracted from leadership development will be discussed.

Arguing among and within the crew, poor crew social and personal dynamics, the presence of or being a crew leader who did not work well to promote crew cooperation and teamwork, and exhaustion are the elements that were found to detract from leadership development. This may be directly related to Tuckman and Jensen's(1977) stages of group development, specifically the stage of storming. The stages of group development model is a five stage model that has a chronological as well as a circular nature. Meaning that groups can move both chronologically through the stages as well as skip from one stage to another as the situation dictates. The five stages of the group development are: Forming, storming, norming, performing, and adjourning (Tuckman and Jensen, 1977). The emergent themes that detracted from leadership development may have done so because of an association to the stage of storming. Storming is the period in which the group struggles to organize and orient to their task. Inevitably in this stage conflict arises between group members with differing points of view and beliefs. Conflicts often question leadership, structure, power, and authority (Tuckman and Jensen, 1977). This stage revolves around the concerns of how the group relates to its members and how they work on their tasks together (Attarian & Priest, 1994). Arguing, poor crew dynamics, a poor crew leader, and exhaustion can all lead to these key characteristics of the storming stage.

However, exhaustion does not entirely fit into this stage. Yet, exhaustion has the potential to play a large role in regard to the other emergent themes. Exhaustion often times acts as a multiplier by making bad situations worse. As an example, exhaustion may prevent a crew from reaching a solution to a problem because crew members are too tired to listen to each other resulting in an argument.

Arguing with and among crew members, poor crew social and personal dynamics,

and having or being and inadequate crew leader are elements can be attributed to the storming stage. Add to these elements the multiplier of physical exhaustion and you have quite a volatile mix. It is no wonder that some groups never successfully navigate through this stage (Ho, 2012). The emergent themes unearthed in this study give researchers a concrete topic of investigation that will potentially open a doorway into ways to successfully navigate groups through the stage of storming. By using the knowledge of what holds a crew back and prevents them from moving through storming, researchers can focus on minimizing the impacts of these negative factors- the emergent themes noted above.

LIMITATIONS

The results of this study should be interpreted in light of its limitations. There are obstacles to this study's ability to be generalized to other youth programs, the ability to duplicate the study results, and other aspects to be addressed. The design of this study indicated that the sample would include both male and female participants. However, due to the systematic random sampling method employed no females were sampled. Female participation, although not nearly as large a percentage as male participation, is a normal part of the 12-Day Trek Program. Additionally, anecdotal evidence suggests that participant groups with females tend to have different behavioral patterns than all male participant groups. The all-male nature of the sample population used in this study means that this study may not be easily generalized to programs with co-ed populations.

A second limitation of this study deals with the ability of another researcher to duplicate the results of this study. The limitation lies in the experience of the researcher. The primary researcher for this study has an extensive background with the Boy Scouts of America as well as with the program evaluated. As a result of this experience, the researcher

was able to glean contextual data from the qualitative answers to the open-ended questions. This means that in trying to duplicate this study, a researcher without this background experience may not be able to interpret the qualitative data with the same results as the current researcher. Another way to view this limitation is to say that the researcher for this study was an insider to the program and the BSA.

Additionally, and in direct relation to the second limitation, researcher bias needs to be taken into consideration as a limitation of this study. Measures were taken to lessen this possibility with the use of a secondary researcher in coding the qualitative data. Nonetheless, researcher bias is a possibility.

There are also limitations of survey research to be considered. With the use of a self-administered survey researchers must consider the effects of social desirability on the responses given. It was made clear to the youth in this sample that there were no incorrect answers to survey questions. However, given that the sample was comprised of youth who had been a part of a peer group for the past twelve day, there is a chance that their peers could have influenced what each individual participant thought of as the socially desirable answer. As participants took the survey they were encouraged not to share their answers or talk with others taking the survey. However, some sharing and talking inevitably occurred, further giving life to socially desirable responses.

Finally, due to the nature of the research design, there was no comparison sample surveyed. A comparison sample of youth between the ages of 12 and 21 was not incorporated into the research design and therefore limits this studies ability to draw conclusions about youth outside the sample populations.

SIGNIFICANCE OF FINDINGS FOR RESEARCH AND PRACTICE

Despite these limitations, this research makes significant contributions to research and practice. One such contribution is this studies ability to fill existing gaps in youth leadership development research. With the increased demand for accountability that has faced recreation programs in recent years, there has been an increasing need to empirically establish that youth recreation programs are more than just fun and games. This study's findings provide that much needed empirical evidence and support the idea that recreation programs for youth have the potential to fulfill that assumed role by instilling leadership in youth participants. The results of this study confirmed that participation in the BSA's High Adventure Program at the Philmont Scout Ranch was associated with increased leadership characteristics.

Additionally, the findings of this study have the potential to fill other gaps existing in youth leadership development research. One such gap is the lack of research on high adventure outdoor programs. The previous existing research in the field of high adventure outdoor programs is limited and does not include any youth leadership studies of the Boy Scouts of America. Hopefully this study will be an entree into this field of study and this sample population.

A third area of research that is lacking attention is the process that facilitates or inhibits leadership development. The potential of this study's findings in this area of research is to open the door and take that first step into the theoretical unknown. This study acts as an introduction into the topic. The emergent themes directly relate to program elements that detract from leadership development and program elements that promote leadership development. However, the findings from this study do not extend into how or

76

why these program elements effect leadership development the way that they do.

Besides having the potential to fill existing gaps in the youth leadership development field, this study also has the potential to link both the wilderness environment and the structure of the program with facilitating and promoting leadership development. One of the emergent themes uncovered in this study relates directly to the setting of the program. This emergent theme supports the idea that an outdoor environment or a wilderness environment may be considered the optimal environment for leadership development (Hattie et al., 1997; Kimball & Bacon, 1993; Walsh & Golins, 1976). The theme or program element that participants indicated that promoted leadership development was experiencing the challenging environment.

- *During my Philmont experience my abilities to be responsible increased due to environmental pressure.*

- *During Philmont the weather and strenuous terrain helped the leader make quick and decisive decisions.*

- *The strenuous terrain encouraged better leadership.*

The challenging environment that the program was set in was number nine in regard to repeat instances within the primary data. This tie with program setting further supports existing research on wilderness setting and leadership development (Hattie et al., 1997; Kimball & Bacon, 1993; Walsh & Golins, 1976).

Also instrumental in the participant's experience of leadership development was the structure of the program itself. As with the wilderness setting, one emergent theme was uncovered that directly related to the structure of the program. This emergent theme- the trek- indicated that certain program aspect supported the development of leadership in

77

participants.

- *The combining factors of new experiences and strict rules pushed many leaders, including myself to light over the trek.*

- *I think the group experience was good and also being away from technology helped to.*

- *Overall being left alone, basically, for two weeks with a set group helps your leadership to excel as you come to accept the others in the group.*

- *Leadership was put on us no matter what so just being a part of the program made you feel the leadership and it developed over the entire trek.*

As these comments show, aspects of the program's structure such as new experiences, strict rules, no access to technology, and isolation promoted leadership development.

The implications of this study do not only apply to recreation research. This study also has significance for recreation practice. This study give an example of a successful program evaluation, but it also suggests that some youth programs have the potential to be more than just fun and games and contribute to the positive development of youth into fully functional adults. Stakeholders are expecting youth recreation programs to enhance educational and familial systems and develop specific outcomes for young people (Witt & Caldwell, 2005). Additionally, recreation researchers and practitioners have been interested in understanding the contexts by which youth development outcomes occur in recreation programs. The results of this study clearly give outdoor recreation programs documentation to show that leadership may be an important outcome to focus on in wilderness settings. Additionally, the process of this study suggests that research and evaluation may be important tools to help any youth organization ensure their programs are achieving the

outcomes they want.

The findings of this study can be used in another way to go one step further for any youth program with improvement in mind.   For example, the program elements participants identified as promoting leadership development can be used as a focus to further improve the program. Furthermore, the elements that detract from leadership development could become the focus in order to reduce their occurrences or influence on the program outcomes. Addressing the two sides of these elements has potential to enhance overall leadership development within any program.

Furthermore, the five stages of group development can be taken into account with any and all youth programs in order to further promote any designated outcome, not just leadership. As an example, an afterschool program that has an academic orientation could use the stages of group development in forming homework study groups. Being familiar with the five stages of group development would enable a practitioner of the afterschool program to evaluate what stage each group is in an therefore help them work towards the performing stage and peak academic results for the participants. The emphasis placed on helping groups navigate through the stages of development is supported by the emergent themes uncovered in this study. Using that same afterschool program as our example, the practitioner in charge of that program could use the emergent theme of cooperation and teamwork as a goal in organizing activities for participants. Activities that promote working as a team to accomplish a common goal would benefit the participants as they use those experiences to work with one another more smoothly within the homework study group after the fun activity. Additionally, it is not only the positive emergent themes that could be put into practice. Just as the practitioner used cooperation and teamwork as a focus for group

activities, so too could arguing be used as a focus. An activity designed to help youth work through problems by talking out a situation and thinking before acting could prevent future arguments among that same group of youth. This afterschool program example is just one of many ways in which the emergent themes could be put into practice within youth programs.

RECOMMENDATIONS FOR FUTURE RESEARCH

First and foremost, this study will hopefully inspire the other BSA high adventure bases to perform similar program evaluations. The Florida National High Adventure Sea Base, and Northern Tier programs could greatly benefit from a program evaluation of this nature. The elements identified as promoting or detracting from leadership could be used to improve programs and further promote desired outcomes. Additionally, this study gives a concrete example of survey evaluation and can be applied to any youth program.

Another topic that needs further research is the emergent themes of this study. More research is needed on each individual emergent theme. Existing research is not overly generalizable to youth programs and leadership outcomes. Related to this need is the need for more research on each stage of group development and their corresponding barriers. How the emergent themes can be used to help groups navigate from one stage to the next and overcome barriers would greatly benefit the field.

CONCLUSION

Youth programs have been essential parts of the landscape of recreation organizations in North America since the turn of the last century (Witt & Caldwell, 2005). These programs have been promoted as not only providing young people with positive diversions during leisure time, but as settings to promote positive social development. This study demonstrates that leadership can and is being instilled in youth through recreational programing. This

80

study provides much needed empirical evidence to contribute to the idea that recreational youth programs can utilize their settings to make an even bigger contribution to the lives of young people. In addition to providing empirical evidence to support this emergent idea of more than just fun and games, this study also addresses existing gaps in the youth leadership research. Research gaps that this study addresses are the need for more studies that focus on high adventure outdoor programs, the need for a more diverse sample population among the existing high adventure outdoor studies, and the need for studies to focus on the process that facilitates or inhibits leadership development. Although not filling a research gap but supporting existing research, this study also links both the wilderness environment and the structure of the program with facilitating and promoting leadership development.

Thus far we have discussed contributions to the field of research, however, this study also has a rich potential to benefit actual practice in youth leadership programs. Researchers and practitioners alike have been interested in understanding the contexts by which youth development outcomes occur in recreation programs. The results of this study give outdoor recreation programs documentation to show that leadership may be an important outcome to focus on in wilderness settings. Also, this study demonstrates how useful program evaluation can be as a tool to ensure that program outcomes our being achieved. Lastly, the five stages of group development as well as the emergent themes identified in this study can be taken into account for any youth program in order to further promote designated program outcome, not just leadership.

The implications and significance of this study are far reaching and address both research and practice. However, with these contributions in mind this study also accomplished an important goal that cannot be overlooked. An overarching theme to this

study was to be able to give back to an organization that was instrumental in not only shaping the lives of innumerable youth participants but also in shaping the life of the researcher and inspiring who she is today.

REFERENCES

Amazon. (2012) *Amazon.com: key word search for leadership.* Retrieved April 13, 2012,

   from http://www.amazon.com/s/ref=nb_sb_noss/183-0356271-7640344?url=search-

   alias%3Daps&field-keywords=leadeship

Antonakis, J., Cianciolo, A.T., & Sternberg, R.J. (2004) *The nature of leadership*. Thousand

   Oaks, CA: Sage Publications, Inc.

Association for Experiential Education (AEE). (2012) *Our history*. Retrieved February 1,

   2013, from http://www.aee.org/about/historyOfAEE

Attarian, A. & Priest, S. (1994). The relationship between stages of group development and

   styles of outdoor leadership. *The Journal of Adventure Education and Outdoor*

   Leadership 11(3), 13-19.

Bacon, S. (1983). *The conscious use of metaphor in outward bound*. Denver: Colorado

   Outward Bound School.

Bass, B.M. (1990). *Bass & Stogdhill's handbook of leadership: theory, research, and*

   managerial applications. New York, NY: The Free Press.

Bernard, R.H. (2000). *Social research methods: qualitative and quantitative approaches.*

   Thousand Oaks, CA: Sage Publications, Inc.

Bolden, R. (2004). *Leadership southwest research report 1*. United Kingdom: University of

   Exeter.

Boy Scouts of America (1990). *The boy scout handbook*. Irving, TX: Boy Scouts of

   America.

Boy Scouts of America (1998). *The boy scout handbook- eleventh edition.* Irving, TX: Boy

Scouts of America.

Boy Scouts of America (2009). An introduction to the adventure of a lifetime.

Bsaseabase.org, Retrieved February 1, 2013, from

http://bsaseabase.org/resources/participants%20guide/introduction.aspx

Boy Scouts of America (2010). National high adventure bases. *Scouting .org,* Retrieved

February 1, 2013, from

http://www.scouting.org/scoutsource/outdoorprogram/highadventure.aspx

Boy Scouts of America (2011). Philmont "quick facts". *Philmontscoutranch.org,* Retrieved

February 1, 2013, from

http://philmontscoutranch.org/resources/promotephilmont/requestmaterials/quickfacts

.aspx

Brungardt, C. (1996). The making of leaders: a review of the research in leadership

development and education. *The Journal of Leadership Studies*, *3*(3), 81-95.

Carter, R.I. (n.d.). Leadership and personal development: A resource packet. Ames, Iowa

State University. Access date: April 4, 2012.

Clawson, J.G. (1999). *Level three leadership: getting below the surface.* Upper Saddle

River, NJ: Prentice Hall.

Cockrell, D., & LaFollette, J. (1985). A national standard for outdoor leadership

certification. *Parks & Recreation* 20(6), 40-43.

Creative Research Systems. (2010). Sample size calculator. Retrieved February 1, 2013,

from http://www.surveysystem.com/sscalc.htm.

Creswell, J.W. (2007). *Qualitative inquiry & research design: choosing among five

approaches* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Cronbach, L.J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16, 297-334.

Davis, G. A. (2003). Using a retrospective pre-post questionnaire to determine program impact. *Journal of Extension, 41*(4).

De Alton Partridge, E. (1932) Ability in leadership among adolescent boys. *The School Review*, *40*(7), 526-531.

DesMarais, J., Yang, T., & Farzanehkia, F. (2000). Service-learning leadership development for youth. *Phi Delta Kappan*, 81 (9), 678-680.

Dormody, T.J., & Seevers, B.S. (1994). Predicting youth leadership life skills development among FFA members in Arizona, Colorado, and New Mexico. *Journal of Agricultural Education*, *35*(2), 65-71.

Duerden, M., Witt, P.A., & Boleman, C. (2010). *CYFAR life skills measurement study*. Sequor Youth Development Initiative, Texas A&M University, College Station, TX.

Duncan, R.D. (2000). Youth leadership life skills development of participants in the West Virginia 4-H camping program (Master's thesis). Available from West Virginia University.

Field, A. (2009). *Discovering statistics using spss* (3rd ed.). Thousand Oaks, CA: Saga.

Girl Scouts of the USA. (2004). *Girl Scout program.* Retrieved February 1, 2013, from http://www.girlscouts.org.

Griggs, F. E. Jr. (2009). Everything I needed to know about leadership I learned in the Boy Scouts. *Leadership and Management in Engineering*, October, 198-204.

Hahn, K. (1960). *Outward Bound.* Address at the Annual Meeting of the Outward Bound Trust. July 20th, 1960. *Beyond "the outward bound process:" Rethinking student*

learning, 8.

Hattie, J., Marsh, H.W., Neill, & J.T., Richards, G.E. (1997). Adventure education and
Outward Bound: out-of-class experiences that make lasting differences. *Review of
Educational Research*, *67*(1),43-87.

Ho, S. (2012). *ALED 340 course notes*. Texas A&M University, College Station, TX,
Author.

Kahn, S. (1991). Leaders. *Organizing, a guide for grassroots leaders* (Rev. ed.). New
York, New York: McGraw-Hill.

Kimball, R.O., & Bacon, S.B. (1993). The wilderness challenge model. In M.A. Gass (Ed.),
Adventure therapy: therapeutic applications of adventure programming (pp. 11-41).
Dubuque, IA: Kendall/Hunt Publishing Company.

Kouzes, J.M. & Posner, B.Z. (1995). *The leadership challenge: how to keep getting
extraordinary things done in organizations*. San Francisco: Jossey-Bass.

Macleod, D.I. (1982). Act your age: Boyhood, adolescence, and the rise of the Boy Scouts
of America. *Journal of Social History*, *16*(2), 3-20.

McKenzie, M. (2003). Beyond "the Outward Bound Process:" rethinking student learning.
The Journal of Experiential Education 26(1) 8-23.

McKenzie, M.D. (2000). How are adventure education program outcomes achieved? A
review of the literature. *Australian Journal of Outdoor Education, 5*(1), 19-27.

Miller, R.A. (1976). *Leader/agent's guide: Leadership life skills.* Stillwater, OK: Oklahoma
State University.

Moote, Jr., Gerald, T., & Wodarski, J.S. (1997). The acquisition of life skills through
adventure-based activities and programs. *Adolescence* 32(125).

Morris, B. (1970). Ernest Thompson Seton and the origins of the Woodcraft movement. *Journal of Contemporary History* 15(2), 183-194.

Nadler, R.S. (1993). Therapeutic process change. In M.A. Gass (Ed.), *Adventure therapy: therapeutic applications of adventure programming* (pp. 57-69). Dubuque, IA: Kendall/Hunt Publishing Company.

National Advanced Youth Leadership Experience (2012). National advanced youth leadership experience: about. *www.nayle.org* Retrieved February 1, 2013, from http://nayle.org/about.html

National Outdoor Leadership School (2012). National outdoor leadership school: leaders in education. *NOLS.edu.* Retrieved from: http://www.nols.edu/

Outward Bound (2012). About. *www.outwardbound.org* Retrieved February 1, 2013, from http://www.outwardbound.org/about-outward-bound/

Outward Bound Canada. (2001). *Outward Bound Canada staff manual.* Vancouver, British Columbia, Canada: Author.

Outward Bound International. (2000). *Outward Bound International Annual General Meeting minutes.* Vancouver, British Columbia: Author.

Oxford English Dictionary (1933). London: Oxford University Press.

Philmont Scout Ranch (2012) *Ranger Field Guide.* Philmont Scout Ranch, NM: Boy Scouts of America.

Pratt, C. C., McGuigan, W. M., & Katzev, A. R. (2000). Measuring program outcomes: Using retrospective pretest methodology. *American Journal of Evaluation, 21*(3), 341-350.

Priest, S. & Gass, M.A. (1997). *Effective leadership in adventure programming.* Champaign, IL: Human Kinetics.

Ricketts, J.C., & Rudd, R.D. (2002) A comprehensive leadership education model to train, teach, and develop leadership in youth. *Journal of Career and Technical Education.* 19(1).

Rohrbacher, R. (2008). *Philmanac: a trekker's guide to the Philmont backcountry.* Philmont Scout Ranch, NM: Boy Scouts of America.

Rosenthal, R. (1991). *Meta-analytic procedures for social research* (2nd ed.). Newbury Park, CA: Sage.

Rosnow, R.L., & Rosenthal, R. (2005). *Beginning behavioral research: a conceptual primer* (5th ed.). Englewood Cliffs, NJ: Pearson/Prentice Hall.

Russell R.V. (2005). *Leadership in recreation.* New York: McGraw Hill.

Seevers, B.S., Dormody, T.J., & Clason, D.L. (1995). Developing a scale to research and evaluate youth leadership life skills development. *Journal of Agricultural Education.* 36(2) 28-34.

Sessoms, H.D., & Stevenson, J.L. (1981). *Leadership and group dynamics.* Boston: Allyn & Bacon.

Sibthorp, J., Paisley, K., & Gookin, J. (2007). Exploring participant development through adventure-based programming: a model from the national outdoor leadership school. *Leisure Sciences*, *29*, 1-18.

Smith, T.A., Genry, L.S., & Ketring, S.A. (2005). Evaluating a youth leadership life skills development program. *Journal of Extension*, *43*(2). Retrieved February 1, 2013, from http://www.joe.org/joe/2005april/rb3.php

Stogdill, R.M. (1974). *Handbook of leadership: A survey of theory and research.* New York: Free Press.

Tuckman, B. W. and M. C. Jensen (1977). Stages of small group development revisited,
    Group and Organizational Studies, 2, 419–427.

Walsh, V. & Golins, G. (1976). *The exploration of the Outward Bound process*. Denver,
    CO: Colorado Outward Bound School.

Wilderness Education Association (WEA). (1984). Pamphlet. Driggs, ID: Author.

Wilderness Education Association (WEA). (2012a). Teaching tomorrow's leaders today: the
    wilderness education association. *www.weainfo.org,* Retrieved February 1, 2013,
    from http://www.weainfo.org/

Wilderness Education Association (WEA). (2012b). The history of WEA.
    www.weainfo.org. Retrieved February 1, 2013, from http://www.weainfo.org/history/

Wingenbach, G.J., & Kahler, A.A. (1997). Self-perceived youth leadership and life skills of
    Iowa FFA members. *Journal of Agricultural Education*, *38*(3), 18-27.

Witt, P.A., & Caldwell, L.L. (2005). *Recreation and youth development*. State College, PA:
    Venture Publishing, Inc.

4-H (2012). Who we are. *www.4-h.org*. Retrieved February 1, 2013, from http://www.4-
    h.org/about/youth-development-organization/

APPENDIX A

Survey Instrument

PHILMONT SCOUT RANCH HIGH ADVENTURE LEADERSHIP SKILLS SURVEY

PHILMONT SCOUT RANCH HIGH ADVENTURE LEADERSHIP SKILLS SURVEY

Welcome back to Base Camp! I hope your Philmont Experience was an adventure of a lifetime. As part of an effort to improve the Philmont Experience and to evaluate one of the Boy Scouts High Adventure Leadership Programs, researchers from Texas A&M are doing a study of the Philmont 12 Day Trek Program and studying whether or not it teaches leadership. You have been asked to participate in this study. In order to decide whether or not you would like to participate, please take the following information into account: the purpose of the study, the duration, procedures, potential risks and benefits, confidentiality, and your right to refuse.

Title of Study: Leadership and the Boy Scouts of America's High Adventure Program

Name & Contact Information of Researchers :
> Primary Investigator: Dr. Mike Edwards. Department of Recreation Park and Tourism Sciences. Texas A&M University. E-Mail: Mike.Edwards@tamu.edu
> Co-Investigator: Ms. Bin Lizzo. Department of Recreation, Park and Tourism Sciences, Texas A&M University. E-Mail: Lizzord25@tamu.edu

Purpose of the Study: The purpose of this study is to assess the 12 Day Trek Program at Philmont Scout Ranch in order to understand if leadership is being taught.

Duration: *This survey should take no more than 15 minutes to complete.*

Procedures: *During the course of this study, you will be asked to complete this survey.*

Potential Risks/Discomforts: The risks associated with this study are minimal, and are not greater than risks ordinarily encountered in daily life.

Potential Benefits: By participating in this study I do not directly gain anything other than the opportunity to provide information that will be useful in research and improving a Philmont program. For example, the results of this study may provide researchers and practitioners with a better understanding of how leadership is developed and taught through BSA programs.

Confidentiality: *All responses to this survey will be kept confidential. Your name or identity will not be linked in any way to the research data.*

Right to refuse to withdraw: *I understand that my participation is voluntary and I may refuse to participate, or may discontinue the survey at any time.*

Instructions:

Use the scale provided to indicate which characteristics you possess; check one circle per row.

- **Before Philmont Trek- How you would rate yourself the day you arrived for your trek.**
- **After Philmont Trek- How you rate yourself today**

1.) **Can determine needs**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

2.) **Have a positive self-concept**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

3.) **Can express feelings**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

4.) **Can set goals**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

Instructions:

Use the scale provided to indicate which characteristics you possess; check one circle per row.

- **Before Philmont Trek- How you would rate yourself the day you arrived for your trek.**
- **After Philmont Trek- How you rate yourself today**

5.) **Can be honest with others**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

6.) **Can use information to solve problems**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

7.) **Can delegate responsibilities**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

8.) **Can set priorities**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

Instructions:

Use the scale provided to indicate which characteristics you possess; check one circle per row.

- **Before Philmont Trek- How you would rate yourself the day you arrived for your trek.**
- **After Philmont Trek- How you rate yourself today**

9.) **Am sensitive to others**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

10.) **Am open minded**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

11.) **Consider the needs of others**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

12.) **Show a responsible attitude**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

Instructions:
Use the scale provided to indicate which characteristics you possess; check one circle per row.
- **Before Philmont Trek- How you would rate yourself the day you arrived for your trek.**
- **After Philmont Trek- How you rate yourself today**

13.) **Have a friendly personality**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

14.) **Consider input from all group members**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

15.) **Can listen effectively**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

16.) **Can select alternatives**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

Instructions:

Use the scale provided to indicate which characteristics you possess; check one circle per row.

- **Before Philmont Trek- How you would rate yourself the day you arrived for your trek.**
- **After Philmont Trek- How you rate yourself today**

17.) **Recognize the worth of others**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

18.) **Create an atmosphere of acceptance**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

19.) **Can consider alternatives**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

20.) **Respect others**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

Instructions:
Use the scale provided to indicate which characteristics you possess; check one circle per row.
- **Before Philmont Trek- How you would rate yourself the day you arrived for your trek.**
- **After Philmont Trek- How you rate yourself today**

21.) **Can solve problems**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

22.) **Can handle mistakes**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

23.) **Can be tactful**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

24.) **Can be flexible**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

Instructions:

Use the scale provided to indicate which characteristics you possess; check one circle per row.
- **Before Philmont Trek- How you would rate yourself the day you arrived for your trek.**
- **After Philmont Trek- How you rate yourself today**

25.) **Get along with others**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

26.) **Can clarify my values**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

27.) **Use rational thinking**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

28.) **Am open to change**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

Instructions:

Use the scale provided to indicate which characteristics you possess; check one circle per row.

- **Before Philmont Trek- How you would rate yourself the day you arrived for your trek.**
- **After Philmont Trek- How you rate yourself today**

29.) **Have good manners**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

30.) **Trust other people**	This does not fit me at all	This does not fit me very well	This does fit me very well	This fits me perfectly
Before Philmont	O	O	O	O
After Philmont	O	O	O	O

Instructions:

For this next section please indicate your level of agreement with the following statements. Please mark one circle per row.

31.) Statement	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The varying weather during my trek experience added to the adventure.	O	O	O	O	O
My experience of the physical environment during my trek was satisfactory.	O	O	O	O	O
The food provided by Philmont was adequate to meet my hunger needs.	O	O	O	O	O
I enjoyed the food provided by Philmont.	O	O	O	O	O
I worked with my crew to make my Philmont experience memorable.	O	O	O	O	O
I would come back to Philmont because I had a good time.	O	O	O	O	O

Instructions:

32.) Based on your answers so far, please describe in your own words two components you feel promoted leadership development during your Philmont experience.

Instructions:

33.) Based on your answers so far, please describe in your own words two components you feel detracted from leadership development during your Philmont experience.
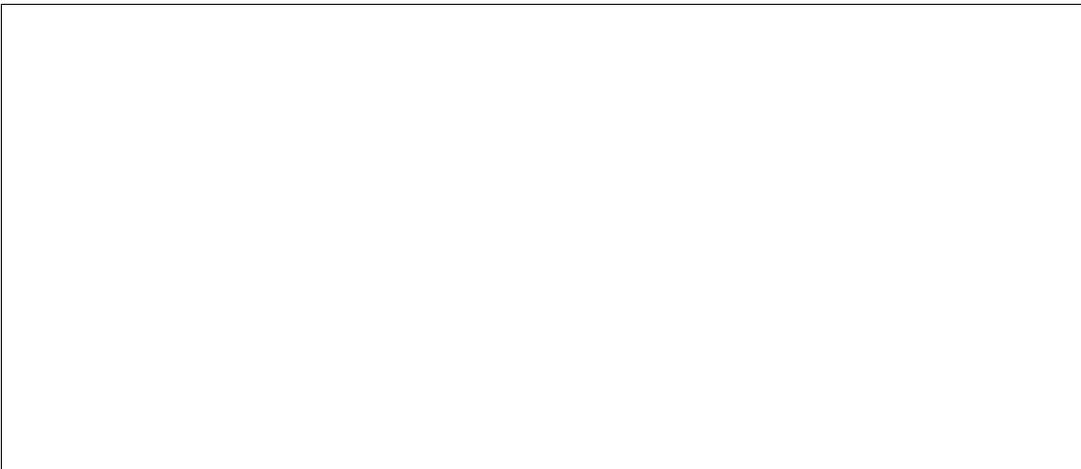
34.) Circle your role during your Philmont Trek:
　　　　Crew Member
　　　　Crew Leader
　　　　Chaplain's Aid
　　　　Wilderness Gia

35.) Have you ever held a troop leadership position? Circle: YES   NO
　　　　If yes, what was your role?: _____

36.) Write your Philmont Expedition Number
　　(example: 702 A1): _____

37.) Circle your gender: Male   Female

38.) Write your age (example: 14): _____

39.) Write which state you are from (example: Texas): _____

Thank You for Helping to Improve the Philmont Experience!

APPENDIX B

Assent Form

Consent Form

PHILMONT SCOUT RANCH HIGH ADVENTURE LEADERSHIP SKILLS SURVEY

Welcome back to Base Camp! I hope your Philmont Experience was an adventure of a lifetime. As part of an effort to improve the Philmont Experience and to evaluate one of the Boy Scouts High Adventure Leadership Programs Texas A&M University and the Boy Scouts of America are sponsoring a study of the Philmont 12 Day Trek Program and whether or not it teaches leadership. You have been asked to participate in this study. In order to decide whether or not you would like to participate, please take the following information into account: the purpose of the study, the duration, procedures, potential risks and benefits, confidentiality, and your right to refuse. Once you understand the study, if you still wish to participate, please sign the signature line at the bottom of this page in order to give your informed consent to participate in this study.

Title of Study: Leadership and the Boy Scouts of America's High Adventure Program

Name & Contact Information of Student Researcher : Ms. Bin Lizzo. Department of Recreation, Park and Tourism Sciences, Texas A&M University.

Purpose of the Study: The purpose of this study is to assess the 12 Day Trek Program at Philmont Scout Ranch in order to understand if leadership is being taught.

Duration: *Your participation in this study will include the completion of this survey.*

Procedures: *During the course of this study, you will be asked to complete this survey.*

Potential Risks/Discomforts: The risks associated with this study are minimal, and are not   greater than risks ordinarily encountered in daily life.

Potential Benefits: By participating in this study I do not directly gain anything other than the opportunity to provide information that will be useful in research and improving a Philmont program. For example, the results of this study may provide researchers and practitioners with a better understanding of how leadership is developed and taught through BSA programs.

Confidentiality: *All responses to this survey will be kept confidential. Your name or identity will not be linked in any way to the research data.*

Right to refuse to withdraw*: I understand that my participation is voluntary and I may refuse to participate, or may discontinue the survey at any time.*

I have read this entire form and I understand it completely. All of my questions regarding this form or this study have been answered to complete satisfaction.

I understand that by signing the line below I am providing informed consent for this study.

Minor's Name

Minor's Signature *(if applicable)*   Date

Presenter's Signature   Date

PHILMONT SCOUT RANCH HIGH ADVENTURE LEADERSHIP SKILLS SURVEY

Welcome back to Base Camp! I hope your Philmont Experience was an adventure of a lifetime. As part of an effort to improve the Philmont Experience and to evaluate one of the Boy Scouts High Adventure Leadership Programs Texas A&M University and the Boy Scouts of America are sponsoring a study of the Philmont 12 Day Trek Program and whether or not it teaches leadership. You have been asked to participate in this study. In order to decide whether or not you would like to participate, please take the following information into account: the purpose of the study, the duration, procedures, potential risks and benefits, confidentiality, and your right to refuse. Once you understand the study, if you still wish to participate, please sign the signature line at the bottom of this page in order to give your informed consent to participate in this study.

Title of Study: Leadership and the Boy Scouts of America's High Adventure Program

Name & Contact Information of Student Researcher : Ms. Bin Lizzo. Department of Recreation, Park and Tourism Sciences, Texas A&M University. E-Mail: Lizzord25@tamu.edu

Purpose of the Study: The purpose of this study is to assess the 12 Day Trek Program at Philmont Scout Ranch in order to understand if leadership is being taught.

Number of Participants: A total of 500 individuals will be asked to participate in this study.

Duration: *Your participation in this study will include the completion of this survey.*

Procedures: *During the course of this study, you will be asked to complete this survey.*

Potential Risks/Discomforts: The risks associated with this study are minimal, and are not greater than risks ordinarily encountered in daily life.

Potential Benefits: By participating in this study I do not directly gain anything other than the opportunity to provide information that will be useful in research and improving a Philmont program. For example, the results of this study may provide researchers and practitioners with a better understanding of how leadership is developed and taught through BSA programs.

Confidentiality: *All responses to this survey will be kept confidential. Your name or identity will not be linked in any way to the research data.*

Right to refuse to withdraw*: I understand that my participation is voluntary and I may refuse to participate, or may discontinue the survey at any time.*

Information about you will be stored in locked file cabinet; computer files protected with a password. This consent form will be filed securely in an official area.

Information about you will be kept confidential to the extent permitted or required by law. People who have access to your information include the Principal Investigator and research study personnel. Representatives of regulatory agencies such as the Office of Human Research Protections (OHRP) and entities such as the Texas A&M University Human Subjects Protection Program may access your records to make sure the study is being run correctly and that information is collected properly.

For questions about your rights as a research participant; or if you have questions, complaints, or concerns about the research, you may call the Texas A&M University Human Subjects Protection Program office at (979) 458-4067 or irb@tamu.edu.

STATEMENT OF CONSENT
I agree to be in this study and know that I am not giving up any legal rights by signing this form. The procedures, risks, and benefits have been explained to me, and my questions have been answered. I know that new information about this research study will be provided to me as it becomes available and that the researcher will tell me if I must be removed from the study. I can ask more questions if I want. A copy of this entire consent form will be given to me.

_____   _____
Participant's Signature   Date

_____   _____
Printed Name   Date

INVESTIGATOR'S AFFIDAVIT:
Either I have or my agent has carefully explained to the participant the nature of the above project. I hereby certify that to the best of my knowledge the person who signed this consent form was informed of the nature, demands, benefits, and risks involved in his/her participation.

_____   _____
Signature of Presenter   Date

_____   _____
Printed Name   Date

APPENDIX C

Data Tables

Table 1

Descriptive Statistics of Sample Regarding Age and State

Age	Frequency	Percent	State	Frequency	Percent
12 to 14	121	26.9	Alabama	7	1.6
15	136	30.2	Arkansas	13	2.9
16	98	21.8	Arizona	11	2.4
17	63	14.0	California	28	6.2
18 to 21	32	7.1	Colorado	23	5.1
			Connecticut	13	2.9
			Florida	18	4.0
			Georgia	38	8.4
			Iowa	4	.9
			Illinois	44	9.8
			Indiana	14	3.1
			Kansas	5	1.1
			Kentucky	7	1.6
			Massachusetts	8	1.8
			Maryland	6	1.3
			Michigan	8	1.8
			Minnesota	1	.2
			Missouri	12	2.7
			North Carolina	31	6.9
			New Mexico	8	1.8
			Nevada	1	.2
			New York	6	1.3
			Ohio	22	4.9
			Oklahoma	12	2.7
			Oregon	1	.2
			Pennsylvania	11	2.4
			Tennessee	4	.9
			Texas	69	15.3
			Virginia	20	4.4
			Wisconsin	6	1.3

Table 2

Descriptive Statistics of Sample Regarding Leadership Questions

Role During Trek	Frequency	Percent	Previous Leadership Role Held	Frequency	Percent
Crew member	247	54.6	Yes	418	92.5
Crew Leader	65	14.4	No	34	7.5
Wilderness Gia	70	15.5			
Chaplain's Aid	70	15.5			

Previous Role Held	Frequency	Percent
Senior Patrol Leader	140	31.0
Patrol Leader	169	37.4
Assistant Senior Patrol Leader	125	27.7
Quarter Master	30	6.6
Troop Guide	38	8.4
Chaplain's Aid	23	5.1

Table 3

Participants Attitudes Toward Leadership Life Skills Development Scale Before and After
Philmont Experience (*N*=452)

Variable	Before Mean	Before Standard Deviation	After Mean	After Standard Deviation	Mean Difference
Can determine needs	2.92	.674	3.43	.546	.51
Have a positive self-concept	3.09	.726	3.55	.561	.46
Can express feelings	2.75	.898	3.13	.840	.38
Can set goals	3.05	.766	3.56	.571	.51
Can be honest with others	3.09	.739	3.43	.593	.34
Can use information to solve problems	3.22	.716	3.59	.555	.37
Can delegate responsibilities	2.91	.786	3.42	.642	.51
Can set priorities	2.91	.782	3.48	.608	.57
Am sensitive to others	2.59	.865	3.01	.782	.42
Am open minded	2.98	.814	3.34	.674	.36
Consider the needs of others	2.98	.732	3.37	.590	.39
Show a responsible attitude	2.98	.740	3.40	.593	.42
Have a friendly personality	3.19	.793	3.43	.643	.24
Consider input from all group members	2.90	.758	3.36	.621	.46
Can listen effectively	2.89	.790	3.29	.649	.4
Can select alternatives	2.92	.718	3.38	.590	.46
Recognize the worth of others	2.92	.729	3.38	.639	.46
Create an atmosphere of acceptance	2.83	.752	3.21	.673	.38
Can consider alternatives	3.00	.747	3.45	.584	.45
Respect others	3.12	.760	3.45	.649	.33
Can solve problems	3.31	.692	3.62	.538	.31
Can handle mistakes	2.91	.791	3.35	.640	.44
Can be tactful	3.02	.740	3.28	.670	.26
Can be flexible	2.92	.753	3.38	.630	.46
Get along with others	3.00	.796	3.39	.632	.39
Can clarify my values	3.00	.731	3.38	.647	.38
Use rational thinking	3.14	.764	3.51	.623	.37
Am open to change	2.82	.835	3.28	.744	.46
Have good manners	3.09	.837	3.24	.808	.15
Trust other people	2.73	.841	3.21	.765	.48

Note: Summated Scale Score, *M*= 2.970, *SD*= .4017, α= .908, *N*= 30

Note: Summated Scale Score, *M*= 3.377, *SD*= .3343, α= .905, *N*= 30

Table 4

Paired Samples Test: Paired Differences

	Mean	Standard Deviation	Standard Error Mean	95% Confidence Interval		t	Degrees of Freedom	Significance (2-Tailed)
				Lower	Upper			
After Mean	3.377							
Before Mean	2.970							
Pair	.4077	.2757	.0130	.3823	.4332	31.448	451	.000

Note: Pair= Mean of participant attitudes before Philmont experience and Mean of participant attitudes after Philmont experience

Table 5

Descriptive Statistics for Codes Assigned to Promoting Leadership

Code	Frequency	Percent
Cooperation/Teamwork	123	17
Leadership Role	93	12.9
Constructive Problems	78	10.8
Crew Leader	54	7.5
The Trek	38	5.3
Camp Chores	36	5
Having Responsibilities	32	4.4
Navigation	29	4
Challenging Environment	28	3.9
Delegation	18	2.5
Decision Making	17	2.4
Challenge Events	16	2.2
Mental Challenges	13	1.8
Organization	13	1.8
Trust	13	1.8
Attitude	12	1.7
Weather	12	1.7
Backcountry Programs	9	1.2
Improved Social Skills	9	1.2
Ranger	7	1
Fun	6	0.8
Listening	6	0.8
Communication	5	0.7
Problem Solving	5	0.7
Food	4	0.6
Friendship	4	0.6
Respect	4	0.6
Advisors	3	0.4
Being Flexible	3	0.4
Determination	3	0.4
Less Adult Leadership	3	0.4
Sharing	3	0.4
Struggle	3	0.4
Sympathy	3	0.4

Wildlife	3	0.4
Caring	2	0.3
Crew Dynamics	2	0.3
No Technology	2	0.3
Understanding	2	0.3
Confidence	1	0.1
Differing Values	1	0.1
Emotion	1	0.1
Motivation to Rank	1	0.1
Patience	1	0.1
Rational Thinking	1	0.1

Table 6

Descriptive Statistics for Codes Assigned to Detracting from Leadership

Code	Frequency	Percent
Arguing	76	15
Crew Dynamics	32	6.3
Exhaustion	32	6.3
Crew Leader	28	5.5
Challenging Environment	22	4.3
Adult Leadership	21	4.2
Not Listening	21	4.2
Advisors	20	4
Destructive Problems	20	4
Emotion	18	3.6
Food	18	3.6
Weather	18	3.6
Lack of Cooperation/Teamwork	16	3.2
Attitude	15	3
Miscommunication	12	2.4
Poor Decision Making	11	2.2
Laziness	10	2
Ranger	10	2
Lack of Opportunity	9	1.8
Lack of Organization	8	1.6
Camp Chores	6	1.2
Wildlife	6	1.2
Having Responsibility	5	1
Lack of Time	5	1
Staff	5	1
Being Inconsiderate	4	0.8
Immaturity	4	0.8
Lack of Motivation	4	0.8
Stress	4	0.8
Lack of Respect	3	0.6
Leadership Roles	3	0.6
Mental Challenges	3	0.6

Navigation	3	0.6
Poor Delegation	3	0.6
The Trek	3	0.6
Backcountry Camps	2	0.4
Backcountry Program	2	0.4
Backcountry Staff	2	0.4
Conservation Program	2	0.4
Lack of patience	2	0.4
No Flexibility	2	0.4
Poor Hygiene	2	0.4
Rules/Regulations	2	0.4
Stupidity	2	0.4
Cold Showers	1	0.2
Difference of Opinions	1	0.2
Friends	1	0.2
Insubordination	1	0.2
Lack of Competition	1	0.2
Lack of Confidence	1	0.2
No Technology	1	0.2
Not Caring	1	0.2
Not having fun	1	0.2
Struggle	1	0.2