

EXPLORING MOTIVATIONAL FACTORS FOR STUDENT PARTICIPATION IN
LEADERSHIP OF COLLEGE OUTDOOR ADVENTURE PROGRAMS

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This dissertation offers an in-depth qualitative study regarding motivational factors for college student outdoor leadership at a college outdoor adventure program (COAP) including factors of motivation through the course of involvement and activity specific attributes related to motivation. Between May and November of 2018 interviews with student trip leaders of the host COAP were conducted, and a narrative analysis approach to interviews and data analysis was employed. Student trip leader involvement in youth in outdoor recreation, play in nature, exploration, and roles of leadership was associated with choice to engage in outdoor leadership. Study participants all had previous experience with OAE or COAP programming, and were attracted to outdoor leadership through multiple factors of motivation including social aspects, spending time in nature, dimensions of learning, perceived self-efficacy in leadership, sharing experiences, and organizational influences. Factors for continued participation include learning, teaching, challenge, social components, mentoring, and spending time in nature. Activity specific motivational factors were identified among categories of rock climbing, paddlesports, and backpacking. Emergent motivational themes are also explored and include a gendered perspective of outdoor leadership and negative influences on motivation as well.

Keywords: *Qualitative research, outdoor leadership, motivation, outdoor adventure education*

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CHAPTER ONE

Introduction

“I love being on a river, I love feeling how the natural scenery of the area just floating, just, you know, laying back and looking up at the trees going by as we’re floating down, everything about it is amazing, and it’s just too great to not want to show that to other people.” - COAP Student Trip Leader

What leads people to want to climb mountains or charge whitewater rapids in kayaks?

What do people gain from these experiences? These and other similar questions have been asked before as evidenced by constructs, motivations, and outcomes found within the study of outdoor adventure participation and leadership. The adventure experience is believed to impact individuals in many ways (Bowen & Neill, 2013).

It has been hypothesized that there are many benefits to participation in outdoor adventure programming, particularly psychological health benefits (Ewert & Yoshino, 2011; Sibthorp & Jostad, 2014). Ewert and Yoshino (2011) suggest that participation in adventure programs may contribute to the enhancement of participants’ levels of perceived resilience, empowerment, achievement, and social support, which may be facilitated by a close interaction with the natural environment and participation in challenging activities. According to Hattie, Marsh, Neill, and Richards (1997), a sense of achievement is a key outcome of adventure experiences, likely obtained by engaging in physically and emotionally rigorous activities and through perseverance and self-motivation in challenging conditions frequently encountered during adventure experiences. Resilience, the ability of an individual to deal with forces that threaten his/her psychological health and well-being, may be enhanced by experiences in adventure activities and adventure education through interaction with increasingly challenging scenarios encountered by leaders and participants (Ewert & Yoshino, 2011). These scenarios occur in dynamic conditions brought on by the elements of nature and wilderness (Ewert &

Yoshino, 2011). Outdoor adventure education (OAE) and outdoor adventure programming may instill participants and leaders with a sense of empowerment and may have other outcomes such as improved personal skills (Shellman & Ewert, 2010).

Since the formation of the first college outdoor recreation program at Williams College in 1915, colleges in the United States have offered formal outdoor recreation programming for students (Boettecher & Gansemer-Topf, 2015). These programs, which will be referred to in this manuscript as college outdoor adventure programs (COAPs), typically focus on student appreciation of nature and time spent in the outdoors, acquisition of technical skills necessary to engage in outdoor recreation and adventure activities, and the development of outdoor leadership techniques (Boettecher & Gansemer-Topf, 2015).

Since the 1960's, similar outdoor adventure programs (OAPs) have operated in the private sector, with a focus similar to that of college outdoor recreation programs as well as fostering personal growth and leadership development through participation in adventure activities (Boettecher & Gansemer-Topf, 2015). These programs focus on student leadership development, are increasingly in demand (Stier et al., 2005), and foster college student adventure leadership development through continued participation in experiential learning in adventure activities. The students who choose to engage in a progression of leadership development at the COAP research site do so at the expense of their own time and energy, and understanding their leisure motivations is an under-researched topic that may help gain a more complete understanding of the value of these programs to students and their many potential outcomes. The intent of this study is to investigate leisure motivations of student trip leaders to engage in outdoor leadership at the COAP study site. Study findings may to some degree be applicable to other COAPs and formal outdoor adventure programs in the non-college context.

Background

For the purpose of this study, research participants consisted of outdoor adventure trip leaders at a COAP housed within a large midwestern public university. The COAP in this study is administered by the student union at the host University research site, and offers guided outdoor adventure trips and 1-2 credit hour adventure skills courses through the University's academic department of outdoor recreation and related studies. COAP offers adventure recreation and adventure education experiences for students such as multi-day canoe trips, backpacking in the Grand Canyon, and mountain biking, whitewater kayaking, or mountaineering courses.

Participation in these activities is available for a fee to students attending the host University and its associated organizations; some trips are open to the public as well. COAP is largely a student run organization; most of its trip leaders, instructors, and administrative staff were or had been students at the host university at the time of the study. The COAP area of operations is located on campus, and includes several offices, a community staff office area with computers open to use by trip leaders, a kitchen/food prep and food storage area, common dining area, gear store and rental shop, classroom and conference room, bouldering wall, and large gear storage area for canoes, kayaks, bicycles, and other large equipment.

COAP Hierarchy of Outdoor Leadership

The host organization's leadership hierarchy leading up to and at the time of participant interviews is one with a program director, two assistant directors, one of which assists with course and adventure trip aspects of the operation and one who is more involved with the gear shop and equipment outfitting side of things. There are three levels of what will be referred to in this document generally as trip leaders. All trip leaders may facilitate outdoor adventure

experiences that have either educational or recreational programmatic outcomes, as manifested in classes that students at the host University can take for credit and adventure trips that are open to the public but generally filled by undergraduate and graduate students attending the host university. Examples of experiences with educational outcomes, or courses, would be backpacking, canoeing, various levels of rock climbing, coastal kayaking, and whitewater kayaking; courses generally have two meeting times on campus and a weekend field experience off campus, generally in a natural area in COAP's home region. Examples of adventure trips would be extended, multi-day self-supported backcountry experiences (generally 5-8 days) such as a backpacking trip into the Grand Canyon, canoeing the lower canyons of the Rio Grande, a week-long expedition to the Boundary Waters Canoe Area, and sea kayaking in the Everglades.

Generally, COAP facilitates many more classes than adventure trips throughout the year, the vast majority of which during the Fall and Spring semesters; summer is a time when trip leaders are not generally on campus and have opportunities to participate in various trainings and certifications that are offered either by COAP instructors and administrators and/or those offered by appropriate training, accrediting, and certifying organizations such as the American Canoe Association or the American Mountain Guiding Association. COAP's programming demands will be discussed in greater depth in relation to motivational themes in Chapter Four.

As was mentioned previously, the COAP leadership hierarchy has three full-time administrators and trip leaders who are generally students who attend the host University. Among trip leaders, there are three levels of hierarchical qualification and responsibility among them. The trip leader hierarchy is one of merit and systematic qualification to each level which is overseen by the administrators through a pre-determined protocol for promotion. The three levels of trip leader status, in order from least to greatest level of status, responsibility, experience, and

qualification are Leader in Training (LIT), Assistant Trip Leader (Assists), Full Trip Leaders (Fulls), and Instructors. To apply to become hired as a LIT (with promotion to Assist, student trip leaders were to be paid a small amount of money for leading trips at the time of data collection), a person needs to have completed a prerequisite wilderness leadership course, which is regularly offered by COAP. This course, Introduction to Wilderness Leadership (ITWL) introduces interested individuals to the basic theory, outdoor living skills, and facilitation skills that may be useful in leading of one's self and others in wilderness. ITWL is offered to students campus-wide and, not surprisingly, has been associated with pathways into participation in leadership with COAP.

Once a student has been hired as a LIT, they must complete 25 volunteer service hours on campus, participate as LIT's in 3 courses or adventure trips, and successfully complete and pass a Wilderness First Aid course before applying to become an Assist. LIT's are interviewed and their leadership portfolio reviewed with an administrator during a formal meeting before being promoted to Assist once they have applied for promotion. The criteria that Assists must fulfill before applying to become promoted to Full trip leader include requirements such as certification in Wilderness First Responder, be the Assist on at least three trips, and have at least one extended wilderness experience as part of their assistantship, which must be at least four days and three nights either as part of a course, an official training, or as a participant or trip leader on an adventure trip. After these criteria have been fulfilled, Assists can then apply to be promoted to the status of full trip leader. Similar to promotion from LIT to Assist, to be promoted to become a Full, a student trip leaders' portfolio is reviewed during a meeting with an administrator before a promotion is granted. To be promoted from Full trip leader to the status of Instructor is rare, and trip leaders must show extensive training, certification, experience, and

ability to instruct trip leaders in a specific skillset such as rock climbing or paddlesports before a promotion to Instructor is considered by the CAOP administration team. The determination for being promoted to the status of Instructor is made solely by the administrators, and promotion is generally at their discretion at the request of Fulls. Some Fulls who have excelled at trip leading of courses and adventure trips may also be encouraged by administrators to become instructors in their respective specialty.

Researcher Background and Entry

It is important for the reader to understand how I have gained access to the population of study and how I am positioned in the research. This information has been included to inform the reader of the researcher's familiarity with the program and people in awareness of potential for observer bias, since, as a researcher, I have conducted interviews with the participants, and have had open access to the population as an insider with insider knowledge and experience. My lived experience as someone who can relate to the population of study and experiences with many of them, though a potential strength, may also limit my ability to be aware of and account for my own influence on the meanings inferred to the narratives of those whom I have interviewed.

I am a Leisure Behavior Ph.D. candidate at a large midwestern university in a department of Recreation, Park, and Tourism Studies and also was an instructor of canoe and kayak at the host COAP at the time of proposal of this research. I have led adventure trips and skills courses for the COAP of study. Through my experience with, knowledge of, and status as an instructor and trip leader for the program, I should be considered an insider with some forms of knowledge and information that would not be attainable otherwise. I have also provided instruction to, instructed with, led adventure trips with, and engaged in personal adventure trips with many of the students at the host COAP. Having been a student trip leader and instructor of adventure

activities when I was at a similar life stage, I can easily relate to and am familiar with most interview participants, and know several of them well. I also easily understand their perspectives having followed a path through outdoor leadership and leadership development that may be similar to theirs in many ways. In relation to the findings and discussion, it is also important for the reader to understand my involvement in adventure activities and outdoor leadership. My experience could be described by a life-long pursuit of paddlesports as a participant in various forms such as whitewater kayaking and canoeing, sea kayaking, and multi-day river canoeing; I have instructed and led many experiences with paddlesports as the primary context of instruction and leadership. My involvement in paddlesports has been heavy for many years.

This section provides a description of me as the researcher in effort to be transparent and provide the reader with an understanding of how I relate to the program, population of study, and how my lived experience will inform and impact the process of research. In an effort to be transparent as a researcher there is a need to provide deeper understanding of how my lived experience of the researcher has shaped my interest in this topic and will potentially affect the interpretations of data, results, and discussion of the findings. In short, the reader should understand that my position as researcher in relation to the program and its outdoor leaders will ultimately influence my process, findings, and interpretations.

Purpose of the Study

The purpose of this research was to investigate and learn from the experiences of college students engaged in outdoor adventure leadership. The topic of interest is motivation to undertake and continue outdoor adventure leadership. The research also sought to understand similarities or differences that may exist between and among motivations of students who

identify with or specialize in certain skill areas. The topic will be explored using a qualitative research methodology.

This research is related to previously conducted research relevant to leisure motivations in outdoor adventure participation (Caber & Albayrak, 2016; Delle Fave, Bassi, & Massimini, 2003; Ewert, 1993; Ewert, 1994; Ewert, Gilbertson, Luo, & Voight, 2013; Ewert & Taniguchi, 2015; Gilbertson & Ewert, 2015), participation in college outdoor adventure programs (Zwart, 2016; Woodworth & Cortes, 2015; Flood & Parker, 2014; Todd, Anderson, Young, & Anderson, 2003; Bentley, 2003), and outdoor adventure leadership (Erpestad, 2013; Boettcher & Gansemer-Topf, 2015; Zwart, 2016), yet is unique in that it employs a qualitative methodology to inductively examine the experiences of college student leadership of outdoor adventure activities and skills courses offered through a college outdoor adventure program (COAP). This inquiry investigated the experiences of college students engaged in the leadership and provision of the types of experiences typical of OAE and COAPs, such as rock climbing, canoeing, kayaking, and backpacking, in relation to their motivation to be leaders of these activities. For more references on motivations of outdoor adventure participation, see also (Bratton, Kinnear, & Korolux, 1979; Breivik, 1996; Creyer, Ross, & Evers, 2003; Ewert, 1985; Maher & Potter, 2001; Kerr & Houge-Mackenzie, 2011; Pomfret, 2011; Todd, Anderson, Young, & Anderson, 2002 & 2003).

Research Questions

Research Question 1: Is there a change in motivational factors that influence students to engage in the leisure pursuit of participation in outdoor adventure leadership and leadership development in college outdoor adventure programs as they progress through the course of their involvement?

- **Question 1A:** What are the motivational factors for beginning participation in outdoor adventure leadership and leadership development among students engaged in a college outdoor adventure program?
- **Question 1B:** What are the motivational factors for continuing participation in outdoor adventure leadership and leadership development among students engaged in a college outdoor adventure program?

Research Question 2: Are there differences in motivations among students that specialize in or have preference for different skills and activity focus areas?

- Are there differences in motivational factors between students who specialize in or have preference for skills and activities such as paddlesports, rock climbing, and hiking?

Research Question 3: Are there other motivational factors that influence students' motivations to engage in the leisure pursuit of participation in outdoor adventure leadership and leadership development in college outdoor adventure programs?

In addressing the above research questions, my intent is not to adhere to a deductively derived research process where the research questions would be answered by testing hypotheses by measuring specific variables and establishing statistical relationships between and among the data, but instead is to allow the process of creation of knowledge to evolve through an inductive logic-based model of inquiry. I do not intend to provide definitive answers to any question, yet

the research questions are meant to suggest a focus of inquiry as opposed to a foreseen conclusion.

Significance of Study

The study is significant because it addresses the problem of understanding why college students engage in adventure leadership, which involves a progression of leadership development, which the following review of literature review will show has not been adequately addressed. This is a topic of research that to date has not been covered. The study is also significant because it builds upon the body of knowledge of leisure motivation research that is relevant to outdoor adventure participation, outcomes and motivations of adventure, and dimensions of human development in college students.

Definitions of Key Terms and Acronyms:

The following is a list of key terms and acronyms; there are well-explained definitions within the literature review that further explain and clarify key terms that are of significance in this manuscript.

Adventure: A variety of self-initiated activities and experiences usually utilizing a close interaction with the natural environment, that contain elements of real or apparent risk, in which the outcome is uncertain, but can be influenced by the participant_and/or circumstance. (Ewert, 1989)

COAP: College Outdoor Adventure Program offering skills-based adventure courses for purpose of education and recreation.

Extrinsic Motivation: “The performance of an activity in order to attain some separable outcome.” (Ryan & Deci, 2000)

Experiential Education: A philosophy in which “educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities.” (Association for Experiential Education, 2020)

Intrinsic Motivation: “Inclination toward assimilation, mastery, spontaneous interest, and exploration that is so essential to cognitive and social development and that represents a principal source of enjoyment and vitality throughout life.” (Ryan & Deci, 2000)

Leadership: Is broadly defined as “the process of applying the collective efficacy of people in the organization to the adaptive challenges faced.” (Woodard, Love, & Komives, 2000 p. 82)

Outdoor Leader: Being an outdoor leader involves “taking initiative, responsibility, and decision-making roles” in relation to participants or students (Paisley, Furman, Sibthorp, & Gookin, 2008 p. 202).

Outdoor Leadership: Involves having skills that are specific to an activity, a working knowledge and awareness of group dynamics, and the ability to adapt (Boettecher & Gansemer-Topf, 2015) to different physical and social situations in leadership of their participants.

Outdoor Adventure Education (OAE): “Direct and purposeful exposure to adventurous activities in an effort to facilitate both intra- and interpersonal growth.” (Sheard & Golby, 2006, p.189)

Assumptions, Limitations, Delimitations

This proposed study contributes to the body of knowledge that is relevant to outdoor leadership, OAPs, and COAPs, but is predicated upon several assumptions, limitations, and delimitations in conception, design, and implementation. It was crucial to address these elements

so that the researcher may exhibit his best effort to be transparent in explaining and framing the study.

Assumptions

There are several assumptions being made that should be illuminated to the readers so that they may understand that these elements were considered by the researcher to be necessary elements and required to conduct the proposed study. The design assumes that research participants were honest in their responses and provided information that is factual or believed to be true by the participant. This assumption is addressed through measures that were taken to ensure confidentiality and concealment of identity; the researcher assumed that protecting study participant identity and confidentiality of responses made it highly likely that they responded truthfully. This study also assumes that research participants are or were voluntarily engaged in all aspects of the activities and time commitments that are involved in adventure leadership and leadership development at the COAP of study. Being voluntarily engaged in the activity also assumes that the study participants are engaged in the activity as a leisure pursuit; students are or were not paid to engage in any aspect of being engaged in a COAP beyond being paid a small amount of money for their time spent as leaders in the field on trips and courses once they have progressed to a certain level of responsibility within the organization. Another assumption is that the researcher was acting as an agent of inquiry with his own biases, knowledge, and lived experiences inadvertently had some influence upon the research process and conclusions drawn herein. The researcher also assumes that the students who comprised the cohort of research participants represent a unique snap shot in time of a likely ever-changing adventure program that is inevitably influenced by the people of which it is composed.

Limitations

First, I am an insider with insider knowledge, past experiences, and perceptions based on those experiences, which may introduce bias to the inquiry processes including conducting interviews, data analysis, reporting findings, and discussion. I also have introduced bias by way of genuine interest in the topic based on my lived experience as a student trip leader, guide, and instructor in the realm of adventure activities. I also maintain friendships with many of the students whom I interviewed as part of the research. These are the known limitations of the study, and the limitations are also assumptions; I am assuming that the limitations are potential weaknesses of the study. Other limitations of the study exist such as students self-selecting to apply for consideration to become accepted into the organization as a LIT and the length of time students are involved with the organization are limitations.

Having access to student research participants that are involved or have been recently involved at the COAP of study was a limitation in several ways. Efforts to recruit study participants proved to be difficult, and timing of data collection was part of this factor; data collection began in May of 2018 and concluded in November of 2018. The researcher also moved to another state towards the middle of the data collection period further prohibiting a further access to the population of study. Also, motivations of students involved in the COAP at the research site at times before and after the period of involvement of study participants may have been different than those of the cohort of students that were available to participate as members in the research participant pool.

Other limitations of the study include the potential for the cohort of current student research participants to be differently motivated to participate at the COAP based on the influences of constantly changing and dynamic characteristics and attributes found within the

organization. These include but are not limited to the potentially ever-changing cultural climate of the student cohort, different pedagogical paradigms embraced and replicated by the instructors and administration of the COAP, and the personal influences of different instructors upon the learning environment and overall experience of COAP leaders. The availability of different activities, social climate, and differences in cohort composition by gender, race, ethnicity, belief system, values, and other attributes of individuals of which the cohort is composed at any given time should also be considered limitations of the study. The aforementioned factors are limitations to the number and composition of study participants as well as generalizability of the findings.

It should also be noted that the qualitative nature of this proposed study introduces limitations related to reliability and validity as understood from a positivist perspective, though this study is explicitly naturalistic in its approach, and reliability and validity will be discussed from a constructivist perspective in qualitative research. The way in which this study was conducted, the population of study, and study site are all unique, and as such this study is not suited for exact replication as a measure to ensure reliability and validity from a positivist-oriented perspective. Wiersma (2000) posits that since “qualitative research occurs in the natural setting it is extremely difficult to replicate studies” (p. 211). These unique characteristics make it difficult to rationally make any inferences or broad generalizations about the general population, or other COAPs broadly, based upon the conclusions, though they may be highly suggestive of what may be found in other similar cases depending on how well the attributes of other COAPs align with those of the COAP of study. The problem of the proposed inquiry is not well understood, though the inductive design of the proposed study may contribute to the existing

body of relevant knowledge and leisure theory, as well as generate new theory and/or models from which subsequent deductive logic-based inquiry and generalizable results may be based.

In addition, upon completion of the study there are a few other limitations that need to be included. The very small and specific population somewhat limits broad applicability to the field of outdoor leadership, though as is discussed in Chapter Five, the findings are consistent with previous research. Also, some of the findings from this study may have a low level of applicability among male outdoor trip leaders because the fact that most of the study population was female. Study participant numbers were somewhat limited by the amount of time available to the researcher and the time frame for data collection; soon after commencement of data collection, I took a teaching position in a place far removed from the study population which in effect eliminated me as an insider and easy access to the population of study. Contacting and recruiting study participants became more difficult because I was not near the study site. In addition, the structure of the program of study makes some of the findings less broadly applicable across COAPs as will be discussed later in the manuscript.

Delimitations

The boundaries that were set for this study should also be explained. The population of study was small and convenient to the researcher at the time of commencement of data collection. For the purpose of this study, a doctoral dissertation, considering reasonable time expectations upon the researcher and the limited scope of the study, students involved at similar or comparable COAPs were not considered as potential research participant pools. It is beyond the scope of this inquiry to introduce the difficulties potentially encountered in interpreting the data and making meaning of it with consideration to differences between the unique attributes that other COAPs possess as previously outlined in the limitations of this study. If this study had

included multiple COAPs as research participant pools, there would be many more factors to consider in terms of interpreting the data as multiple sets, each possessing its own unique suite of attributes.

This study was qualitative in nature and intended to construct knowledge from the realities of the population of study. The researcher believes that knowledge is socially constructed, may change, and is context specific (Crotty, 1998). Considering the context of the researcher, a constructivist paradigm is well suited because “the view that all knowledge, and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social context” (Crotty, 1998, p.42). A quantitative methodology was intentionally not chosen for this study because of the nature of the complex and context specific problem that it poses. The intent of the research was not to measure the extent to which certain variables of leisure motivation may have been occurring within the population of study because the researcher believes that this would have limited his ability to understand the realities of those participating in the research and the phenomena that they were experiencing. Testing what the researcher believes may be the truth for study participants as hypotheses would assume that the realities of the research participants were fully understood by the researcher, and would limit the ability of the study to begin to understand the complex realities of those participating.

Conclusion

This study was designed to investigate the motivations of college students to undertake and continue engagement in adventure leadership and leadership development at the COAP of study, as well as to investigate motivational factors related to leadership of different activities and technical skills. It also was designed with a third research question intended to allow

motivational themes to emerge and be found that were not directly related to the other research questions. Though this study did not conclusively resolve the problems brought to light through the research questions, it does enrich our understanding of this leisure activity and the small population who engaged in outdoor adventure leadership and leadership development at the time of the study. It also may inform future practices of COAPs in terms of student trip leader recruitment, training, and retention. Chapter Two reviews foundational literature related to the scholarship of outdoor leadership and adventure education. Chapter Three outlines the method of this study, including inception of research topic, paradigm, epistemology, study site and participants, and strategies in data collection, analysis, reporting, and discussion. Chapter Four will explain in detail the findings to emerge from the data analysis. Chapter Five will cover in detail a discussion of the results of the inquiry, a summary of the manuscript, and a conclusion of the manuscript to include suggestions for future research.

CHAPTER TWO

Review of Literature

This research explored motivations for those who provide COAP leadership, which is in contrast to the study of motivations of those who participate in college outdoor adventure education programming. Leisure motivations have been well studied, as have motivations for many different types of participation in outdoor recreation and outdoor adventure activities, yet there are gaps in the research and body of knowledge that are relevant to the motivations of those individuals who provide instruction and leadership of those activities and courses for which motivations for participation have been studied. Having been an instructor of outdoor leadership skills and those technical skills necessary to participate in an outdoor adventure activity (such as whitewater kayaking or expedition canoeing), it is of interest to study those who are the outdoor leaders, those who are guides and instructors in the outdoors. This chapter serves to provide background to the problem through a broad review of conceptual frameworks, literature, and subsequent findings that are relevant to this study of leaders of outdoor adventure and outdoor recreation activities in COAPs. This review also discusses literature and findings that are relevant to the topic within a narrow context of college outdoor adventure programming and leadership development.

Conceptual Frameworks

There are terms and concepts that need to be defined and explained so that the reader may understand the problem at hand. The proposed research will investigate leisure motivations of college students engaged in leadership of leisure activities offered by a program providing outdoor recreation and adventure activities, and skills development experiences for students.

Therefore, it is important to define and discuss leisure, motivation, adventure, leadership, outdoor leadership and development, and continued participation. Other terms of importance are adventure education and college outdoor adventure programs.

Leadership.

Leadership is broadly defined by Woodard, Love, and Komives (2000) as “the process of applying the collective efficacy of people in the organization to the adaptive challenges faced” (p. 82), which is relevant because of the organizational context in which the population of study operates and provides leadership. The research participants in this study are student adventure trip leaders who provide leadership for fellow students participating in adventure programming and activities offered by a school affiliated organization, COAP, as well as leadership within the organization, which was discussed in the introductory chapter of this manuscript. In the context of outdoor leadership, Paisley, Furman, Sibthorp, and Gookin (2008) noted that being a leader involves “taking initiative, responsibility, and decision-making roles” (p. 202). Outdoor leadership also involves having skills that are specific to the activity, a working knowledge and awareness of group dynamics, and the ability to adapt (Boettecher & Gansemer-Topf, 2015) to different physical and social situations.

Leadership development.

Building upon the concept of leadership as a service that people provide, several authors have also proposed that outdoor and adventure leadership is a continuous and long-term developmental *process* involving experiences where outcomes are influenced by personality, situations, and behavior (Propst & Koesler, 1998). Koesler (2002) also stated that leadership development is “an ongoing process that continually needs developing throughout one’s life and career” (p. 118). Expanding upon the definition of what outdoor leadership is, and noting that

some authors have defined it as a developmental process, we should think about outdoor leadership as a process of continued development. Propst and Koesler (1998) and others have argued that there are varying degrees of outdoor leadership development in which “active participation in a variety of outdoor-related activities such as classes, workshops, personal experiences, reading, leadership responsibilities, and past outdoor-related jobs” (p. 321) contribute to the continued development of leadership skills and abilities (see also: Cain & McAvoy, 1990; Ford & Blanchard, 1985; Green, 1990).

Continued participation.

If leadership development is a process, then to be in any stage of development involves some level of continued participation in experiences and activities which may contribute to the development and growth of a person’s leadership abilities. Propst and Koesler (1998) defined continued participation in this context to occur on a continuum where the level of continued participation is defined by the ways in which leaders engage in a progression of learning and involvement. This progression includes participation in activities such as outdoor recreation and leading outdoor adventure experiences, attending conferences, and subscribing to relevant magazines and journals (Propst & Koesler, 1998). Attending technical, emotional, and inter/intrapersonal skills trainings, acquiring certifications, acquiring gear, and belonging to relevant organization(s) could also be considered elements of continued participation in leadership development. It has also been stated that the degree of leadership development, or the stage of development that a person may be experiencing is a function of participation in the types of leadership development activities that have been described herein (Cain & McAvoy, 1990; Ford & Blanchard, 1985; Green, 1990).

College Outdoor Adventure Programs.

The population of study provides outdoor leadership in a structured college outdoor adventure programs (COAPs), which are generally housed within or associated with departments of campus recreation, or housed as part of a college's delivery of student services. Propst and Koesler (1998) posit that:

Structured outdoor programs are those that have a stated purpose and an organized curriculum aimed at providing participants with opportunities to develop outdoor skills, knowledge, and experience. Skills, knowledge, and experience in turn enhance judgment, a prerequisite of effective outdoor leadership (1998, p. 319).

Flood and Parker (2014) offered that these types of programs provide opportunities for students to engage in adventurous leisure activities such as participating in challenge course initiatives and going on guided trips, and these programs may also equip students to undertake activities that are “self- motivated, occurring in small groups, and require a natural outdoor setting” (paraphrased from p.104-105). These programs may provide resources for students to engage in outdoor recreation and adventure activities that they would not have access to otherwise, such as renting or checking out activity specific technical equipment, having access to knowledgeable guides and instructors, being provided with means for transportation (Flood & Parker, 2014), and access to other resources such as camping provisions, tents, maps, and other necessary items.

Motivation.

The present study is focused on motivations for college students to engage in adventure leadership at COAP, which is mostly done in students' leisure time. Therefore, it is necessary to define leisure motivation, and to delineate between different types of leisure motivation. Kleiber, Walker, and Mannell (2011) posited that motivation is “what actually moves people toward

action” (p. 156) and observed that leisure motivations may be context dependent and change over time. Kinicki and Kreitner (2006) defined leisure motivation as "those of psychological processes that caused the arousal, direction, and persistence of voluntary actions that are goal directed" (p. 149). Leisure motivations are influenced by psychological processes; as humans, we actively engage in cognitive processes when we actively consider our options and voluntarily decide to behave in a certain way or engage in certain activities. Neulinger's theory of perceived freedom (1981) suggests that a person's perceived freedom forms the core of their leisure tendencies, and is "a state in which a person feels that what she or he is doing is done by choice because one wants to do it" (p. 15). The theory of perceived freedom suggests that leisure participation is voluntarily, and that individuals engage in experiences because they are enjoyable (Neulinger, 1981).

Within the construct of motivation, social psychologists have differentiated between different types of motivation, which may be organized as being either intrinsic or extrinsic (Kleiber et al., 2011). Neulinger (1974) provided the theoretical framework for defining and differentiating between intrinsic and extrinsic behaviors and differentiated between activities being either leisure or non-leisure. Intrinsic behaviors are engaged in for internal reasons, such as for fun or out of curiosity, and occur when an activity is "interesting, enjoyable, and rewarding in and of itself" (Kleiber et al., 2011, p. 157). Extrinsically motivated behaviors are engaged in when "an activity is rewarding for external reasons, such as getting paid, receiving awards, or gaining recognition" (Kleiber, 2011, p. 157; Deci & Ryan, 1985; 1991; Ryan & Deci, 2000).

Intrinsic motivation.

Deci and Ryan (1985; 1991; Ryan & Deci, 2000) defined four ways of identifying intrinsic motivation based on behavior. They posit that intrinsically motivated behaviors are: 1)

free from known or expected external rewards such as money or recognition, 2) freely chosen, 3) engaged in out of interest and for their enjoyment and, 4) and optimally challenging or resulting in a state of flow (Csikszentmihalyi, 1990). Intrinsically motivated leisure behavior is, in concept, fostered by psychological needs for autonomy, competence, and relatedness as explained in Ryan and Deci's Self Determination Theory (Deci & Ryan 1985; 1991). Autonomy is an individual's interpretation of one's locus of control (Decharms, 1968). Competence may be used synonymously with self-efficacy, which is one's understanding or knowledge of their abilities to achieve outcomes of perceived success (Deci & Ryan, 2000; Bandura, 1977). Relatedness is, "a sense of belongingness and connectedness to the persons, group or culture disseminating a goal" (Deci & Ryan, 2000, p.64). Vallerand and Losier (1999) defined intrinsic motivation as "desires to attain knowledge and learn something new, encounter stimulus or participate because it feels good, or reach accomplishments" (Zwart, 2016, p. 24), which are goal and challenge oriented. Not only do autonomy, competence, and relatedness have influence on intrinsic motivation, but they also may affect one's persistence in continued participation in an activity (Kleiber et al., 2011).

Extrinsic motivation.

The concept of extrinsic motivation can be delineated by 4 constructs within the concept, which are external motivation, introjected motivation, identified motivation, and integrated motivation (Deci & Ryan, 1999; Ryan & Deci, 2000). External motivation refers to a person's desire to attain rewards such as money, objects, status, or recognition, and to avoid punishment or negative consequence by not engaging in an activity or pursuit. A raft guide getting paid to paddle a raft full of customers down a river does not, in theory, achieve intrinsic reward; with monetary reward or fear of being fired for not guiding, the core of their motivation is paddling

for payment and avoiding punishment. Introjected motivation is related to external pleasure where “actions are controlled by what one feels one ought to do rather than in response to the need for autonomy, competence, or relatedness” (Kleiber et al., 2011, p.159). Identified motivation is characterized by behavior that has no external motivation, and is done because a person believes in the worth and importance of the activity (Kleiber et al., 2011). An example of this construct would be a person exercising for the sake of health but without any interest in the activity itself (such as running). Integrated motivation refers to internalizing an activity or pursuit to the point that it is *integrated* into the fabric of that person’s identity, such as when surfers identify the activity with the whole of their person or “who they are” (Kleiber et al., 2011).

Adventure Literature

This study was designed to understand motivations of student trip leaders at a COAP, therefore it is important to understand the relevant body of knowledge about motivations and outcomes of participation in outdoor adventure, outdoor adventure programs, and college outdoor adventure programs by reviewing pertinent literature available at the time of this writing. This review informs the rationale for this project. Most of the previous research relevant to the context of COAPs focuses on outcomes of participation in COAP programming, and more recently has shifted from research that seeks to understand what the outcomes of participation are to research that seeks to understand how those outcomes are being achieved. The researcher believes that understanding motivations can help understand outcomes, and that understanding outcomes can provide insight into motivations.

Outcomes: OAPs.

It has been accepted for many years that OAP and outdoor recreation experiences can have positive outcomes for participants. As early as 1924, outdoor recreation is recognized to

have potential to produce positive outcomes such as building of character, self-control, resilience, self-reliance, cooperation, and teamwork (Revelle, 1967). Other outcomes have been recognized that fall into the domains of behavior, dimensions of the self, knowledge, skill, and ability (Garst, Schneider, & Baker, 1983), which may also be or become motivations to participate. Other outcomes of OAE programs include self-efficacy, (Propst & Koesler, 1998), group dynamics and development (Ewert & Heywood, 1991; Ewert & McAvoy, 2000), and transfer of lessons learned about group dynamics and leadership to other areas of life (Sibthorp, Paisley, Gookin, & Furman, 2008).

Goldberg & Soule (2015) recently supported the findings of many earlier studies of OAPs and OAE. They found that participation in wilderness adventure courses can positively impact group effectiveness and interactions, and that participants transfer group experiences into daily life (Goldberg & Soule, 2015; see also: Ewert & Heywood, 1991; Fielding & Hogg, 1997; Sibthorp et al., 2008). In addition, courses such as those offered by Outward Bound and National Outdoor Leadership School can have positive impact on participant's personal growth (Hattie et al., 1997), and in this study participants, indicated similarly that interactions and new experiences led to the transfer of dimensions of self to everyday life after an OAE course, such as self-respect, self-esteem, and self-confidence. This supports previous findings that participation in OAE programs can produce self-confidence and self-esteem (Ewert & McAvoy, 2000) and that climbing, group interactions and expeditioning can lead to improvements in dimensions of self and transference of benefits and skills to other areas of life (Goldberg et al, 2005). Propst and Koesler (1998) explored self-efficacy and continued participation in outdoor leadership development activities, a path to the aforementioned outcomes, and their relationship to the outdoor leadership process. In addition, Wang, Ang, Teo-Koh, and Kahlid (2004) explored

the relationship between motivation (intrinsic vs. extrinsic) and OAP course satisfaction. The researchers found that intrinsic motivations to participate were positive predictors of self-reported course satisfaction and that extrinsic motivations to participate (such as avoiding punishment) were negative predictors of self-reported course satisfaction; being extrinsically motivated predicted negative self-reported scores for course satisfaction.

Outcomes: COAPs.

Though much of the literature focuses on privately operated outdoor adventure programs (OAPs) such as National Outdoor Leadership School (NOLS) and Outward Bound (OB), several studies have focused on specific outcomes related to participation in college OAPs specifically. Recently, a Norwegian study (Lovoll, Vitters, & Wold, 2016) of college students (n=64) participating in two three-day OAE trips examined “different feelings related to positive experiences in the outdoors and how the memory of them changes over time” (p. 269). In this article, positive experiences include peak episodes such as “best moments” during a hike (Lovoll, et al., 2016) and states of flow (Csikszentmihalyi, 1975, 1990). The study found that during peak episodes, interest was felt with greater intensity than pleasure, though there was a change over time in how students reported their feelings of interest and pleasure during peak episodes. Data suggest that students at that time felt that their experiences were more interesting, but after the trip students reported that their experiences were pleasant more so than interesting. In this study, interest was a strong predictor of motivation, and feelings of pleasure were related to motivation to participate in future outdoor activities as well.

In addition, Harper and Webster (2010) explored the impact of participation in college outdoor pursuits program trips and changes in students’ sense of community over time. Breunig, O’Connell, Todd, Anderson, and Young (2010) explored the impact of participation in college

outdoor pursuits program trips and changes in students' sense of community over time during a residential outdoor education camp and a six-day canoe trip. Respondents reported that their outdoor pursuit experience positively impacted their sense of community and connectedness to members of the group to which they were assigned for the duration of their experience. Students reported that elements of challenge and physical activity typical of those that may be experienced in an outdoor recreation or adventure education experience "such as portaging canoes and equipment" (p. 563) contributed to their sense of community.

Motivation: adventure participation.

There have been many previous studies that focus on outcomes as well as motivations of participation in a variety of outdoor recreation and adventure pursuits, including participation as a personal pursuit, participation in programming offered by private and college-based OAPs, and participation in adventure tourism. Buckley (2012) identified more than 50 previous studies related to motivation to participate in a variety of adventure activities. In the last 35 years, there have been at least 15 studies that focused on motivations for mountaineering and rock climbing (Buckley, 2012). Some examples of motivating factors found in these studies include identification with the activity as a lifestyle, skill development, seeking new experiences (Pomfret, 2011). Caber and Albayrak (2016) found that the physical setting in which the activity might occur, challenge, and novelty seeking were motivating factors; in their study they also concluded that motivations were different across different levels of experience. This conclusion that motivations can change over time is supported in the literature (Kleiber et al., 2012).

Other adventure activities that have been widely studied in the context of leisure motivation include whitewater rafting and kayaking (Cater & Cloke, 2007; Jones, Hollenhorst, Perna, & Selin, 2000), and surfing and sail boarding (Morgan & Coutts, 2016). Clearly

motivation is not a new topic of study, though much of the focus has been in the realm of participation and not upon motivations of leadership.

Motivation: COAP participation.

With myriad articles on outcomes and the mechanisms of how those outcomes are achieved, it has more recently become important to understand the motivations of those who participate in adventure and outdoor recreation experiences. This section is meant to be a primer for understanding what relevant leisure motivation research has been done with college students as the population of study, as well as exploring literature that directly relates to students' motivations to participate in leadership of COAPs.

First, this section will explore what literature relates to the broad scope of leisure motivations of college student participation in campus-based recreation programming. Beggs, Stitt, and Elkins (2004) investigated leisure motivation of participants and nonparticipants in campus recreational sports programs, and found that the desire to achieve, master skills, face challenge, and to compete are the most important for motivating males' leisure participation in campus recreation. In contrast, females indicated that intellectual motivators (e.g., mental stimulation, cognitive learning, and the opportunity to use one's imagination) were important motivators for leisure participation (Beggs et al., 2004). Social cognitive constructs and gender as factors related to physically active leisure among college students have been researched as well (Sylvia-Bobiak & Caldwell, 2006).

Also of interest are the findings of Beggs and Elkins (2010), who studied the relationships between leisure motivation and leisure satisfaction among a population of college students. They found that college students are most motivated to participate in leisure activities within the competency/mastery sub scale variables, and that achievement, mastery, challenge and

competition contributed most to their leisure satisfaction. Social factors were also indicated as being important in relation to leisure motivation but that social motivation was not strongly related to a satisfying leisure experience (Beggs & Elkins, 2010). Hoff and Ellis (1992) examined the influence of agents of leisure socialization on leisure self-efficacy of university students and found that among college age youth, peers have a significant influence on leisure behavior. Hoff and Ellis' (1992) study also suggests that peers have the most influence on leisure behavior among college students. These motivations may be further discussed in relation to the findings of the study.

There are several studies that investigated motivation for participation in outdoor adventure/recreation and COAPs. For example, Zwart (2016) investigated motivational factors associated with different outdoor adventure activities, such as rock climbing, whitewater kayaking and canoeing, sea kayaking, mountain biking, and hiking being offered through a COAP in the Midwest. The study examined whether motivational factors were the same among different activities for participants as well as leaders and instructors. The results of the study indicate that there were no significant differences in motivating factors between different activities though there were significant differences between participants' and leaders'/instructors' motivations to participate.

Another recent study (Woodworth & Cortes, 2015) investigated why college students are motivated to participate in outdoor recreation based on their outdoor recreation image preferences. Study participants completed a recreation experience scale and then chose their preferred image from a selection of four images, each depicting a different categorized aspect of outdoor recreation, including nature/landscape, community/teamwork, action/adrenaline, and relaxation. The study found that more than half of study participants preferred landscape/nature

imagery over community or action (Woodworth & Cortes, 2015). The study also found that top motivators for participating in outdoor recreation were to get exercise, get away from everyday life, and to experience excitement and adventure (Woodworth & Cortes, 2015).

Flood and Parker (2014) examined the motivations and constraints to student participation in COAPs. The researchers wanted to “identify the constraints and motivational factors to ensure that adequate numbers of students experience” (p. 104) COAP offerings. They found that rates of participation and motivations to participate in outdoor recreation were higher for males than females (Flood & Parker, 2014). Males reported being motivated to participate because of their interest in showing and teaching skills, observing others, and thrill seeking (Flood & Parker, 2014). Females in the study reported that they were motivated to participate in outdoor recreation activities in which they could be engaged with others who were environmentally aware, engage in the activity with a companion, and to engage in an activity with potential to improve their physical condition as an introspective factor (Flood & Parker, 2014). The study also showed differences in motivation among different age groups, with younger students citing their motivations to participate were “to have thrills” (p. 113) and have fun, whereas older upper-class students indicated that they participated to develop new knowledge, have new experiences, relieve stress and escape everyday demands (Flood & Parker, 2014).

Sharp and Miller (2008) identified factors that related motivations for participation in activities offered by a college outdoor recreation provider, and found that activity selection was related to gaining new experiences, seeking solitude, experiencing a thrill, visiting new places, and meeting new people. Activity selection was not found to be related to or motivated by wanting to join a friend engaging in the same activity, taking the trip out of a hobby interest, or

physical education credit in college. Todd, Anderson, Young, and Anderson (2003) researched differences in motivation over time by level of development in their examination of pre and post adventure recreation experiences of students participating in outdoor adventure recreation. Their study looked at changes in motivations to participate in outdoor adventure recreation in college students based on the idea that motivations to participate can change over time and are potentially influenced by past experiences, level of development of skill, and level of experience. Their results indicated that after participating in a thirteen-day course, students showed increases in seven dimensions of motivation to participate including taking risks, achievement, personal challenge, to experience nature, and to develop skills. Bentley (2013) also studied motives for participation in college based outdoor adventure programs. Loeffler (2004) explored the meanings made by college students participating in collegiate outdoor adventure programming and found through photo elicitation that there were motivating factors that emerged from the meanings made by students. Specifically, study participants indicated that they participated in outdoor adventure because they could experience a feeling of spiritual connection to the outdoors, and that the trips provided the potential to make personal connections and develop friendships with others through the shared goals and other common elements of the experience.

Outdoor leadership and leaders.

Much of the existing literature and research on outdoor adventure and recreation focuses on different dimensions of the participant experience, such as outcomes, motivations and constraints, mechanism of learning (Goldberg & Soule, 2015), and others. It makes sense that by the numbers, there are generally far more participants engaged in adventure programming than there are those who provide the leadership of adventure programming. Because leaders are often an integral part of any OAP experience, it is important that researchers not ignore the importance

of those who fulfill roles of leadership and instruction in adventure programs. Since participants are thus far more widely studied than leaders, our understanding of the problem will be lacking if leaders, guides, and instructors of adventure activities in general and those leading at OAPs and COAPs are not also studied in depth. OAP's (broadly) may offer guided experiences (i.e. adventure tourism), adventure education (i.e. NOLS and OB), and other services that are provided by OAPs (i.e. COAPs).

More recently researchers have begun to examine the experiences of those who provide leadership and instruction of outdoor activities in addition to research that focuses on the experience of participants. In the context of the leader/instructor-client relationship, understanding motivations, outcomes, and the lived experience of outdoor leaders may provide further insight into understanding how the roles interact and the interplay between the leader and those who follow. One could make the argument that college student adventure leadership is like guiding of recreationally oriented multiday adventure experiences offered in the broader commercial context of adventure tourism with elements of the experience and intended outcomes that overlap with OAE. Specifically, recreational adventure trips are mostly guided experiences, which is somewhat in contrast with skills focused courses where education is the primary objective. To some degree student leaders may engage in leadership of adventure trips as well as facilitate adventure skills courses, many of which still contain most or all of the elements of an adventure experience with a focus on learning more so than having a guided experience where the guides are providing most of those elements in question. In this way, the roles of COAP student trip leaders are to provide leadership services as guides and as instructors depending on the context of the programmed experience.

Studies of adventure guides.

There is research that focuses not on the participants of adventure programming or participants of guided adventure experiences, but rather focuses on those who facilitate these experiences, who shall be referred to as adventure guides. Adventure guides are leaders and facilitators of programmed recreational experiences for which customers pay to engage. Activities typical for adventure guides to lead are whitewater rafting, mountaineering, rock climbing, canoeing, backpacking, sea kayaking, fishing, and other forms of day-length and expeditionary travel and high-risk adventure and outdoor recreation activities. Trips may range in time from several hours to many days or even weeks.

Inquiry into the experiences of adventure guides is a new and relatively unexplored realm in outdoor recreation and adventure research. There have been several articles that examined emotional aspects of the experiences of adventure guides and tour leaders (Sharpe, 2005; Wong & Wang, 2009; van Dijk, Smith, & Cooper, 2011; Hayashi & Ewert, 2006; Carnicelli-Filho, 2013; Holyfield & Jonas, 2003; Holyfield 1999). These articles are significant because after a review of the literature, most of the research that has been conducted is in relation to exploring the motivations, outcomes, emotions, and other factors related to participation in multiple contexts relatable to outdoor recreation and adventure, yet few have been conducted that actually explore any dimensions of the experiences of those who lead as guides and educators in the same contexts and activities.

Hayashi and Ewert (2013) looked at outdoor leadership using the variables of levels of emotional intelligence, outdoor experience, and social desirability as well as level of experience in relation to transformational leadership in outdoor leaders as compared to a normative group. Most notably, Hayashi and Ewert found that within the dimension of emotional intelligence, as

compared to the normative group, outdoor leaders had lower scores of adaptability. Their data also suggest that outdoor leaders adhere to a more transformational leadership style than the normative group; transformational leadership includes association with inspirational motivation, individual consideration, preference for fostering students' intrinsic motivation and embracing tenets of experiential education.

Holyfield and Jonas (2003) investigated the identities and emotions of river guides. And, though the intent of their research was not to identify or explore motivations in their study on river guides, clients, and sex, Fluker and Deery (2003) indicated that “thrill and excitement of the outdoor adventure that attracts people into the guiding profession” (p. 195). This is significant because it is one of the first and few mentions in the literature about what motivates people to guide or provide leadership in the context of adventure.

Sharpe (2005) found that there are labors carried out by adventure guides that fall into categories of intellectual, physical, and emotional work. Intellectual and physical work include things like pre-trip planning, managing equipment, delivering instruction of skills required to engage in the activity, and working out trip logistics (Sharpe, 2005). Emotional labors carried out by adventure guides include ensuring safety, generating fun, and encouraging a sense of community among participants and guides as well as controlling fear in themselves and participants, and maintaining a level of control over their emotions such as fear and anxiety (Sharpe, 2005). The emotional nature of adventure has implications for adventure guides as well. As experiential service workers (Arnould & Price, 1993), guides play an important role in socializing participants into the world of adventure, including the emotional experience that accompanies the action. As such, adventure guides play an active role in the generation of emotions among participants (Holyfield, 1999). Arnould and Price (1993) suggested that

adventure guides act as expressive role models offering participants feeling cues to orient them in their experience.

Though this and other studies previously mentioned have examined multiple dimensions of outdoor adventure leadership, they do not contribute to literature that is relevant to motivations to be a leader for a COAP. It should be noted that the previously discussed literature pertinent to adventure guides and leadership is relatable to the context of college student outdoor leadership in the way that this body of literature explores the experiences of those engaged in outdoor adventure leadership. There are also clear connections between those who lead and the experiences of those who participate; these two roles are distinct but the relationship between the two is dependent upon the existence of the other.

Motivation: Leadership at COAPs.

Literature that adds to the knowledge base about motivations for leadership in COAPs is scant at best. Erpestad (2013) explored college outdoor education students' motivations to study outdoor education and how they value the field of outdoor education. In relation to the construct of leadership development, Boettcher and Gansemer-Topf (2015) in their qualitative study of leadership identity development (Komives et al., 2005) investigated how participating in an outdoor recreation training trip impacts students' leadership identity development. Participants indicated that they learned teamwork and communication skills, planning and organization skills, adaptability and decision making, the ability to take responsibility for their actions, ways to empower others, and how to understand their leadership identities. And, though the primary focus of Zwart's (2016) study of motivations of participation in COAPs relates to participants' motivations for engaging in different activities, the research also included the motivations of student trip leaders and instructors to engage in the same activities as leaders.

Conclusion

As I have argued here and as has been relatedly argued by Gilbertson and Ewert (2015), ways in which researchers might improve our overall understanding of participation include the recommendation that we should “study individuals to determine how their motivations to participate in adventure activities change over time” (p. 295). Though this research is not focused on adventure activity participation, based on the literature informed and outlined rationale for the current research on motivations for leadership the rationale is strengthened by the suggestion from Gilbertson and Ewert (2015), the current research focuses on the individual through narrative analysis to inquire as to how motivations for outdoor leadership among COAP trip leaders change through the course of involvement. The findings to be discussed are widely relevant to the larger field of outdoor leadership in adventure education and recreation by method and population of study, through applicability of findings is in some ways limited to the population of study while applicable in many ways to the broader field of study of motivations of outdoor leaders.

CHAPTER THREE

Methods

The purpose of this research was to investigate the experiences of college students engaged in outdoor adventure leadership and leadership development. The topic of interest was motivations for students to undertake and continue outdoor adventure leadership, which was explored using a qualitative research methodology. This study was designed to investigate the motivations of college students to undertake student adventure leadership and leadership development as well as motivations for continued participation in outdoor leadership as a leisure pursuit. It was also designed to determine if there are differences in motivations of students who specialize in different activities or skills.

Pilot Study

The proposed inquiry is partly informed and inspired by a pilot study conducted by the researcher as part of the requirements of a two-semester long Ph.D. level Critical Qualitative Inquiry course. The pilot study examined the experience of a college student engaged in adventure leadership at a COAP, and was explored using an inductive reasoning based qualitative methodology. The topic of interest was learning and making of meaning through wilderness and outdoor adventure leadership in college student leaders. Covert categories of interest within the topic were used to guide an audio-recorded semi-structured interview guide with open ended questions to help get a better understanding of the learning experience of students engaging in the adventure learning environment.

What was found in the inquiry of student learning in adventure leadership is that the learning that happens as part of the progression of student leadership development may be

related to motivation to be a student trip leader. Though the intent of the pilot study was to inquire about mechanisms and other dimensions of student learning occurring through trainings, classes, and experiences in adventure leadership roles and leadership development, learning emerged as an agent of motivation to persist in the activity, i.e., to continue in a progression of learning and engagement in student adventure leadership. Through the structure of the interview and the design of the data collection in the pilot research, the researcher was able to follow his intuition to inquire further about the interviewee's motivations to continue as a student leader.

The pilot study interviews revealed findings that are related to motivation to undertake a role of student leadership in adventure, and motivation to continue in the activity. The interviewee's initial thoughts about becoming a trip leader and continuing with the activity indicated a shift between the initial attraction to undertake the activity and the motivation to continue participation. The interviewee indicated that his/her past experiences with outdoor recreation activities with family as a child and teenager was part of his initial motivation to become engaged in the pursuit. In the interview he reflected that he initially thought "I want to be a trip leader, I want to go outside for free" and also said "I think it will be cool to be able to be a part of this".

Through interview data analysis, it was inferred that once students became involved in the progression of learning and leadership development, their motivation to continue in leadership development was related to learning new skills, engaging in new experiences, excitement for being engaged in activities intrinsically, as well as being engaged in learning with a desire and intent to pass on what had been learned. Other motivations to continue participation indicated by the pilot study participant were acquiring new experiences, connections to past experiences, accomplishment, recognition, status, being in nature, and sharing experiences with

others.

This dissertation research topic was intended to build upon the findings, interpretations, and methods of the previously discussed pilot study. The research addresses and contributes to filling gaps in the body of knowledge addressed in the review of literature, and contributes to the body of knowledge relevant to leisure motivation. It also serves as a way to more deeply understand the lived experiences of college students engaged in leadership of adventure activities provided by COAPs. Ultimately, the research questions of this study have not been explored using this or a similar methodology, and therefore the study builds upon an existing body of literature pertinent to understanding the leisure motivations of college students.

Research Design

This research employs a qualitative methodology and utilized audio-recorded interviews, specifically, two interviews per research participant conducted using an interview protocol that is semi-structured with open-ended questions. Interviews consisted of a one-on-one conversation between the researcher and the research participant. Audio data were transcribed for data analysis, and data were organized and thematically analyzed using Nvivo qualitative data analysis software.

The selection of the study population was determined by several criteria. Geographic convenience to the researcher at the time of the research proposal was one reason that the study population was selected; the researcher was a student and lecturer at the university where the population of study engages in the leisure activity of interest. Potential student participants were also determined to qualify by criteria of their involvement in a college outdoor adventure program. The researcher's insider status also made this population of study conducive by having

an adequate pool of potential interview participants through familiarity and prior knowledge of study participants.

This study is qualitative in nature and is interested in “understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world” (Merriam, 2009, p. 13). The research also is situated within an epistemological paradigm that favors a constructivist philosophy or theoretical perspective to provide an “overall orienting lens for the study of gender, class, and race” and informs the questions that will be asked regarding how data will be collected and analyzed (Creswell, 2009, p. 62). A social constructivist approach is one in which the researcher assumes that reality is socially constructed, and the researcher constructs knowledge by interpreting events, which in this case would be the narratives of the population of study, in an effort to create knowledge and “understand the world in which they live and work” (Creswell, 2009, p. 20-21). The purpose of conducting research with a constructivist approach is to describe, understand, and interpret the world (Merriam, 2009). This research applies an inductive reasoning strategy of inquiry where the researcher gathered information and encouraged participant narrative related to the research questions by asking open-ended questions in semi-structured interviews. This allowed the researcher to ask critical questions in search of understanding, to recognize experiences and influences on the interviewees (Creswell, 2009). This also allowed participants to tell their own story, and the researcher begins to understand the world in which they live (Creswell, 2009).

The design of the research typology is in the form of narrative analysis, which considers first person accounts of lived experiences, which constitute the narrative text of this approach. Narratives and stories told by research participants also are intended to privilege an understanding of the lived experience of research participants instead of imposing the idea that

their experience be accommodated to empiricism, effectively reducing “meaning” to variables of measurement. Specifically, the research takes a biographical approach to narrative analysis where the story, the experience of someone as told by he or she who lived it, is analyzed in terms of the importance of dimensions such as family of origin, life events, turning point experiences, and other persons in their life. The researcher is considered to be part of, and thus is embedded in qualitative research, and as such, the data will be interpreted by the researcher based on his past experiences, intuition, and existing understanding and knowledge of relevant research and theories. Research questions are broad enough to encourage participants to construct their own meanings from their lived experiences without leading them to provide responses that are desirable to the researcher.

Research Questions

Based on the findings of the previously discussed pilot study, the researcher was interested in examining why students decide to become engaged in leadership development and the associated progression of learning and experiences, and why they stay involved in leadership of adventure activities at college adventure recreation and adventure recreation programs. The following are the research questions:

Research Question 1: Is there a change over time in motivational factors that influence students to engage in the leisure pursuit of participation in outdoor adventure leadership and leadership development in college outdoor adventure programs?

- What are the motivational factors for beginning/engaging participation in outdoor adventure leadership and leadership development among students engaged in a college outdoor adventure program?

- What are the motivational factors for continuing participation in outdoor adventure leadership and leadership development among students engaged in a college outdoor adventure program?

Research Question 2: Are there differences in motivations between students that specialize in or have preference for different skills and activity focus areas?

- Are there differences in motivational factors between students who specialize in or have preference for skills and activities such as whitewater kayaking, coastal kayaking, canoeing, rock climbing, hikers, mountain biking, and others. These activities may be grouped into more broad categories at the discretion of the researcher, and include examples such as paddlesports, vertical activities/rope-oriented activities, and terrestrial travel activities.

Research Question 3: Are there other motivational factors that influence students' motivations to engage in the leisure pursuit of participation in outdoor adventure leadership and leadership development in COAPs?

Interview Setting

Interviews were conducted at the COAP facility of operations or as a place of comfort and convenience to both the research participant and the researcher; see Appendices A and B for Interview Protocol questions. The location and time of interviews were agreed upon and coordinated collaboratively by the participant and researcher. The research participants were encouraged to choose a place that they most identify with at the COAP of study, such as the gear room, classroom, or other preferred location on campus in an effort to connect them to their lived experience and elicit a rich narrative. This method of setting selection was indicated by the

aforementioned pilot study participant as an effective way to provide a robust narrative of lived experience by feeling connected to the setting and objects around him. Participants who were not available to be interviewed in person were encouraged to locate themselves in a comfortable space for phone interviews.

Participant Involvement

Research participants (n=11) were two male and nine female college students at the host university who are or have been leaders of outdoor adventure recreation experiences and a related progression of learning and leadership development at the host COAP. Two one-on-one interviews were conducted at a location comfortable for the participant and researcher with a date and time agreed upon by both parties. Telephone interviews were conducted and recorded when study participants were not available for an interview on site. Participants were asked questions regarding their motivations for participation in leadership of outdoor adventure recreation programming.

Research Ethics

Participants were recruited in person and provided with an IRB approved consent form, and are ethically protected using methods to ensure informed consent, benefits of research, and measures to ensure confidentiality (see Appendix C). Each participant was informed verbally about the research, and encouraged to review all information relevant to their participation in the proposed research and informed of their option to terminate participation at any time. They were requested to provide informed consent via signature to participate without compensation in two 30-90-minute, one-on-one interviews which were audio recorded. To ensure confidentiality, participants were given the opportunity and encouraged to choose a pseudonym, or had one chosen for them by the researcher if they did not desire to choose one for themselves. Research

participants were informed that they could end the interview and participation in the research at any time, and were informed that in the event that they were to choose to terminate participation that they may request that data collected from them prior to ending involvement in the research be destroyed. Research participants were not compensated for their involvement in the research. Data were stored in a password protected folder on the personal computer of the researcher and backed up on a hard drive within a password protected folder; the backup hard drive is stored at the residence of the researcher and will not leave the premises. The study proposal was submitted to and approved by the researcher's host university IRB with an exempt status. A copy of the IRB protocol is included in Appendix D.

Data Collection

Data collection methods included two rounds of semi-structured interviews using a protocol of questions which were asked to engage them in a narrative that relates to the research questions. The interviews were conducted with students who had been involved in leadership at COAP for at least two full years at the time of interview, and the researcher prioritized interviews with students who have been leaders for longer periods of time in an effort to address the research questions in a robust manner. The in-person interviews were audio recorded using a Tascam HD digital recording device, and over-the-phone interviews were recorded (with consent) and downloaded using the Tape A Call application for iPhone. Atkinson and Coffee (2002) posit that interviews are a process of creation of narrative in the form of social interaction. This can work to foster trust between a researcher and participants, and may contribute to honest communication between the researcher and the interviewee where he or she is able to share their "truth" (DiCicco-Bloom & Crabtree, 2006). At the suggestion of a committee member, participants were given the opportunity to identify themselves however they

chose to do so but were not asked any specific demographic information. This was done to allow the study participants to identify themselves and avoid having to prescribe to any identity or have their narrative associated with a prescribed gender, orientation, belief system, etc. by the researcher.

Saturation

In qualitative research, knowing what an ideal sample size should be to achieve an acceptable level of saturation is not often clear. Saturation is the point in data collection when no new or relevant information emerges (Saumure & Given, 2008), and is considered to be the point at which data collection should end for the benefit of the population of study and the process of research. Considering the context of the research and population of study, defining how many students to interview was something that was considered in relation to achieving an acceptable level of saturation.

Data were actively engaged with during the collection of interviews, transcription, and preliminary analysis of transcripts while checking to ensure accuracy with multiple read-throughs and note taking. Though two more interviews were collected as an intentional measure that worked to ensure sufficient saturation, upon completion of the minimum twenty interview requirement set by the committee and subsequent initial review of transcripts, I believed that there was sufficient correspondence and overlap of information collected to be satisfied that the data has reached a point of saturation. I determined that an acceptable level of saturation had been reached as the one familiar with the data, and upon review of the interviews that had been collected at that time determined that there was not much new information being shared and that there was significant overlap in what was being shared in relation to the research questions. Through a review of notes and familiarization with the data initial themes that had begun to

emerge before coding had begun using NVivo. Considering saturation was also a process that involved meeting with a committee member to discuss impressions, the process, and data collection, who based on our conversation agreed that an acceptable level of saturation had been reached.

Data Analysis

Data were analyzed using an inductive reasoning strategy in an open coding process that allowed themes and sub-categories of themes to emerge from the data via thematic analysis. This was performed through a multi-stage coding process where the researcher became familiar with the data by employing strategic reading of the data which allowed the researcher to generate broad “parent” codes, create “child” codes within the parent codes, establish and name themes among the codes, review the themes, and report upon the themes that emerged by establishing meaningful patterns within the data, effectually answering the research questions within the scope of the research.

Part of the iterative process of reflexively organizing the themes and sub-themes represented by emergent coding involved reading through the data many times using several strategies as a way to understand and explore emergent themes, and to explore potential relationships within and among the research participants’ narratives. This was achieved by first using the data organization software to group the first and second interview transcripts separately as parent nodes, and by subsequently coding all participant responses to each interview question as its own unique child node in order to be able to quickly access the sections of interview transcripts that were represented by participant responses to each of the interview questions as a group of data. Once participant responses to the interview questions were coded into groups, responses to each of the interview questions were coded openly to allow themes to be emerge in

relation to the questions being asked, each of which was asked to elicit a response intended to ultimately answer the research questions.

During data analysis, parent and child codes emerged and were consistently reorganized as themes organically emerged and the data began to tell its story to the researcher. Organization of the data was an organic and intuitive process that occurred through the initial coding that produced parent codes, and upon subsequent review and second level analysis and coding of data, child codes emerged. As the codes became more numerous through the initial open coding process, some codes that initially seemed to be related but unique came to be more well-aligned as child codes under a new parent code, and thus, major themes and sub-themes emerged through the process. And, some parent codes generated early in the process were eventually merged into a single parent code theme with multiple child codes as the themes emerged from the data. Parent and child codes, i.e., first and second level codes were frequently re-organized through the process of data analysis in an iterative way, which allowed the researcher to continuously, intuitively, and reflexively re-position and stratify parent and child codes as the themes and sub-themes within the data as they became more well understood.

Major themes and sub-themes were discovered in part by analyzing NVivo codebook exportations, which results in a textual-visual product that displays a hierarchical representation of the names of parent and child codes at the stage of progress that has been reached at the time of exportation. The codebook product shows the respective coverage of parent and child codes among the data (displayed as percentages) as well as the number of references, i.e., the number of times a section of text has been coded as belonging to or representing a certain theme or sub-theme (see Appendix E for codebook example). The NVivo codebook export tool was utilized frequently through the coding process as a layer of reliability and functioned as another way to

be in touch with and understand the data. This tool also was useful as a way to confirm and reinforce the reliability of themes that were emerging as part of the larger iterative and reflexive process of coding and data analysis that occurred through the course of this research. The codebook was used to isolate and target deeper analysis of specific themes, which became obvious as prominent and relevant due to their high coverage within the totality of interview transcript text, and more importantly, total number of references within the aforementioned body of text.

Once major themes were isolated or confirmed via codebook analysis, NVivo was used to view sections of coded text while viewing corresponding codes within those sections of text as a way to explore potential relationships within and among the themes and sub-themes. This was also done as a way to determine which sub-themes were to surface as most relevant and binding in the composition of the major themes. An example of this process would be isolating the major theme of “shared experience”. While viewing all text that was coded as belonging within the “shared experience” node, Nvivo allows the researcher to view coding stripes (see visual example in Appendix F) alongside the text which the user can manipulate to show which other codes were assigned to the same text based on multitude of criteria, such as by frequency, by selecting and isolating specific codes or sets of codes, or by displaying codes most recently associated with the code of inquiry, which in this example would be “shared experience”. All parent and child codes were independently viewed several times alongside coding stripes in NVivio to get a feel for the ways in which codes with strong relationships may have been related to each other and to enhance understanding of themes.

Delineating Activity Categories

Part of the data analysis involved determining how different factors of motivation might be related to leadership of specific activities or categories of activity. Specific questions were asked about activity preference in leadership and teaching, and from these responses it was determined that for the purpose of this research, three broad categories of activity would be referenced as unique to each other and representative of the skill sets needed to lead and instruct them. Based on the activities that were offered by COAP at the time of study and the activities of preference and COAP leadership indicated by study participants, the three categories that were delineated include rock climbing, paddlesports, and backpacking. The respondents in this study all identified with and preferred leadership primarily in one of these categories. Overwhelmingly, but not surprisingly, the activity of preference in outdoor leadership was also the activity of preference as a personal pursuit or was among the activities pursued by study participants outside of their involvement with formal leadership of COAP programming.

Specifically, most participants were specialists in the activity of rock climbing or some form of paddlesport, though all had experience with leadership of backpacking early in their progression within the hierarchy of COAP based on the minimal skills needed to be in a role of LIT or Assist on a facilitated backpacking experience. Backpacking was also included as a separate category because several participants drew direct comparisons between backpacking and their activity of preference as a way to highlight similarities or differences between them or as a point of contrast to the activity in which they preferred to engage. From these data and subsequent analysis, the attributes of the activity categories that were motivational factors or found to be related to motivation for leadership of the activities were determined.

Validity, Reliability, and Bias

This section outlines and makes explicit how validity, reliability and bias were accounted for in this study. Several measures were intentionally taken through the process of the research and should be described as part of the methods utilized to come to the conclusions found herein.

Validity.

In order to strengthen validity of findings, specific measures were taken. The researcher transcribed all audio data verbatim into a word processing program, and textual data from the interviews was organized and analyzed using the Nvivo qualitative data analysis software package. Interview text for all interviews was read in real time while actively listening to the audio recordings with high definition noise-cancelling headphones and edited in-situ to ensure accuracy and validity of descriptive transcription materials. Once the transcripts were completed and reviewed for accuracy, interview participants were all invited to review their data, i.e. their interview transcripts, in an effort to give them a voice in the research and to provide them with an opportunity to ensure the accuracy of what was said and confirm acceptance of their narrative as valid data to be used in the study. In the invitation to review their narratives, participants were given the opportunity to clarify or elaborate upon all statements that were made, to request that certain text be omitted or revised in the event that they felt that their interview responses did not represent their experience, feelings, person, or thoughts, and were invited to indicate if they did not want to include certain or all information from their interviews after they were completed. See Appendix G for invitation to review transcript email. Study participants were also invited to review the coding and interpretations of their narratives found through analysis of their data to ensure the validity of the interpretations and inferences found therein. See Appendix H for participant invitation to review coding and interpretation.

Reliability and bias.

The findings of this study should be considered to be as trustworthy and reliable as possible given the time, resources available, and nature of qualitative research. Firestone (1987) said of reliability in qualitative research “the qualitative study must convince the reader that procedures have been followed faithfully because very little concrete description of what anyone does is provided. The qualitative study provides the reader with a depiction in enough detail to show that the author's conclusion makes sense” (p.19). The work herein should be considered to be reliable as a work of qualitative research that embraces the researcher as a person who is embedded in their work and has made all efforts to conduct his research with an eye on and awareness of his potential biases, to minimize negative impacts of them, and has used them to benefit this work. Several efforts to ensure reliability have been made. So that I might be aware of my own biases and to be able to provide alternate points of view to ensure trustworthiness and reliability I have, per the suggestions of my peers, my Dissertation Research committee, and other qualitative researchers engaged the following processes through the course of this research.

I have made efforts to ensure that the voices of study participants had an opportunity to be clearly heard, further embedded into the research, and to more accurately reflect their narratives and my interpretations of them by inviting them all to 1) review the audio recordings of their interviews and omit any segments that they did not want to be part of the transcribed records 2) review the transcripts of both of their interviews and provide omissions, re-statements, clarifications of what they said, or to add new information to their narratives and 3) review my analysis and interpretation of their statements in relation to the themes that were discovered and how they were organized. Though none of the study participants engaged with the research

beyond being available for interviews, redacted letters of invitation via email can be found in Appendices G and H.

Upon acceptance of a written letter of solicitation (see Appendix I), an outside peer reviewer completed a review of coding and interpretations of the data and findings as a measure to counter the potential threat of negative influence from researcher bias and to work towards reliability in study findings. The outside reviewer was chosen based on his/her professional experience and expertise in the use of qualitative research methodology in the scholarship of outdoor adventure, adventure education, and COAPs. The reviewer functioned in the capacity of an outside scholarly peer reviewer of thematic coding, research method, and resultant interpretations of data presented as the results of this doctoral thesis. The role of the reviewer was to assist me in being accountable for my biases in the interpretations of the data and results found herein. Reliability was intended to be improved by the outside peer reviewer's provision of perceptions of interpretations and process, notes, and comments on accuracy and reliability of thematic coding and organization of results in answering the research questions. Other utilities of the peer reviewer that were intended to improve reliability included an invitation to provide alternate or additional interpretations of data based thematic coding, and a request of his/her comments on the reliability of conclusions found in the results based on coding of data and prominent themes found therein.

Specific actions taken by the reviewer at my request were a review of the research method to become familiar with research process, a review of selected thematic coding samples in correspondence to study findings, and comments made on accuracy, potential biases, and alternate interpretations not found by the researcher where appropriate. In addition, the results were read and a brief written synopsis in the form of a letter of assessment of scholarly

perceptions of the quality and reliability of the research products based on review of the method, coding, interpretations of data, and findings were provided (see Appendix J). An excerpt from the reviewer's letter stated:

My review has led me to conclude that your analytic decisions and interpretations are accessible and understandable, and reflect a thoughtful and time-intensive effort. I see no reason to scrutinize or diminish your research as being overtly or problematically biased. Instead, as is the nature of all scholarship—quantitative or qualitative in nature—your research clearly builds as if an extension of yourself, and the labors you have put into making this a reflexive process strengthen my ability to recognize your dissertation as an articulation of your scholarly capacities.

This review was done without pay or compensation in the service of scholarship in the relevant field(s) of study.

Efforts were taken to make the reader informed and as such I have tried to be transparent and have explicitly implicated myself as the source of the conception of this research, interpretations of data, and to some degree do hold the reader accountable for judging trustworthiness and reliability. Specifically, I have included a description of myself as the researcher, my position as an insider in relation to the organization and population of study as well as a background on my lived experience that informs my ways of knowing and interpreting the world, which has inevitably been a source of bias in my work, for better or worse. In addition, the level of detail provided in describing the method was done to give the reader a clear understanding of the research process, including data analysis, in its entirety thus increasing the reliability or level of trust in the results, and to further ensure that the findings “make sense” (Firestone, 1987, p.19).

Conclusion

This chapter outlines the research method of the study. The researcher looked for patterns and generalizations from the emergent themes and categories, and has reported the major findings of this study in the next factor. The researcher has also discussed the findings in relation to relevant literature and findings, extant theories of motivation, and applicability of the study in relation to other COAPs. The social constructivist approach allowed me to consider motivations for engaging in adventure leadership as well as how theory might explain or relate to the findings of this study. My hope is that the research will contribute to both perspectives by allowing the narratives of research participants to be robust examples of meanings that they make from their experiences and motivations to participate in outdoor leadership. This inquiry explored the study participants' motivations to participate in student adventure leadership and leadership development through the course of their involvement and progression through the COAP leadership hierarchy. It also explored whether or not there are differences in motivational factors between students who lead or specialize in certain activities or groups of activities. Emergent motivational factors were also considered and reported in the next chapter.

CHAPTER FOUR

Findings

This chapter outlines the main findings in answering the research questions, which inquire about the motivations for students undertaking and continuing in leadership of college outdoor adventure programming. Specifically, the research questions aim to understand initial attraction to and motivations for undertaking and continuing with a progression through the host organization's hierarchy of leadership and development.

Study Participant Background: Leisure History

This section serves to provide a background on the population of study that is relevant to their participation in outdoor leadership at a COAP. As will be discussed in Chapter Five, it is important to understand the lived experiences of study participants before participation in the program of study to further understand some of the conditions that may have impacted their aptitude to engage. Implications will be discussed in Chapter Five.

Outdoor Activities and Play

Study participants spoke of varied types of experiences and activities in which they engaged as children and adolescents, and indicated that they grew up in varied levels of and access to a broad spectrum of nature and natural areas, though not all engaged with the outdoors in the same ways. Some examples of where they indicated growing up included on their family farms, in a rural-areas with access or in proximity to family and public land, i.e. National Forests, in suburban areas in proximity and with access to greenway trails, County Parks and State Parks, and in the heart of large metropolitan areas with proximity and access to City and Metro Parks. Study participants indicated that they participated in a variety of outdoor activities

including structured sports, outdoor recreation activities and unstructured free time and play outdoors as children and adolescents.

Participants indicated that they participated in structured activities such as baseball, basketball, soccer, softball, cheerleading, competitive horseback riding, running track, and competitive rock gym climbing. Family leisure style may have influenced the different activities in which study participants engaged in childhood and adolescence, as one participant noted, “my family is not very inherently “outdoorsy”, and so growing up, I was definitely pushed towards sports, to get the outdoor experience, so I did your standard like, recreational soccer as a child”. Participants also indicated that they had varying levels of participation in non-competitive outdoor activities such as hiking, fishing, bicycling, scuba diving, skateboarding, alpine skiing and snowboarding, and cross-country skiing.

Most study participants also described frequently engaging in unstructured playtime in the outdoors, such as running around in and exploring wooded areas near home, i.e. “the woods”, exploring and playing around and about a creek (creek stomping), swimming, climbing trees, picking berries and other unstructured activities occurring out of doors. Mary noted that she “grew up on two acres of wooded land with a creek, so I spent my first five or six years poking around the woods trying not to fall in the creek, things like that, going on hikes with my family with the family dog, walks around the neighborhood, and stuff like that”. It should be noted that several participants shared that their unstructured play time was spent exploring and playing in a local creek or waterway, and several shared an unsolicited story or memorable experience related to their time spent playing in or exploring a creek. Velma noted:

I didn't do a lot of structured outdoor activities growing up so I played... I had a creek in my yard, and I would just play in the creek all day, every day, and I would come home covered in mud.

Most participants had some exposure to some level of camping in youth, though a few indicated that their first experience sleeping in a tent was with the host organization for which they lead or have led. Most participants also spoke about going on family vacation in relation to their outdoor activity participation before college. Several students also mentioned participating in the types of outdoor recreation and adventure activities that they would end up leading as student trip leaders with the host organization including hiking and backpacking, rock climbing, kayaking, mountain biking, and canoeing. In an excerpt to highlight this observation, Bob, a canoeing and kayaking specialist says about outdoor activities growing up:

I liked to backpack, I liked to ride my bike... I even whitewater kayaked, but not whitewater canoe. But, I had canoed before joining [COAP], and so, not to say that I had a bunch of relevant experience, but I had a predisposition growing up through my adolescence and early adult life; I had a decent amount of experience in the outdoors.

Family Leisure History

Study participants generally engaged with outdoor activities with family members or close friends growing up, though several noted that their families were not very “outdoorsy” and that they had limited exposure to the types of activities that they have taught and led for the host organization. Several participants noted that they would engage in structured and unstructured outdoor play with siblings, cousins, and family friends' similarly aged children. For example, Bob noted the he would:

do those activities with my dad and my mom and my sister, we would canoe or kayak or ski together, a lot of it I did with my friends as well, like skiing or water skiing or wakeboarding, or paddling canoes or kayaks as well. I would do that with my friends and family.

Some activities generally were found to be participated in with parents or older family members such as aunts, uncles, and grandparents, including fishing, canoeing, camping, and backpacking,

which are generally the types of activities that children generally don't participate in without some level of adult supervision.

Most, but not all participants indicated that they at some point spent at least one night in the woods away from home while growing up, though several indicated that their first time camping in a tent was with the host organization. Study participants had varied levels of experience and involvement with "roughing it" and camping, ranging from sleeping in cabins and cooking over a grill once or twice with family or families of friends growing up, to regularly camping in tents on overnight backpacking and canoeing trips of several days with family as youth. Only two participants noted attending a residential summer camp before college, and one noted being a member of a Scouting organization as a youngster.

Study participants also indicated that they considered time spent on family vacation doing activities outdoors as part of their outdoor experiences growing up. Again, the types of places that participants went on vacation with family and the types of activities in which they engaged while on these vacations varied, but in general all participants indicated that they spent at least some part of their childhood going places with their family or going with parents to see other family while on vacation. The level of engagement and outdoor recreation or adventure activities in which students participated on vacation varied widely. Their experiences fell along a broad spectrum of travel distances, activities, and length of time. A few examples of the types of vacation experiences that fall in this range include going on short excursions with siblings to local natural areas, museums, and cultural attractions either led by grandparents, aunts and uncles, or parents to taking week-long family vacations to exotic locations such as Costa Rica and Hawaii to engage in eco and adventure tourism activities like surfing, boogie boarding, scuba diving, zip-lining, mountain biking, and hiking in the rainforest.

Leadership and Adventure

Prior experience in leadership.

All but one participant identified being involved in or being in at least some role of leadership or teaching if not more before applying to be a LIT with COAP, depending on the participant. For example, several indicated that they were captains of a school or club sports team before college. Other examples of roles in leadership that were shared by study participants include teaching and tutoring other students in a skill or school subject such as music, dance, or foreign language, as well as them being president or a leader within a school club or student organization such as student council. Several indicated that they were in charge of younger campers at camp in a role of cabin counselor or as senior camp staff, and their leadership included taking younger campers on outdoor activities such as hikes, canoeing, or other short field trips.

Prior experience in adventure activities.

There was some connection found by the researcher between prior activity participation, in leisure history and preferred activity choice in COAP leadership. Several participants indicated that they had a history of participation in their preferred activity that preceded their participation or leadership at COAP. For example, Amelia, Bob, Emma, and Strap all had varying levels experience with canoeing or kayaking prior to participating in COAP programming and deciding to undertake outdoor leadership. All four of these participants indicated that they prefer teaching and leading paddlesport activities. Yet, notably, Amelia had a higher level of previous rock-climbing experience in participation (as well as leadership) than participation in paddlesports, though her activity preference at COAP was in paddlesports.

The strength of connection found between previous leisure history of activity participation and chosen activity in COAP leadership is also exemplified by Shana’s experience. She participated in mountain biking and cross-country skiing as a youth, prior to COAP leadership, yet chose to pursue leadership of rock-climbing activities with COAP. Also of note, study participants’ activity preference seems to be informed at least in some way by participation in COAP programming or early experiences when they were LITs. It seems that if study participants did not begin their tenure at COAP with motivation to pursue a specific activity or skill set, participation in COAP programming and early experiences as LITs provided them with the opportunity to try things out or “shop” for what eventually would become their preferred focus of skills. See Table 4.1 for a synopsis of study participant leisure history.

Table 4.1 Study Participant Leisure History

Outdoor Access	Outdoor Activities	Family Leisure	Leadership	Adventure
<ul style="list-style-type: none"> • Private access natural-areas • Rural living • National Forests • Urban/sub-urban parks • State parks • Neighborhood natural-areas • Greenways 	<ul style="list-style-type: none"> • Competitive recreational sports • Fishing • Riding bikes • Skateboarding • Alpine skiing • Cross-country skiing • Snowboarding • Unstructured play • Exploration • Creek stomping • Backpacking • Camping • Gym climbing • Kayaking-canoeing 	<ul style="list-style-type: none"> • Unstructured play with siblings and cousins • Canoeing and Kayaking with parents • Camping with family • “Roughing it” i.e. cabin-camping • Family vacation to natural areas • Family vacation including adventure activities 	<ul style="list-style-type: none"> • School sports • Academic clubs • Tutoring • Camp-counselor • Teaching skills • Student council • Leading younger campers in outdoor activities • Canoeing • Kayaking • Climbing • Backpacking 	<ul style="list-style-type: none"> • Canoeing • Kayaking • Climbing • Backpacking • Exploring

Motivational Factors Through Course Involvement

This section seeks to outline major findings as they relate to the first research question, which is concerned with understanding the motivations of the study population to engage in outdoor leadership and leadership development through involvement at the COAP of study through the course of their involvement. In essence, the question seeks to understand how motivations may change over time through the course of involvement for COAP student trip leaders.

How I Became Involved

There are several prominent themes that emerged in relation to how students became involved with the host organization, and their subsequent undertaking of outdoor leadership and associated hierarchical progression, learning, and involvement. It is important to discuss in relation to study participants' motivations to undertake outdoor leadership and a progression through the COAP hierarchy and leadership development, that in general, study participants did not necessarily intend to become involved in outdoor leadership with the host organization, but rather, became motivated and thus involved through other means. Specifically, none of the study participants that were interviewed noted becoming involved in outdoor leadership because that was their initial intent coming to college or that they were motivated to do so before knowing about COAP.

Gateways: Experience with COAP.

Participants were not generally seeking to become involved in outdoor leadership before knowing about or having some experience with the organization and trip leading, but rather, that through various experiences with the host organization and subsequent knowledge and experiences decided to undertake outdoor leadership with COAP. To describe the general order

of study participants going from not being involved with the organization to starting in a progression of leadership development with the host organization as LITs, participants generally had some previous experience in the outdoors as described in the previous section outlining leisure history in childhood and adolescence, combined with some level of positive experience or interaction with, and/or knowledge of COAP at some point in their college career, generally within their freshman or sophomore year, either by living in a dorm associated with activities provided by COAP or going on a trip or class programmed by COAP. Those adventure and learning experiences with the organization combined with their interactions with other trip leaders, organizational culture, making friends, learning, and other outcomes of their experiences in turn had some influence on their decision to become trip leaders.

Living learning community.

Several students noted that they lived in University dormitory where, as part of living on that floor, they were part of an outdoor adventure themed living-learning community that required participation in outdoor skills and leadership courses offered by the host organization. There were several ways in which the students came to be part of this living arrangement. The avenues into voluntarily and intentionally being part of these living learning communities included being recruited by a friend, knowing about such opportunities from siblings or similar aged family attending the same university, older friends from high school who had lived under similar arrangements there, or while exploring dorm options after becoming officially enrolled for their freshman year. It should be noted that by living under the COAP associated adventure living-learning community required participation in an introduction to Wilderness Leadership or participation in other regular programming offered by COAP. Those who lived in the living

learning community associated with outdoor adventure and the host organization were also freshman.

For research participants who were engaged in the living situation previously described, the living learning community acted as a way for participants to become involved with COAP or was the vehicle through which they were first exposed to and had interactions with the host organization. This living arrangement also served as a connection point for participants to meet and interact with the community of students who were involved in outdoor leadership at COAP. Through those interactions with the host organization, which several of participants noted included memorable experiences in the outdoors as part of a course they were taking or experience that they had with the organization, the participants who noted that their first knowledge about and interaction with the host organization said that that was part of their attraction to becoming student trip leaders, a motivating factor. Related to a broad theme that we will see throughout the findings is the idea of positive interactions with COAP trip leaders in the context of experiences with COAP or with other outdoor leaders before and during college, likely played a role in students deciding to take up outdoor leadership. It is likely that the positive experiences that study participants had with COAP's outdoor leaders before they themselves became outdoor leaders inspired them to want to be like them and share outdoor experiences with others in the way that they were shared with them by COAP trip leaders.

Participated in COAP programming.

Participation in COAP programming is strongly related to research participants' involvement in COAP programming. Though roughly half of research participants cited being part of the living learning community as their gateway to initial participation in COAP programming, others engaged with COAP programming for a variety of reasons. Most notably,

several participants said that they decided to engage in COAP programming because it was what their friends were doing. The influence of peers in decision making in adolescence and early adulthood is well documented, and appears to have been an influence in the case of study participants as well.

Several participants noted that they were at an early stage in their college career and were exploring what types of activities and classes they could take at the University when they discovered or were introduced to COAP programming. Lucy shared that she “took map and compass my freshman year, because I had room for another credit hour. And I was just looking around to see what [University] had to offer.” Strap’s quote “So it definitely started with experiencing what this organization provides like firsthand” exemplifies what was shared by most study participants about becoming involved in leadership at COAP. All participants cited becoming knowledgeable about, and that they had experienced positive interactions with the program because they went on an adventure trip or took a skills course offered by the host organization such as Map and Compass, Whitewater Canoeing, Rock Climbing or and introduction to wilderness living skills type of course, all of which included field experiences. It is through these initial interactions and experiences with the host organization in the outdoors that study participants became aware of and formed impressions of the host organization and associated people, culture, and structure that make it what it is, likely having some influence on their decision to ultimately become involved as trip leaders. Participating in organized adventure activities and seeing first-hand the types of relationships that can be formed and what outdoor leadership looks like was a motivating factor for a majority of participants. Strap shared an example of this:

I kind of saw, what [COAP] had to provide with the relationships that I formed, and the friendships that came out of that, but I also saw how I benefitted from the experience and

the seeing the leadership program and how I really enjoyed it... I was like, I'm going to get involved, this is so cool.

Also, of importance are some of the underlying motivations and attractions for those participants who were part of the living learning community associated with the host organization as well as motivations of study participants who discovered and had experiences with the host organization that were not a direct result of being part of the living learning community.

Formal adventure and leadership education.

As previously described, COAP offers many adventure skills-based courses such as Map and Compass, Intro to Backpacking, Intro to Rock Climbing, etc. COAP also offered two formalized adventure education leadership classes, Introduction to Wilderness Leadership (ITWL) and Foundations of Adventure that students from across campus could take for-credit to be applied to their degree requirements as elective credits. These courses were offered by COAP and housed in the University's academic Outdoor Recreation program, but quite unfortunately not applicable to any related degree offered at the University. All skills and leadership courses have a strong experiential pedagogy and implementation, which includes some lecture and classroom-based information and skill education that is experientially reinforced with instructor-led overnight field experiences, and may involve student planned and led field experiences. Whether enrolled because of a requirement of living on the living learning community dormitory floor, influenced by a peer or family member, or learned about via participation in one of COAP's skills-based courses or adventure trips, all research participants spoke about the influence of their experience in a formalized adventure education course in their decision to apply to be leaders in training, noting a change in motivation to a position of being motivated to lead in the outdoors. And, readers need to be reminded that all students have to take the ITWL

course before they can apply to become leaders in training, so there is some obvious connection between participation in ITWL and applying to become an LIT.

No matter the reason for taking one (or both) of these classes, which many cited that their motivation was that they initially thought it would be fun, most respondents reported that some element of their experience in formalized adventure education and/or outdoor leadership had an impact on their decision to become leaders themselves. Participants provided varied input about the influence that their formalized adventure and leadership experiences had on deciding to apply to become LIT's, but some themes that stand out are that through their experiences, mostly the field based portions, they experienced introductions to being a leader and teaching, giving and receiving constructive feedback, forming new and meaningful friendships, having meaningful conversations, being in touch with nature, practicing specific outdoor skills in a safe environment with tangible feedback (i.e. learning how to light and use a stove), having powerful experiences in nature, learning through reflection, and being in a caring and supportive environment in the novel context of outdoor adventure education. Most notably, several reported remembering that through these field experiences they began to understand that adventure and outdoor leadership are more than just playing in the woods with others, and that they could see themselves providing similar positive experiences to others through outdoor leadership and education. Bob shared

I think that during that class I saw that that is why that class exists, and that it's not introduction to go play outside, it's introduction to leading and providing and facilitating experiences in the outdoors for others, and service for others.

This excerpt from an interview with Bob shows a few examples of themes that have been discussed in this section:

I would say that the earliest moment was definitely during the Introduction to Wilderness Leadership class, specifically, out on the field experience, on the field portion, and I

remember getting constructive feedback for my very first time... and I remember getting constructive feedback for that towards the end of the day. And I remember realizing at first I was very new to this constructive feedback thing, I took it a little bit personally, I was like, this person doesn't like me, and then I reflected more and more and it was one of the trip leaders that gave it to me, and I reflected on it more and more and realize that they were still interacting with me like I was in an okay human and realized that they did it because they wanted me to get better, and they cared about me... So I was like, whoa, this is an environment where people have this close interaction, this group interaction, where they communicate honestly and openly, and that's okay, and it's okay to give constructive feedback and you can learn from that. And I had never experienced an environment just like that, so that was probably a first little "aha" moment, and that was from me learning about leadership in a student role.

It is also important to note that a few participants also reported having experience in formal adventure education through other organizations prior to involvement with COAP such as National Outdoor Leadership School, Outward Bound, or a semester-long outdoor adventure education program offered at the host University. There appears to be a strong relationship between research participants' experiences in adventure education and outdoor leadership as a participant and/or student and deciding to become engaged in outdoor leadership at COAP beyond the prerequisite of having taken ITWL prior to applying to become a LIT.

Social factors.

There is a social component that needs to be discussed in relation to how students become involved with COAP and decide to become trip leaders. The COAP community has been described by study participants as being a welcoming and inclusive social space that has a positive and inviting atmosphere. The COAP community also has been described by participants as a place where they felt that they could find and engage with people who they felt were like them in some way, such as being like-minded or having appreciation for and enjoying spending time in nature. Prominent motivational themes related to study participants' attraction to the organization, and ultimately their involvement in outdoor leadership, include social motivations broadly. These social components include themes such as having a social connection to the

organization via friends or acquaintances that were involved with or knowledgeable about the organization, seeking a peer group of like-minded individuals, wanting to be with others who they perceived were like them, making new friends, feeling a social sense of place, and wanting to be part of a community with which they identify.

Others who are like me.

Emma said that when she got to college, she felt like “I need to find my people”, which can be interpreted as meaning that she was looking for others who were like her. Several study participants noted that they were in some part attracted to be part of the living learning community or to become involved in COAP because of a perception that their involvement would allow them to be engaged with others with whom they felt they could identify in some way or another, or others with whom they perceived to be “like” themselves. To this point, Amelia shared:

I was like, oh my gosh, I get there and they have an outdoor adventure living learning community, I think that would be something that I would be into. I’ve always been attracted to other people who like the outdoors as much as I do, this seems like the people who I get along with, not the indoorsy types as much, so I thought that it might work really well.

Being “like” in this case also included having similar interests in specific outdoor activities such as rock climbing. It also is in reference to perceiving that others are like them in their ways of thinking, appreciation of the outdoors, or general temperament that one participant related to identity and either being an indoors person or an outdoors person. Amelia’s sentiment “I’ve always been attracted to other people who like the outdoors as much as I do, this seems like the people who I get along with, not the “indoorsy” types as much” highlights this concept.

Organizational culture and feeling welcome.

The organizational culture at COAP was described by most participants at some point in their interviews. Resoundingly, the culture of COAP as a social place was described as a place of acceptance, encouragement, positivity, support, and inclusion among others. Participants shared that the culture of COAP existed in the organization's home and on campus as well as in the field on adventure trips and courses. This culture is created by the people who comprise the organization, and is likely a self-replicating attribute that reinforces itself by way of administrators and trip leaders being inculcated into and carrying on a positive culture that likely has been a part of COAP since its creation. There is likely a continuous repetition of a cycle of subsequent generations of trip leaders being attracted to that culture and espousing and embodying it themselves, which in turn attracts more leaders who "carry the torch" as it was carried by those from whom they learned. Strap shared this quote which demonstrates her initial perception of COAP culture:

It was a scary trip to me. It looked scary from a surface level, but they were someone who helped me break it down and believe that I could have these skills to complete the trip and to keep going, and they kind of made it not as scary. They made the outdoors and what we were doing more on my level. When I think, all of that was just made up in my head... they definitely helped it in a sense of, there's a scary beast that was the outdoors and they helped me get through it, and helped show me that it wasn't as scary. They made it more inclusive to me, and they made me feel like I was supposed to be there.

Another participant, Gloria, noted that she felt that there was a place for her, and in spite of not being good at canoeing, that she felt she was "accepted and welcomed". The culture of the community of COAP as it has been described by participants should be considered a motivating factor for their attraction to become involved in outdoor leadership, in that, the culture of COAP is one of a community where students can be around those that they perceive to be like them and engage in the types of activities and friendships that they themselves value.

Also noteworthy, a few participants said that they were motivated by the organization's culture of putting its leaders in progressively and appropriately assigned roles of responsibility as soon as they start in the progression of learning and leadership development as LITs. The challenges of being responsible for and trusted with planning and implementing classes and adventure trips appears to play a role in research participants' motivation to lead trips and teach. Participants were likely exposed to and aware of this aspect of being a leader at COAP through their experience(s) as participants of COAP programming themselves.

Seeking peer group and making friends.

Most study participants described learning about and becoming part of COAP during their freshmen or sophomore year of college, a time during which we can anecdotally assume that many if not most students of this age and place in life are going through a big transition from living at home and attending high school into more of an adult role absent of many or most of the people, places, things, and activities that were familiar to them prior to going to college. Humans are generally social beings, so it makes sense that most students who are early in their college careers are exploring their options in life, including who will be their friends. The type of social environment that study participants describe and I have witnessed first-hand for several years at COAP is a place where students make each other feel welcome, encourage others to bring a friend, and generally a place where all are welcome. Seeking a friend group was referenced by several participants as a motivating factor in their choice to become involved in leadership at COAP. For students looking for friends and a friend group who also find people with interests similar to their own through COAP, it is a factor that at least partly explains why participants are motivated to become part of the COAP community, and by being part of that community, engage in outdoor leadership.

Participants collectively said that through their early experiences with COAP that they also discovered the unique ways in which the physical, social, and environmental attributes of outdoor adventure have the potential to affect or contribute to the formation of new and positive relationships with people who were strangers to them before sharing an adventure experience with them in ways that other social environments might not. Strap shared a quote which shows the types of social environments that are likely frequently encountered by study participants while engaged in COAP programming, which likely were part of their motivations to become involved at COAP, hence becoming involved in leadership of the types of positive experiences that they themselves had been a part of. She said “I got to know these people, and going through that challenge with people, going through it together, I think really helped development, like, friendships develop in a way that you can't that can't happen otherwise...

Sense of community.

One of the social themes that emerged as a strong motivational factor related to participants becoming involved with and continuing participation at COAP is that some participants were seeking or inadvertently found COAP to be a community that they could part of and contribute to, either by being part of the living learning community that was associated with COAP or having an experience with the organization prior to undertaking leadership with COAP. Bob shared:

And from there I met more people that were into the outdoors, and had a bit of a community where I'd be given invites to go hiking or paddling or go climbing, to the climbing gym and it just became more readily available, kind of like joining a bit of a community, I had a cohort.

Seeking a community in this case is most relevant to participants' desire to engage with others that they perceived to be “like” them, to enjoy the same types of activities that they liked or foresaw themselves doing, and to be around those with whom they shared a love of the outdoors

and “wanted to be in the same place for the same reasons” (Constance). Several participants indicated that they perceived their future involvement at COAP to mean that they would be part of a community that existed there, which attracted them to become involved or engaged in leadership, and that they would be able to contribute to and shape that community through their membership and involvement. Being involved in the COAP community as told by participants meant going to and being an active participant in trip leader meetings, trainings and certifications,

Novelty.

Novelty also is a theme that needs to be discussed in relation to study participants’ attraction to the organization and outdoor leadership. Several study participants noted that they were initially attracted to the host organization partly because of novel and new experiences in which they had participated as well as desire to have opportunities for more novel experiences through engagement in the multifaceted pursuit of outdoor leadership, with the organization. Part of novelty that was mentioned by study participants was that they were attracted to the opportunity to be out of their comfort zones with opportunity to learn more about themselves and others. Shana described:

I didn't have any plans for the summer and decided that I just wanted to do something very different. It was in the [student union] that I actually saw a poster for [COAP canoe experience], and so I said “this looks awesome”. I had never really been camping and had never been canoeing, I didn't even know what portaging was, I didn't even know that that was a thing that was going to be on this trip. But, it looked really great and just different, and something that I wanted to challenge myself with.

Novelty in this context not only refers to opportunity to engage in, learn about, and teach or lead new activities broadly, but as told by study participants, specifically includes being exposed to novel skills and gear, learning environments, challenges, places, people, and physical and social environments that may be associated with outdoor recreation and adventure, as a

participant and as a leader. Several participants also noted that their attraction to participate in programming and leadership offered by COAP was because the activities “sounded and looked cool”, (this theme got its own child node under novelty...). For some, because the types of experiences offered by COAP were different from anything that they had previously experienced, they were motivated to sign up and participate in programming offered by the organization. In the case of most study participants, a strong motivating factor for undertaking leadership with the organization was based on these initial experiences with COAP programming. Several study participants noted that through their early interactions with the organization that they engaged with new experiences in the outdoors which included learning of new skills. Learning as a motivating factor will be discussed in the following section.

Learning.

Several participants noted that at least some part of their motivation to become involved with COAP was the opportunity for learning about different skills associated with outdoor adventure, such as technical skills required to engage in a specific activity like rock climbing, or general outdoor living skills that are necessary for safe and comfortable travel and existence in backcountry and wilderness areas. Mary noted that she was motivated by learning and said that during her ITWL course that learning “how to do knots, how to set up tarps, how to do stoves, and it was like, whole new to me, so much learning, so much to take in, and that’s what I was really drawn to.” This passage is also relatable to novelty in that the learning of new skills was part of the attraction to become involved with the organization.

A few participants also shared that initially, they were interested in joining the organization because of the opportunity of learning of skills, but not necessarily seeking leadership: Ashe shared “I just wanted to learn the technical skills, I wasn't necessarily seeking a

leadership program, but yeah, that's kind of how I got into it". Others were drawn to COAP because of the opportunity to engage in learning with the intended purpose of applying that learning to teaching and leading others in the outdoors.

Looking up to leaders.

The influence of study participants' positive experiences with outdoor leaders and educators prior to becoming involved in outdoor leadership deserves discussion in relation to motivation to engage others in the types of experiences in which they themselves had participated by becoming leaders. More than half of the study participants at some point shared information related to a positive experience with an outdoor leader or leadership team as a participant, most of those referencing an experience that they had with a student trip leader from whom they had learned and by whom they had been led in the context of experiences provided by COAP. Several participants also shared stories about positive experiences with outdoor leaders that were provided formally as well as informally. The formal context here refers to participants' outdoor adventure and learning experiences conducted by OAE organizations such as NOLS and Outward Bound. In addition, a few participants spoke about positive experiences being led in the outdoors by family members to whom they look up, namely parents or grandparents.

Generally, study participants that indicated that they were in some way influenced or motivated by outdoor leaders to become leaders themselves and shared that through, during, and after their experiences that they looked up to, admired, or wanted to be like the persons by whom they themselves had been led and taught. Those trip leaders also noted that, as program participants, their leaders made the outdoors more approachable, less scary, and enjoyable for study participants. It would seem that the outdoor leaders that study participants spoke of gave

them the confidence that they themselves could learn the skills and obtain the experiences necessary to be part of taking others into the outdoors through leadership of adventure and recreation experiences. The following excerpt from Strap's narrative illustrated this point when she said:

It was a scary trip to me. It looked scary from a surface level, but they were someone who helped me break it down and believe that I could have these skills to complete the trip and to keep going, and they kind of made it not as scary. They made the outdoors and what we were doing more on my level".

Participants also noted that they were motivated to lead and learn as a result of time spent with COAP leaders who they perceived had a passion and excitement for leading and teaching.

Providing and sharing experiences.

Some participants shared that they were in some way motivated to undertake leadership so that they could provide and share outdoor experiences with others through leadership and education in the outdoors. Bob shared that

the idea of providing experiences for others was another aspect that was really impactful for me, and the idea of, you like the outdoors, cool, what's important here is, people are doing this, and you are doing this, and what motivated me was that I had the opportunity to provide experiences for others.

A few participants also noted that they wanted to provide and share experiences with others as an opportunity to help others who may not have the confidence to or know how to experience the outdoors through adventure and backcountry travel. The elements of the adventure experience that study participants who noted that providing and sharing experiences was a motivating factor for undertaking leadership with COAP were related to experiences that they had in the outdoors with COAP or in other contexts. Some of the specific elements that participants cited were powerful experiences in nature, experiences in introspection or grieving, positive group interactions and working toward shared goals, elements of challenge, experiential learning,

meaningful conversations and a unique social environment, and being outside of their comfort zone. These elements are widely represented in the literature as components and outcomes of many adventure education and adventure experiences in groups.

Organizational influence.

Organizational efforts to recruit participants and trip leaders on campus during school-sponsored events such as freshman orientation, campus information sessions, and advertising of trips and classes were a gateway to research participants' knowledge about the organization's existence and the type of opportunities that it provided provides for students on campus. The multiple organizational influences on students becoming trip leaders for COAP are here discussed.

Student led recruitment.

Several students cited part of the motivation for trying out classes or trips at COAP or otherwise "seeing what it was all about" (Mary) was due to encouragement by peers who were already involved at COAP, such as older students that they knew from high school who had taken trips or classes or who were themselves involved at COAP. Lucy said:

there are a few in particular that were, I knew from high school, and they were already leaders. So, they kind of like talked to me about the program and how it works, and how they've really enjoyed it and stuff, and kind of, not recruited me, but just said this is a cool opportunity and you should try it if you want to do that kind of thing.

Participants also overwhelmingly noted that they were aware of COAP and the opportunities that they offered because of what their friends were telling them or what they were hearing around campus, often times from students who were leaders themselves or who had participated in COAP programming. Shana offered "that's how I learned about OA, from a trip leader on canoe Canada." And Lucy shared

Someone who ended up becoming my friend was talking about how she had just become a LIT, and like the trips that she was going to get, and I thought it sounded really cool that she was going to get to do the back packing, or a fall break backpacking trip, or something. And then I think after that is when I decided to take the [ITWL] class.

To summarize, COAP student trip leaders clearly have a strong influence in the recruitment of new trip leaders (LIT's) because of their ability to share their enthusiasm for what they like about COAP, the types of experiences that they are having or foresee having, and their desire to share those real or foreseen experiences in learning and leadership with others around them including friends, acquaintances, and possibly strangers.

COAP organizational structure and hierarchy.

A few research participants also explicitly cited the hierarchy of leadership, a progression of leadership development at COAP as being a motivating factor for becoming involved. Specifically, having the opportunity to work their way up a ladder of leadership status and responsibility was said to be a motivating factor and made the prospect more approachable, though a few said that this aspect was a factor that limited their motivation to achieve Full trip leader status, perceiving that the goal was not easily attainable; this will be discussed further. Several participants said that having attainable goals when starting as a LIT, gaining experience and skills, and after meeting specific requirements applying for and being promoted to Assistant Trip Leader were motivating factors. Gaining experience, completing trainings and certifications and providing evidence of competence in order to be promoted to Full Trip Leader were also noted to be motivating factors. COAP leadership hierarchy was also noted as a way for participants to engage in self betterment. To highlight this, Emma said "I'm a pretty goal-oriented person, and I liked the idea that there is a trajectory, and a progression, and steps to fulfill, and things that I could do beyond that." Similarly, Mary said:

I came to college and I tried to find the outdoor adventure group and the class, and I thought to myself that I guess this is what it's like to start your path. And then I saw the trip leaders that were not quite there yet, and then realized that there is a progression, and I can do this.

In addition, Amelia's quote:

I think it's cool that [COAP] had three full-time faculty that all did their thing, and they're a part of like the [university] student union board, and that they had classes offered that were being taught by students. I thought that it was really cool that we can get teaching experience as undergrad.

shows how students may be motivated by the opportunities for learning and teaching, as well as the structure of the organization and how it is aligned or housed within the University. Having a formalized structure legitimizes COAP and potentially adds perceived value to the organization in terms of the worthiness of time and energy to be spent by being a COAP trip leader. The following table (4.2) represents the major category headings and sub-headings of thematic findings for the second level heading and current section of the manuscript titled "How I Became Involved", under "Motivational Factors Through Course Involvement".

Table 4.2 How I Became Involved

Prior Participation	Social Factors	Other Major Themes
<ul style="list-style-type: none"> • Leadership Generally • COAP Trip Participant • COAP Course Participant • Adventure Education • Leadership Education 	<ul style="list-style-type: none"> • Living Learning Community • Seeking Peer Group • Making Friends • Others Like Me • Trip Leader Friends • Organizational Culture • Feeling Welcome • Seeking Community • Sense of Community 	<ul style="list-style-type: none"> • Novelty • Learning • Look Up To Leaders • Providing & Sharing Experiences • Organizational Influence <ul style="list-style-type: none"> ○ Student-Led Recruitment ○ Organizational Structure ○ Hierarchy and Achievement

Motivations for Continued Participation

Learning as motivation.

Learning has emerged as a prominent main theme in relation to participants' motivations to initiate the steps to become trip leaders and also is a prominent theme in relation to motivations to continue to engage in a progression of leadership development as COAP trip leaders. Learning here is in the context of experiential learning. And, most of what is being taught to and learned by COAP trip leaders at any stage in their progression through the hierarchy is via experiences in hands on learning through the process of trip planning, facilitating field experiences as leaders, taking skills courses and completing certifications as learners, and other types of engagement with related outdoor activities through engagement and association with COAP. Mary shared "I was really drawn to that aspect of it, of teaching and learning from people in this atypical experiential way, and learning different things". Sub themes within learning include learning and acquisition of outdoor living skills such as navigation, trip planning, and leave no trace as well as activity specific technical skills requiring competence to lead in terms of classes and adventure trips offered by COAP. Participants also reported being motivated to use their knowledge and skills to be able to share and teach those skills with others.

Gloria's comment:

I also got excited about finding ways to teach people that were more effective than others, because, I genuinely wanted to share the skill, so finding a way to make that skill understandable to a large group of people or one on one was really exciting because it was something that I cared about.

is a good example of this sentiment shared by several study participants. Several also stated that they wanted to learn so that they would be able to confidently share outdoor experiences in nature with others.

Learning so that they can lead.

In relation to learning of outdoor living and activity specific technical skills, most study participants reported that at least some part of their motivations for becoming proficient in the respective skills needed for their activity or activities of interest in leadership was to apply their learning to sharing of their skills and outdoor experiences with COAP program participants, and likely others such as family and friends. Gloria shared:

I just saw that as being on my pathway and it gave me a lot of purpose, desire, and drive to want to learn all those skills that I found so fascinating but perhaps not exactly capable of at the time.

It makes sense that learning was reported to be a motivating factor because, generally speaking, study participants undertake outdoor leadership with few relevant skills and prior experiences that would qualify them to lead and teach COAP programs, therefore, all students must engage in some level of learning if they want to move up the hierarchy of leadership beyond being a LIT. For example, participants reported being motivated to learn and become competent in outdoor living skills and technical and safety aspects of climbing, paddling, or backpacking, for example, so that they could have the opportunity to become leaders of those classes and adventure trips offered by COAP. Amelia spoke to this point when she said “I think I wanted to learn a bunch of different things about outdoor sports, to learn new stuff, expand on stuff I already knew, and I would be able to teach other people”.

At least one participant shared that they became motivated to share their skills with others once they perceived that they had sufficiently acquired the skills and knowledge needed to competently and confidently teach or share them with others via COAP programming, whether through engaging in specific trainings or classes or through their experiences in developing their leadership skills as LIT’s or Assists. For example, Ashe shared:

I took a single pitch instructor course, I think it was maybe my senior year, and that really clicked as far as the knowledge, and I really felt I understood a lot of technical aspects to climbing, so I actually felt like I knew how I could teach it and explain it. I felt like I actually had somewhat of a grasp on it, and so I guess having furthered my education or knowledge, I developed a passion to share it with people as well.

Learning was generally a prominent theme related among study participants' motivations to begin and continue developing their outdoor leadership skills.

Other dimensions of learning.

Overall, study participants reported that learning can be enjoyable, and that they were motivated to learn as part of the progression of leadership development at COAP because "it's fun to be able to learn, I did so many classes, it was fun to learn from so many different types of people" (Amelia). It should be noted that though participants generally spoke positively about learning, not all learning was contextualized with positive experiences, and that much of their learning was when things went wrong or were not so fun. This will be explained further in relation to experiential learning as a mode of learning and motivation.

Several participants also noted that they enjoyed learning from and being influenced by their peers. For example, Mary stated

I feel like I had a fellow trip leader who is older and more experienced than me, who I would say was definitely a very big role model and helped formulate my leadership style a little bit because I very much respect how she leads.

Beyond the initial acquisition of skills and knowledge, being able to continually improve upon existing skills and knowledge through engagement in leadership development at COAP also emerged as a sub-theme related to learning. Several participants also spoke specifically of being motivated to learn so that they could teach skills courses, reporting of which is devoted to a separate section in these results. Other aspects related to motivations for learning that emerged as

sub-themes were learning and growth of aspects of self and others, such as being motivated to understand themselves better and how to work well with others in groups.

Personal growth.

A majority of participants indicated that they were motivated to continue in outdoor leadership at least in part by the opportunities that lie in leadership for continued personal growth in concert with continued learning of technical skills. Growth in this context is in reference to intrapersonal dimensions of self. These dimensions were not well defined within the narratives provided by study participants and are were interpreted by the researcher. Bob provided an example of being motivated to grow when he said “Thinking of motivation to continue doing this, is that I love the ability to continue learning and growing”. Generally speaking, study participants’ narratives were interpreted to mean that they were motivated to grow in dimensions such as of understanding of self, communication, capabilities and limitations, resilience, compassion and empathy, confidence, and values. In addition, several participants spoke about growth and development in the context of learning. For example, Ashe said:

I guess the second topic would be that I connected with the personal development that can happen because I personally enjoy climbing because it is a physical and mental puzzle. Mentally, you have to figure out how to get up it and solve the puzzle, but you're also using your body to do that...

Personal growth was widely referenced by study participants but not well defined, therefore, interpretation of this theme of motivation is mostly through the eyes of the researcher and should only be taken at face value. Though not much specific detail was provided, this theme has been included because of the prominence of references to “growth” in dimensions of self throughout study participants’ narratives.

Experiential learning.

This section serves to highlight some aspects of learning that the researcher feels deserves to be incorporated into this section that relate to the mode of learning and some of the learning outcomes that were cited in interviews with participants that are not related to activity specific technical skills or outdoor living skills. Study participants spoke about learning through their experiences in leadership as a motivating factor for participation in leadership at COAP. Specifically, study participants said that during their experiences in outdoor leadership and instructing that they were learning and growing through their successes and failures, hardships associated with the physical and social environment of being in the elements for extended periods of time, dealing with the consequences of decisions, interactions with other trip leaders and participants, reflection, and feedback.

Participants indicated that in addition to practicing and improving technical skills, that they were learning other core leadership skills that some would argue are best learned through experience, including judgement and decision making, problem solving, communication, conflict resolution and other interpersonal skills, trust, group processes and dynamics. As has been discussed previously, acquisition and continuous improvement of skills and knowledge emerged as a dimension of learning that was important for study participants and is interpreted as a motivating factor related to continued involvement in outdoor leadership at COAP.

Teaching as motivation.

In terms of being motivated to lead COAP programming, study participants strongly indicated that teaching was a motivating factor to continue participation in adventure instruction and leadership with COAP. Generally speaking, teaching emerged as a theme related to study participants' desire to share the skills that they had learned and experiences that they had had as

COAP participants or in early stages of their progression of leadership development and succession in the COAP leadership hierarchy.

Motivation to teach *as* outdoor leadership was also indicated to be a way in which study participants felt that they could empower their program participants. Mary said:

I think that there is something really cool about being that facilitator and that teacher in that experience. Helping other people get outside who normally wouldn't, because I think anything we offer here a lot of people would be intimidated by it, and wouldn't want to go out on their own, so I think it's cool to be able to provide that opportunity and to be able to facilitate the experience for those people.

A few participants also said that they enjoyed empowering their participants during an experience to be more inclusive by giving them a voice and including them appropriately in certain aspects of the experience. For example, Constance shared

One of the things that I loved to do as a trip leader was to empower my participants. If I knew that someone had experience, I'd be like "hey Bill, do you want to share with the class your take on it, or how you would approach it?" you know? Like, get more people involved... bring people in, you don't have to be the one just talking, talking, talking, being... authority doesn't mean that you're the only one that has a voice, it's like giving people voices, you know?

Several participants indicated that they felt purpose and enjoyment in helping others to further pursue outdoor adventure and recreation activities on their own by passing on their skills and knowledge through COAP programming, which is exemplified by Emma's comment

I have realized that I do enjoy teaching, and that I do enjoy being able to pass on skills that other people can acquire, so that they can use that skills to be able to continue doing whatever activity that they choose to do.

Relatedly, study participants also shared that they were motivated to teach because it was a way for them to share their passions with others, namely the activity specific skills about which they were passionate, the activity itself. This comment from Amelia is a great example:

I would say that I really like teaching someone a set of skills that they don't have, and them falling in love with it. It's like, when they appreciate what I appreciate, it's a whole other feeling in the world. And, I think it kinda goes with what your passions are, and

what you are passionate on teaching... it's really good for your soul to teach other people your passions.

Study participants also said that they enjoy using their knowledge as a vehicle to try to share their love of the outdoors with participants in ways that are similar to the ways in which they grew to love the outdoors. Constance shared:

I think that when I teach skills courses or lead Adventure trips I'm really able to share that experience and hope that they feel the same way that I did when I was in Canada, and being the bridge that connects the students to what they can experience in nature is just a really great thing for me to see.

Another aspect of motivations for teaching was, as part of the sharing of knowledge and skills, that participants may have enjoyed watching others learn and being part of the learning process, possibly in the same way that they themselves had been part of a learning process earlier in their progression of leadership development. To this point, Emma shared:

I think my favorite moment of teaching is when I'm able to explain something in a different way and have the majority of the people understand it... I'm able to break stuff down for people to get it, and that's my favorite, when people understand something or learn something new, you know? It's so satisfying and uplifting to know that you just passed something on.

Another aspect of teaching shared by study participants was that they enjoyed teaching a skill set that was new to participants, such as canoeing. For example, Constance shared:

I really like canoeing... the trips that I found where the most fun and easiest to lead involved a skill, a new skill set. Like, teaching backpacking was fun, but you're not teaching them to walk for the first time.

The discussion herein about teaching as motivation for leadership is in the context of leaders teaching COAP participants during programmed courses and adventure trips. Another aspect of teaching as a motivational factor that should not be overlooked is that teaching is not limited to trip leaders teaching participants, but rather, that it also includes leaders learning from other leaders and growing through their interactions in adventure leadership and education.

Bob's comment "that was really motivating being able to learn from my peers, in that mentorship way. I loved how that worked." highlights this sentiment.

Regardless of status in the COAP hierarchy, level of experience, number of certifications, etc., trip leaders all can learn from each other, and a few shared that they enjoyed learning from and teaching their fellow trip leaders. Closely related to the idea of teaching as motivation is the concept of learning through teaching. One way to gain mastery of a skill or knowledge base is to learn it to teach it and go beyond functional levels of skill and knowledge required to solely engage in the activity or endeavor. A few study participants shared that they felt that through teaching they enjoyed learning about themselves in ways other than the immediate knowledge or skills associated with an activity, such as how to be more assertive and confident, how to demand attention, and how they learn and understand the world.

Facilitating growth.

In addition to being motivated by opportunities for personal growth through outdoor leadership, study participants indicated that they enjoyed intentionally working to facilitate growth in participants or being part of experiences of growth in their participants that may be inherent to many facilitated adventure experiences. Bob shared "I am very much motivated by the idea of seeing growth, and learning, and development, and impactful experiences in interaction with others, themselves and the environment, and that's why I do it". Similarly, Strap shared:

I think one of the best parts is getting to see people grow... seeing a group come together as one, and to see individuals grow. If it's just learning a new skill, or meeting new people, or, I don't know, I'm saying "I've never slept outside before", or whatever. Getting to see that and how people come back after a weekend, and are just so pumped about it... getting to be a part of that is really cool.

As was explained in the previous section on personal growth, study participants were somewhat vague in their descriptions of which types of growth they were referring. The only explicit examples provided were processing human interactions through debrief and references to growth in dimensions of participants' learning about themselves, others, and that they are capable of more than they think. Clearly, there are many references to "growth" but that term is not explicitly definable in context of how study participants place meaning on the term.

NOTE: The reader should be reminded that all COAP trip leaders are required to take a formalized wilderness leadership course, Introduction to Wilderness Leadership. The curriculum of both formal adventure and wilderness leadership courses offered by COAP includes education and practice of the foundations of the process of facilitating adventure activities with a broad goal of human growth. COAP trip leaders are taught that part of providing an adventure education or recreation experience includes trying to facilitate participant learning and making of meaning through the experience that goes beyond the technical aspects of the activity, and as such, this theme of motivation is engrained to some degree in all COAP trip leaders. They are taught that facilitating growth should be part of a well-executed program, and as such, doing a good job means that they must be (to some degree) motivated to facilitate growth in participants. The organizational structure of COAP will be discussed in relation to this aspect of motivation more in depth in the discussion section.

Motivated by outside involvement.

Not all study participants were able to engage in their respective activity (or others) outside of their time spent in COAP trip leading for a variety of reasons, including needing to spend time studying and having a paying job. Doing the activity outside of COAP was indicated to be a positive break from trip leading for those who were able and chose to do so. Several

indicated that outside involvement helps teaching and leading the activity to remain enjoyable, and doing it for one's self was indicated to motivate them to share their learning and experience with others in COAP leadership. A few indicated that engaging in their activity outside of leadership was a way to engage in self-care, potentially helping to mitigate burnout. This was also said to be a way to engage socially with friends from COAP, an opportunity to meet others in the industry or otherwise involved in that activity, provided learning, new perspectives, and experiences the outdoors outside of the limited view of COAP. One study participant said what others were alluding to by saying that he liked to "practice what I preach", and was motivated to be relevant in leadership through persistent practice, learning, and improving skills. This could possibly be related to or a sub theme related to motivation to achieve.

Other positive aspects of doing adventure activities outside of COAP were that it allowed them to be able to relate to students as learners, and helped with their level of preparedness to teach and lead with increased outside experience. Related to professionalism, Bob shared that he felt that it was super important to also "live the activity", be well rounded in the activity, and be skilled and experienced above the level required to engage participants in COAP programming. Basically, he and others shared that doing their activity outside of COAP was related to professionalism and having a passion for what they were doing in leadership. It also serves as a way to maintain and foster interest and passion for an activity or outdoor leadership in general, and may also serve the function of helping leaders' ability to relate to participants in a humble way, and to be a check on confidence and competence. Other factors of motivation included enjoying doing adventure activities outside of leadership where the focus is not on teaching others but learning for themselves, about the skill, and what they are capable of, and also serves

as a way for trip leaders to practice skills and teaching outside of the COAP programming context.

Motivated to achieve.

Study participants' motivations to achieve need to be discussed broadly as an emergent theme related to leadership, and include several motivations for leadership that have been previously discussed. The achievement related motivational themes to be discussed emerged through the process of data analysis and are here discussed as interpreted by the researcher, and were not explicitly referenced as such by research participants. Participant interviews revealed several different achievement relatable themes throughout their narratives.

Participants indicated that they were motivated to acquire and master, or achieve, the skills and experience necessary to oversee and lead adventure trips and classes on their own. Through successful leadership in typically challenging and potentially adverse conditions encountered in common adventure programming scenarios, participants would thus be confirmed in their achievement of the skills and experience necessary to do so. Throughout their leadership development, study participants' attainment of goals that were part of their initial motivations to undertake adventure leadership in effect become achievements. Ashe's statement:

I had a lot of fun all of my junior year on quite a few [rock] climbing trainings, and I remember feeling very proud of myself when I was able to lead my first route with [COAP], and kind of those little mile-markers that put me in a position of climbing competence, which felt very very important to me.

exemplifies this theme. Other skill related goals that were discussed in relation to achievement were personal in origin, such as being able to climb a route of a certain difficulty, to confidently roll a kayak and paddle difficult whitewater, to successfully plan and lead personal expeditions, and to be able to lead friends and family in the outdoors.

Participants noted that they wanted to be looked up to by participants and perceived to be competent and confident in their respective leadership skill set(s) by them. Participants also noted that through the course of their progression up the COAP leadership hierarchy that they wanted to be looked upon and perceived favorably by their fellow trip leaders. LITs wanted to be perceived positively by the Assistant trip leaders and Full trip leaders, and similarly, once the status of Full trip leader was reached, those leaders wanted to be perceived positively by the lower ranking members of the COAP leadership. This dynamic can be explained in relation to achievement in the way that the leadership hierarchy is structured at COAP, which as previously described in detail can be summarized by understanding that in order to achieve a higher status, and to progress from being a leader in training to become a full trip leader requires a systematic achievement of specific criteria before earning promotion to a higher position or rank. These criteria include successfully performing specific duties, completing trainings and certifications, having safely facilitated a minimum number of adventure experiences or classes, and other criteria that must be achieved in order to progress in the COAP hierarchy as described in Chapter Three.

Role of elements of adventure experience.

This section discusses how the different elements inherent in the planning and implementation of adventure experiences emerged as being related to study participants' motivations to lead. This includes elements such as being in awe, being away, being present in the moment and with the experience, extended experience in natural environment, experiences being memorable and for what reasons, perceived benefits, restorative qualities (what participants noted them to be), and the elements of shared experiences in nature that stood out as motivating factors. And, in relation to outcomes of the adventure leadership and participation,

various dimensions of growth emerged as a theme related to motivations to lead. And, some of the more challenging aspects of leading and living in a backcountry setting were shared as motivating factors and are included in the following section.

Planning and Organization.

Several study participants shared that they were drawn to outdoor leadership because they saw and experienced all of the planning and logistics that go into facilitating an adventure education or recreation experience, and wanted to be able to do that themselves. Not surprisingly, this is a theme that is also present in relation to their continued motivation to provide programming with COAP. Generally, when study participants shared that they enjoyed planning for and executing adventure programming, they shared that they found that aspect of it to be rewarding. Mary shared:

I think I'm also drawn to it because it's a lot of work to get a lot of stuff out the door for water sports, so, I guess I find it rewarding because I have to put so much into it on the planning.

Much of the success of a programmed adventure experience comes from proper planning, and it seems that study participants enjoy reaping the rewards of their hard work when the result is a smooth trip with positive outcomes, and being prepared for when things do not go perfectly to plan. The plan is, the plan will change, so, better be prepared.

Dynamics of leadership team.

COAP trip leaders generally know each other at varying levels of familiarity depending on where they are in their progression of leadership development, rank in the COAP outdoor leadership hierarchy and social connectedness with the COAP leaders in general. Getting to know fellow trip leaders better or in different ways appears to be a motivating factor for some trip leaders to continue leading. Several spoke about memorable trips where they had previous

interactions with their co-leaders prior to leading a trip or class but did not know them well, and that through the course of planning and facilitating an adventure experience that they had made new and lasting friendships with their co-leads. As told by study participants, these friendships may be formed or strengthened through positive interactions among leader teams who may not have known each other well previously during the course of their class or trip.

This is relatable to other dimensions of group interactions during programmed adventure experiences in which people share in many aspects of the experience, and through those interactions form strong social bonds with those people with whom that they have shared in the experience. Other dimensions of being part of a leadership team that were indicated by study participants that relate to motivation are being able to “thrive off of each other” (Mary), positive leader-team dynamics, being able to work through and resolve conflict, working towards and achieving shared goals, positive interpersonal interactions, experiencing new places together, and shared responsibility for group well-being.

Natural beauty.

As has been noted, various elements of the adventure experience emerged as themes related to motivations for adventure leadership and instruction. Leading participants to and through natural and arguably beautiful land and waterscapes (as generally described via memorable experiences and other narratives shared by study participants) appears to be a motivating factor for adventure leadership. Some study participants described beautiful landscapes that they had experienced while in leadership roles and that their experiences were memorable at least in part because of the beauty and awe-inspiring landscapes that they had experienced. Several also shared that they hoped to continue in leadership and instruction in part as a way to experience new land and waterscapes, even if getting there is difficult. Notably, the

challenges of getting to seldom seen and generally beautiful and remote natural places may be a motivating factor for adventure leadership. Amelia shared the following passage, which is a great example of this theme:

Ok, have you seen the waters of Havasu Falls? It is the bluest thing you've ever seen. And it was a pretty gnarly hike in, it was a ten-mile hike in to the Grand Canyon, it took forever. It was hard on the way in, and even harder on the way out, but, the four days that we had in there, it was just day-hiking to different beautiful magical waterfalls.

Clearly there is a relationship between study participants' experiences in beautiful natural environments and the positive narratives that they shared, which are attributable to their motivations for leading others in backcountry adventures.

Being Away.

Being away is another theme that arose within the elements of the adventure experiences that COAP leaders noted to be an important element of motivation. The reader should be made aware that in this discussion, "being away" is in the context of being off campus or away from town for at least 48 hours or in some cases as long as a week depending on the trip or course. Several participants shared that part of what they find enjoyable and seek out in adventure leadership and instruction is being away from key elements of their everyday environment such as simply being away from campus life and the rigors of being a college student, not having access to the internet or other digital devices, namely smartphones. Being away from campus and smartphones was indicated by several participants to be very positive because of the ability that it gave them to escape their routines, communication with family and friends, school obligations, and to be more mentally present and aware in the moment of the experiences that they were having for themselves by providing leadership for COAP participants. A few participants also noted that they felt that being away gave them the ability to be more reflective on their

experience in the moment and provided a space for them to be able to process things that were happening in their daily lives more effectively.

Role of adverse conditions.

Interpretation of data revealed a pattern where some of the more challenging or difficult aspects of teaching and leading adventure activities emerged to be relevant to motivations for outdoor leadership and instruction. Specifically, study participants shared stories and positive impressions of, or about being motivated by, the challenging physical, emotional, and social demands of adventure leadership and education. Interrelated emergent nodes created for and included in this section include “it’s hard”, “adverse conditions”, “disorienting”, and “type two fun”.

The demands of adventure leadership (and participation) are largely inherent in the challenges of the physical and social environments in which leaders and participants engage as part of the backcountry adventure experience. Overcoming the challenges of inherently adverse conditions emerged as a motivating factor for outdoor leadership among several study participants. They spoke about the role that leading in and dealing with adverse environmental conditions played in relation to their motivation to lead others, such as inclement weather, extreme temperatures, rough terrain, insects, and others that one might associate with operating and surviving in remote areas. The following statement by Bob exemplifies the idea that leading others in adverse conditions may be a motivating factor for outdoor leaders:

it was super cold, maybe in the single digits or minus degrees Fahrenheit, way windy, but super beautiful, and I remember just being like, man, we're out here with a bunch of students, and myself as a student trip leader, and we're doing it, we're snowshoeing. I remember that being pretty awesome. It was way fun, way hard, yeah.

Leading in adverse conditions that are typical of adventure experiences in remote areas requires being motivated to personally overcome the challenges of operating and leading in adverse

conditions in addition to working to ensure participant well-being and towards participants having an overall positive experience if possible. A few participants noted that a favorite memory from a trip or motivating factor was being able to help their participants overcome the challenges of adverse environmental conditions. Mary shared:

We had weather that was not so good for the first part... I think what I liked most about it was that it was one of my first trips out on the water where I was an Assistant [trip leader]... by the second day, this Saturday night experience, everyone was sharing with everyone and people overcame some of the struggles that they were having, so that was really cool to see.

Being motivated to lead by the likelihood that during a typical outing as an outdoor trip leader, one will encounter some combination of adverse conditions, could be related to participants' motivation to achieve. This could be interpreted to mean that, to be able to lead yourself and others with some degree of success in challenging conditions may be a goal that study participants and other outdoor leaders are motivated to achieve as part of their larger goals of motivation for outdoor leadership.

Group interactions.

A theme that emerged as a motivating factor for outdoor leadership was positive group interactions between leader team and participants and interpersonal interactions, particularly getting to know co-leaders and participants during extended interactions in a group setting typical of facilitated adventure experiences. Lucy shared:

I think how much you can get to learn about somebody just spending like two nights with them on a camping trip, or backpacking trip, or a climbing trip, or something like that where you spend like all day and mostly all night with them, and then wake up, and then do it again, and how quickly you can feel super close to someone that way. Like, not even just with your leader team, but with the participants as well, which I think is kind of cool, because you don't get that kind of interaction [on campus] I guess every day going to class and going back home and being alone.

Other motivational aspects relevant to group interactions in this setting that deserve mention are related to group travel in the backcountry setting. Traveling in a group, performing daily functions such as cooking and camping, working towards shared goals, and generally being part of a group and the challenges that come with it were also mentioned by study participants, and have been interpreted to be motivational factors. All of these group interactions and shared experiences in nature can also be attributed to leaders and participants forming different social bonds than those that would be formed in a front country setting through a different set of modes such as those that have been previously described, and one participant described “I think it's amazing that you can go into the woods with people as strangers and then come out as a family, I think that that is a really beautiful thing” (Shana). Mary also shared:

I think outdoor leadership sort of fosters an interesting type of bond where you get to know people on a different level than you would in other environments. You get to know them, because when you're sitting around a campfire with a canopy of stars above you, you feel like the world is shrunk down to just the trees that you can see, and the light of the campfire, and certain things come out and people say things that they wouldn't necessarily say in the light of day, and so you get to know people on a very intimate level. It's definitely a very intimate connection but it's also a brief snapshot in time and you get lots of different periods in our lives that you normally wouldn't.

In short, many of the physical, emotional, and social elements of being in and leading a group in an adventure setting have been interpreted to be a positive influence on study participants' motivation to provide and share adventure experiences through outdoor leadership.

Mentors and role models.

Several study participants spoke highly about fellow trip leaders that they considered to be mentors and role models in relation to their motivations to continue participation in trip leading for COAP. This relates to the hierarchical structure of COAP where lower-ranking (and generally younger) trip leaders are being overseen and taught by higher ranking trip leaders in

preparation and execution of COAP programming. The following quote from Bob's narrative is a great example:

Another thing that I loved was the mentorship piece, and the way that that organization really works is that on every trip there's technically a full trip leader, an assistant trip leader, and a leader in training... you're supposed to learn from the people that have more experience than you, and those people in those higher up leadership roles are meant to disseminate that information, and want to. And so, that was amazing learning from my peers and knowing that they wanted me to try teaching, and they wanted me to try, you know, doing certain planning activities and planning certain parts of the trip, and wanted me to maybe learn something and then try something that was a little bit out of my comfort zone, like teaching wise and leading wise. So, that was really motivating being able to learn from my peers, in that mentorship way. I loved how that worked.

Including Bob's quote, the hierarchical structure was indicated by several other study participants to be a positive factor that they feel provided them with mentors who aided and supported their development of leadership and instruction skills. To this point, Mary shared:

we would have a mentor who was a trip leader, and she became a mentor to me and a great friend, and she was the one teaching, like, how to do knots, how to set up tarps, how to do stoves, and it was like, whole new to me, so much learning, so much to take in.

This has been discussed previously in terms of the way in which several study participants said that they were influenced in some way to undertake outdoor leadership because they had positive experiences with, looked up to, and wanted to be like the COAP trip leaders with whom they had experienced COAP programming. Most study participants seem to have been motivated to continue in leadership with COAP because of continued positive interactions with higher ranking trip leaders who became their mentors and role models. The ways in which study participants indicated that they were motivated by their mentors and role models to learn and lead include being inspired by their passion for trip leading, feeling like they could relate to them, seeing them as knowledgeable, skilled, and compassionate, and perceiving them to be strong leaders who wanted to empower others including themselves and COAP participants.

It is likely that the lower ranking members of COAP leadership were also interacting with their fellow trip leaders outside of trip leading in a social context or through informal outdoor recreation and adventure experiences where those interactions may also have provided a venue for higher ranking trip leaders (and people who are generally a little older than they were) to be their role models and mentors. Mary's comment highlights this concept:

Well, I think first of all, it was the perfect timing for all of us... for a lot of us it was the first time we had true independence, but it was also the first time that we had no guidance. Really, like, we could do whatever we wanted, which is exciting, but I think that sometimes that you look for some guidance, and when you have someone who is super knowledgeable, super passionate, super well educated, they sort of act as that guidance for you.

The following excerpt from Constance's narrative is another great example:

she was able to help me learn about how to deal with the industry, but also the world as a woman. So, there was a lot that she taught me, looking back on it now, that transcended far beyond stoves and tarps and stuff.

Clearly there is a connection between students deciding to become COAP trip leaders and their initial interactions with those with whom they have experienced COAP programming. There is also a strong connection between their continued interactions with those COAP trip leaders who possessed more experience, knowledge, and a passion for trip leading and their continued leadership for COAP. The role that COAP trip leaders play as mentors and role models for those younger and lower ranking trip leaders in their subsequent learning, growth, and development as outdoor leaders and as young adults should not be overlooked.

Other notable sources of motivation.

Some other notable mentions related to motivations for continued leadership at COAP include social aspects of involvement, ability for continued growth and learning, challenges of leadership, experiencing new places, and others. For example, Amelia shared:

I would say that one of the things that kind of kept me started and going for this long is the people who have made it, the people that you can share these experiences with, and talk about, and reflect with, and it was the people that really like helped me start it. I came from a spot in high school where I didn't have that many friends, and I wasn't super happy. To then be coming to IU, and being a part of OA, and having some of the best friends that I'm going to keep for the rest of my life, which is one of those crazy things to think about because that's what college is for, so yeah, its great that I was able to have those experiences with those people.

Table 4.3 provides a summary of findings related to how students became involved and motivations for continued COAP leadership.

Table 4.3 Motivation for Continued Participation

Learning as Motivation	Teaching	Elements of Adventure	Other Major Categories
<ul style="list-style-type: none"> • Learning to Lead • Learning is Enjoyable • Personal Growth • Experiential Learning 	<ul style="list-style-type: none"> • Teaching Activity Skills • Teaching Outdoor Living Skills • Sharing Knowledge • Facilitating Growth 	<ul style="list-style-type: none"> • Planning and Organization • Leadership Team • Natural Beauty/Time in Nature • Being Away • Adverse Conditions 	<ul style="list-style-type: none"> • Participation Outside COAP • Achievement • Group Interactions • Being Mentored and Mentoring • Role Models

Motivation Change: End of Involvement

Based on study participant narratives, motivations for continued leadership for COAP may still have included some of the emergent motivations for undertaking and continuing in COAP trip leading, with either additions to those motivations, or changes in the way in which those motivations influence them to continue their leadership; this study was not structured to determine the level to which specific motivations were influencing study participants to lead for COAP at any given time. Therefore, generally speaking, towards the end of their tenure with trip leading, as told by those who had graduated or were nearing the end of their time with COAP at

the time of the interviews, motivations may have evolved as they were anticipating an exit from the organization. For those study participants who indicated that they had different motivations to lead than those which were indicated as reasons for undertaking and continuing leadership with COAP, the following themes were found.

Passing it on.

Several study participants said that they were motivated to pass on what they had learned to younger or less experienced trip leaders in a mentorship-oriented role. Gloria shared:

I would say that my energy became certainly focused on passing down information to others near the end. Instead of doing that whole process of working on myself, nearing the last semester, at the last of my time at COAP, my entire focus was on mentorship, entirely passing on that responsibility and that torch, and that sort of became sort of my energetic funnel.

Study participants that shared information related to this theme said that they were excited to watch new trip leaders come in with energy and excitement for learning, the community, teaching, and growing. They shared that they wanted to be able to foster growth and learning in lower ranking COAP trip leaders in the same ways that it had been fostered in them by older trip leaders during the time when they were getting their start and progressing through the COAP hierarchy.

Mentoring and legacy.

Several participants indicated that towards the end of their COAP involvement that they were motivated to be mentors for younger trip leaders, and felt good about being able to ignite a passion for trip leading in others. Similarly, it was also stated that study participants were motivated to give back to the organization and other trip leaders, wanted to leave a legacy, and wanted to be able to help those who were coming up through the COAP hierarchy. A major motivational theme found related to a foreseen exit from COAP was that trip leaders wanted to

give back in the way that others gave to them through the course of their learning, being mentored, growing as adults, and being excited about sharing the outdoors with others.

Level of motivation through course of involvement

In order to examine level of motivation to engage in trip leading in addressing the research question regarding change in study participants' motivations to lead, they were asked a question during the first interview about anticipated level of involvement and participation in leadership at COAP (see Appendix A). A question was asked in the second interview about how their level of involvement and participation in leadership may have changed so that the researcher would be able to determine if and how their level of motivation may have changed over the course of their involvement with COAP (see Appendix B). Specifically, study participants were asked if upon hire they initially wanted to achieve status of Full trip leaders and why they did or did not. And, during the second interview, they were asked if their experience had been what they thought it would be or initially wanted it to be in terms of their level of involvement with COAP.

This section will provide information about levels of motivation through the course of involvement, leadership development, and progression through the COAP hierarchy. The results will discuss changes in study participants' level of motivation through the course of their involvement with COAP as evidenced by initially desired and anticipated involvement and similarities or differences in motivational factors found through their progression. The results of the analysis illustrated a high level of similarity in themes of motivation for undertaking leadership between those participants who indicated that they wanted to become full trip leaders at the time of hire and those who did not. In short, the researcher did not find any notable differences between the motivations for undertaking trip leading among those who were assigned

the two different attributes corresponding to their anticipated level of involvement, i.e., whether or not they did or did not want to become a Full trip leader.

Level of motivation and anticipated involvement upon hire.

Study participants were not evenly distributed in terms of number of respondents who indicated that they were motivated to be Full trip leaders at the onset of joining COAP and those who were not. Of the four who were not initially motivated to achieve Full trip leader status, two participants did not think that they could achieve that status and indicated that, for that reason, they were not motivated to achieve the status of Full. Therefore, seven of the eleven study participants indicated that when they were accepted as Leaders in Training that they wanted to become Full trip leaders. Their motivations for becoming Full trip leaders include being friends with Assistant and Full trip leaders at time of hire, looking up to, and subsequently wanting to be like them, idolizing them, and thinking of them as “superhumans” (Bob). Those in this category also indicated that they were motivated to learn and develop skills, to have the ability to teach and to lead in general, and also to teach skills courses or adventure trips on which they had been a participant. Other noteworthy motivational themes were feeling empowered to contribute to and be a part of the organization, and pressure from themselves and COAP administrators to have a high level of participation in outdoor leadership within the organization. A few also indicated that they felt like they had something to prove to themselves or those within the organization.

Of those who indicated that they were not initially motivated to achieve status of Full trip leader, the reasons why they were not motivated to do so include lack of trust of self or fear of being in a role as the highest-ranking leader and party most responsible for the wellbeing of others during a skills course or adventure trip. One participant said that she “did not want the

responsibility” of being the Full trip leader (Shana). When asked why she did not see herself becoming a full trip leader, Emma shared that “it scared me”. Other themes that arose among those who were not motivated to achieve Full trip leader status were that they did not believe that they would be able to successfully learn and do enough to progress up the COAP leadership hierarchy before graduating, or at all. Emma shared:

I was just looking at the board, like we used to have all of the employees on the board out there on the wall, so you see there's like 30 trip leaders in training, 20 assists, 5 full trip leaders. So, I thought it was this thing where they were just chiseling away people, the trip leaders, like, “nope, you suck, get out of here”, like you know? Like, you're not good enough.

This may be a result of some influence of organizational culture on some trip leaders’ perceptions about whether they can successfully rise to the status of Full trip leader, and will be discussed in a separate section.

Another theme found among those who were not initially motivated to achieve Full trip leader status was that these study participants saw themselves more in supportive roles than those of responsibility for making decisions, managing risk, etc. They all noted that they desired to achieve the rank of Assistant trip leader, and through that role felt like they could contribute without “being in charge” (Constance). For example, participants specifically stated that she felt that she had the ability to “do the grunt work” (Constance) and be directed by others (Lucy). Other examples of this theme are that participants felt that they could be supportive followers. Emma’s analogy “I definitely saw myself as the Robin of Batman and Robin” clearly highlights this theme.

Shared motivations to undertake leadership: Fulls and Assists.

Further data analysis of motivational themes found among both groups, those who were and those who were not initially motivated to achieve Full trip leader status, does not provide

any differences in motivations for undertaking leadership deemed to be significant or mentionable by the researcher. The most notable motivations that were shared among these two groups, as previously indicated, were that they all had previous programming experience with COAP and memorable experiences with COAP as participants, were motivated to learn and teach, were socially attracted to the organization (sense of community) and had social connections to the organization through friends. They also looked up to other trip leaders (generally assistant and full trip leaders) and were attracted by the novel environment and opportunities associated with COAP, such as classes, COAP leadership culture, etc.

Changes in level of motivation through course of involvement.

Once students at the host University decided that they wanted to become trip leaders for the COAP, they applied to become LITs based on whatever their initial attractions to trip leading for COAP were, including looking for and having a sense of community, organizational culture, social influences, etc., as have been described previously. Other motivations for students to undertake trip leading with COAP include novelty in leadership, learning, the social environment, and desire to acquire new skills and share them with their peers through outdoor leadership as has been previously described herein. Four of seven study participants indicated that upon applying to become LITs that they intended to reach the status of Full trip leader, which has been interpreted by the researcher as them having a high anticipated level of involvement and subsequently high level of motivation to achieve Full trip leader status. This section intends to outline themes of motivation that relate to changes in level of motivation that participants experienced through the term of their involvement and progression up the hierarchy of leadership at COAP.

Heavy involvement, high motivation.

Most study participants, 82%, described having a high level of involvement early on and through most of their time spent with the organization as trip leaders as evidenced by their responses to a suite of questions that were included in the protocol to elicit responses about their level of involvement over the course of time spent in COAP leadership. This has been interpreted to mean that they also had a high level of motivation for trip leading, their heavy involvement being an indicator for their level of involvement. Some motivational themes that emerged from participant narratives that relate to their level of involvement and motivation include study participants pressuring themselves to have a heavy involvement as well as experiencing peer pressure. Several study participants indicated that they felt pressure from the COAP administration to be heavily engaged in the progression of leadership development to rise quickly through the COAP leadership hierarchy and to lead several skills courses or Adventure Trips during the school year. For example, Gloria said that she was “pretty eager and willing to put in a lot of time, and absolutely committed”. The researcher has interpreted what study participants said about their motivations to be involved at a high level after becoming hired to mean that study participants enjoyed learning, were motivated to teach and lead, were making new friends, and enjoyed the social structure inherent to the host organization during the time period when they were trip leaders. As a reminder, all of the motivational themes that emerged in relation to study participants initially becoming involved and their continued participation in trip leading have already been discussed in this chapter.

Several participants indicated that they didn't really know how involved that they would get, and upon hire, did not fully understand everything that goes into preparing and executing

COAP programmed skills courses and adventure trips. Lucy's narrative provides just one example of this trend:

I think that I underestimated the amount of time that I would be there either working on stuff or just helping other people, or just hanging out... I think just not knowing everything that goes into the trips, I didn't know that it would become such a big part of my life.

It is also important to understand that based on what several study participants said, it would seem that the organization does caution against trip leaders taking on too heavy a burden, i.e., teaching many courses and leading adventure trips through the school year with the fear that students may burn out and quit or significantly decrease their involvement, though several noted that they were permitted to teach as many as three or four skills courses and an adventure trip over the course of a semester. For example, Amelia shared:

I think I took my fourth trip in a semester and they were like, we just don't want you to burn out, and I was like, I'm not going to burn out, and I don't think that I'm burning out but I am prioritizing other things in my life over [COAP], which I wasn't doing in the past, so... It was my number one priority, and now, not at the very top anymore. I've got school, other friends, work, yeah.

For a trip leader to take on the responsibility of leading even one or two skills courses in a semester involves a lot of pre-course and pre-trip planning and prep, and includes teaching two class room sessions in the evenings before being gone all weekend for a skills course field experience, typically leaving on a Friday and returning on the Sunday of that weekend. And, to facilitate an COAP adventure trip, which generally last from five to as many as eleven total days in length, many hours of planning and coordination are required before the trip since they are generally self-supported backcountry experiences conducted in wilderness areas far from home. A few examples of typical COAP adventure trips were provided in previous chapters if the reader needs reference.

Changing priorities.

All but one study participant, Emma, indicated that once they became involved with trip leading, that they initially became heavily involved regardless of their foreseen achievement of trip leader status and anticipated involvement at the time when they applied and were hired to become COAP trip leaders. Several indicated that at some point after a high level of involvement and motivation for trip leading that they experienced a change in motivation and involvement with COAP trip leading. For the 46% of study participants who indicated that they experienced a major change in motivation and involvement during their COAP tenure (Amelia, Constance, Gloria, Mary, Velma), it is difficult to pinpoint any specific time when those participants experienced a change in level of motivation for trip leading, though a change in priorities was indicated as one theme among several factors influencing this change. Based on study participants' narratives, the researcher has determined that for those who indicated that their level of motivation to lead for COAP had lessened, that the change from wanting to have a high level of involvement to a lower level of involvement likely happened at some point in their junior or senior year, and that one major contributing factor indicated by study participants was that they experienced a change in priorities that were the result of several different factors. For example, Constance shared:

I think that I became less motivated, and less engaged, because I think that as you successfully grow in this program you are given more responsibilities. And I think that as you are given more responsibility, sometimes it can become a little bit overbearing as a student and a trip leader trying to manage what comes first in your life.

This change in level of motivation for all but one participant (Velma) occurred at some time after they achieved Full trip leader status. Of those study participants who experienced a lessened level of motivation and involvement in COAP based on changes in priorities indicated that some factors influencing that change included the need focus more on school (grades) and

getting practical experience in their chosen field, nearing graduation, undertaking new activities, wanting to have more personal time, making friends outside of COAP, and needing to work at a job with a reasonable financial benefit (see section on COAP trip leader pay for further reference) were all. In addition, three of those who experienced a change in priorities indicated that they were influenced by the organization to decrease their involvement or had a change in why they continued their involvement. These specific reasons are not generalizable among those who experienced lessened motivation and involvement, but do give the reader a sense of the types of basic components of life which became more important for study participants than their involvement in trip leading.

As Constance alluded in the previous quote, another theme for change in priority related to motivation that emerged is that upon achieving Full trip leader status, the level of responsibility and subsequent time required for involvement becomes significantly greater.

Constance's narrative highlights this factor and others that have already been mentioned:

as I took on more and more and more I realized something's got to go, I needed to either focus more on things that pertain to my schooling like working in the lab, or volunteering, or shadowing, or to put more time into things that are going to get me money. And so, that was a hard balance, because as you become an assistant trip leader, as you become a full trip leader, it requires more time, and I realized that that was may be time I didn't really have all the way... And so, I think that really contributed to the stress aspect because I had to put all of myself into it, which affected schooling, which affected my job, and affected other things too. So, as I grew into the leadership development, I realized how much it involved, and that deterred me from pursuing it more.

Basically, with progressively higher leadership status comes an increased number and level of responsibilities, which amounts to greater time expenditures for trip leaders, and for some study participants, created a need to re-evaluate and re-organize their priorities. The following table (Table 4.4) summarizes the major findings of this section and represents factors related the 3 main headings of this section. Table 4.4 (see p. 109) depicts major findings related to how study

participants learned about and became involved in COAP leadership development, how they were motivated through the majority of their time involved with COAP once they became accepted into the organization, as well as sources of change in motivation for those who indicated that at some point (generally towards graduation) that they were less motivated or motivated differently than they were during the majority of their time of involvement.

Table 4.4 Factors of Motivation Through Course Involvement

How I Became Involved	Motivation for Continued Participation	Source of Change in Motivation
<ul style="list-style-type: none"> • COAP Trip Participant • COAP Course Participant • Adventure Education • Leadership Education • Living Learning Community • Social Connection to Org. • Seeking Peer Group • Making Friends • Like Me • Organizational Culture • Feeling Welcome • Sense of Community • Novelty • Learning Opportunity • Look Up To Leaders • Sharing Experiences • Hierarchy and Achievement 	<ul style="list-style-type: none"> • Learning to Lead • Personal Growth • Experiential Learning • Teaching • Facilitating Growth • Motivated to Achieve • Elements of Adventure • Planning and Organization • Natural Beauty • Time in Nature • Group Interactions • Mentors and Role Models • Mentoring 	<ul style="list-style-type: none"> • I Can Do It • Changing Priorities • Nearing Graduation • Organizational Influence • Need to Make Money-Job • Leave Legacy • Shift in Focus: Helping Self to Helping Others

Motivational Factors of Attributes of Activities

To start this section the reader needs to be reminded about how the hierarchy works at the host organization which involves trip leaders becoming checked off to progress through the hierarchy of leadership and to advance their responsibilities and status. It is also important that the reader understand how the three broad categories of activity were delineated in this section. Based on study participant responses, the researcher concluded that three categories of activity: paddling, climbing, and backpacking, were well suited in representing and discussing similarities

and differences in motivations for leadership as they relate to study participants' activity preference in leadership. These were designated because they categorically represent the activities that were led by participants in this study, which were limited to leadership of various forms of paddlesport, rock climbing, and backpacking.

Study participants were asked a specific set of questions about what types of activities they most often instructed or led, and in which they had highest participation as COAP trip leaders. Study participants were also asked questions about what specific attributes of their preferred activity to lead motivated them to engage in that activity. Conclusions about what specific activity attributes were the strongest motivational factors influencing study participants to prefer leadership of certain activities emerged from the study participants' responses. In addition, the researcher's data analysis-informed interpretations of participants' responses to activity specific questions about motivation, and other interpretations of responses found throughout study participants' narratives are included in this section as well. Motivations for leadership and instruction in this section are discussed in relation to similarities and differences among the attributes of the three categories of activity, backpacking, paddlesport, and rock climbing, which emerged based on study participants' responses.

Similarities Among Activities

Similarities that were found among the attributes of the three categories of activity include group and individual goals, social interactions, planning and logistics, focus on safety, camping, being in the natural environment, and travel to and from the activity venue. The attribute of goals includes each activity involving group goals, such as, in rock climbing, a group goal is to safely engage in a rock-climbing experience in which leaders and participants are able to climb as a group (not all at the same time!!), and this environment also provides opportunity

for individuals to work towards their personal goals such as self-challenge, trying something new, or making friends. All classes and trips also require some level of planning and logistical consideration on the front end, pre-trip, such as food planning, determining and securing group gear needs, creating a risk management plan, and choice of venue and applying for use-permits, which has been previously discussed in this chapter in relation to study participants' motivations for leading. Another similarity among all groups of activities is that safety is of paramount importance. All activities also require some form of group travel between the host organization's headquarters and the venue where the activity will be facilitated, and generally all activities occur outside in a natural environment. A social component shared among all categories of activity includes opportunity for conversation and social time while not actively engaged in the activity itself, such as free time while on short breaks from climbing, paddling, or backpacking for the purpose of snacking, lunch, physical rest, exploring points of interest, and free time spent at camp.

There are also exist a few similarities within paddlesports and backpacking that differ from rock climbing. In paddlesports and backpacking, participants and leaders can be engaged in the same activity at the same time, whereas with climbing, only two or three people are climbing at any given time while the same number of leaders or instructors are belaying the participants. Another attribute that is shared between multi-day canoeing and kayaking excursions and backpacking excursions is that all group and personal necessities are self-contained in a boat or a backpack, and generally require no outside support while traveling along the chosen route, which is generally in natural and remote area. Similarity, the premise of multi-day self-supported paddling and backpacking excursions involves traveling self-contained on a route through the natural environment, whereas, climbing involves travel to a climbing site(s) and then engaging in

the activity at that site, where the core of the activity is not travel itself, but rather, is climbing on rock. It should be noted that, depending on the environmental conditions at the time of a course, some paddlesports courses such as whitewater canoeing and kayaking share the attribute of traveling to a specific paddling site, such as a built whitewater park, to engage in the learning environment instead of having a focus on wilderness travel. For the purposes of this argument, rock climbing and to some extent (depending on the venue) whitewater paddlesports are not considered a mode of travel by which participants are experiencing a larger natural environment, though the activities are similar to multi-day excursions in the way that they utilize and requires a natural environment.

Differences Between Categories of Activity

While there are several attributes that are common among all three categories of activity included in the previous discussion, as indicated by study participants, there are many activity specific attributes that are not shared among the activities of paddling, rock climbing, and backpacking. The following section does not intend to describe in detail the specific nature of participation in, or to outline all differences that might be found among each of the respective categories of activity. Rather, it serves to be a discussion of the activity specific attributes that study participants indicated to be related to their motivation to engage in leadership of those activities. In essence, this section answers the question “what is it about the activity that motivates study participants want to lead and teach it?”

Paddlesports.

Of the three categories of activity to be discussed, paddlesport is the most diverse in terms of specific forms of paddlesport that are referenced in the results. For the purpose of this section, paddlesport generally refers to any form of canoeing, kayaking, or stand up paddle

boarding offered by COAP, and includes non-expeditionary whitewater canoeing and whitewater kayaking, single day and expeditionary flatwater coastal kayaking and canoeing, and non-expedition flatwater stand up paddle boarding. Otherwise, when referencing a specific form of paddlesport, such as whitewater kayaking, that form will be explicitly indicated as the focus of discussion.

Some activity specific attributes of paddlesport that were indicated by study participants to be motivating factors include the presence of and interaction with the natural element of water, learning and using new skills, teamwork, potential for enhanced social interactions, and others that were specific to various types paddle sport. At their very core, all paddle sports utilize an aqueous environment, which is unique to the other categories described in this study. Participants indicated that they were drawn to the water and used adjectives such as soothing, calm, peaceful, serene, and quiet to describe what they like about being on the water. Leadership of paddlesports also involves some level of instruction and engagement with what are likely new skills for many people, namely paddle-craft, which involves using a paddle to balance and propel a canoe or kayak forward in the desired direction and course of travel. A few participants also indicated that they felt that there was “more going on” (Constance) throughout the experience by way of the activity. Speaking to the aforementioned points, Constance shared:

Whereas, with basic canoeing, there is a lot, you know? People really enjoyed being on the water, you can teach strokes, and you can teach rescues, and you can teach how to carry a boat, like portaging and stuff, different paddle strokes... I just love canoeing, I just love being on the water, it was what got me into [COAP], and so I really liked sharing that too.

Of those study participants that preferred to teach and lead paddlesports, several indicated that the social aspects of engaging in that type of activity were part of their motivation to do so, and this is a major theme for paddlesport motivation. Specifically, participants shared that they

felt that paddlesport activities provide potential for more of a shared experience and group conversations, and provided enhanced opportunities for people to get to know one another better than they might while participating in other activities such as backpacking or climbing, where much of the time is spent hiking in a single file line during travel along a trail or route, or is focused intensely on solving the physical and mental challenges of climbing a rock route. In terms of the aspects of having a shared experience and potential for group conversation, most study participants who identified as paddlers indicated that they enjoyed being able to connect with their participants and co-leaders because the ability and ease with which paddling allows the group to interact with everyone on the water at the same time. By not being physically confined to being in a line while traveling (like in backpacking), but rather, by having the opportunity to paddle side by side or next to each other in canoes or kayaks, and because of the ease with which and organic manner in which the social dynamic can change, paddlesports provide a unique social environment and potential for continuous social interaction. This is due to the ease with which the group can travel in the same direction and route in an infinite number of spatial arrangements under favorable conditions. Speaking about the shared experience and potential for social interaction inherent to paddlesports, Mary shared:

I really like it because it provides a different sort of experience for your participants, because if you are backpacking or mountain biking or something, you're not next to someone, the leaders and the participants can't have that shared experience together, whereas, if you kayak next to someone you can kayak in a big group and maintain a conversation amongst people while you're doing the activity.

Related to the social aspect of group interactions during the activity, it was also shared that the opportunity for one on one interactions was a motivating factor. Constance indicated that being alone in a canoe with another person and having the opportunity to have meaningful

conversations with people in that social environment was something that she really enjoyed. She shared this passage:

There are so many trips that I've been on where I've gotten to have a really profound conversation with someone, because we were just in a boat with each other. You're paddling along, then there's some silence, and then you talk. I've gotten to share some great life experiences with people... in a canoe you seem a little bit isolated. There's a comfort in there; it's just me and you, we can get a little separated from the group if we want, we can come back and be part of the group, there's just a lot of moving parts and pieces.

It should be noted that, though it may seem that flat water paddling is the most conducive to having the opportunities for social interaction described herein, whitewater canoeing and kayaking courses do offer the same opportunities as those found on a flatwater environment. Focused more on the technical aspects of the activity, the windows for social interactions occur in smaller doses, only separated by time spent engaging in learning technical paddling skills and scouting and running rapids. Much of the time spent during a whitewater skills course is spent in downriver travel not requiring skills practice or scouting and running rapids, providing the potential for similar social dynamics afforded by the flatwater paddling environment.

Some other activity specific attributes of paddlesports that study participants indicated that they enjoyed were the ability to do multi-day expeditions through paddlesports. Bob shared:

I also really like expedition canoeing, which isn't really that hard technically, but it's just a really great way to travel, and I enjoy that. I would personally prefer to put gear in a boat and travel long periods of time than to carry it on my back, I think that that's a personal preference.

The ability to bring more gear and provisions in most multi-day water travel scenarios, leading to greater comfort and flexibility in accommodating needs and preferences, seems to be a motivating factor. For example, on an overnight flatwater canoeing or kayaking excursion one might more easily bring heavier food, more fuel, more clothes, or unnecessary items such as a camera, book, or other items that would be considered luxuries by the minimalist. This is due to

the fact that all of the weight of gear, provisions, and people are being carried by the boat as it floats on the water, and generally does not make propelling and controlling the craft prohibitively difficult if loaded within the physical limits of the craft and paddler. A contrast that should also be noted is that at least two participants noted that multi-day paddling experiences requiring portaging boats and gear over land created a welcome challenge in which bringing minimal gear and accommodations was a necessity to keep weight and bulk down for ease of overland travel, similar to backpacking. Related to what Bob shared, Constance added “But, with expedition canoeing, you have to be conscious of your weight, so that’s an added challenge. It’s physically demanding....”

Some other motivational factors emerged that were not as prominent but remain noteworthy because of their specificity to the category of paddlesport leadership. A few participants shared that they enjoyed the teamwork aspect of tandem canoeing whereas others said that they liked being able to be alone in a boat. Emma and Mary shared that they enjoyed the simplicity of teaching stand-up paddle boarding because of the minimal gear required to engage in the activity, and that they generally are teaching in calm and pleasant weather. Bob and Amelia indicated that they enjoy the rush and adrenaline of the highly dynamic whitewater paddling environment, and that they enjoy “sharing the stoke” (Amelia: “stoke” here interpreted to mean a high level of excitement, euphoria, or elation) with participants. Conversely, the majority of those who identified as paddlers said that they sought out more calm, peaceful, and less dangerous leadership environments. For example, Mary shared “as I got on with the progression I got settled into a water niche, but, a flat-water niche. I've learned that white water is a little more dangerous than I'm necessarily up for in a group context”. Mary is not alone in this sentiment; Constance and Emma shared similar feelings for a calmer and more controlled

environment that is generally found in flatwater pursuits. Clearly, not all who gravitate towards paddlesports are drawn to leading and instructing those activities for the same specific reasons, but, there are some broad motivational themes that may help us to understand some of their reasons for preferred involvement in that activity.

Backpacking.

Backpacking was chosen to be a category of activity pursuit in leadership because, of the COAP trip leaders that were interviewed, of those who did not identify as or who were deemed by the researcher to be paddlesport or climbing oriented in leadership, backpacking was the pursuit that many had in common and spoke about, though only one participant was specifically backpacking oriented by preference. It is noteworthy that many COAP leaders' first experiences in outdoor leadership are as LITs on backpacking trips, which has been described in Chapter Two for the reader's reference. Backpacking is a low risk pursuit in which leaders in training often begin learning and improving upon the foundations of an outdoor leadership skills base in camp craft, planning and logistics, and other core components of leadership such as safety, risk management, and decision-making. To this point, Constance shared "Backpacking I had had at that point both ELC's from ITWL and the one from FOA, so I felt comfortable enough with it so that I could teach it". Backpacking has its own set of attributes that may act as motivating factors that are not shared by paddlesport or climbing. These factors emerged as themes shared by the research participant who most identified as a backpacker in addition to the researcher's interpretations of research participants' volunteered and unsolicited descriptions, comparisons, and contrasts among activity attributes that included backpacking. In addition, some of the attributes of backpacking that were motivating factors for leadership for some study participants motivated others to lead and teach other activities such as paddlesport or rock climbing.

Some key motivational factors for backpacking include the simplicity of backpacking in and of itself, minimal skills involved, and simplicity of those skills which need to be learned and practiced in the field by leaders and participants alike, and, some skills crucial to backpacking do not need to be learned in order to participate. Emma shared:

Sure, so, the first thing that I fell in love with, or realized that I liked, was backpacking, and the reason that I loved it so much was the simplicity of it; bringing as little as you possibly can, using as many things in as many ways as possible, I love that. I live off of it, I thrive off of it.

Backpacking has a unique social environment while participants are engaged in the core activity of hiking itself. Participants also observed the physically demanding aspect of carrying everything needed to survive on their back for multiple days, which was interpreted as both a motivating and de-motivating factor. Participants who were attracted to the activity shared that the way in which participants and leaders carry everything with them and are self-contained for the duration of their trip in a manner similar to multi-day paddlesport excursions was enjoyable. In this way, research participants indicated that they enjoyed the challenge of being conscious of adhering to a minimalist approach in all aspects of gear and food considerations. Some participants noted that they enjoyed leading an activity where all participants could be engaged in the activity at the same time, which is a motivational factor shared by those who currently or previously have taught and led backpacking and paddlesports.

The social environment of backpacking while engaged in the core physical activity of hiking, as described by Mary, is one of potential solitude. This could be viewed positively or negatively in terms of motivational factors. The single file nature of hiking on most trails used by COAP (and through wild areas in general) is not as conducive to a social experience while engaged in the core activity of the pursuit as paddlesport might be, which is one that is potentially socially shared by all group members at the same time. Similarly, in most rock-

climbing scenarios, there is time for socializing during the activity for those who are not actively belaying or climbing. In regard to backpacking, the spatial arrangement of groups while actively hiking largely prohibits group conversation and makes even one-on-one conversations potentially difficult. To describe attempts at conversation on the trail, the rear person in such a conversation projects their voice and is to some degree heard by the person in front of them, whereas, the persons in front of a speaker can hear the speaker behind them but will not easily be heard by those behind them unless they orient themselves so that they can face towards the person, which is generally difficult to impossible while walking in single file on a trail. Similarly, for a speaker to be heard by the person(s) walking behind them without stopping or turning around, speaking very loudly is somewhat of a necessity, and does not lend itself to intimate conversations or group conversations. For example, Mary said:

When you're hiking or backpacking, normally you're on a trail and its single file, so unless you switch it up you could spend the whole day and not know someone. You could not know anything about the people who are in the back half of the group, or even three people back if you're in the front.

In addition, the physical nature of hiking (potential for sustained heavy breathing included) does not lend itself to easy conversation, and, trip leaders may discourage loud conversations so that those who wish to enjoy the sounds of nature may do so more easily.

The social environment of single file hiking may be preferred by some who enjoy or seek experiences where they can be with others but not have to engage socially, or if they were to intentionally isolate themselves socially, they perceive that they may create an awkward social dynamic among the group. Conversely, those who are seeking or are more aligned with a different social environment in leadership may seek or discover that other activities are more to their liking. It should be noted that during non-hiking time spent on a backpacking excursion, group social dynamics are potentially very similar to those encountered by groups engaged in

paddlesport or rock climbing, and that the previous discussion is in the context of the physical act of hiking while backpacking. The reader should consider the social environment encountered by leaders and participants while not engaged in the hiking component of backpacking to be a motivating factor in the way that it is included and considered in other relevant components of discussion found herein.

Some other aspects of backpacking that appear to be motivating factors include a minimum requirement for knowledge of and ability to teach basic skills in order to take participants in the field, namely, packing a backpack, practicing camp craft such as setting up a shelter and cooking on a stove or fire, navigation, and other aspects such as safety and risk management. Also, trip leaders and participants alike generally know how to walk, a requisite skill for backpacking; as one research participant noted “it’s not like you’re teaching them how to walk” (Constance). It would seem that trip leaders don't have as much to manage in the simplicity of these aspects of planning for and engaging participants in the activity. For example, trip leaders simply need to be able to plan a route (on a known and designated trail), prepare all aspects of the backpacking excursion pre-trip, including creating a risk management plan, issuing (and checking pre-departure) a personal gear list for participants, food planning and shopping, issuing personal and group gear, and teaching participants the very simple skill of properly packing and distributing gear within the limited space of a backpack. With small group sizes this is not much to manage, and other aspects of taking participants in the field for several days via backpack that are easy for trip leaders to manage include setting up tents and overseeing cooking. Also related to the simplicity of backpacking is the ease of navigation, in that, trip leaders set a pre-determined route along a trail, and generally only need to follow that trail or route using basic navigation and orienteering skills. Following a trail is not difficult if one

possesses even the most basic map reading skills combined with knowledge of how to use a compass. In short, all of the skills required to teach and lead backpacking are at the foundation of what all COAP trip leaders are taught in the Intro to Wilderness Leadership class, which is a prerequisite when applying to be a trip leader.

Climbing.

Teaching and leadership of rock climbing has its own unique set of activity specific attributes that have been deemed to be motivating factors by study participants who identified as rock climbers. Those who teach and lead rock climbing indicated that they enjoy the way in which rock climbing is a technically oriented activity, involves solving mental puzzles, is highly physical, and that in teaching and leadership that they are engaging participants in a highly controlled environment. They also generally spoke positively about enjoying using their knowledge of physics and science in combination with climbing safety technology as part of being in control of their participants' safety and learning environment. Also of note, all study participants who identified as rock climbers indicated that teaching was a major motivational factor for continued engagement in leadership of climbing with the COAP of study.

Rock climbing is a highly technical activity from the standpoint of an instructor and trip leader as well as from that of a participant. This includes use of a suite of highly specialized gear, safety techniques, and climbing techniques that must be adapted for the climbing situation at hand. In turn, teaching the technical aspects of rock climbing is clearly part of what motivates some study participants to be leaders, which is discussed in more detail in a different section. For example, Lucy shared "I really enjoy teaching hard skills, technical skills, because you can go about it and teach different ways but the end message is the same... I like teaching knots and other stuff like that." Ashe indicated that part of what motivates him to teach and lead climbing

is the challenge of solving the physical and mental puzzle inherent in climbing a rock face, and his perceived ability to teach and share the activity with students. He said:

I personally enjoy climbing because it is a physical and mental puzzle. Mentally, you have to figure out how to get up it and solve the puzzle, but you're also using your body to do that, and so I felt like I could communicate that with students.

Another motivational factor for rock climbing is leaders feeling like they are in control of the participants' learning environment and ability to manage risk. Aspects of the controlled environment included knowledge and use of ropes and belay systems, having boundaries set within specific routes to be attempted by participants, set safety protocols where decision making and risk assessment are less reliant on judgement and decision making happening in the moment and more upon use of safety systems, and the somewhat static nature of the risk management environment as compared to other activities such as whitewater paddlesports. To this point, Ashe shared:

I felt it was much easier for me, pretty tangible for me to evaluate the risk at a climbing site whereas with water, you don't know what's under the water, there's strainers and sweepers and I never felt comfortable doing that stuff myself let alone leading participants and trip leaders... with climbing you can see it, everything is in front of you.

Related to the teaching of rock climbing, Shana shared "I think the thing that I most enjoy about that is seeing the students' faces when they get to the top and realize that they were able to get to the top". Shana also shared that she enjoys the understanding use of climbing technology in relation to physics when she said:

I also really liked that it wasn't just a very physical thing, you had to have a lot of knowledge of ropes. And so, having the technical aspects of it was also a very cool thing and just being able to relate science to it.

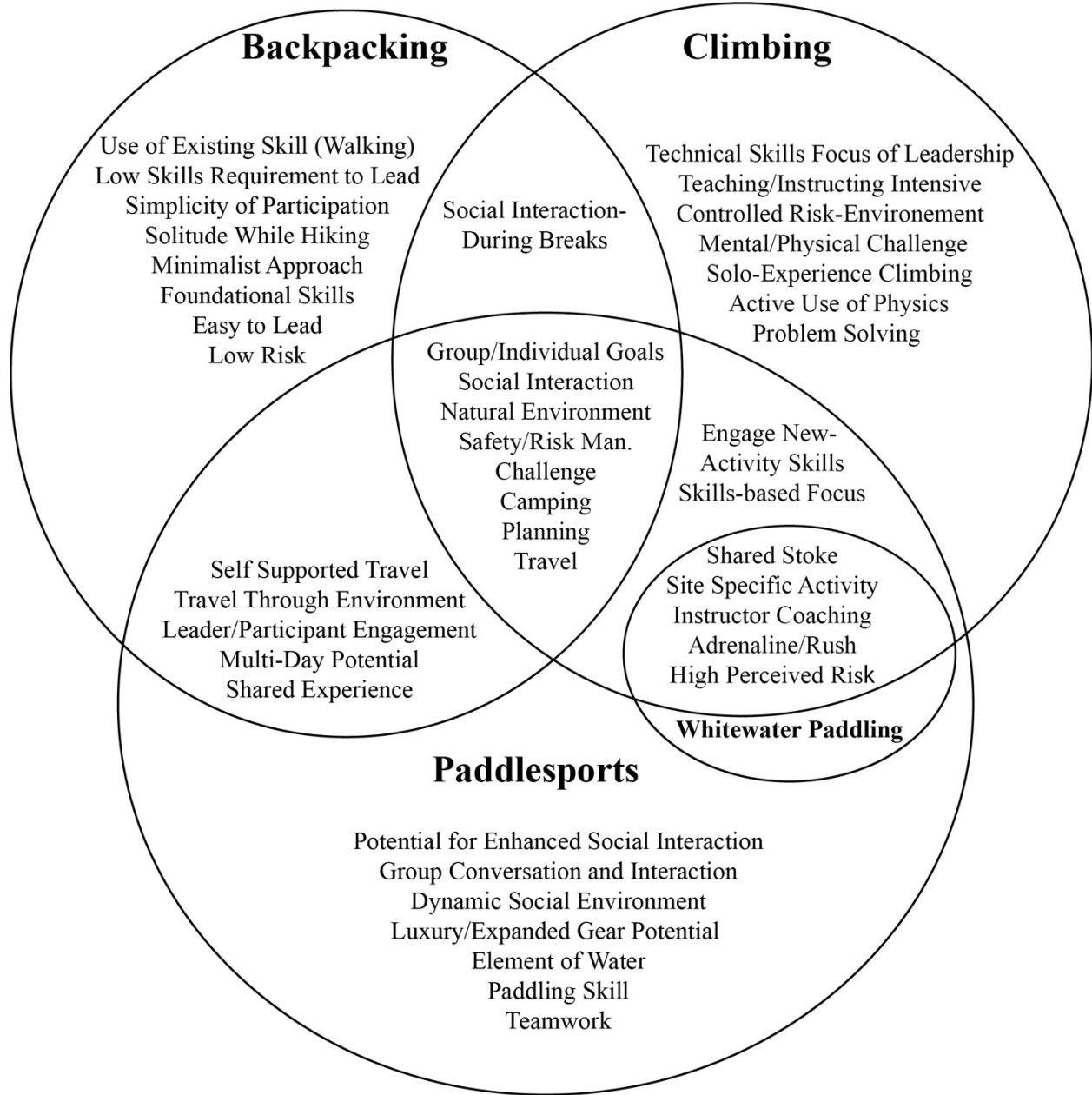
It appears that rock climbing trip leaders are motivated to use and share their love of the many technical aspects of the activity with their students and participants.

There are a few other notable attributes of leadership of rock climbing that contrast with those of paddlesports and backpacking that need to be mentioned. First, in climbing not everyone can participate at the same time, which is limited by the number of leaders present who can safely set up routes, belay participants, and manage the climbing site at any given time. Though she prefers teaching and leading climbing, Lucy highlighted her perception of this as a weakness in facilitating climbing experiences when she said:

I feel like it's kind of challenging on the actual weekend experience because not everybody can climb, and not everyone can belay at once, so classes like backpacking were fun because everyone can be doing something and be involved all at once, which is really hard to do with climbing, especially if you only have three leaders because you're either watching ropes, or putting up a climb, taking something down, or something like that.

The absence of the element of travel through the natural world during the activity of rock climbing as programmed by COAP is noteworthy. This is because of the contrast that it has with backpacking and paddlesport programming, which generally involves travel through nature as a core element of the activity. Rock climbing generally involves driving to a site at which the course will take place and engaging in rock climbing in one general climbing area or rock face. Climbing up a rock face in this context is not considered to be a mode of traveling through nature in the same way that is generally at the core of paddlesports and backpacking. See Figure 4.1 for a visual representation of findings related to activity attributes and motivations of leadership.

Figure 4.1 Venn Diagram: Attributes of Activities in Leadership



Emergent Motivational Themes

This section is included to answer research question three, which allowed the researcher to include other emergent themes related to motivations for trip leading with COAP that were not related to answering Research Questions one and two.

Gendered Perspective

Based on data analysis, one theme that emerged that the researcher believes is important to illustrate was that several study participants engaged in dialogue that shared their narrative from their gendered point of view and their experiences in the world as women. Several participants provided a gendered perspective on their experiences and related motivational factors for becoming engaged in and continuing in outdoor leadership at COAP, or deciding to decrease involvement, as indicated by statements that included phrases such as “as a woman”, “as a female”. Other language coded as gendered was interpreted as being in reference to study participants’ lived experience as women and distinctly separate from their narratives that were interpreted to be shared from the perspective as a human. Some of these perspectives relate to motivational factors that have already been discussed and some are unique to what was shared by study participants who indicated that they were sharing information from the perspective of or “as a woman”.

Positive experiences.

Several study participants indicated that they were motivated to trip lead because they looked up to and had female trip leaders as mentors, and in these mentors found friendship and guidance in leadership and life. Several indicated that they were motivated to learn from other women about outdoor living and technical activity skills, and that these females promoted their interests in learning and leadership. One person shared about an early experience as a COAP

participant: “I saw the trip leaders that were not quite there yet, and then realized that there is a progression, and I can do this.” They also shared that they were inspired by female COAP trip leaders and other female outdoor leaders to be like them and “wanting to be like that in the future” (Amelia). It was also shared by study participants that their female mentors inspired them and helped them develop passion for learning and applying their learning through leadership and teaching. It was also stated that seeing females in the role of outdoor leadership helped make engaging in leadership more approachable and gave them confidence that trip leading was something that they too were capable of. Mary shared:

I feel like especially the women who I met, there were just, just this sort of badass confidence type vibes that I was getting from them and I thought to myself that I enjoy this. So, that was definitely a moment where I thought to myself oh... I guess I realized more of the practical and the planning, and thought to myself that I could do this, I thought I could see myself doing that. I think that I started wanting to do something like that.

Those who indicated that their experiences with female outdoor leaders motivated them to engage in trip leading said that those initial interactions were either through an experience before entering college, including an experience in OAE, adventure tourism programming, or during their early interactions with COAP programming. It was also stated that early interactions with COAP female leaders were during time of first independence as freshmen in college, and that they found guidance in female COAP mentors.

A few study participants indicated that they learned from a female mentor how to navigate the difficulties of what they perceived to be a “male dominated industry” (Mary), where it is potentially difficult to gain respect and power. In addition, they said that they learned different ways to work around those difficulties and how to approach the outdoor industry in general in addition to navigating the world as a woman from their mentors. For example, Constance said:

I think it was cool to have someone who was a female too. That resonated with me as a female in this industry, and she would talk about how it could be harder for her to gain respect too, and how she worked around it. So, it started as “what can I teach you about these hard skills?” and then it was like “this is how I approach the outdoor industry in general”, and then she was able to help me learn about how to deal with the industry, but also the world as a woman. There was a lot that she taught me, looking back on it, that transcended far beyond stoves and tarps and stuff.

In relation to motivation, more than one female participant shared that she was motivated to continue trip leading and developed a specific leadership style that was informed by a female mentor, and in turn learned how to be assertive without embodying what could be perceived as male oriented way of leading, and how to assert power and authority by gaining respect while also acknowledging the voice, skills, and abilities of co-leaders and participants. In essence, the goal was to empower people while still “being in charge”. One participant shared:

And so, I think that that was a really big challenge for me, but one of the greatest things that I’ve ever learned from being here was how to assert myself in a way that got the point across, made people respect me, but, I think that there’s a fine line between being super confident and being super asshole-ey if that makes sense, you know? Trying to find the line where you respect me, you know I’m in charge; if I say no, you don’t do it, if I say yes, we do it, but, I want to acknowledge that you may have more skills, more knowledge, and I want to empower you too, and so that was a fine balance.

Another factor that emerged is based on a female dominant demographic composition of COAP during their time of trip leader involvement, which according to several participants was also an influence on the culture that they saw upon initial exposure to COAP as LITs. Part of that culture as told by Mary and others was that they sensed that there was a community with which they could relate. And, more than one female study participant was attracted to COAP because of their sense of confidence and competence in those with whom they were interacting. Mary shared:

M: Sure, I think during my first trip leader meeting was when I first got a sense of wanting to do that, because COAP is sort of female heavy, or more so than you would typically see in the outdoor field. I just thought it was a really cool, strong community of women, so I was definitely drawn to that side of things as well.

RH: What gave you that sense?

M: I mean, there were all these women-girls who are all just hanging out, and it was definitely a sense of community when you walked in, you're a little bit shell shocked by all the hooting and hollering, and everyone knows each other, and they're all chatting about weird places and using lingo that you don't quite know yet, but, I think again that I was just kind of struck by that, that competent feel when you would talk to any of the female trip leaders, they gave off vibes that they were more grounded and settled and competent in their field, and that was really inspiring to me.

Relatedly, female study participants indicated that they felt that it was easy to connect with other female leaders, that they got a sense of humbleness, and that they were easy to approach.

Empowerment.

Several female study participants were motivated to lead by playing a supportive and empowering role where the focus was helping participants and lower ranking trip leaders have positive experiences in learning and doing for themselves, such as teaching skills, and then empowering participants and trip leaders to apply those skills so that they could do things for themselves. Based on their narratives, I have a perception that their mentors inspired them by creating safe environments in learning, by intentionally trying to create a positive environment and safe spaces in learning for program participants and trip leaders, as well as being able to relate to and empathize with participants who may be going through challenging experiences for the first time much in the same way that they had experienced COAP programming. To this point, Mary said:

I feel like people don't take the safe space stuff very importantly, but I think that it is pretty important, especially when you're in a group of people, and you're going outside, and sleeping outside for the first time, and going to the bathroom outside for the first time, and there are all these uncomfortable things going on, and it's a very new experience whether it's kayaking or whatever you're doing outside, it's about making a foundation where they know that their leadership team is making sure that they are feeling as comfortable as possible.

At least one participant indicated that engaging in and being proficient in a technical skill and being perceived as capable and competent in that skill by others was a motivating factor for

involvement. From a gendered perspective, experiences where female trip leaders have felt that others (bystanders and participants) were surprised to see a woman doing something that may have been previously perceived to be generally done predominantly by males (such as climbing difficult routes or paddling challenging whitewater) were indicated to be positive experiences. This has been interpreted by the researcher to be a motivating factor to achieve through competence and subsequently leading or teaching that skill through COAP involvement, or being engaged in that skill set otherwise. Amelia shared the following story:

A: One of my favorite memories was whitewater canoeing, probably the second, sometime in my sophomore year, but I remember that I was in a boat by myself... a whitewater boat [canoe] by myself, woman-ing a whitewater boat, and [male co-leader] was with another participant, and the rest of the group had gotten out early. We were on the Mad River, and we put in at the beginning, and we were coming down to the man-made falls, and there were a bunch of people down there, and we were like, what in the heck is going on? Turns out it was one of their whitewater festivals... and it was on Halloween. I remember that there was a bunch of snotty kids in their own whitewater kayaks, just like doing flips and everything, and beating everyone else, and I remember, I forget what it was called, but they put this like plastic skull and it kept getting caught in the hole, and whoever got it first won. It was like me and this kid, and we went together, and he obviously won, but it was so crazy just coming in and playing all these crazy games with a bunch of locals, and yeah, it's kind of a vague memory, but it got dirty... That was really fun. And I think that afterwards, somebody was like, "were you the girl soloing a canoe?" and I was like "yeah..." (laughs). That was me...

RH: Was there something about being by yourself in a big canoe?

A: I think it was the only whitewater canoes that they saw the whole time, and I was like "yeah, I'm the only female here, also in my own canoe, along with all these snotty kids". (laughing)

RH: And, a big canoe, to paddle whitewater, solo...

A: I felt really badass...

Amelia also indicated that she was motivated by and liked being in charge as shared through her narrative that she went on a trip where she was the only female in a position of power among male co-leads and all male participants. She said:

A: Being able to be the one in charge that everyone else looks up to was really awesome. Oh, and also, my last whitewater trip, I was the full and the only girl, and I felt really badass, I felt like I was head bitch in charge, like everyone knew I was the one to come

to, like they didn't go to my co-leaders for assistance, when they wanted something they always asked me.

RH: And you were the only female?

A: The only female in the leader team... Yeah it was me and three other male trip leaders, which, it was really fun, I really enjoyed that time.

This excerpt and Amelia's sentiment is shared here because I believe that being in a position of authority and power among males may be a motivating factor for other female trip leaders, at COAP and in the outdoor industry in general. We should also consider that males are potentially motivated by the same factor of authority and power in general, but that this motivational factor is distinctly different and potentially more powerful, based on our current male dominated society.

Meaning of leadership.

One question that was asked of all study participants was to define or describe what leadership means, or what the attributes of a good leader are. The responses have been interpreted to be motivating factors in the way that study participants were describing what they think good leadership means and what attributes of good leadership are, assuming that study participants are in some way motivated to exemplify and provide what they think embodies good outdoor leadership. The following is a summary of what female study participants shared about the meanings and attributes of "leadership".

These include being passionate about what you are doing, being in a supportive role, serving others, recognizing other people's skills, listening, identifying and working to fulfill the needs of others, and empowering others in general. They also shared that finding ways to enable or empower followers to take ownership of what they are doing instead of being the leader who is "in charge", being a humble role model, caring for the experiences and needs of others, and being concerned with interests and needs of the group also defines good leadership. Making good decisions and being able to justify them even if unpopular, being confident and humble at

the same time, being approachable and easy to ask questions and talk to, being easy to relate to others, and being comfortable with and accepting uncertainty were also noted as qualities of a good leader. Other attributes included being able to understand and admit when one is unsure or does not know, involving participants in conversations about decisions and situations that may arise, building community during trips, wanting to collaboratively create experiences with participants, keeping people safe, wanting to engage participants in a positive experience so that they will want to do outdoor adventure activities again, understanding one's abilities and limitations, being able to compromise, clearly defining roles, and being a team player.

Demotivating attributes of adventure trips.

An interesting motivational sub-theme that emerged from the research includes a few study participants' perceptions about the differences between skills courses and adventure trips. When asked about what they enjoyed about trip leading and teaching, study participants generally stated that they enjoyed teaching, and a few indicated specifically that they did not like facilitating adventure trips as much as instructing skills courses in stating their preferences. The information that they provided gave the researcher the opportunity to include what elements of adventure trips maybe demotivating factors and reasons why COAP trip leaders may enjoy instructing skills as their primary role in COAP outdoor leadership.

When the programmatic goals, objectives, and anticipated outcomes are fun and for the purpose of recreation and not in for the purpose of education, learning, and growth, the dynamic of service may take away some of the enjoyment of being a trip leader. It would seem that based on study participants whose narratives contrasted instructing skills courses and guiding adventure trips that they view leading the latter as a less-desirable service type of job, merely guiding, and contrasted the role with that of an instructor and educator. Those study participants

who indicated a preference for teaching over guiding said that they felt that on adventure trips, because participants were paying a lot of money for the experience that they felt the need to entertain, and pressure to make it as fun as possible for the participants. They also indicated that they felt pressure for making the experience live up to the expectations of their participants, who in effect, were paying customers and not fellow students and peers. Mary shared this thought

I think that trip leaders do feel pressured to make it fun. Especially, because you're getting paid to be there, it's sort of like, you're hiring me for a service, and my service is to provide a safe, fun, experience...

Other thoughts that were shared about adventure trips were that study participants felt that they were babysitting, and merely hired hands that did not get as much respect as they might have if they were in the role of instructor or viewed more as a teacher than a guide. In reference to feeling that they were providing a service, the element of participants paying for adventure trips made COAP trip leaders feel like guides in service of providing a fun product instead of the instructors that they would like to be seen as. Speaking about the dynamic of students paying to go on adventure trips and preference for teaching, Constance shared:

I think that there's a lot of pressure that, I don't know if a lot of people feel this way, but like, Canada, I led that trip. Canada is almost, I mean, now it is \$1000 to go on. That's a significant amount of money. And I felt that there was pressure there because you're paying for an experience, and I want to make sure that you are getting what you think you paid for... I just felt pressure wanting the trips to be the like, the best, because I know that they've invested a lot in it... Like, I won't be pursuing adventure trips or guiding further.

This relates to the goals of fun and recreation more so than education, and outfitting the people that they were taking on the trips. Other emergent aspects that were demotivating elements of adventure trips were that they felt that participants had different expectations for adventure trips than for skills courses, which were only for the purpose of fun and that the guides were expected to be there to entertain. To this point, Constance shared:

Adventure trips, it's so variable. You don't know what they're, why they're coming, you don't know what their experience is, you don't know if they're wanting to learn, you don't know if they're wanting the vacation, if they're wanting to be catered to or if they're wanting a challenge, and what do you do when that doesn't align?

Those who shared negative information about adventure trips also said that they felt that there was a different dynamic between guides and participants on an adventure trip as compared to skills courses. They stated that study participants felt that those who they were guiding on adventure trips may be less-active members of a group and part of the experience, and that they may have felt entitled to not participate as actively or fully as they might be expected to on a skills course. Ashe shared his perceived rationale for this lower participation that there is no consequence for participants exhibiting non-ideal level of participation in the trip or as group members. There is no grade attached to an adventure trip, therefore, there is no consequence for behaviors that might not be ideal beyond procedural consequences for breaking COAP trip protocols such as drinking, doing drugs, or putting group safety at risk.

COAP leadership and career path.

Looking forward, as many who have done so would agree, engaging in outdoor leadership can be a highly rewarding endeavor in spite of all of the challenges that it may pose. As a final note in this section, the researcher wanted to share with the reader the relevance of COAP engagement in relation to the foreseen futures of study participants and career paths. Pseudonyms will not be provided in an effort to protect anonymity. First, three study participants will be continuing with outdoor leadership after college, while none of them was an outdoor recreation or related major or minor in college as undergraduates. Also, three non-outdoor recreation majors currently or in the past have worked for Outward Bound since starting their engagement with COAP. One participant pursued a graduate degree in an outdoor recreation related major after finishing his non-related outdoor major undergrad and currently is the director

of a COAP in the southeast. Two participants are currently outdoor recreation majors who plan on continuing in outdoor leadership after college. Another participant was not an outdoor recreation major, yet, because of her experience trip leading with COAP has decided that she wants to teach for a living, though not in the outdoor recreation or adventure context. And, two study participants, one of which was an outdoor recreation major has continued in the field of outdoor leadership as a rock climbing guide and instructor. A few study participants have indicated that they do not plan to pursue outdoor recreation leadership or teaching after they graduate but that they do plan to continue involvement in their skill area(s) of preference in their free time.

CHAPTER FIVE

Discussion

The purpose of this qualitative study was to investigate the motivations of students who engage in outdoor leadership at a COAP as a way to broaden our understanding of how students come to be involved in outdoor leadership, what motivates them to continue participation, and how their motivations may change through the course of involvement. This study also serves to identify broader implications for the field of outdoor leadership and leadership development. This research was designed to determine the motivational structures that lead them to undertake and persist with trip leading and instruction through the course of their tenure, i.e., changes in motivation over time through the course of their leadership development. The study also was interested in if there are any factors of motivation associated with different outdoor activities. For example, are motivations for COAP leaders who prefer to teach rock climbing different than those of COAP leaders who prefer to teach canoeing? In addition, as recommended by the Dissertation Committee, an open-ended research question left room for intuitive exploration of other factors of motivation such as factors associated with gender or race to allow other factors to emerge and become part of the fabric of the study.

Restatement of Research Questions

The current research addresses three areas of related inquiry by exploring motivations of COAP student trip leaders to lead outdoor adventure activities and engage in a progression of leadership development at a college outdoor adventure program. The three areas of inquiry include potential changes in motivation in COAP trip leaders through the course of their

involvement, motivations associated with leadership of different activities, and other emergent themes related to motivation that may have become apparent through the course of the analysis.

The first research question explores whether there is a change over time in motivational factors that influence students to engage in the leisure pursuit of participation in outdoor adventure leadership and leadership development in the COAP of study. Sub-questions for the first research question include: What are the motivational factors for beginning engagement in participation of outdoor adventure leadership and associated leadership development among students engaged in a college outdoor adventure program, and, what are the motivational factors for continuing participation in outdoor adventure leadership and leadership development among students engaged in leadership at a college outdoor adventure program?

The second research question explored potential differences in motivations for outdoor leadership between and among students that specialize in or have preference for different skills and activity focus areas, such as rock climbing or mountain biking. The third research question allows exploration of other motivational factors that may potentially influence students' motivations to engage and how they engage in the leisure pursuit of participation in outdoor adventure leadership and leadership development in COAPs that may exist. The third research question asks what emergent motivational factors that influence students' motivations to engage in the leisure pursuit of participation in outdoor adventure leadership and leadership development in COAPs that are in may emerge in addition to or in support of changes in motivation or activity attributes; the third research question asks if there are other themes that may arise that are not directly related to the interview questions asked in search of answers to research questions one and two.

Synopsis of Key Findings

Motivation Through Course of Involvement

The findings for the current study include information about the general background and leisure history of study participants, motivations and pathways to involvement in outdoor leadership, motivations for continued leadership through the course of involvement, motivational factors related to leadership and teaching of activity specific skills, and emergent factors related to organizational influences and gendered perspectives on motivations for leadership and lived experience during COAP involvement. Generally speaking, study participants all participated in some sort of activity in the outdoors growing up, and the ways in which they engaged in the outdoors include playing traditional sports such as soccer, unstructured free time and play, riding bikes and exploring their neighborhoods with friends and family, “creek stomping” exploration and play, and other activities in which youth commonly engage in out of outdoors. All study participants indicated spending significant amounts of time outdoors growing up. Family leisure history includes a continuum of outdoor activities with family ranging from regularly walking in local parks with family for purpose of exercise, taking family vacations involving outdoor activities, and going on family camping trips that involved sleeping outside in tents and cooking over a fire. Several participants also indicated that in youth and before college they engaged in the types of activities that they would end up leading later in life through their involvement at COAP. Also, all but one participant indicated that they had been in some role of leadership before entering college, such as being a manager at a job or a team captain in sports, providing leadership in a school organization, and other roles of leadership, broadly. Most notably, all of those who participated in the study participated in some form of COAP programming before

deciding to get involved in leadership at that program, and in addition, a few also participated in some form of OAE programming before college.

Current findings related to motivation through the course of involvement include how students became involved, how they were motivated to continue once they had been engaged, and factors related to motivation as participants were preparing to exit from and anticipated discontinuation of leadership with the host organization. Students who participated in the study became involved in COAP via several pathways to involvement. Some were motivated to become involved as influenced by experiences they had while living in a self-selected outdoor adventure themed (and COAP programming involved) dormitory living learning community. Others became exposed to COAP via socially introduced and encouraged or intrinsically oriented engagement in COAP programming early in college, generally as freshmen. All students became involved with the organization after participating in some form of adventure programming provided by the host organization, and several participants indicated that they had participated in formal OAE programming such as NOLS or Outward Bound before college. In short, prior participation in COAP and OAE programming, and more importantly the experiences study participants had as COAP program participants, are significant factors related to motivation for beginning engagement in leadership development and outdoor leadership with the COAP of study.

Factors not already mentioned that relate to participants' decisions to get involved include social attraction to the organization and its members, seeking others who they perceived to be like them (perceiving those persons to be found at COAP), influence of perceptions of COAP's organizational culture and being made to feel welcome by COAP leaders and

participants, seeking a peer group, and making friends as part of their early transition to college life.

Participants generally noted having a sense of community in the organization, and that they were seeking and found novelty in the social and learning environment found at COAP at the time of their decision for involvement. Other factors for beginning COAP involvement include being motivated to learn new skills, looking up to outdoor leaders from previous COAP and OAE programming experiences, wanting to be able to provide and share experiences like they had had as OAE and COAP participants, and the formal organizational structure of the COAP leadership hierarchy, i.e., the challenges of a hierarchical ladder to be climbed through learning and experience.

Factors of motivation related to study participants' continued COAP involvement include learning as motivation, learning skills in order to be in a place to lead them in other dimensions of learning including personal growth and the experiential learning environment. Teaching others what they had learned was found to be a major motivational factor, and in the role of instructor, a theme that was found included study participants were motivated to use their learning to try to facilitate growth with their participants. Other themes for continued motivation include achievement, elements of the adventure experience such as planning and organization, leader team dynamics, natural beauty, being away, adverse conditions, group interactions and extended experiences in nature. Another important factor related to motivation was found in the role that mentors and role models, i.e., older and more experienced COAP leaders played in study participants' motivations to continue leadership with the organization.

In addition to motivational factors that emerged, current study findings need to be discussed in relation to level of motivation through the course of involvement in leadership at

COAP. Most participants indicated that, upon hire, they were motivated to achieve the status of Full trip leader, although four did not indicate that they initially wanted to achieve that status. Those who indicated that they were motivated to achieve Full trip leader status upon hire generally indicated that they looked up to and wanted to be like the Full trip leaders that they had interacted with through their participation and involvement in the organization, and also were motivated to learn and develop new skills in order to teach and lead those skills as COAP trip leaders. A few indicated that they felt that they had something to prove to themselves or the organization, and those who said that they were not initially motivated to achieve Full trip leader status shared that they saw themselves in a role as supportive team members, or that they were frightened by the responsibility of being the highest ranking member in a leadership team in charge of the safety and well-being of program participants on a COAP skills course or adventure trip. Eighty-four percent of participants described having a high level of involvement early on and through most of their time in leadership with COAP and were motivated by peer pressure, put pressure on themselves, and were motivated by enjoyment of what they were doing in learning and leadership. All but one participant indicated that once they became involved at COAP that they became heavily involved regardless of their foreseen or initially desired hierarchical achievement in trip leader status.

Interestingly, roughly one-half of the eleven total study participants (each provided two interviews) indicated that they experienced a change in priorities at some time during their tenure with trip leading, generally occurring between their Junior and Senior years of college, and subsequent anticipated exit from the organization. Those participants who indicated that they experienced decreased levels of motivation gave reasons including changing priorities, not fully understanding early-on the time and level of commitment that it takes to become a Full trip

leader, as well as needing to work at a job with reasonable financial benefit, having friends outside of COAP, undertaking new activities, and some negative organizationally oriented reasons. In terms of negative motivational influences from the organization itself, some participants noted that they didn't feel supported, that they felt that the organization's administrators did not communicate well and were not very well organized; these other factors came to light once they had been involved for some time, i.e., "after the veil was lifted" as one participant stated.

Motivations Related to Activity

Emergent motivational factors of preferred activity in leadership can be described in terms of the ways in which activity specific attributes influenced study participants' motivations to lead and teach those activities. Based on participant responses, three broad categories of activity were delineated, and include backpacking, paddlesports, and rock climbing. Similarities among all three categories that were found in individual goals, social interaction, elements of planning and logistics, having a focus on safety, camping, spending time in nature, and necessity of travel to and from the site where the activity will be conducted. Similarities among paddlesports and backpacking are that participants and leaders can engage with participants at the same time that they are doing the activity, and because of the element of group and personal necessities being self-contained on multi-day boating or backpacking trips, which generally receive no outside support. Rock climbing is dissimilar from backpacking and canoeing because participants are generally not interacting socially with instructors or other students while they are climbing, and the activity does not involve travel through nature as a core element of the activity.

Activity specific attributes of paddlesports indicated to be motivational factors include presence of an interaction with water, learning and using new skills (paddle-craft), and potential

for enhanced social interaction and shared experience. Expedition and multi-day canoeing and kayaking environments were said to be more socially conducive than whitewater, and having a minimalist approach to packing of equipment and food as part of multi-day backcountry travel was indicated to be a motivating factor for those who preferred multi-day paddling experiences; these trip leaders said that they enjoyed the challenges of living simply during leadership of multi-day canoeing and kayaking experiences. For those who spoke of whitewater canoeing and kayaking, the rush and thrill, and challenges of being in a whitewater environment themselves and with students was said to be a motivating factor, and the element of teamwork required for paddling in tandem with someone in a canoe, weather on flat-water or whitewater, also was noted to be an important attribute.

Activity specific attributes of backpacking that were noted to be motivational factors include the way in which backpacking is a low-risk pursuit, a place in leadership development where trip leaders can begin learning basic outdoor leadership skills such as planning and logistics, safety and risk management, navigation, and decision-making. Backpacking requires minimal skills, is simplistic by nature, and something that can be quickly picked up as an adventure recreation activity that trip leaders can lead and teach early on in their progression of leadership development, and one in which participants can easily engage; backpacking may be the least intimidating activity among trip leaders and participants alike. Other factors include the necessity to carry everything needed to survive on one's back for multiple days, living simply in nature, and that all participants and trip leaders are able to engage in same the activity at the same time, i.e., hiking. Ease of navigation and being able to lead others on trips with pre-determined and easily navigated terrain on established trails was also said to be an attribute of backpacking positively related to motivation.

Attributes of rock climbing related to motivation include the activity being technically oriented, involving solving the mental puzzles of navigating a climbing route, and the activity being physically demanding. The activity involves a highly controlled environment where use and knowledge of physics and science are combined to create a situation in which risk is a highly managed, a component that is required of the activity. Generally, study participants who identified as climbers indicated a strong motivation for teaching as well as helping students achieve their goals in climbing a route and reaching the top. Of note, in contrast to backpacking and paddlesports, rock climbing is unique in that not all participants can climb at the same time, and that participants while not climbing can engage in a social environment that is likely different than the in-situ social environment of the other two categories delineated in this study. Travel through the natural environment also is not an attribute of rock climbing, which differs from backpacking and paddle sports.

Emergent Motivational Themes

The third research question was intended to allow me as the researcher to determine if any other motivational themes emerged in addition to those findings related to the first to research questions. This research question allowed me to include other themes related to motivations for teaching and trip leading. The following is a summary of emergent themes.

Gendered perspective.

The first set of themes that emerged are related to a gendered perspective of motivation and leadership, where study participants provided their perspectives *as women* on their experiences and how they related to their motivations for becoming engaged and continued involvement in leadership development at the program of study. Specifically, language that was coded as gendered included phrases such as “as a woman”, and “as a female” or other

instances where I thought it appropriate to include what was shared from; the gendered discussion here is from the perspective of females, none of the data provided by male participants included any references to gender.

There were both positive and negative aspects of the gendered experience according to female participants. Positive experiences included being motivated to lead because they had female mentors and role models and could see other females in positions and roles of leadership. Gendered perspectives that were positive also include aspects of female mentors inspiring other females and helping them find a passion for and confidence in their outdoor leadership. Specifically, positive experiences with female outdoor leaders related to motivation included experiences before college and programmed experiences in outdoor adventure education with the program of study early on in college. Another positive aspect of the gendered perspective was lower ranking and less experienced trip leaders having female mentors from whom they could learn in navigating the difficulties of what they perceive to be a male-dominated industry lacking respect and power for females. Mentorship by other females in this analysis includes developing a leadership identity and style, and learning how to assert power and authority in a non-traditionally masculine way. Several study participants indicated that because they perceived the program of study to have a high number of prominent female leaders that they were encouraged to become part of the community that they observed and felt welcomed by those COAP leaders upon entry. One other emergent factor in the positive spectrum of gendered perspective of outdoor leadership involves participants being motivated when they achieved something that they perceived to be a predominantly male aspect of the pursuit such as climbing difficult routes or paddling challenging Whitewater alone in an open canoe, and experiences of being in charge.

These shared instances were coded “badassery”, were indicated to be positive experiences and therefore have been interpreted as motivating factors.

Negative experiences in motivation related to what I perceived to be a gendered perspective included negative impacts on motivation to lead because of negative experiences with negative female gender bias or male dominant power structures within the hierarchy and administration of the program. More than one study participant also felt that they needed to assert themselves because they were a woman. Examples of situations would include times when study participants felt that they were being talked down to or belittled by mail co-leaders or administrators. In relation to this negative aspect, a few participants noted that they felt that they needed to prove themselves to their male counterparts and even program participants whom they were leading. Several participants noted that their motivation for involvement with the program of study decrease over time because as they gain first-hand experience with the program they began to see and negative administrative influence and bias on the roles of females including trip leaders and Shop staff, and that they were not understood, respected or believed to be competent by males in the administration. Female participants also noted did they were aware of negative influence of and knowledge power structure where trip leaders are believed to not know anything, and therefore have little value. Conversely, the negative influence of power also did act as a motivational Factor or at least one study participant who noted that disposition of mail administrators only motivated her to move up the hierarchy, gain status, and prove them wrong.

Meaning of leadership.

The meaning of leadership, or responses to what leadership means rather have been interpreted as motivating factors. A brief summary of what female study participants said about what leadership meant to them assumes that in describing what leadership means to them that

this is what they think good leadership looks like and that they are driven to espouse those meanings and attributes. Female study participants said that leadership means being passionate, supportive, serving others, recognizing the talents of others, being a good listener, and working towards or with a goal of empowerment of themselves and others. Leadership to them also means being humble, caring for others and working to fulfill the needs of the group, being relatable, approachable, and working collaboratively to create positive experiences for participants as well as understanding personal limitations, having the ability to compromise, and being a team player.

Adventure trips.

Also worthy of note is the finding that adventure trips are not as enjoyable to lead when compared to skills courses. Some study participants noted that the lack of educational component to COAP Adventure trips made them guided experiences in the context of outdoor recreation. As such, they felt that their role was to serve those who they were leading as paying customers, where they were working as adventure guides instead of educators in the provision of a manicured experience for the purpose of fun. Leaders who spoke on the topic were generally demotivated by the pressure that they felt from participants and fellow leaders to make experiences live up to the expectations of their customers, to entertain them, and to make things fun. It was also noted that participants' expectations for adventure trips can be very different than those associated with skills courses in terms of learning outcomes and behavior from participants, ultimately having an impact on the experience of COAP leaders in adventure leadership.

Overview of Discussion of Findings

The following section illustrates how the findings of my study contribute to the body of knowledge, research, and theory by discussing and interpreting how relevant and relatable major

findings in the current study relate to the existing body of knowledge and theory commonly employed in the study of field of outdoor recreation and adventure, which includes motivations for outdoor leadership and participation. The first subsection is a synthesis of information found in the current study and the existing body of knowledge found in research-based literature. The second subsection in this section serves as a review of what have been deemed to be relevant theoretical and conceptual frameworks that are relatable to the current findings. The method of discovery and analysis of previous findings, frameworks, theories, and concepts to be discussed in relation to the findings of this study have been described in the Methods section as a reference for the reader in need of clarification of the process, robustness, and relevance of the products of interpretation and discussion herein.

As a way to frontload and frame the following interpretations and discussion, readers are hereby reminded that the majority of study participants in this study were female (roughly 82%), and in subsequent discussion the female perspective could be considered to have an overarching influence on findings though data analysis for this study did not employ a process where the two male participants' responses were categorized or otherwise analyzed and reported separately from those of the female participants. Specific instances where gender appears to have an influence upon or is unique to specific prior findings will be noted and discussed as such, otherwise, the current findings are interpreted and discussed in a way that is intended to be as gender neutral and free of interpretation with a gender bias as possible. The data analysis was conducted as described in Chapter Three, and upon my observation of instances of intentional gender-centric narrative where participants provided an intentionally gender oriented response, such as a narrative starting with the phrase "as a woman", those passages were coded as

gendered. Otherwise, gender was not the focus of the analysis though it likely has an influence on the findings overall.

Also, many of the current findings are discussed in relation to factors of motivation found previously for participation in outdoor recreation and adventure activities because of a lack of prior research specific to motivations of outdoor leadership as outlined in the Review of Literature in this manuscript. The reader should understand that the rationale for the inclusion of interpretation and discussion of previous findings related to adventure participation is intended to be used as a starting point from which to further build upon our understanding of motivations for outdoor leadership because many of them overlap with each other. Throughout the discussion, relatable findings will be indicated to be from studies on participation or leadership as applicable. The relevance of previous findings related to participation by extension should be considered to be related to motivational factors of leadership though the reader should remember that they are not the same. The subsequent discussion of previous findings is in relation to the current findings and their relevance to the body of knowledge, previous research, and theory. The flow and organization of the following discussion of findings in relation to literature and theory follows the organizational scheme and sequence written for the findings in Chapter Four of this document and synopsis of major findings given earlier in this chapter.

Discussion of Findings: Research

Leisure History

This study shows evidence that spending leisure time in the outdoors in youth may have an impact on a person's aptitude to engage in the outdoors in leisure time as adults, as well as the potential that through those interactions with the outdoors in youth there may be greater inclination to become engaged in outdoor leadership. Several leisure researchers have established

a connection between early life experiences with parents and family in the outdoors and participation later in life, (Burch, 1963; Hendee, 1969; Kelly, 1977). Family leisure history has been shown to have an influence upon leisure choice in adulthood (Kleiber et al., 2011), and though this study is not meant to examine the relationship between leisure history and participation in outdoor activities and outdoor leadership, it should be noted that study participants' outdoor experiences in youth was likely a factor related to their aptitude to choose to participate in COAP programming and subsequently undertake the pursuit of leadership development and outdoor leadership. Recently, Hines, Davidson, Zwart, and Ewert (2019) found that minority college student leisure activity choice and leisure orientation towards non-participation in COAP programming was in part related to childhood leisure participation with parents and family that did not include adventure activities and traditionally Caucasian forms of outdoor recreation such as canoeing, rock climbing, and camping, which is also supported in the literature (see also: Haynes & Jacobson, 2015; Weber & Sultana, 2011; Wolch & Zhang, 2004). One could argue that if non-participation in leisure history is related to choice of non-participation in related activities in college that the opposite scenario found in the current study should also hold true to some extent where participation in nature based outdoor activities in youth can be associated with aptitude for adventure participation, and leadership by extension, in college.

Generally, study participants indicated that they spent time outdoors in youth engaging in a variety of activities in natural environments with family or friends, several of which adopted their activity of participation in youth as their activity of choice in leadership at COAP, such as canoeing and kayaking, and hiking. Wright & Gray (2013) found that one participant of their study noted spending time in youth exploring and playing in creeks (as did several participants in

this study), and similarly, other participants in their study professed that time spent in the outdoors during youth guided their orientation towards the outdoors and their motivation to share it with others through outdoor education and leadership, which is also in congruence with my findings. Several study participants indicated, as I have interpreted, that part of their identity is oriented towards the outdoors (i.e. themes related to phrases such as “like me” and “outdoors people”) and that they were motivated to share the outdoors with others through outdoor leadership.

Generally, the current findings are supported in the literature and build upon the knowledge-base in support for the relationship between leisure history in youth and its influence on leisure participation in adulthood as well as participation in outdoor leadership in adulthood. The current study is contextualized with student participation in COAP outdoor leadership as a leisure pursuit, but because per my observation and as found with study participants, many COAP leaders are engaged in the academic study of outdoor recreation, and independent of that factor some go on to pursue careers in outdoor leadership despite not having studied or majored in an outdoor recreation and leadership oriented major with a history of spending time in the outdoors in youth. The current findings are relevant to and contribute to the broader study of the field of outdoor leadership, leisure history, and motivational relationships.

Motivational Factors Through Course of Involvement

The first research question in this study examines factors of motivation through the course of involvement in leadership at the program of study. Current findings are highly relevant to, supported by, and contribute to previous research of motivations for outdoor recreational and adventure activity participation. More significantly, they also build upon current knowledge on the topic of motivations for engagement in outdoor and adventure leadership and leadership

development. The body of findings in this study are relevant to the myriad previous findings related to participation in a variety of outdoor recreational activities, which by extension should be considered as overlapping factors between participation in and leadership of adventure activities in the context of recreation and education.

For example, Bratton et al. (1979) found that motivations for mountain climbing participation included social components, excitement, relaxation, love of nature, and a sense of achievement. Kerr and Houge-Mackenzie (2011) indicated that social elements, achievement, and escape were part of a range of motivations impelling participation in adventure sports in general. Gilbertson and Ewert (2015) isolated four primary motivation factors related to adventure activities via factor analysis that are consistent with the current study which include sensation-seeking, self-image, social, and escape. The factors of social, escape, and sensation seeking (Gilbertson & Ewert, 2015) are most consistent with current findings, and align as follows: within the social factor, sub-factors of social interaction and friends align; within the sensation seeking factor, sub-factors of skill development, challenge, and accomplishment align; within the escape factor, the sub factor of novelty aligns. In addition, Buckley (2012) developed a classification system that includes many well documented factors of motivation for adventure pursuits including, control, skills, sense of achievement, socially based factors, and escape, which are consistent with and relate to the findings of this study,

Experiences with COAP.

All study participants reported experience as a participant in COAP programming prior to the start of their tenure at COAP. This is relevant because it builds upon previous research that suggests positive connections between leisure experiences and their influence on participants' attitudes and behaviors (Coalter, 1998; Johnson & McClean, 1994; Kleiber, 1999). Also, in the

context of college student participation in outdoor recreation, students chose activities based on motivations to gain new experiences and to experience new places, related to the finding of novelty as a motivating factor, and seeking solitude (Sharp & Miller, 2008) in the experience of nature. Similarly, Todd et al. (2003) found that after participating in an extended outdoor course that students showed increases in motivational factors of participation that relate to the current study that include achievement, experiencing nature, and skills development. The current study suggests a model of thinking where participation in facilitated recreational and educational adventure activities serves as a gateway into engagement of outdoor leadership. There are well established motivational factors of participation in adventure and outdoor recreation activity that also are relatable to the emergent motivations for trip leading found in this study. Related to the current findings for engaging in outdoor leadership are the emergent factors of desire to develop and master new skills, seeking new experiences (Pomfret, 2011), and Caber & Albayrak (2016) found that the physical settings, challenge, and novelty seeking were motivating factors for participation in adventure activities.

Social factors have been found to be important leisure motivations (Beggs & Elkins, 2010), and Hoff and Ellis (1992) found that among college age youth, peers have a significant influence on leisure behavior. The findings of Beggs and Elkins (2010) and Hoff and Ellis (1992) are significant because COAP study participants overwhelmingly indicated that they were socially motivated to begin and continue participation in outdoor leadership or that their introduction to COAP programming was through a social connection. Hoff and Ellis (1992) suggested that peers have the most influence on leisure behavior among college students, which further reinforces and corroborates the socially oriented motivations that have emerged in this study.

Social factors.

Zwart (2016) examined whether motivational factors were similar among different activities for student participants as well as student leaders and instructors. This study found that social components of COAPs were reported to be the strongest motivational factor for both groups, pursuit of mastery and competence were higher for student trip leaders, and that intellectual and developmental motivation associated with participation was significantly higher for student trip leaders. Similar to the focus of over 50 outdoor orientation programs identified by Galloway (2000), social themes such as peer adjustment and establishment of social networks seem to be related to the outcomes of participation in COAP programming where students learn about a place where they can become socially integrated during their adjustment to college from high school. Vlamis, Bell, and Gass (2011) found that for students transitioning into college, establishing themselves in a social network and finding friends often takes precedent over academics and other important aspects of early college life. Most students in the current study participated in COAP programming and subsequently became involved during their first year of college.

Gilbertson and Ewert (2015) found that in adventure activity participation, females may be more motivated by social interaction than males, which is significant because the findings of my study suggest that social interactions found in many aspects of being a trip leader are a motivating factor for COAP trip leader participation, which is also the case per Gilbertson and Ewert (2015). The connection and applicability between the findings of Gilbertson and Ewert and the current study should be viewed with caution since there was not equal representation among male trip leaders, and the demographic makeup of COAP at the time of data collection was female dominant. In addition, Gilbertson and Ewert (2015) found that over time (in a

longitudinal study over 8 years) social motivations for participation increased, whereas motivational factors of self-image decreased; over time factors of escape and sensation seeking did not change as considerably, with both factors remaining almost steady. Ewert et al. (2013) found that females reported to place greater importance upon close social interactions, friendship, and being part of a group than males did in terms of adventure activity participation, which is relatable to my findings, where socially oriented motivations significantly impacted study participants, the majority of which were female, to undertake and persist in adventure activity instruction and leadership.

Others like me.

Flood and Parker (2014) reported that college females were motivated to participate in outdoor recreation activities in which they could be engaged with others who were like them, those who were environmentally aware. Social considerations are clearly important factors in leisure motivation among college students (Beggs & Elkins, 2010), and Hoff and Ellis (1992) found not only that peers have a significant influence upon but that peers have the *most* influence on the leisure behavior of college students. This is significant and supports the current findings that all study participants were in some way influenced on their path to beginning participation in COAP outdoor leadership by several combinations of gateways that include initially participating in COAP programming or undertaking COAP leadership because it was what their friends were doing, had spoken positively about, or otherwise influenced.

Sense of community.

Developing a sense of community early in college is important, and research suggests that the first year of college is especially stressful (D’Zurilla & Sheedy, 1991), so combined with the idea that it is part of human nature to be social, it makes sense that college students in

transition would seek opportunities to find meaning and direction in life (Austin, Martin et al., 2010). Breunig et al. (2010) found that important factors in developing a sense of community on outdoor group experiences in the context of wilderness orientation programs included sharing meals together and discovering shared interests. Those are just two examples of previous findings that relate to the current emergent motivations which create connections between students gaining a sense of community and finding others like themselves (via similar interests), which they may have been seeking and found during a COAP programmed experience, before deciding to engage in leadership at the organization. Research suggests that college student participants on COAP programmed wilderness experiences have a high perceived sense of community by the conclusion of their experience (Breunig et al., 2010), which was also indicated to be a motivating outcome of participation for study participants to undertake COAP leadership. As an emergent theme, study participants indicated that as COAP participants, they got a sense of community with their fellow participants and trip leaders, relatable and overlapping with what Breunig et al. (2010) found regarding what contributed to that sense of community. The relatable factors found by Breunig et al. (2010) include eating group meals, getting away/being away, making friends (meeting new people), group travel, and elements of reflection.

Motivations: wilderness orientation trip leaders.

Temes (2016) found that motivations of wilderness orientation trip leaders were love of guiding, leading and being in the wilderness. Temes (2016) also reported that trip leaders shared that they wanted to “to pass on the great experiences I had the privilege of having to others who are entering CU Boulder as well as further develop my leadership and outdoor education skills,” (p. 45) which is similar to the way in which several COAP trip leaders described that, in part, they were motivated to share with experiences with others that were similar to those in which

they had engaged as COAP participants. The motivational factor of desire to share experiences with others resembles part of the motivational structure for COAP involvement that includes passing on experiences to others through leadership and teaching.

Academic study.

Related to the emergent theme that learning acted as a motivating factor for leadership development via COAP trip leader involvement and the fact that several study participants were also enrolled in the host university's outdoor recreation academic program of study, students at two universities studying outdoor education in Finland and Minnesota were found to be motivated to study outdoor education by factors that include learning about the environment, spending time in the outdoors, learning outdoor living skills, and to teach people about the outdoors (Erpestad, 2013). The programs from which the populations of the study of reference were sampled consisted of students studying for careers in outdoor leadership including what the researcher categorized as "Wilderness and Nature Guide" and "Nature Instructor" (Erpestad, 2013), the descriptions of which are similar to the roles that COAP trip leaders fulfill as instructors of skills courses and guides of adventure trips. One subset of students queried in Erpestad (2013) were also found to be motivated by feelings of closeness to nature resultant from past experiences, desire to have new experiences, and to develop skills, as well as motivation to learn (Erpestad, 2013); a major theme in the current findings includes motivation to learn, which builds upon and corroborates the findings of Erpestad. Another sub-set of students in the Erpestad (2013) study were found to be similarly motivated as the students in the current study, and the sub-set of students at Minnesota included themes of past experiences, which included the highly relevant and relatable sub-themes of experiences in youth, role models, and significant experiences in nature (Erpestad, 2013).

Other relatable motivations from the Minnesota sub-set of study participants in the referenced research include learning about the natural world, personal growth, the process of experiential learning, and perceived social components of the program of study or study of outdoor education, which includes sharing experiences with others and the influence of professors and peers in deciding to pursue and persist in the major (Erpestad, 2013). When asked about the value of outdoor education, themes emerged for sub-groups that were very similar to those motivational themes found in my study that have not already been discussed. The relevant findings on the value of outdoor education that emerged from both groups in the study of reference have been summarized, and include breaking from daily routine, group bonding, novel experiences, personal growth, and skills development (learning) oriented values including wilderness skills, technical skills, teaching skills, and leadership skills (Erpestad, 2013).

I assert that the perceived values of outdoor education should concurrently be thought of as motivating factors. Erpestad's (2013) study of university students is especially salient in relation to the current findings because of the multiple overlapping and shared motivations for engagement in the intentional pursuit of leadership development, which in this example is not a leisure pursuit, but is relevant because of the factors of motivation for intentional engagement in outdoor leadership development towards future use of outdoor leadership skills. It also is important to note that several students in the current study were studying in an outdoor recreation oriented academic major at the time of data collection.

Current study findings also relate to Driver's (1983) Recreation Experience Paradigm (REP) including many overlapping themes that include skill development, being with friends, being with similar people, meeting new people (similar to emergent theme of "to make friends"), the broad theme of learning, scenery, enjoyment of nature, escape of daily routine and to slow

down mentally, and teaching and leading others, all of which are themes in the current study. Bentley (2003) found that overall the most important REP scale factors of motivation for participation in COAP programming were escaping social pressures, enjoying nature, and meeting new people, which was also found by Devlin (1996) in relation to motivations to participate in college wilderness orientation programs. Bentley's (2003) top three most important motives reported for participation in COAP programming are further supported by Festeau (2002) who suggested that meeting new people, enjoying nature, and escaping daily routine were among the most important motivational factors among a population of Romanian COAP participants. Similarly, Sharp and Miller (2008) found that students were highly motivated to participate in COAP programming by the opportunity to visit a new place and to seek a new experience (novelty), as well as to make new friends.

The work of Driver (1983) and findings of Bentley (2003), Devlin (1996), Festeau (2002), and Sharp and Miller (2008) are consistent with this study's findings that COAP participation is motivated by opportunities for skill development and learning, making and spending time with friends, spending time in nature, escape from social and academic demands of college, and teaching others. Clearly social factors are a strong and persistent motivational factor for participation in COAP programming and is also a prominent theme that has emerged in relation to COAP trip leaders' motivation to undertake leadership development. Upon entry into COAP as a LIT, students become part of the community and engage with a participation-based model of experiential learning towards larger and longer-term goals of moving up the COAP leadership hierarchy. In essence, upon hire as an LIT, students are undertaking the role of a participant who is learning to lead by experience with peers in the outdoors, with the goal of sharing similar experiences with others.

Elements of adventure experience.

Several study participants noted that certain elements of the adventure experience including time spent in the natural environment, hardship and challenge, and group dynamics were among the overall motivating factors for outdoor leadership for them. Though in the context of participation, Ewert and Taniguchi (2015) posit that some of the physical attributes of a climbing experience such as weather, environmental risks, being in remote locations, and the generally small group context can have an influence on the activity, which could be relatable to the findings of the current study that suggest that similar factors are motivational in nature in relation to COAP trip leaders' desire to take others into the backcountry. In a study of college students engaging in deliberate outdoor adventure activities, Molnar (2017) noted that study participants said that adventure activities allow them to be away and escape from technology and the rigors of the routines of everyday life in college. Molnar (2017) also indicated that adventure participation provided study participants with room to think and reflect similarly to the ways in which several current study participants indicated that they were motivated to engage in outdoor leadership because of the opportunities that outdoor leadership provides. These factors are consistent with the discussion thus far.

Motivation change through course of involvement.

The finding that motivations for COAP student trip leaders can change over time is supported in the literature (Kleiber et al., 2012). I would argue that many of the findings related to participation in adventure and outdoor recreation activities are similar and relatable to those of student trip leaders to engage in a progression of leadership development. Many of the motivations of participation in activities may be similar to those to lead the same types of activities, though the motivations for leadership appear to go beyond those of participation to

include components of engaging in mentoring and giving back, learning skills to teach and lead them, and providing experiences to others that they had experienced as participants. Generally, study participants showed a shift over time in the locus of motivation to teach and lead in the outdoors from a position of doing it for the benefit of one's self to doing it for the benefit of others. Similar to the current findings related to the locus of motivation, Koesler (2002) posits that through the process of outdoor leadership development, motivations commonly shift from being focused on and about and improvement of self, such as skills, experiences, career, to a focus of helping others improve, which is consistent with my findings.

Also important to consider in relation to my findings is the increasingly supported construct that level of experience does have an impact upon motivations for participation in adventure activities (Todd et al., 2002; Creyer et al., 2003; Ewert, 1994), which is relevant to this study in the assumption that as COAP trip leaders and instructors gain experience their motivations change. In addition, Ewert (1994) reported that participants with lower levels of experience were more motivated to develop technical skills whereas participants with higher levels of experience were more motivated by personal and aesthetic factors.

This current study finds that once students decided to become COAP trip leaders and were accepted into the organization that they were motivated by and enjoyed the social environment and making friends, learning new skills and gaining new experiences in a novel learning environment, and gained a sense of belonging by being part of the COAP organization. Upon attainment of the hierarchical level of Assist, trip leaders are generally still learning but also start to progressively acquire a higher number of responsibilities with increasing importance, where they are more involved in the planning and implementation of skills courses and adventure trips. They increase in the sharing of their knowledge, skills and experiences in

the service of others as they progress through the hierarchy. Once they reach the status of Full trip leader they are motivated to share their learning with participants and are more likely to engage in teaching the next generation of rising trip leaders through skills instruction, leadership in learning experiences, and by assuming the role of mentor to those earlier on in the progression of leadership development, those rising through the ranks towards Full. Upon the end of COAP tenure as Full trip leaders, they have become the mentors that they had in other COAP leaders before them, and in the population of study are shown to assume that role towards exit from the organization. Thus, the motivation for COAP trip leaders through the course of involvement is shown to have the potential to shift from being centered upon gaining new experiences, learning, socially associated factors, and spending time in nature for the betterment of the self to being centered upon the betterment of others, as was done for them by those COAP trip leaders that came before them in a self-replicating cycle of learning, involvement, and associated experiences in leadership.

Motivational Factors: Activity Specific Attributes

As has been noted by others (Gilbertson & Ewert, 2015; Ewert, Gilbertson, Luo, & Voight, 2013) one challenge in studying motivation for adventure participation lies in the question of whether or not motivations may vary in comparison by type of activity. Zwart (2016) investigated motivational factors associated with different outdoor adventure activities offered through a COAP and examined whether motivational factors were the same among different activities for participants as well as leaders and instructors. In contrast to the current findings, the results of Zwart's (2016) study indicate that there were no significant differences in motivating factors between different activities though it should be noted that there were significant differences between participants' and trip leaders'/instructors' motivations to lead. Gilbertson

and Ewert (2015) noted that the challenges in determining motivations for participation in adventure activities include the dynamic nature of motivation which may vary between activities, which is supported by the current findings that study participants are differently motivated to engage in participation and leadership of the three emergent categories of activity in this study.

Also supported by Gilbertson and Ewert (2015) is the previously discussed finding that motivations for participation, and leadership by inference, do change over time and experience level. As was first suggested by Hull, Stewart and Young (1992), the findings of Ewert et al. (2013) and the current findings support the concept that for different activities there may be different sets of motivational factors that are dependent upon the attributes or characteristics of the activity as well as the potential influences of the differences among them.

Motivational differences between activities.

Gilbertson and Ewert (2015) investigated motivations to participate in adventure activities (sea kayaking, rock climbing, whitewater kayaking and canoeing) in a longitudinal study with experience level as the independent variable noting that previous studies had focus on independent variables of skill, gender, and age. This is important and relevant because recreation professionals may assume that motivations are the same between different types of adventure activities and that motivations change in a linear pattern as one's skills and experience increases (Ewert & Hollenhorst, 1989; Manning, 2011). By extension, motivations for leadership of various adventure activities should not be assumed to be the same for all activities nor should they be conceptualized as fixed to a linear pattern of change as skills and level of experience increases.

Ewert et al. (2013) suggested that there are three ways in which to categorize motivational factors, which include social, sensation seeking, and self-image categories. Social

factors include belonging, being part of a team or group, and friendship, common among motivational factors for COAP leadership. Ewert et al. (2013) also found that social motivations were the highest predictors of all group membership among climbers, canoeists, sea kayakers, and whitewater paddlers. Sensation Seeking includes risk taking, danger, experiencing nature, challenging landscapes, and exhilaration, of which elements of experiencing nature, and challenging landscapes (current study found theme of challenges of taking others too wild and potentially harsh natural environments to be a motivating factor) are consistent with the current findings. Self-Image would include to be known as an adventure recreationist, to show skills, which in the case of current findings is relatable to motivations of teaching and leading in those respective areas, and decision making, which by default includes using judgement and decision making in risk management. Risk management by extension should therefore be considered part of this complex, which is similar to Ewert et al. (2013) finding that climbers score higher for factors of self-image as they gain experience in participation, while beginning whitewater kayakers have the highest motivations for self-image more so than all other activity types in this study. Risk management is considered to be among the common attributes of leadership for the categories of activity delineated in the present study that include paddlesports, backpacking and rock climbing.

Sensation seeking vs. socially motivated.

Gilbertson and Ewert (2015) interestingly and relatedly found that socially motivated adventure activity participants tended to choose canoeing over than rock climbing, and that rock climbers in their study were more socially motivated than those who identified as whitewater kayakers, a sub-group of paddlesport-identifying trip leaders in the present study that only has two representatives in the study population. Gilbertson and Ewert's (2015) finding that more

socially oriented participants chose canoeing over climbing is relatable to the current finding where study participants indicated a more pro-social environment as a motivational attribute of paddlesports, namely canoeing and sea-kayaking. Though the current study did include participants who teach and lead a variety of paddlesports including whitewater kayaking, the findings do not provide insight into the level of social motivation among rock climbers and whitewater kayakers, and with current information are not relatable.

Paddlesports.

Similar to motivations to undertake and continue participation in COAP leadership found in the current study, O’Connell (2010) found that sea kayakers were motivated to engage in the activity by opportunities for enjoying nature, which is widespread among motivations for participation and leadership, and being with similar people, i.e. the emergent theme wherein study participants noted that they wanted to be with others that they perceived to be like them. Notably, women in O’Connell’s (2010) study indicated that they were more motivated by enjoying nature than men. Moreover, Lee et al. (2007) found in a large sample of canoeists that primary motivations for participating in the activity included “desire to explore, experience nature, escape daily pressures, and be with like-minded people, and to challenge their abilities” (p. 360) similarly to the motivations for COAP leadership. Other common motivations for paddling that overlap with general findings in the current study that have been identified by Lepp and Herpy (2015) include experiencing nature, enjoyment, escape and relaxation (think back to Emma’s sharing that she paddles to “unplug”), challenge and achievement, social reasons, teaching others, novelty, and exploration. Lepp and Herpy (2015) in their study of whitewater paddlers found that the main motivations for paddling were paddling specific intrinsic motivations, experiencing nature, and desire to engage with outdoor recreation with like-minded

people, which was specifically noted by Amelia (a paddler) as one of the primary attractions to the organization and to begin trip leading. Lee et al. (2007) also found that experiencing nature was the most important aspect of paddling regardless of level of specialization (Bryan, 1977), and females in their study showed significantly higher scores than males for motivational factors of experiencing nature, relaxation, and social contact. Lee et al. (2007) found that females were more motivated than males to engage in paddlesports because of the social component also supports the current finding that the social environment for those study participants who identified as paddlers is an important aspect and defining attribute of the paddlesport environment, and conveniently this finding is also significant because most study participants are female.

Paddlesport activities have been demonstrated to have a strong relationship between the activity and social factors of motivation (Ewert et al., 2013; Lee et al, 2007), as do the current study findings. As with this study and Ewert et al. (2013), the characteristics or attributes of paddlesports (whitewater paddling excluded) and backpacking (by my inference here) may be less physically or psychologically demanding environments as compared to rock climbing or whitewater canoeing and kayaking. Among canoeists, sea kayakers, rock climbers, and whitewater kayakers, canoeists have higher social motives than all other activity types (Ewert et al., 2013) which is somewhat congruent with findings in the present study that suggest that activities like canoeing and kayaking (as non-whitewater pursuits) have a different social environment and greater social opportunity than other activities such as rock climbing and backpacking as explained previously in Chapter Four.

In addition, Whiting, Pawelko, Green, and Larson (2011) found that among whitewater kayakers, there were environmentally based motivations, including experiencing the riparian

environments with which they interact through the activity of paddling, an environment which is not commonly experienced by others who are not paddlers. The participants in Whiting et al. (2011) noted that having a connection to nature through paddling was a motivating factor as well. They also found that paddlers in their study described their primary motivations as social, physical, and environmentally oriented, all of which are congruent with the general and activity specific motivational findings in this study.

Backpacking.

Much of the literature related to motivations for hiking and backpacking is in the context of various international models of backpacking as a way to engage in tourism of a host country or region, such as the case of Europe where backpacking is not always an experience in remote and areas with attributes leaning towards a wilderness level of naturalness; though these studies have been reviewed, any findings discussed herein have origin in studies related to hiking and backpacking as a nature-based pursuit as opposed to a cultural or tourism and travel related endeavor. Relatable factors of motivation for participation that have been for hiking and backpacking include the findings of that long-distance hikers (multiple days) engaged in the activity to get away (den Breejen, 2007; Farias Torbidoni, 2011; Bolduc, 1973), challenge themselves, relax mentally (den Breejen, 2007; Farias Torbidoni, 2011), feel close to nature (den Breejen, 2007; Farias Torbidoni, 2011; Bolduc, 1973), and get a sense of accomplishment (den Breejen, 2007; Farias Torbidoni, 2011). In addition, other variables determined to be motivations for long distance hiking and backpacking include factors of motivation that were noted by study participants for leadership that include going new places, meeting likeminded people, getting away from daily routine, spending time with friends (den Breejen, 2007), and enjoying nature (den Breejen, 2007; Farias Torbidoni, 2011; Bolduc, 1973). These factors overlap with several of

the emergent motivational factors for COAP leadership, which is notable in this case because most COAP trip leaders start out with backpacking as the activity through which they are learning and developing leadership skills and experiences. The aforementioned motivations most relate to study participants' motivations for leadership earlier on in their tenure as LITs and Assists, where they are motivated to become involved as a way to be with others that they perceive to be like themselves, to get away and relax, spend time in nature, and meeting and spending time with friends.

Specific to attributes of backpacking that were indicated to be motivating factors that have been found by others include escape from technology, to be self-sufficient in nature, to have everything that you need on your back, and to live simply by doing so (Bolduc, 1973). In addition, the appeals of hiking in Bolduc (1973) found that motivations were highest among categories of the aesthetic appeal of wilderness, escape, and social factors. Interestingly, there is notable overlap between the activity attribute related motivational factors of escape, being self-sufficient in nature and having everything needed to live in travel through nature for backpacking and nature-travel in paddlesports (excluding whitewater pursuits).

Rock climbing.

Rock climbers in this study reported that they were motivated to instruct and lead that activity because of their perceived ability to control the scene and safety, which could be interpreted to be part of a larger construct of sense of control over their actions and those of their participants, which is supported by previous research (Ewert, 1994; Todd et al., 2002; Lyng, 2005; Ewert & Taniguchi, 2015) that sense of control is “an important component in the motivational structure of adventure recreation” (Gilbertson & Ewert, 2015) and likely also factors similarly in the motivational structure of outdoor leadership. In addition, Maher and

Potter (2001) identified motivations of an elite group of mountaineers to include enjoying hard work and physical activity of climbing and managing risk, the latter which is relatable to one of the activity specific attribute motivational factors noted by rock climbers in the current study.

Control Theory (Weiner, 1992) suggests that locus of control is a determinant of expectancy of success. Rock climbing instructors are in part motivated by their ability to have a high expectancy for success in safely instructing courses, as has been found to be a motivating factor among study participants. Carney (1971) suggested that in adventure recreation, control is highly valued and in this study relates to motivations of climbing instructors because of the ways in which they noted that they have the ability to control the learning environment and safely manage risk through knowledge and use of safety systems, though we should assume that all outdoor leaders are at to some level motivated by desire to have some degree of control over the experiences of their participants, which also should be to the benefit of the participants.

In addition, Ewert et al. (2013) found that rock climbers have greater levels of sensation seeking motivations than do sea kayakers or canoeists, and similar findings related to rock climbing were gotten (Gilbertson & Ewert, 2015) where adventure participants who tended to score higher on sensation seeking and self-image were climbers.

Emergent Motivational Themes

Gendered perspective.

Knapp (1985) pointed out that the outdoors has traditionally been a male domain that values “masculine characteristics of strength, independence, and conquest” (Carter & Colver, 1999, p. 77), which has not included most women and is supported by some of the comments and narrative of COAP study participants. Bialeschki (1990) and Henderson (1992) pointed out that being physically active or leading adventure activities has been socially unacceptable in the past,

and Jordan (2018) noted that there is a clear underrepresentation of women in positions of leadership in the outdoor industry. For example, in 2015, 68% of course leaders at the National Outdoor Leadership School were men (Rogers & Rose, 2019). Much of what has been written in the literature on the outdoor field has been in the context of the male experience, and when included, females are generally represented by a white, middle-class female stereotype (Warren, 2015). Interestingly, the demographic composition of the trip leaders at the COAP of study is more reflective of a balanced and, in the case of the current study, a more heavily female demographic makeup of COAP trip leaders. The current findings parallel (relatively) recent trends in growth of female participation and leadership in the outdoors. Since around the early 1990's there has been a shift in the composition of the adventure recreation industry that points to an ever-increasing number of women entering and persisting, not only as participants, but also as leaders (Carter & Colyer, 1999). This makes sense; as Little (2002b) noted, as women have continued to negotiate real and perceived barriers, participation has increased; likely the same can be said for women in outdoor leadership.

Considering that 82% of participants in this study were women, the findings of Carter and Colyer (1999) further the relevance of the current finding that COAP trip leaders were inspired to undertake leadership because they saw other trip leaders, and in several cases female COAP or OAE leaders and instructors, as role models. Carter and Colyer (1999) also found that women in positions of outdoor leadership perceived that they inspired other women to “be adventurous and take on new roles” (p.79) such as leadership and that they saw themselves as “agents to challenge perceptions of female frailty and male physical supremacy” (p.80), similar to the ways in which several study participants spoke about being motivated to challenge the same influences that they saw and experienced through their tenure at the COAP of study. Carter

and Colyer (1999) also found that many women find challenges in changing typically male attitudes and the nature of those domains. The finding that COAP trip leaders were motivated in part by the opportunities that they had to engage in and foster supportive and encouraging social environments on courses and trips was strongly supported by the findings of Carter and Colyer's (1999) study of women in positions of outdoor leadership. Previous research strongly suggests that females often have greater social and nature enjoyment-oriented motivations for participation than do males, which is supported by the current findings that social and nature experiences are strong motivating factors for outdoor leadership (Cazenave, Le Scanff, & Woodma, 2007; Jackson & Henderson, 1995; O'Connell, 2010)

The gendering of outdoor adventure programming is a topic that has been recommended for further study (Humberstone, 2000). For example, Denny's (2011) study showed that, based on messages found in girl scout handbooks, girls may be influenced by gendered, other-oriented activity and approach to experiences in the outdoors as opposed to "self-oriented activity and heteronormative masculinity" (Warren, 2015, p. 361) described in boy scout handbooks. According to Little (2002a) "social meanings and conditions continue to follow women into the wilderness" (Warren, 2015, p. 360) and adventure participation and leadership for females remains a source of struggle according to some authors (Warren, 1985). Lugg (2003) suggested that, in terms of activity choice, men value activities associated with power and challenge whereas women favor activities associated with trust and relationships, which is supported by the current findings that suggest that, in terms of attributes of activity of choice in leadership, most study participants indicated that they were motivated to lead in environments where social elements and relationships could be fostered. Though challenge was a common motivational theme, the more common thread among overall motivations for trip leading and activity

attributes is related to social factors, including relationships with other trip leaders (such as mentors) and participants.

The current findings have several implications in terms of what was noted by some female study participants to be a dominantly masculine environment. The challenges of females in this situation can be interpreted in several ways as suggested by the comments provided by the anonymous reviewer of coding and analysis and as supported in the literature. It would seem that, in addition to seeing opportunities for being part of a community, social interactions, learning, etc., many females who became trip leaders may have had their first experience with charismatic females in positions of power and leadership when they were participants in COAP programming. Seeing other females of their age cohort in positions of power was indicated to be motivating factor in relation to the decision to become members of this group of COAP trip leaders.

In relation to how females who were inspired by other female trip leaders to undertake trip leading in the current study, women with above average outdoor abilities and skills may be perceived as being unique (McNiel et al., 2012); study participants indicated that they felt that they perceived their female trip leaders to be unique in skill, ability, and position of power. This finding has potentially deeper implications regarding the influence of a male dominated field and the COAP organization at the time of study over the types of behaviors that are acceptable or preferable for female trip leaders. Some of the behaviors described by study participants may have been de-motivating factors for some *potential* COAP trip leaders who chose not to pursue trip leading. These persons may not have envisioned themselves adopting similar behaviors or personae in outdoor leadership, such as persons who are quiet, shy, or were not able to foresee themselves giving off the ‘vibe’ that was observed and noted by some female study participants.

One factor related to unequal power relationships in the outdoor field that was noted by Warren (2015) is gender role socialization, described as the meanings associated with the outdoors, which may have been at play in the current findings related to gender and motivations to trip lead. What may have been perceived as masculine meanings of the outdoors (such as nature as a place to be conquered by persisting in and through hostile terrain) and associated leadership qualities were, as told by some study participants, being exhibited by female trip leaders, and thus influenced some COAP participants to become trip leaders, while possibly constraining others. As Lugg (2003) posited, one difficulty that may be faced by female outdoor program participants (and potentially female outdoor leaders) is fulfilling the role-duality of trying to resist stereotypes of femininity while also trying to gain acceptance by conforming to masculine gender roles. This duality was described in similar terms by female study participants as a cohort when they said that they felt that they should be strong and not act in stereotypically feminine ways (such as feeling need to be fashionable or not getting dirty and smelly) while also performing in ways that may be more representative of masculine gender roles, such as being in charge and “being a badass”.

In terms of participation, Warren (1985), Allin (2003), and Bialeschki (2005) suggested that sexual harassment, lack of an outdoor companion, and *fear* are among some of the structural factors that may prevent women from being wholly involved in outdoor adventure. These barriers were not specifically noted by the participants of the current study, though gender bias, sexism (to a small degree), and lack of confidence in technical skills were themes mentioned by a few study participants and are consistent with the findings of Rogers and Rose (2019). Wittmer (2001) suggested that female outdoor leaders may be ostracized when they challenge gender stereotypes, though this is not consistent with current findings. Some constraints to women’s

participation (not leadership) that were (not surprisingly) not found in the population of study include motherhood and family obligations, financial responsibilities, and lack of time (Warren, 1985; Allin, 2003; Bialeschki, 2005). It has been recommended that outdoor programs expand constructs of femininity beyond those associated with white heterosexual models (Whittington, 2006).

Related to the finding that female COAP trip leaders felt that they had something to prove and felt “badass” when being able to achieve what they perceived to be masculine accomplishments (as interpreted by the researcher), Wright and Gray (2013) suggested that women may feel the need to overcompensate to keep up with or outdo male leaders to be valued. This is interesting, needs further investigation, and points more to the question: what sort of performances are needed to navigate leadership in a male-oriented field? Perhaps the fact that some female leaders were able to thrive in a dominantly masculine environment is what made the growth in female membership in the COAP community possible in the first place. Masculine-dominant leadership styles at COAP may have made it possible for some women who were willing or predisposed to behave in certain ways to move into and influence the culture of female trip leaders and of the COAP program over time. Another question that might be asked is: how many females had to repeat the same maneuvers as those before them in order to gain membership and thrive in the leadership environment at the COAP of study? Did they quickly learn to adopt similar behaviors and performances of the right ‘vibes’ exhibited by those they observed in order to gain membership? Considering the narratives of study participants, another question that has been raised is whether or not the field of outdoor leadership is attracting a specific type of person or are male leaders inadvertently and unknowingly demanding (and

achieving) a certain type of personality and performance of females that fits the masculine ideals of female membership and participation outdoor leadership?

A note of addition to what has already been discussed in regard to the ways in which female COAP trip leaders (and other female outdoor leaders) may negotiate a male dominated field, Warren (2015) suggests that some attributes of feminine outdoor leadership include democratic decision making, shared leadership, collective problem solving, and giving participants voice in decision making when appropriate. This is interesting because, Warren's (2015) suggestion is similar and highly relatable to what female study participants said about the *meaning* of leadership, though by contrast several indicated that they were attracted to female trip leaders which may have exhibited stereotypical male behaviors as described in this section and earlier in Chapter Four of this manuscript. In addition, the meaning of adventure participation for female study participants is consistent with the literature and further suggests that discovery and novelty, escape from daily routine, and learning of self are all factors (Rogers & Rose, 2019). In terms of leadership, as was found in the current study, female COAP were not seeking unnecessary risk but rather were focused on developing the skills required to appropriately manage and minimize those risks (Little, 2002a) through leadership development at the COAP of study. Though the current findings related to gender are unique and only applicable to the female members of the population of study, and in some ways consistent with and other ways not consistent with the body of knowledge, clearly the roles that gender, stereotypes, barriers, and socialization may play in relation to motivation for leadership (and participation) is recommended for further research.

De-motivating attributes of adventure trips.

One of the factors that was found to be a demotivating element of adventure trips, i.e. guided experiences not focused on outcomes of learning and in the context of education, was that students who spoke about this cited that they were aware that they were providing a constructed product and working more in a service context rather than in an educational context. Adventure guiding has been noted to be a product that includes guides having technical skills and providing physical services (Carnicelli-Filho, 2013) such as setting up climbing anchors, belaying, and navigating rapids as well as need to have and use emotional services “entertainment abilities” (Carnicelli-Filho, 2013, p.193). It has been written that adventure guides are “experiential service workers” (Sharpe, 2005, p.40), which might be true for some guides and guided situations but may not be true for all. The subjective nature of experiences in outdoor leadership means, depending on the person and the situation, adventure guides may or may not serve in the capacity as “experiential service workers”. Some of the elements of being an adventure guide that make the experience for leaders different from one primarily focused on education that have been noted by others include guides having a social and communicative role (Cohen, 1985), acting as interpreters of the environment (Weiler & Davis, 1993), and having responsibility to generate fun (Sharpe, 2005). Pond (1993) posits that that adventure guides should be in the service of their guests as “ambassadors of hospitality” (Carnicelli-Filho, 2013, p. 194) to create a comfortable environment. And, Beedie (2003) hypothesized that adventure guides sell their knowledge, skills, and expertise to guests, with part of the service being to provide a medium through which paying customers experience something that is extra- and out- of the ordinary (Arnould & Price, 1993).

In addition, Holyfield (1999) wrote that the values of organizations providing adventure activities were to “create emotional, exciting and thrilling experiences” (Carnicelli-Filho, 2013, p.194). Other aspects of the experience of adventure guiding include guides seeing themselves as entertainers who should keep guests happy, and that in addition to the activity in which they are paying to be guided, such as rafting, clients are also paying to be entertained and led through an emotionally constructed adventure experience (Carnicelli-Filho, 2013). Though previous studies of interest on the topic are good sources of information regarding what adventure guiding may entail and mean to those outdoor leaders who are in the provision of such experiences, they did not explore the aforementioned elements of adventure guiding and the expectations or roles that guides might play in relation to motivational factors. Interestingly, some study participants who indicated preference for teaching over adventure guiding (82%) indicated that many of the attributes of being an adventure guide found or suggested previously (i.e. Beedie, 2003; Carnicelli-Filho, 2013; Cohen, 1985; Holyfield, 1999; Sharpe, 2005; Weiler & Davis, 1993) were in fact de-motivating factors in relation to their preference for teaching and preferences for involvement with outdoor leadership at the program of study. The reader should keep in mind that most of the experiences offered by the COAP of study are skills courses and that this finding is contextual to the COAP of study. The finding of COAP leaders’ preference for teaching may be a reflection of this particular sample or a reflection of the field of outdoor leadership; in light of this consideration, more study on the topic is warranted.

Discussion of Findings: Theory

This section of the manuscript is meant to outline theories of motivation and human experience that have appeared in the literature that are relevant to the current research, including leisure behavior, motivations for and outcomes of participation in adventure activities,

leadership, and motivation to participate in leisure pursuits. It is important to explore those theories that are relevant to motivation and human experience in the context of the current research. This outline of theory is not exhaustive or meant to represent every theory or model that has been implemented or discussed in relation to the topic of the proposed research. It is intended to provide the reader with an overview of theories that the researcher believes (and the literature suggests) to be most salient for discussion in relation to the findings. In qualitative research, the goal is to learn new information and explore problems using inductive logic, though discussion of previous findings in relation to the findings of new qualitative inquiry is appropriate once emergent findings have been established. The theories and constructs deemed relevant are explored herein because they are well represented in the literature and should be discussed in relation to the findings; more discussion on the role of theory and data analysis is found in the research methods section of the manuscript.

Sociocultural Theory

Framing the process of becoming a trip leader and progressing through the hierarchy at COAP through the lens of Vygotsky's social constructivist epistemology where "learning and understanding are products of social influence" (Ewert & Sibthorp, 2014, p. 78) is highly relevant to the findings of this study. Vygotsky's sociocultural theory is a social constructivist theory with relevance to current findings where "social language, cultural objects, institutions, and norms are all components of social interactions that shape how people learn and develop" (Ewert & Sibthorp, 2014, p. 78). A central tenet of sociocultural theory that is most relevant to current findings is the zone of proximal development component of his theory, which in his words is "the distance between the actual development level as determined by independent

problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86).

The conceptualized zone of proximal development assumes that there is a difference between what a person can learn under their own guidance and what they can learn under the guidance of, in the case of the findings, the teaching and mentorship of persons who with knowledge and experience. As Ewert and Sibthorp explained, “learning is mediated by culture. Learning culture and environment are shaped by the nature of OAE programs” (2014, p. 79). This is relevant because learning was found to be a significant motivating factor for undertaking and continuing leadership development at the organization of study.

Theory of Planned Behavior

The Theory of Planned Behavior (Ajzen, 1991) is a relevant explanatory framework for understanding motivations of college students to decide to become student trip leaders and to subsequently engage in continued participation as part of a progression of learning in leadership development through COAP involvement. The theory of planned behavior basically says that “people act in accordance with their intentions and perceptions of control over the behavior, while intentions in turn are influenced by attitudes toward the behavior, subjective norms, and perceptions of behavioral control” (Ajzen, 2001, p. 43). More simply stated, “behaviors follow from the combined influence of a person’s intention to perform a behavior and the actual behavioral control” that they believe that they have to perform or change that behavior (Ewert & Sibthorp, 2014, p. 87). Theory of planned behavior has been used to study intent to behave and behavior change in a variety of contexts that are relevant to the current study and population including understanding leisure choice (Ajzen & Driver, 1992). Though the proposed research does not employ theory of planned behavior as a lens through which to study student trip leader

motivations in process or conception, it is relevant to the findings and subsequent discussion of the first research question broadly, which pertains to students' intent, i.e. their motivation to begin a new leisure activity of outdoor leadership and associated development, and continue with it.

The following paragraph briefly explains the findings to students' choice to engage with outdoor leadership at COAP as they fit into Ajzen's framework. First, students in the study all engaged in some sort of structured and/or unstructured outdoor activity in youth before college, and as explained earlier, had some antecedent factors contributing to their likelihood of participating in OAE and/or COAP programming. Experiences as participants with COAP programming were likely ones during which their knowledge of the types of experiences in which COAP engages students as participants and more importantly as leaders was informed. Students' experiences with COAP programming seem to have influenced the emergent motivational factors cited for attraction and involvement with COAP including engaging with and through that engagement learning that a community of like-minded students where positive social interactions and social environment, the type of learning, learning environment and skills learned, and engagement with the natural environment in novel experiences is something that actually exists and that opportunities for them lie there if desired.

Those experiences also likely contributed to a positive attitude towards the organization, the pursuit of outdoor leadership, and the community, learning, and experiences that they gained during COAP programming. These positive experiences may also have informed future COAP trip leaders to believe that they have behavioral control over their ability to adopt the behavior of outdoor leadership by becoming an LIT and persisting as a COAP trip leader. This inference is directly informed by study participants' narratives where several noted that, per their experience

as participants, they came to the belief that if COAP student trip leaders, who are their age and in many ways like them can lead and teach other students in the outdoors that they might also be capable of doing so, ultimately having an impact on their decision to adopt said behaviors, i.e. to become COAP trip leaders. In addition, their experience with OAE and COAP programming as participants may have impacted their perceptions of the subjective norms of COAP student trip leading where they were able to experience “typical” behaviors performed by LIT’s following the lead of Assists and Fulls. It should be noted that the role of the subjective norm construct in TPB is not as strongly supported in the current findings as are the constructs of the knowledge-attitude relationship and behavioral control-intention and outcome evaluation relationship in terms of TPB and fit for explaining students’ choice to engage in outdoor leadership. Theory of Planned Behavior as described is a suitable framework that is highly relatable to the findings of this study.

Self-Efficacy Theory

Bandura’s social cognitive theory, of which a central construct is self-efficacy, recognizes that learning is a social phenomenon involving watching and observing while interacting with others (Bandura, 1977a; Bandura, 1997). Bandura said of self-efficacy that “perceived self-efficacy refers to beliefs in one’s capabilities to organize and execute courses of action required to manage prospective situations. Efficacy beliefs influence how people think, feel, motivate themselves, and act.” (1995, p. 2). This theory is most relevant to the finding that upon undertaking COAP leadership development as LIT’s, most (9 out of 11) were motivated to achieve full trip leader status, and of those participants, all of them indicated that they had high perceived self-efficacy towards their goal of becoming a Full trip leader. This is interpreted to mean that part of their motivation to become LIT’s was to eventually attain status of Full, and

engaged in this behavior because they believed that this was an objective that they could achieve (also relatable to TPB).

Relatedly, Bandura (1997) posits that an individual is “influenced by an efficacy expectation, which leads to a specific behavioral choice” (Ewert & Sibthorp, 2014, p. 81). Expectations for certain outcomes, in this case the outcome being attainment of Full trip leader status, and efficacy perceptions play a role in decisions a person will make towards realizing a specific outcome. In short, participants believed that they could achieve full trip leader status, which was a motivating factor for undertaking membership and leadership development in COAP.

Propst and Koesler (1998) noted in a description of their hypothetical path model that because competency, efficacy and judgement are “considered important prerequisites for leadership” (p. 320) the theory of self-efficacy may be an appropriate lens through which we may understand the process of leadership development. Related to the finding in the current study that participants were motivated to continue participation at least in part by the relationships that they formed with a mentor or mentors, Jeruchin and Shapiro (1992) found that relationships with mentors may enhance concepts of self, self-confidence and self-identity. Bandura (1977a; 1977b) said that feedback and goal attainment have a positive influence on self-efficacy as well. Propst and Koesler (1998) also proposed that as self-efficacy in outdoor knowledge and skills increases the probability of continued participation in outdoor experiences also increases, and one could argue that the relationship also holds true with the pursuit of outdoor leadership. Self-efficacy theory postulates that observers, in this case COAP participants, make judgements about their efficacy that are grounded in observations of the performance and behaviors of others, such as instructors and trip leaders, which potentially

positively influences the self-efficacy of those participants as it relates to their perceived ability to lead and instruct.

I believe this theory is salient in relation to the finding that COAP trip leaders were significantly influenced to undertake a progression of outdoor leadership as attributed to positive experiences with instructors as COAP or OAE participants. The goal attainment component of self-efficacy theory is also relevant in the present context, where according to Bandura and Schunk (1981) goal attainment and mastering challenges increases motivation as a result of increased self-efficacy, where meeting challenging goals makes it more likely that a person will continue the activity. In the case of COAP study participants, they all stated that they had a goal of becoming a Full or Assistant Trip leader upon undertaking COAP involvement, and through the course of their leadership development, attainment of these larger goals required accomplishment of many objectives required to progress through the leadership hierarchy, reinforcing the likelihood that those individuals would continue in the pursuit of trip leading when goals were achieved; all study participants were Full trip leaders at the time of data collection.

It is also believed that mentoring relationships may increase self-efficacy (Propst & Koesler, 1998), such as in the case of study participants' noted motivations for undertaking and continued participation in COAP trip leader involvement, where there has noted to exist in many cases a rapport between lower and higher ranking and more experienced trip leaders, where guidance and feedback is part of the relationship (Propst & Koesler, 1998); giving and receiving constructive feedback as a trip leader was noted by several study participants to be a motivating factor in the context of being a learner as well as part of a leader team. This type of mentoring relationship among students and instructors, similar to that which study participants noted to

exist between lower and higher-ranking trip leaders, is believed to be an important element of the self-efficacy construct in the context of outdoor leadership (Propst & Koesler, 1998). Propst & Koesler (1998) found positive relationships between self-efficacy of NOLS students to continue in leadership development on the mentoring, feedback, and goal attainment aspects of Bandura's Self-Efficacy Theory (1977a; 1977b). Koesler's (1994) findings and the current research suggest that a person's self-efficacy significantly impacts the process of leadership development in outdoor leaders.

Intrinsic Extrinsic Dichotomy

Ewert et al. (2013) suggested that, in terms of the intrinsic and extrinsic categories of motivation, and subject to the person and their internalization of different motivations related to their participation in adventure activities, that "it depends" on the person. For example, they suggested that factors of sensation seeking and may belong to an intrinsic category and the social factor may belong to the extrinsic category, that either example could be construed or interpreted differently. The example that they used was that, as Deci and Ryan suggested (1985), a social motivation may be considered to be extrinsic but that depending on the person the social factor may be intrinsic as a related to satisfying internal needs and desires of the individual. The findings in this study are generally interpreted to be mostly intrinsic in nature due to the conditions under which many COAP trip leaders discover and become engaged in leadership development (generally upon entering college), as well as the current context of the intentionality that underlies leadership development.

Study participants and other COAP trip leaders regardless of status most likely have intrinsically grounded motivations though some overlap is likely for some factors, for example the social desirability of membership, i.e., at the basis of social desirability of finding a friend

group and others with whom they can relate is a desire to fulfill internal needs for social group and friends though some extrinsically related aspects may also positively influence overall motivation for membership such as perception of being in a desirable group or doing activities that others may perceive to be dangerous and therefore increase social capital. One could interpret as have others (e.g., Ewert et al, 2013) that the findings of challenge, accomplishment, and learning and developing skills would fall under intrinsic motivation, whereas wanting to teach others, making decisions, and social factors related to membership in the organization may be construed as extrinsic.

The purpose of this discussion and scope of the research is not to interpret findings into intrinsic or extrinsic categories of motivation but rather to implore the reader that interpretation is up to the individual. Based on the current findings I would suggest that the potential for multiple and varying motivations to engage in outdoor leadership and the influence of their dynamic interactions within individuals should be considered to exist on a spectrum similarly to the way in which Ewert et al. (2013) suggested that motivations for adventure participation are “linked to a spectrum” (p. 105) and a multi-factor construct where motivations cannot be associated to a single factor. In essence, motivations for engaging in outdoor leadership depend on the person and the ecosystem of circumstances surrounding their involvement including antecedent factors and their lived experiences through the course of leadership development.

Weaknesses

Upon consideration of the entirety of the process and resultant findings and discussion, I was able to identify some weaknesses of the study. Future projects would benefit from consideration of the following observations and conclusions: Though somewhat dependent on the willingness and ability of the pool of study participants to become study participants, the fact

that nine out of eleven participants were female could be considered a weakness because it did not provide as much of a male perspective nor the ability to compare and contrast the motivations for outdoor leadership by gender. Conversely, this weakness could also be an advantage in the way that it provided a female dominant perspective of outdoor leadership, which has historically not been the dominant voice heard in outdoor leadership research. Another potential weakness in this study was the lack of participation from study participants beyond providing interviews; had participants provided member-checks on my interpretations (as they were invited) their insight would have potentially strengthened the trustworthiness of my analysis and interpretations and provided a more robust understanding of their narratives. In addition, though interviews conducted over the phone were insightful, if all interviews had been conducted in person, the breadth and depth of information may have been improved. Though the majority of interviews were conducted in person, and the majority of those conducted over the phone were insightful, there were a few cases where, upon review of the recording and subsequent transcripts, it was apparent that the interviewee was not as focused as they might have been had the interview been conducted face to face. To control for this perceived shortcoming (and somewhat un-insightful parts of a specific conversation with one study participant), results of the analysis of selected sections of those interviews were not included as part of the broader narrative.

Applicability

Areas where the findings may be applicable are to those who participate in adventure recreation activities, and more specifically, to the broad population of those who engage in outdoor leadership for money and associated leadership development as part of a career. More specifically, the findings of this study may be applicable to those who engage in outdoor

leadership at COAPs and to students in academic programs that, through experiential education, prepare them for jobs and careers in the field of outdoor leadership. This position that the current findings are, depending on the program, potentially applicable to students in academic programs is supported by Erpestad (2013); many key findings overlap between our studies though research populations were COAP trip leaders and students in an academic program, respectively. Study findings are also applicable to most COAPs in the way that, even if paid, students are not as likely to make much money as outdoor leaders though they may plan on making a career out of it. COAP leaders are likely more highly motivated by intrinsic rewards (i.e. sharing with others, learning, being in nature) and to some degree by what some may suggest are extrinsic rewards including social status, achievement, and the potential to make money. In addition to some of the motivations found in this study, COAPs that pay more or offer other benefits (such as free trainings and certifications) may have leaders who are more extrinsically motivated than those in this study depending on their foreseen outcomes for participation such as for fun or in preparation for a career in the outdoors.

Based upon my informal research, which was conducted by calling several colleagues and acquaintances in the field and having a conversation about the nature of the programs that they oversee and others that they are familiar with (information on a total of 6 COAPs; see Appendix K), much of the body of the current motivational findings are broadly applicable to COAPs in the sense that, even if students are getting paid for their time, it is in still in some ways a leisure pursuit and at least somewhat intrinsically motivated. Here is why; per my research, generally student employees at COAPs are paid at or just slightly above minimum wage, do not receive health insurance, benefits, or retirement plans. Most COAPs are housed and/or administered either under an extension of a student-service organization at the host university or

under an academic program of study. Generally, they all have some aspect of monetary pay ranging from students getting paid an hourly rate to plan and implement courses and adventure experiences, to the case of the COAP of study where students are volunteering their time in all aspects of involvement until such point where they have achieved Assist or Full trip leader status, after which point they are only paid for time spent in the field. COAPs may be funded in several ways including via incomes from student fees and/or tuition, by host academic program, and out of pocket where the COAP runs mostly like a for-profit business. More research would be necessary to determine which external factors such as pay, administration and organizational structure, activities offered, and region which may have the greatest influence upon motivational factors for student involvement. Exploring more programs could potentially give rise to different factors of motivation and motivational structures (i.e., initial attraction, motivation through course of involvement, activity specific attributes) as compared to the current findings.

Within the context of motivations to undertake outdoor leadership, i.e., what attracts people to become interested in providing experiences for others in the outdoors which generally requires a significant investment of time, energy, and other resources such as financial and social expenditures, the findings are highly applicable. This study is also important in understanding what keeps people motivated to continue and persist with outdoor leadership as they progress with accrued skills, experiences, trainings, and other forms of relevant professional development in leadership is applicable to those organizations involved in such leisure and educational services (professional guiding and OAE orgs). In addition, the idea that motivations may change over time and through the course of involvement (and I would posit that they generally do) is also an important contribution to understanding the nature of outdoor leadership as a profession; applying what is known and what this study contributes can help organizations understand

potential sources for recruitment, retention, and the lives and motivations of their employees through the course of their involvement. It is also acutely important and applicable within the context of learners who may be pursuing outdoor leadership as a leisure pursuit or at the expense of their time and energy with intrinsic and extrinsic rewards. This study contributes applicable knowledge to the broader field of outdoor leadership as a profession and career as well as the contexts of student outdoor leadership in COAPs as a leisure pursuit or as part of preparation for a career in outdoor leadership. In addition, applicable knowledge regarding (some of) the motivational factors by which students choose to engage in the academic study of outdoor recreation, leadership, and similar programs of study with the foreseen outcome of being an outdoor professional is found in this work.

Implications for Practice

The following section provides implications and recommendations for practice that are specific to COAPs who work with populations of students in provision of adventure and outdoor recreation-oriented leisure services for students.

Recruitment and Entry

First, the current findings are relevant in terms of an organizations understanding the potential multiple sources and motivations for students to undertake the pursuit of outdoor leadership. Understanding that there can be several avenues for recruitment that include participants as potential student trip leaders should be realized. Also, understanding that students often recruit their friends to become members in the clubs and social memberships that they like, including organizations such as COAPs, is important. I would recommend that administrators and those working with COAPs encourage trip leaders to encourage their friends who may be interested (or apt) to become leaders to learn more about the program and outdoor leadership to

participate. Per the results of this study, participation and social opportunity are major gateways to undertaking COAP leadership. It also is important for participants in COAP programming to understand that there might be opportunities for them to be trip leaders if it's something that they would be so inclined to be interested in. Trip leaders, instructors, and administrators who work in the field can easily advertise opportunities for student leadership that exist within their program to participants as potential recruits; sharing what is enjoyable to them about outdoor leadership and involvement with the organization, as well as other dimensions of outdoor leadership, is likely done without much effort. And, participants who see something that they might be interested in doing themselves will ask questions, even if subtly, so trip leaders should always be prepared to answer questions and provide accurate and timely information.

Retention

In terms of retention, the findings are relevant for COAPs and possible efforts to retain those who decide to become student trip leaders they should be aware that students are motivated to learn, be in nature as an aesthetic and escape channel, by positive social environment, and by opportunities to work with mentors and to have role models. Leaders of such organizations should also strive to mitigate or minimize what have been indicated to be potentially negative influences on motivation arising from the organization itself and its administrators including organizational competency. Dimensions of competency include recommendations to communicate clearly and in a timely fashion, provide adequate provisions in overseeing trip leaders and providing them with resources, being transparent in decision-making and what the goals of the organization are as well. Organizational leaders should also be aware of the dominant masculine paradigms that exists in the outdoor field and potential for unintended toxic

masculinity and male bias in trip leader selection, learning, and how they interact with the outdoors and outdoor leadership.

Burnout is also another consideration for COAPs. Several study participants indicated that they were sometimes pressured to lead many trips and teach as many classes as possible during the course of the school year, leading to a sense of burnout, which made them or contributed to their decisions to decrease or end their involvement with the organization. Depending on the structure of the organization and types of experiences offered, if there is a hierarchy in place and requirement for activity specific competencies in advancement, students should be made aware before or upon hire that they will likely need to specialize in activity specific skills before they will be allowed to lead that activity as a figure in a role of major responsibility. In addition, administrators should make students aware of and have discourse about realistic expectations for experiences in guiding in what that likely means for participants in terms of the product that they are offering, the experience that they are expected to create when the outcomes are for fun and recreation.

End of Involvement and Exit

Administrators should understand the role that changing priorities will have as they relate to motivations for outdoor leadership with the program. My study found that the nature of motivation changed through the course of involvement as well as level and source of motivation. Understanding that students moving towards their exit from the organization and expected graduation, or at any point, may have a change in priorities that leads them to change the amount of time and energy commitment that they're willing to give, such as making friends outside of the organization and becoming interested in activities other than those associated with outdoor leadership and the social environment found in the organization. Inversely, motivations may also

increase for outdoor leadership through the course of involvement or upon the end of involvement as many COAP trip leaders go on to work for larger organizations such as NOLS and Outward Bound, and in doing so continue in the process of leadership development after graduation. Some former COAP trip leaders may return to work for the organization as instructors, to lead skills trainings for trip leaders, or to work for the COAP administration as graduate assistants.

It is also important to understand the role that mentors have not only for the skill development of student trip leaders but also the role that they may play as young adults transitioning into college and the bigger picture human development. I would recommend that if they do not already have structures in place, that COAPs build mentorship roles into the structure of the organization in some way. This is been indicated as a positive motivational factor in terms of social, learning, and emotional support that was provided by students who were older and more experienced than those beginning the progression up the leadership hierarchy. Finally, exit interviews conducted with student trip leaders may provide COAP administration with an opportunity to learn by gaining the perspective of those students who have worked within the organization. Exiting student trip leaders could inform them about positive and negative aspects of current and past conditions that they experienced, and this may help to identify thematic problem areas such as those that have already been indicated. Said interviews could also give trip leaders a voice to suggest ways that the organization might work to improve the student outdoor leadership experience.

Future Research

Several topics of research have emerged and become interesting to me through the course of this research. First, I would like to continue and expand upon the current line of research on the

motivations of outdoor leaders broadly, i.e., instructors and guides in the COAP and other career/professional contexts using a methodology that builds upon but is similar to the methodology of this research. It also makes sense to explore other programs (COAP and OAE/Guiding) which could potentially give rise to different factors of motivation and different motivational structures as they pertain to the initial attraction, motivation through course of involvement, activity specific attributes, etc. as compared to the current findings. It also seems relevant to use the findings of this and previous research to guide the development of a quantitative instrument designed to explore and further understanding the relationships among and between motivations for outdoor leadership and leadership development that include antecedent factors such as those found in leisure history. It also is of interest and importance to the field to explore the role of masculinity (or gender) and the role that being a historically male dominated field has played in shaping female outdoor leaders' behaviors, performances, and styles of leadership. In general, we should ask the question through research: is the field or outdoor leadership recruiting or encouraging only females who fit or are willing to behave and perform in ways that are idealized by a traditionally masculine field?

In addition, I agree with Ewert et al. (2013) who suggested that we should study professional outdoor instructor development, motivations, and how they may change over time, which would build upon the findings emergent from this research, which is in many ways applicable to the broader field of outdoor leadership. We should ask the question: "what motivates a person to become an instructor rather than continuing the activity simply to become an expert? What is the divergence in motivations to instruct rather than simply focus on one's own skill development?" (Ewert et al., 2013, p.107). Another topic of study would be motivational and de-motivational factors of adventure guiding. Relatedly, the motivational and

de-motivational factors of instruction and teaching of adventure activities and associated skills. More broadly, I am interested in further understanding the meaning of outdoor leadership to those who provide it.

Dissemination of Research

The findings of this research shall be disseminated into at least four scholarly peer-reviewed publications. The body of my work will be separated into four distinct topics for publication originating from the current research. These topics include the attraction to COAPs and the ways in which students may come to be involved in outdoor leadership at COAPs, changes in motivation through the course of involvement, activity specific attributes of motivation for backpacking, paddlesports, and rock-climbing, and the emergent gendered perspective of female study participants. Potential journals for publication of my dissertation findings include but are not limited to, and listed in no particular order: 1) *Journal of Adventure Education and Outdoor Learning* 2) *Journal of Experiential Education* 3) *Journal of Outdoor Recreation, Education, and Leadership (JOREL)* 4) *Journal of Leisure Research* 5) *Journal of Applied Recreation Research* 6) *Leisure Studies*, and 7) *Journal of Outdoor Recreation and Tourism*. As was recommended by my Research Committee Chair Dr. Ewert, other journals that I have identified that would broaden the visibility and outreach for dissemination of this research include: 1) *College Student Affairs Journal* 2) *Journal of College Student Development* 3) *Research in Higher Education* 4) *Journal of Student Affairs Research and Practice*, and 5) *Journal of Student Affairs*.

Conclusion

This section is meant to be a concise summary of the dissertation and brief discussion of overall conclusions, and precludes the Closing Statement of this manuscript. The present

research has attempted to provide deep insights into some of the motivational factors for student participation in outdoor adventure leadership using a qualitative methodology. This study provides a leisure history of participants, how students got involved with the host organization, and the ways in which their motivations may have changed through the course of involvement in outdoor leadership at the study site. The study also describes similarities and differences between motivational factors associated with leadership and instruction of different activities, though further research is warranted to expand upon the current findings related to activity associated attributes and related motivations. The structure of this study also allowed for other factors to emerge that could not be foreseen based on the structure of the interviews and methodology applied to the topic of study.

Through the course of this study, I answered the research questions regarding study participants' motivations through the course of their COAP involvement, motivational factors related to activity specific attributes, and allowed unforeseeable factors to emerge. I was able to gain an understanding of the backgrounds of my study participants including what they did in their youth, which included generally spending time in the outdoors doing structured and unstructured activities with friends and families before college. This population showed that their introduction to outdoor leadership was related to their own past participation in adventure programming and that they were attracted to outdoor leadership by a suite of things that they saw and experienced as participants including a desirable social environment, opportunities for learning and novel experiences in the outdoors, and sharing experiences with others, while coming to believe that they too were capable of being outdoor leaders. Through the course of their involvement, study participants indicated that not only can the source but also the level of motivation for leadership and development can change, though at this time and model of change

for all outdoor leaders cannot be prescribed because of the multiple moderating factors that exist such as level of involvement and number of courses taught or trips lead, changing priorities in college, their experiences in leadership, and influence of the COAP organization. In general, participants indicated that towards the end of their involvement that they felt motivated to give back to the younger and lower-ranking trip leaders in the way that those before them had given of their time energy and knowledge in a self-replicating system of mentorship in leadership development.

This study also supports previous research that suggests that not only do motivations for participation vary across or between different adventure activities, but that motivations for leadership of certain activities may be different and dependent upon the attributes associated with specific activities or categories of activity. For example, hiking and canoeing were shown to be prosocial environments with opportunities for social interaction while traveling through nature, whereas rock climbing was a more technical-skill oriented activity involving less social interaction during participation in the activity, and the activity does not at its core involve nature travel. In addition, remembering that most study participants are female, this study provided a gendered perspective of what it means to be female in outdoor leadership and challenges that they may face, as well as how they learn to navigate a male-dominant field.

Closing Statement

The process of this study has helped shape me as a researcher and as a person, and has greatly influenced how I view and value the world of outdoor leadership. Engaging in this research has solidified my motivations to continue in scholarship of outdoor adventure and outdoor leadership, and of our interactions in and with the outdoors in general. I am deeply grateful to the students who gave of their time to help me understand their perspectives and for

the opportunity to share their experiences in outdoor leadership with you, the reader. I am also grateful for my committee which has been a valuable source of inspiration, guidance, and has provided me with the opportunity to work with them through the difficult processes involved in research in a way that I believe has been entirely constructive, though not at all times fun. As my study participants would describe it, some of fun I've had through the process has definitely been "type 2 fun", where the endeavor is not necessarily enjoyable at the time, but upon reflection, a positive value can be attributed to the experience.

As I type out these last few lines, I can truly say that this has been a grand experience in learning that in many ways may echo or remind us of the words and sentiment of so many before us who would suggest that if we are not being challenged or challenging ourselves in life and learning, then we are likely not growing or living up to our highest abilities. As such, I hope that this manuscript is representative of what I am capable in scholarship. Though my journey in scholarship is still just beginning, what I do understand is that we are all authors who do not write our stories alone, and because of this I am thankful for everyone who has helped me become who I am in scholarship and as a person. Thank you.

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APPENDICES
Appendix A: First Interview Protocol

First Interview Protocol: Semi Structured Interview protocol

- Please choose a pseudonym for the interviews!
 - Also can objectively assign a pseudonym in the write up of results
 - Assure the respondent of that process.
- Opening question about identity:
 - Can you perhaps give a brief description of yourself?
 - How would you describe yourself?
 - You can include things like gender, race/ethnicity/religion, identity with an activity (such as, I'm a boater... I'm a climber..) etc?
- What kinds of outdoor activities did you do growing up?
 - Who with?
 - When?
- Will you tell me about your experience with [COAP]? I would love to hear about it!
 - How did you become involved at IOUA?
 - Can you tell me about how you became a trip leader?
 - What can you tell me about that?
 - Is/are there any memory(ies) that stand out where you can remember having a change in motivation or a moment where you realized that you wanted to lead?
 - What was it about that experience?
 - What can you remember about the events leading up to that event/moment when you realized that you wanted to be a leader?
 - Can you describe the moment when you realized that you wanted to lead outdoor activities and why...
 - Can you describe your most memorable outdoor experience before [COAP]?...and why you feel it was...
 - What got you interested?
 - Did you see something that made you interested?
 - Did you read or hear about something that got you interested in leadership or that activity?
 - Are your friends involved?
 - What did you like about being a leader in training?
 - Is there a particular activity that you were interested in?
 - What got you interested in that specific activity?
 - How did you see yourself being involved?
- Will you tell me all about the first trip that you went on with [COAP]?
 - What else do you remember?
 - What was it about that experience that stands out?
- Do you have a favorite memory from a trip?
- Do you have a least favorite memory from a trip?
- What was your level of engagement or involvement in adventure activities or leadership before starting at [COAP]?

- Can you tell me about the types of adventure or recreation activities that you engaged in before [COAP]?
- Did you do any other adventure activities?
 - Growing up?
 - Once you started college?
- Why was that meaningful?
- Are there other experiences with [COAP] or friends from IOUA, or other adventures that would you like to talk about since we last spoke?

Appendix B: Second Interview Protocol

Second Interview Protocol: Semi Structured Interview Protocol

- We talked in the last interview a lot about how you got involved at [COAP]. Can we talk about your experience since then?
 - Have you been on any trips since we last spoke?
 - Can you describe these experiences....?
 - Anything stand out about that experience?
 - Anything you would like to share about that?
 - When did you start or apply at [COAP]?
 - How did you see yourself being involved?
 - **Has that changed?** Or is it different than the way you thought it might be?
 - How so?
 - What kinds of experiences do you mostly do/have you lead or taught?
 - Mostly adventure trips or skills courses?
 - What was your favorite adventure trip or skills course that you led?
 - Why is that so memorable?
 - Anything else you want to tell me about that experience?
 - Any other memorable experiences from trips that you would like to share?
 - What stands out about that experience?
 - What do you dislike...? About teaching or leading
 - What is your favorite type of adventure activity(ies) do you enjoy leading and or teaching the most?
 - How did you get into doing that activity?
 - What got you interested in that activity?
 - What do you like about leading trips or teaching classes?
 - How many trips have you been on as a leader?
 - Do you engage in that activity outside of [COAP]?
 - What other activities do you do?
 - Does that help you with leadership?
 - Can you describe a time when you feel you acted as a “leader”?
 - **What does it mean to be a leader?**
 - Other questions about level of involvement and commitment such as:
 - How many (relevant gear items) do you own?
 - Do you do things outside of OA to be a better trip leader?
 - Outside of [COAP] how often do you go (canoeing/kayaking/climbing,etc)?
 - What other kinds of adventure or outdoor recreation activities do you do?
 - What is it about that?
 - How many trainings/certs/classes have you done since you started?
 - Any other activities that you do to be a better trip leader?
 - Do you go on personal adventure trips when you are not leading?

- How often?
 - Why? What is it about that?
- What else do you do that you think helps you be a better trip leader?
 - Books/magazines?
 - Clubs
 - Festivals
 - Competitions
- What are some things that you have learned through your involvement with trip leading?
- What kinds of things do you want to learn at [COAP]?
- Are there other experiences with [COAP] or friends from IOUA, or other adventures that you would like to share that we didn't talk about last time?

Appendix C: Informed Consent Form

INDIANA UNIVERSITY INFORMED CONSENT STATEMENT:

Exploring Motivational Factors for Student Participation in Leadership of College Outdoor Adventure Programs

You are invited to participate in a research study exploring motivations of college students to engage in leadership of activities offered by a college outdoor adventure program. You were selected as a possible participant because of your participation in leadership in a college outdoor adventure program. I ask that you read this form and ask any questions you may have before agreeing to be in the study.

The study is being conducted by Ryan K. Hines (*Alan Ewert, Primary Investigator) from the Recreation, Park, and Tourism Studies Department in the School of Public Health with Indiana University.

STUDY PURPOSE

The purpose of this study is multifaceted. Goal is to explore student motivations to participate in leadership in outdoor adventure programs and emergent dimensions related to motivation for participating in adventure leadership.

INFORMATION ABOUT PARTICIPATION AND PROCEDURES FOR THE STUDY:

If you agree to be in the study, you will be requested to volunteer to participate in two 45 to 90 minute interviews between the researcher and yourself regarding your participation in outdoor adventure programs. The interviews will be conducted on your institution's campus at a predetermined, mutually agreed upon location or other location that is of convenience and agreed upon between the researcher and the interviewee. The interviews will be audio recorded to aid with the transcription process.

Prior to the start of the interviews, you will provide your informed consent by signing this form. We will both retain a copy of the consent form with both signatures on it. In an effort to protect your identity, you will be asked to choose a pseudonym to be used in place of your real name in all written and recorded documents produced from the research. Audio recordings from the interview will be transcribed. If desired, the completed transcripts of the interviews will be sent for your review and approval. You may change/omit any part of the interviews, which does not accurately reflect your comments. You also have the option of terminating the interviews at any time without any repercussions. If you decide to terminate the interview, all data collected up to that point will be destroyed.

RISKS OF TAKING PART IN THE STUDY:

While there are some inherent risks in the outdoor adventure activities for which you provide leadership, there are no obvious additional risks pertaining to your involvement in this study. The researcher will do everything he can to make you feel as comfortable as possible during the interview and answer any questions associated with participation in this study.

BENEFITS OF TAKING PART IN THE STUDY:

This study may potentially spark your interest in furthered participation in leadership in outdoor adventure programs. It may also help you and other participants, through personal reflection, become aware of the benefits and outcomes that these programs have for you personally.

CONFIDENTIALITY

Efforts will be made to keep your personal information confidential. We cannot guarantee absolute confidentiality. Your personal information may be disclosed if required by law. Your identity will be held in confidence in reports in which the study may be published and databases in which results may be stored. Also, if you volunteer to participate in this study, audio recording devices will be used to capture the proceedings of the interview. Only the investigation team will have access to these recordings. At no point will they be used for education purposes or played for any type of audience.

Organizations that may inspect and/or copy your research records for quality assurance and data analysis include groups such as the study investigator and his/her research associates, the Indiana University Institutional Review Board or its designees, the study sponsor, the Association of Outdoor Recreation and Education, and (as allowed by law) state or federal agencies, specifically the Office for Human Research Protections (OHRP) who may need to access your research records. All information in the study will be kept confidential. Your data will be stored securely and will be made available only to me and my faculty advisor (Alan Ewert), who will participate in/oversee the processing and analysis of your comments. You will choose a pseudonym, which will be used in reference to your responses so that you cannot be identified in any way. No reference will be made in oral or written reports, which could link you to the study.

CONTACTS FOR QUESTIONS OR PROBLEMS

If at anytime you have any questions about the study or procedures, you may contact the researcher, Alan Ewert at 812.855.8116. If you cannot reach the researcher during regular business hours (i.e. 8:00AM-5:00PM), please call the IU Human Subjects Office at (812) 856-4242 [for Bloomington] or (800) 696-2949. After business hours, please call Ryan Hines at (478) 456 2891

For questions about your rights as a research participant or to discuss problems, complaints or concerns about a research study, or to obtain information, or offer input, contact the IU Human Subjects Office at (812) 856-4242 [for Bloomington] or (800) 696-2949.

VOLUNTARY NATURE OF STUDY

Your participation in this study is voluntary. You may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty. Your decision whether or not to participate in this study will not affect your current or future relations with Indiana University.

RESEARCH PARTICIPANT CONSENT

In consideration of all of the above, I give my consent to participate in this research study.

I will be given a copy of this informed consent document to keep for my records. By printing my name, signing, and dating the form on the lines provided below, I agree to take part in this study.

Research Participant Printed Name:_____

Research Participant Signature:_____ **Date:**
(Must be dated by the participant)

Printed Name of Person Obtaining Consent:_____

Signature of Person Obtaining Consent:_____ **Date:**

Appendix D: IRB Exempt Status



INDIANA UNIVERSITY

OFFICE OF THE VICE PRESIDENT FOR RESEARCH
Office of Research Compliance

To: Alan Ewert
ENVIRONMENTAL HEALTH

Ryan Hines
RECREATION, PARK & TOURISM STUDIE

From: 

Human Subjects Office
Office of Research Compliance – Indiana University

Date: January 05, 2017

RE: NOTICE OF EXEMPTION - NEW PROTOCOL

Protocol Title: Motivation and Outcomes of College Students' Participation in Outdoor Adventure Leadership

Study #: 1612438795

Funding Agency/Sponsor: None

Status: Exemption Granted | Exempt

Study Approval Date: January 05, 2017

The Indiana University Institutional Review Board (IRB) EXE000001 | Exempt recently reviewed the above-referenced protocol. In compliance with (as applicable) 45 CFR 46.109 (d) and IU Standard Operating Procedures (SOPs) for Research Involving Human Subjects, this letter serves as written notification of the IRB's determination.

Under 45 CFR 46.101(b) and the SOPs, as applicable, the study is accepted as Exempt (2) Category 2: Surveys/Interviews/Standardized Educational Tests/Observation of Public Behavior Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior if: i) information obtained is recorded in such a manner that human subjects cannot be identified, directly or through identifiers linked to the subjects; or ii) any disclosure of the human subjects responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects financial standing, employability or reputation, with the following determinations:

Acceptance of this study is based on your agreement to abide by the policies and procedures of the Indiana University Human Research Protection Program and does not replace any other approvals that may be required. Relevant policies and procedures governing Human Subjects Research can be found at: http://researchcompliance.iu.edu/hso/hs_guidance.html.

The Exempt determination is valid indefinitely. Substantive changes to approved exempt research must be requested and approved prior to their initiation. Investigators may request proposed changes by submitting an amendment through the KC IRB system. The changes are reviewed to ensure that they do not affect the exempt status of the research. Please check with the Human Subjects Office to determine if any additional review may be needed.

You should retain a copy of this letter and all associated approved study documents for your records. Please refer to the assigned study number and exact study title in future correspondence with our office. Additional information is available on our website at <http://researchcompliance.iu.edu/hso/index.html>.

If your source of funding changes, you must submit an amendment to update your study documents immediately.

If you have any questions or require further information, please contact the Human Subjects Office via email at irb@iu.edu or by phone at 317-274-8289 (Indianapolis) or 812-856-4242 (Bloomington).

You are invited, as part of ORA's ongoing program of quality improvement, to **participate in a short survey** to assess your experience and satisfaction with the IRB related to this approval. We estimate it will take you approximately **5 minutes to complete the survey**. The survey is housed on a Microsoft SharePoint secure site that requires CAS authentication. This survey is being administered by REEP; please contact us at reep@iu.edu if you have any questions or require additional information. Simply click on the link below, or copy and paste the entire URL into your browser to access the survey: https://www.sharepoint.iu.edu/sites/iu-ora/survey/Lists/Compliance/IRB_Survey/NewForm.aspx.

/enclosures

Appendix E: Codebook Export

NVivo Codebook Sample Excerpt

Node		#Files	#References
Leadership outside of Leadership Role		3	3
Learning	Describes anything related to learning and mode of learning.	22	291
acquisition of skills		8	14
Experiential Learning		21	64
Learning as Motivation		17	62
learning of self		11	32
learning styles		1	1
Learning Through Consequence of Decision		7	11
Learning Through Leadership		19	45
Learning Through Reflection		7	11
Learning thru Failure		10	17
Learning thru Hardship		10	14
Skills Training		7	11
Leisure History	Describes leisure and outdoor pursuits activities growing up.	8	14
activity carryover into college		2	6
Adventure Activity		4	13
Camping With Family		4	5
creek stomping		2	4
Family Vacation		1	1
history with activity		2	5
outdoor with family		9	23
outdoor with elders		4	5

Appendix F: Coding Stipes Example

Visual Sample of Coding Stripes in NVivo

Learning as Motivation

Code Annotations

Summary Reference

References coded, 0.75% coverage

Reference 1: 1.12% coverage

And then from there I ended up getting hired as a leader in training, and did lots of things after that. I started going to trip leader meetings, and did some trainings and a roll clinic, and had the opportunity to start leading trips or being a shadow trip leader, and just kind of going through the progression there.

Reference 2: 0.75% coverage

So yeah, everything from just learning more, and being more social in that environment, to seeing what it's like interacting with participants or students from a leadership role, so that was my basic intro.

Reference 3: 0.87% coverage

So I was like, whoa, this is an environment where people have this close interaction, this group interaction, where they communicate honestly and openly, and that's okay, and it's okay to give constructive feedback and you can learn from that.

Reference 4: 0.97% coverage

Yeah, one big thing, I went through that class, and then right after that it was that I had the opportunity to just go out and start being it and acting it, and you didn't have to have a ton of experience, you just had to go through the class and get some wilderness experience in.

Reference 5: 1.64% coverage

And so, that was amazing learning from my peers and knowing that they wanted me to try teaching, and they wanted me to try, you know, doing certain planning activities and planning certain parts of the trip, and wanted me to maybe learn something and then try something that was a little bit out of my comfort zone, like teaching wise and leading wise. So that was really motivating being able to learn from my peers, in that mentorship way. I loved how that worked.

Reference 6: 0.56% coverage

I also felt empowered to contribute and be part of it, and learn, and very much felt invited to complete trainings and, you know, events that trip leaders did.

Reference 7: 0.40% coverage

It was a little bit like over stimulus, like, there's so many people, oh, I want to learn all of this! This is crazy!

Reference 8: 1.18% coverage

Thinking of motivation to continue doing this, is that I love the ability to continue learning and growing, and I feel like the culture surrounding this field of outdoor leadership is

Coding Density

Learning Motivation

Attraction to Urg

Experience

Novelty

Elements of Adventure Experience

motivation to lead

motivation to grow

Activity Interest

CODES > Nodes > Learning > Learning as Motivation

Appendix H: Participant Invitation to Review Coding and Analysis

re: dissertation research review - Hines, Ryan Kenin

11/4/19, 11:17 AM

re: dissertation research review

Hines, Ryan Kenin

Sun 11/3/2019 10:58 AM

Bcc: [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Hello,

I would like to thank you again for your participation in my dissertation research, and thank you for your time in providing me with in-depth insight into your experience as a student trip leader with [REDACTED]

In an effort for transparency and compliance with my personal research ethic, I would like to inform you that as an interview participant, you have the opportunity to be embedded in the research, and therefore I would like to offer you the opportunity to review the completed coding and analysis of the transcripts of the interviews which I conducted with you over the summer/fall of 2018. What does this offer mean for you? It means that at your request I will provide you with information regarding the ways in which I "coded" and/or interpreted and inferred meaning upon the things that were said during both of the interviews in which you participated for your timely review. In essence, I am giving you an opportunity to follow up if desired, which grants you the ability to further clarify any of your statements (of which all are protected and your identity anonymous) that you feel are not clear or representative of your experience or sentiment, or to request that the interpretations of the content of any of your statements be omitted from the overall pool of data that contributed to the major findings resultant from my analyses.

If you do not wish to review the information as described, you do not need to reply to this email. If you *do* wish to review the information, please reply to this email for further correspondence in a timely fashion. I am providing a time window of one week from the date of this correspondence to begin at 12:00PM, 11/3/2019, and to end at 12:00PM on 11/10/2019. If you have not responded by 12:00PM on 11/10/2019 I will assume that you are not interested in the aforementioned offer and you will subsequently waive your right to any further involvement in this research, which is in its final stages of writing and review for defense. Please feel free to email me if you have any questions!

Again, THANK YOU for your participation!

Ryan K. Hines

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Department of Recreation, Park, and Tourism Studies
School of Public Health
Indiana University
1025 E 7th St
Bloomington, IN 47405

Instructor
Department of Outdoor Recreation, Leadership, and Management
School of Health and Human Performance
Northern Michigan University
Marquette, MI

<https://www.exchange.iu.edu/owa/#viewmodel=ReadMessageItem&it...lyKUCmBEAxaAQD%2BBE%2FAAA%3D&IsPrintView=1&wid=70&ispopout=1>

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Appendix I: Letter of Solicitation to Outside Reviewer

[REDACTED]

[REDACTED]

Greetings! My name is Ryan Hines and I am currently a Ph.D. Candidate in the Department of Recreation, Park, and Tourism Studies at Indiana University. I also am an instructor of Outdoor Recreation, Leadership, and Management at Northern Michigan University. I'm writing you because I am currently in the process of completing my doctoral dissertation, Exploring Motivational Factors for Student Leadership in College Outdoor Adventure Programs, and am in search of an outside reviewer of my research. Based on your previous professional experience and expertise in the use of qualitative research methodology in our field, you were recommended by one of my doctoral research committee members, [REDACTED] as a potential outside reviewer of some dissertation materials. In the capacity of a scholarly peer, I am soliciting your assistance in fulfilling the role of an outside reviewer of thematic coding, research method, and resultant interpretations of data to be presented as the results of my doctoral thesis. Your role as an outside reviewer is to assist me in being accountable for bias in interpretations of the data and results found therein by providing the following:

- Perceptions, notes, or comments on accuracy and reliability of thematic coding and organization of results in answering research questions
- Potential alternate or additional interpretations and coding of data
- Comments on reliability of conclusions found in results based on coding of data and prominent themes found therein

To help inform your decision and provide more specific details, I am requesting that you complete the following by August 14th, 2019 or soon thereafter based on your time availability if you should agree to fulfill the role of outside reviewer.

In your evaluation of my scholarship, please comment as specifically as possible on the following:

1. Read/Review Chapter 3, Research Method, to become familiar with research process.
2. Review selected thematic coding samples (to be provided) and provide comments on accuracy, potential biases, and alternate interpretations not found by the researcher if deemed appropriate.
3. Review Chapter 4, Results, and provide a brief written synopsis in the form of a letter of assessment of your scholarly perceptions of the quality and reliability of the research products based on your review of the method, coding, interpretations of data, and findings written in the Results as well as any comments that you may wish to provide related to accounting for my own bias as a researcher.

Your role as outside reviewer, comments, and letter of assessment will be treated as confidential, though some of your comments may be anonymously referenced or quoted in the dissertation manuscript, and letter of assessment provided anonymously in the appendices of the manuscript as well.

Appendix J: Reviewer Letter of Research Assessment



Ryan K. Hines, M.Ed.
Instructor
Department of Outdoor Recreation, Leadership, and Management
School of Health and Human Performance
Northern Michigan University

Dear Ryan,

Thank you for inviting me to provide a scholarly peer review of your doctoral research. I have completed reading and rereading your results chapter as well as the provided analytic documents. My review has led me to conclude that your analytic decisions and interpretations are accessible and understandable, and reflect a thoughtful and time-intensive effort. I see no reason to scrutinize or diminish your research as being overtly or problematically biased. Instead, as is the nature of all scholarship—quantitative or qualitative in nature—your research clearly builds as if an extension of yourself, and the labors you have put into making this a reflexive process strengthen my ability to recognize your dissertation as an articulation of your scholarly capacities. You should be commended for this undertaking.

I am including a commented copy of your coding review document. While I can understand your coding and interpretations of your data, I have also identified topics that are fascinating from the vantage points and positions I enter the data from. These should not be read as a devaluation of your analytic efforts, but instead as the realities of what multiple analytic processes may bring up even within the same data. If you find any of my comments insightful, please feel free to make use of them. I only ask you make note or reference in your dissertation where done so. I was particularly struck by female-identified participants' comments about toxic, masculine leadership, the culture of OA, the 'vibes' elder female-identified trip leaders took up and performed to succeed in that work environment, and what all of this may mean for how female-identified LITs learn to become central members of OA. They came together as if highlighting a major chapter of a dissertation I would be very keen to read and learn more about.

Thank you again for this opportunity, and I wish you the best in completing and defending your dissertation in the near future.

Sincerely,

[Redacted signature block]

[Redacted text]

[Redacted text]

Appendix K: Informal Research: Other COAPs

Other programs for applicability of results:

- **Johns Hopkins** (per website and conversation with Riley Kurtt):
 - Office of Experiential Ed
 - Non-academic program in the college
 - Recreation pursuit serving students
 - Must complete:
 - Pre-orientation
 - Selected as instructors (19 people)
 - Pay for training out of pocket
 - Paid for planning and leading trips
 - Lead at least one trip per semester
 - Must attend field training and instructor meetings
 - Generally hired for a specialty or cross train
 - Funding for program
 - Two administrative staff
 - Funded by rec center, student fee funded
 - Student Recreation and Athletics
 - Gear funded by gifting part of budget allotted
 - Students paid by rec center student fees income
 - Budget given to them but generated fee
 - Apprentice, assist, instructor
 - Pay structure attached
- **Calvin College**
 - Faith based, private
 - Managed by campus rec director
 - Out of kinesiology
 - Payed out of kinesiology, instructor,
 - Climbing wall and program payed for managed by Kinesiology
 - Same as aquatics and intramurals
 - Climbing wall
 - Not athletics
 - Does not have an academic outdoor rec/ed/adventure program
 - Outdoor adventure stuff
 - Wilderness freshmen orientation program (150/year or 15-20% do that)
 - As PE classes 1 credit, adventure trips not for credit, leadership, cycling, for credit, day trips, weekend backpack, whitewater canoe student led
 - Students as leaders
 - Work at climbing wall, how they get in
 - Climbing wall run by student manager
 - Student manager oversees trip leaders (12-15-20 employees)
 - Teaching climbing and belay classes
 - Leading trips and courses
 - Lead orientation trips student trip leaders
 - Students have fewer responsibility at Calvin

- Levels:
 - One level, determined by management and student manager
 - No defined hierarchy
- **Montreat College:** same as Calvin
 - Faculty member who is in charge
 - Adjunct direct leadership
 - Trip leaders overseen by faculty member
 - Classes and adventure trips
 - Canoe, kayak, backpack, bike, climb, mostly adventure trips more than classes
 - Similar to [COAP] because of Outdoor Ed degree program, courses for credit count towards major
- **Penn State**
 - Outdoor Adventures, part of campus rec
 - Both models getting money from student allocation committee
 - Justify budget and program and full time staff jobs
 - Student body determined
 - Big trips and day trips
 - Changed to campus rec under student affairs, student fee funded
 - \$\$5mill annually from 40k students
 - Climbing wall
 - Academic major (Pete Allison); housed in Kinesiology??
 - Student employees
 - Apply, come in for interview, prepare experiential lesson for interviewers
 - Hire +- 8 persons, take outdoor leadership training as semester long class and getting paid as employees
 - Change to one hire session per year, followed by 10-day field experience
 - Challenge course and team building
 - Backpacking
 - Paddle training (raft)
 - Climbing day
 - Classroom sessions, LOD, debriefs, assignments
 - Learning from instructors
 - Hierarchy forces discipline, assistant, instructor, specialist
 - In house replication of training like [COAP]
 - Pay changes as specialist (start at 10/hour)
 - Paid for time spent in guiding instructing
 - Renal center hours opportunity to trip lead
 - Paid for time spent in the field capped at 8hours/day for day trips or 12/hours multi day
 - Offer for credit classes and clinics at cost but not credit, general education health elective
 - Climbing, canoe, etc..
 - Kinesiology

- Offer adventure trips
 - Day trips to week long adventure trips
 - At cost plus some equip fee, student led
 - Climbing, paddling, etc..
 - Not as much guiding but with skill development
- **University of Colorado Boulder**
 - Student fees, 27k undergrads
 - Student affairs and rec services department
 - Generally the model
 - No courses for credit
 - No RPTS academic major
 - Inclusion and recreation opportunities
 - Student trip leaders,
 - Train as you go
 - Come in with baseline skills
 - Not as much of a linear hierarchy structure
 - Checked off in discipline
 - Paid hourly for everything

RYAN K. HINES, Ph.D.

Curriculum Vitae:

Instructor

Northern Michigan University

School of Health and Human Performance

Outdoor Recreation, Leadership, & Management

1401 Presque Isle. Ave, Marquette MI, 49855

rhines@nmu.edu

EDUCATION:

- 2013-2020 Ph.D., Leisure Behavior
Indiana University, Bloomington
School of Public Health
Department of Recreation, Park, and Tourism Studies
Minor: Environmental Studies, SPEA
- 2010-2012 M.Ed., Recreation and Leisure Studies
The University of Georgia, Athens
College of Education
Department of Health and Human Services
- 1998-2005 B.S.Ed., Recreation and Leisure Studies
The University of Georgia, Athens
College of Education
Emphasis: Recreation Resource Management

TEACHING EXPERIENCE:

Northern Michigan University

- 2020, Winter RE 251: Adventure Activities, Facilitation, and Group Behavior
RE 261: Leadership and Pedagogy in Leisure Services
RE 340: Eco and Adventure Tourism
RE 371: Protected Area Management
- 2019, Fall RE 251: Adventure Activities, Facilitation, and Group Behavior
RE 261: Leadership and Pedagogy in Leisure Services
RE 340: Eco and Adventure Tourism
- 2019, Winter RE 250: Education in Outdoor Settings
RE 251: Adventure Activities, Facilitation, and Group Behavior
RE 261: Leadership and Pedagogy in Leisure Services
RE 357: Teaching of Canoeing
- 2018, Fall RE 155: Outdoor Living Skills
RE 251: Adventure Activities, Facilitation, and Group Behavior
RE 340: Eco and Adventure Tourism

Indiana University

- 2018, Spring SPH O-210: Intro to Outdoor Recreation, Parks, and Human Ecology
 SPH R-142: Living Well
 SPH R-200: Found Leisure
 SPH T-201: Tourism and Commercial Recreation, Guest Lecture
- 2017, Fall SPH O-210: Intro to Outdoor Recreation, Parks, and Human Ecology
 SPH O-412: Ecotourism Administration and Management
 SPH O-512: Ecotourism Management and Systems
 SPH R-142: Living Well
 SPH T-201: Tourism and Commercial Recreation, Guest Lecture
- 2017, Spring SPH O-279: Outdoor Adventure Education
 SPH R-311: Management in Recreation, Park and Tourism Studies
 SPH R-311: Management in Recreation, Park and Tourism Studies
 SPH T-201: Tourism and Commercial Recreation, Guest Lecture
- 2016, Fall SPH O-279: Outdoor Adventure Education
 SPH T-201: Commercial Recreation and Tourism
 SPH R-311: Management in Recreation, Park and Tourism Studies
- 2016, Spring SPH O-279: Outdoor Adventure Education
 SPH W-133: Whitewater Canoeing
 SPH T-201: Tourism and Commercial Recreation, Guest Lecture
- 2015, Fall SPH V-650: Environmental Issues and Human Health, TA
 SPH W-133: Whitewater Canoeing
 EDUC H-340: Education and American Culture, Guest Lecture
- 2015, Spring SPH O-279: Outdoor Adventure Education
 SPH W-133: Whitewater Canoeing
 SPH R-110: Found Leisure & Public Health
- 2014, Fall. SPH O-201: Intro to Outdoor Recreation, Parks, & Health, Guest Lecture
 SPH W-133: Whitewater Canoeing
 SPH W-139: Snowshoeing

Indiana University Outdoor Adventures

2014-2018 Spring Student Whitewater Instructor and Leadership Training

Lead Instructor; presented materials in classroom. In field, demonstrated and experientially taught whitewater canoeing and kayaking paddling skills, water reading skills, judgment and decision making, safety and risk considerations, group management, and logistics. Evaluated students and provided feedback on performance. Provided suggestions to Indiana University Outdoor Adventures' administration regarding future leadership roles, responsibilities, and future learning objectives and desired learning outcomes for students engaged in a progression of learning and leadership development.

Johns Hopkins University

2012-2014 Outdoor Leadership Instructor: Whitewater/Expeditionary Canoeing

Lead Instructor; planned and facilitated 11-day wilderness based outdoor leadership training, developed student-learning initiatives. Taught whitewater canoe strokes, whitewater safety and swift water rescue, Leave No Trace ethics, camping skills, map/compass navigation, decision-making, risk-management, group dynamics, situational leadership.

The University of Georgia

2012 RLST 2430: Introduction to Youth Development in Camp

Teaching Assistant; acted as teaching team member, graded assignments and entered data, provided feedback for writing assignments, oversaw volunteer activities, lead in-class learning activities.

2011 RLST 3130L: Program and Event Management Laboratory

Team Leader; oversaw team of 8 undergraduate students in conceptualization, planning, and implementation of fundraising event to benefit nonprofit organization Georgia River Network.

RESEARCH:

Hines, R.K., Davidson, C. B., Zwart, R.T, & Ewert, A. (2019). Exploring Motivations and Constraints of Minority Participation: College Outdoor Adventure Programs. *Research in Outdoor Education, 17*, 59-81.

Hines, R.K. & Curtis, R. (2017). Exploring Motivations and Constraints of Racial and Ethnic Minority Participation in College Outdoor Adventure Education Programs. *Abstracts from the 8th Biennial Adventure Research Symposium*. Indiana University.

Hines, R.K. (2017). Review of Literature: Potential Benefits of Urban Nature Exposure and Stream Corridor Recreation. *Illuminare 2017*, Indiana University, Bloomington.

Hines, R.K. (2014). Environmental Attitude Outcomes of Participation: Zip Line Canopy Tours. *Abstracts from the 7th Biennial Adventure Research Symposium*. Indiana University.

PRESENTATIONS:

Hines, R.K. & Curtis, R. (2017). *Exploring Motivations and Constraints of Racial and Ethnic Minority Participation in College Outdoor Adventure Education Programs*. Research presented at the Adventure Research Symposium, Indiana University, Bloomington.

Hines, R.K. (2016). *Environmental Education and Advocacy: Organized Multiday Canoeing and Kayaking Events*. Poster Presented at the Coalition for Education in the Outdoors Biannual Conference, Bradford Woods, IN.

Ewert, A., Chang, Y., Davidson, C. & Hines, R.K. (2016). *Examining the Adventure Experience from Multiple Perspectives: Psychological, Observational, and Biophysical*. Research presented at the Research Symposium, Coalition for Education in the Outdoors, Bradford Woods, IN.

Hines, R.K., Croft, B., Ewert, A., Davidson, C. & Chang, Y. (2015). *Identifying Changes in Participants' Level of Stress during a High Challenge Activity: Using Physical Biomarkers and Psychological Stress Measures*. Research presented at the Association for Outdoor Recreation and Education Annual Conference, Research Symposium, Atlanta GA.

Ewert, A., Chang, Y., Hines, R.K. & Davidson, C. (2015). *Biomarkers, Boosters, and Videography: Exploring Emerging Techniques in Research in Experiential Education*. Workshop presented at the Association for Experiential Education International Conference, Portland, OR.

Chang, Y., Davidson, C., Hines, R.K. & Ewert, A. (2015). *An introduction to the use of Technology and Biomarkers for Outdoor Adventure Education Research*. Research presented at the Symposium for Experiential Education Research (SEER), Association for Experiential Education International Conference, Portland OR.

Hines, R.K., (2014). *Environmental attitude outcomes of participation: zip line canopy tours*. Presented proposed research Adventure Research Symposium, Indiana University, Bloomington.

ACADEMIC SERVICE:

- 2020 Review of Presentation Proposals, SEER, AEE
- 2019 Article Reviewer, JOREL
- 2018 Article Reviewer, JOREL
- 2015 Article Reviewer, Illuminare, Indiana University
- 2014 Article Reviewer, Illuminare, Indiana University

GRANTS AND FELLOWSHIPS :

- 2019 NMU CERP Funding for Equipment Replacement, \$15,000
- 2017 Leisure Research Institute; Student Research Grant, \$1,000
- 2017 Indiana University; School of Public Health Fellowship, \$3,950
- 2016 Indiana University: School of Public Health Fellowship, \$3,950
- 2016 Indiana University: SPH RPTS Research Travel Grants, \$600
- 2015 Indiana University: SPH Fellowship/Research Travel Grants, \$600
- 2011 University of Georgia: Fundraising for River Planning Event, \$1,250

OTHER PROFESSIONAL EXPERIENCE:

- 2013-2014 Associate Instructor, Indiana University Research and Teaching Preserve; Facilitated service learning experiences with IU affiliated organizations on Preserve lands. Organize/facilitate interpretive hiking trips for local non-profit organizations as public outreach and public access to Preserve lands. Assist with scientific research through data collection and stewardship of research plots.
Promoted volunteer and service learning events sponsored by the Preserve.
- 1998-2013 Manager/Operations, Naturalist-River Guide, and Boat Specialist, Broad River Outpost, Danielsville, GA (*less 2004-2009*). Oversaw daily outpost operations, delegated tasks, provided customer service, maintained river access points and 15 acres of Outpost properties, conducted river clean-ups, and scheduled staff. Maintained/repaired fleet of canoes, kayaks, and equipment. Administered social- media website. Guided interpretive/educational canoe tours.
- 2011 Trip Manager- Georgia Outdoor Recreation Program. Duties: created program and trip advertisements, fliers, and posters. Advertised programming through social media. Tracked program spending and income. Assisted with Georgia Outdoor Recreation Program student leadership training.

- 2010-2013 Zip Line Canopy Tour Facilitator, North Georgia Canopy Tours, Lula, GA. Duties: Facilitated two and three hour zip line canopy tours; provided instruction, risk management, and environmental interpretation. Lead guide certified, endorsed by Association of Challenge Course Technology. Performed course duties: daily safety inspections, trail maintenance, and course maintenance.
- 2007-2009 Kapalua Adventures, Lahaina, Maui, HI. Mountain Adventure Guide/Mountain Manager. Provided instruction, safety, and interpretation for guided zip-line canopy tours. Oversaw daily set-up, breakdown, and safety inspection of zip-line course, climbing wall, and high-ropes challenge course. Acted as radio dispatch/manager on-site for tours; Created Hawaiian mesic forest and rainforest ecosystem interpretation learning resource for tour guides.
- 2006 Wilderness Sea Kayak Guide, Southeast Adventure Outfitter, St. Simons Island, GA. Guided and provided safety for two and three hour sea-kayak tours, provided environmental interpretation, co-led multi-day camping trips. Assisted customers at retail outfitter location with gear, trip planning, and kayak/gear sales.
- 2004-2005 Sea Kayak Guide, Kailua Beach Adventures, Kailua, Oahu, HI. Guided and provided safety and risk management for guided sea kayak tours in Kailua Bay and provided marine/coral reef ecosystem interpretation. Maintained rental kayaks and equipment, repaired fleet kayaks, and assisted customers in shop with retail, windsurfing, and surfing gear.
- 1999-2002 Wilderness Sea Kayak Guide, Altamaha Coastal Tours, Darien, GA. Planned and guided multi-day wilderness sea kayaking trips on Altamaha River and associated tidal marshes and tidal swamps of the coastal plain of Georgia. Interpreted freshwater river and estuarine ecosystems. Cooked meals for participants.

VOLUNTEER AND SERVICE ACTIVITIES:

- 2016-Present Indiana University Outdoor Adventures (IUOA) Volunteer; Instructor of Canoe and Kayak. Provide instruction and mentoring of students engaged in whitewater canoeing and kayaking at IUOA. Lead whitewater skills trainings as part of programmed training schedule and independent involvement with students, including single and multi-day field experiences with IUOA students and administration. Assist with regularly scheduled kayak rolling clinics. Assist with maintenance of boats and gear, and provide consultation on purchase of new program equipment

- 2011 University of Georgia Graduate Internship, Georgia River Network, Athens, GA. Researched and updated website information and river fact sheets. Learned G.I.S. software and database; basic mapping skills. Corresponded with state park planning committee.

- 2011 North Oconee River Design Charette; Cooperative effort between The University of Georgia Office of Sustainability and Georgia River Network, Athens, GA. Planned and implemented canoeing trip for Charette to demonstrate potential for implementing designated canoeing trail in Athens, GA. Participated in planning and design sessions. Raised \$1250 in funds and food donations from local restaurants for the event. Focus on public use of historic, cultural, and ecologic resources of river.

- 2002 Water Quality Monitoring Volunteer, United States Geologic Survey, Atlanta GA. Volunteered 80 hours; conducted stream-water sample collection and processing. Tested multiple parameters of water quality. Tested stream-flow, recorded data, assisted with stream discharge rating. Cleaned/calibrated instruments.

CERTIFICATIONS AND TRAINING:

- 2014 American Canoe Association: Swiftwater Rescue, Level IV Certification

- 2014 Stonehearth Open Learning Opportunities: Wilderness First Responder

- 2007 EMT Basic -First Responder Certification

- 2002 NAUI Open-Water Scuba Diving Certification

- 1999 American Canoe Association, Whitewater Kayak Instructor Certification