

A woman wearing a blue helmet and an orange shirt is climbing a rock face. She has a backpack and is looking down at her hands. The background shows some greenery and a clear sky.

# Outward Bound

I N T E R N A T I O N A L

*Journal*

2007 Edition

**Real  
Leadership**

Surviving in Zimbabwe

**Global Educational Movements**

Climbing Water in Japan

**PLUS**

**Transforming  
Schools**

2006 OBI  
Annual  
Report-  
page 59



A full-page photograph of two mountaineers ascending a steep, snow-covered mountain ridge. The climber in the foreground is seen from behind, wearing a blue jacket, dark pants, and a green backpack, using an ice axe. Another climber is visible further up the ridge. The background features jagged, snow-dusted mountain peaks under a bright sun with a lens flare in the upper left corner.

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# Outward Bound

I N T E R N A T I O N A L

## Journal

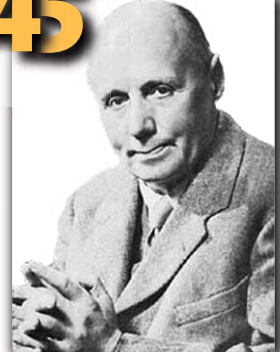
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# **Outward Bound** INTERNATIONAL *Journal*

## Contributors Wanted

Outward Bound International Journal is an annual publication that aims to showcase the worldwide organization through a mixture of feature-length and sidebar articles that have a strong global emphasis, and reflect on the social impact and innovative nature of Outward Bound's programming.

Writers interested in submitting articles, especially those that illuminate Outward Bound's philosophy, central figures, and historical roots, may do so by contacting the editor [objournal@outward-bound.net](mailto:objournal@outward-bound.net) with a proposal for an article. Unsolicited material will not be returned.

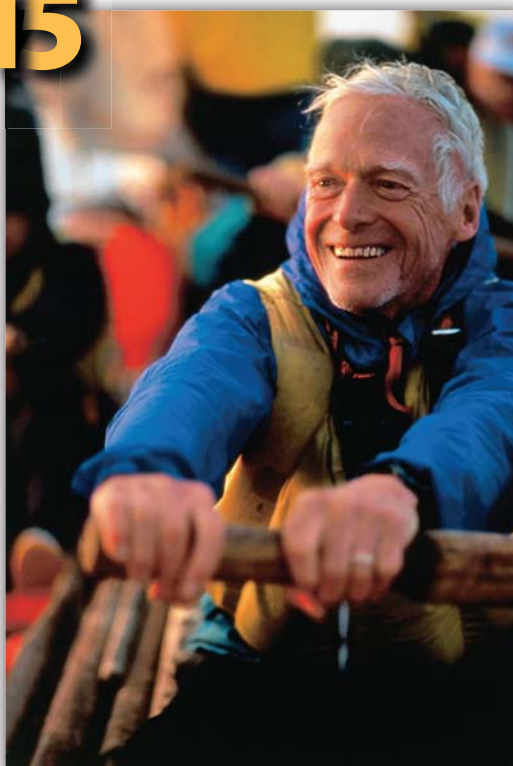
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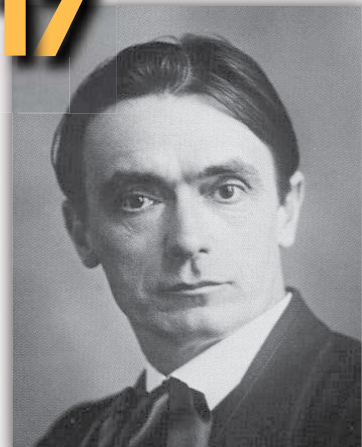
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# Contributors



## Ronald Koetzsch "Global Educational Movements"

Ronald Koetzsch is a graduate of Princeton University and Harvard University where he received his PhD in History of Religions. He was a student on an Outward Bound course run by the Dartmouth College Outward Bound Center in the summer of 1969, and worked as an instructor for

the Center for a year thereafter and instructed seasonal courses for the Hurricane Island Outward Bound School until 1995. He currently teaches at Rudolf Steiner College in Fair Oaks, California, a training center for Waldorf teachers. He is the founding and current editor of *Renewal: A Journal for Waldorf Education*.

## Bob Rheault "Real Leadership"

With a master's degree in international relations, a 26-year military career, including a stint as commanding officer of all American Special Forces troops in Viet Nam, Bob Rheault knows Leadership. This West Point Graduate knows Outward Bound too. He spent 20 years with the Hurricane Island Outward Bound School as instructor, program director and acting president.



## Greg Farrell "Transforming Schools"

Greg Farrell came to work at Outward Bound in 1990, after nearly 20 years on the national Outward Bound Board, during which time he was Executive Director of the Fund for the City of New York. Before that he was Assistant Commissioner of Commu-

nity Affairs and Director of the Antipoverty Program of the State of New Jersey. He has also been a newspaper reporter, an assistant dean of admissions at Princeton University, a private in the US Army and a high school English teacher and coach. Greg is one of the original creators of Expeditionary Learning.



## John Hasell, "Supporting the Mission"

John was educated in Britain and spent 20 years in the British Army during which he was an Instructor at the Royal Military Academy at Sandhurst, was Chief Instructor at the Army Outward Bound School, took part in several Himalayan expedi-

tions, commanded the Joint Services Mountain Training Centre and served with the Brigade of Gurkhas. He came to Canada in 1969 to start the Canadian Outward Bound School near Keremeos where he was School Director for two years, before helping launch the second School in Ontario. Since 1988 he has been a freelance explorer of possibilities, concentrating on helping people and organizations make the very best use of their resources and fulfil their potential.

## Noel Mutasa "Surviving in Zimbabwe"

Noel Mutasa is Chairman of Outward Bound Zimbabwe and a member of the Outward Bound International Outdoor Leadership Training Institute. He is the Marketing, Client Relations and Corporate Finance Partner of JSM Consulting, Chartered Accountants Zimbabwe. He has also worked extensively with Amnesty International and the Zimbabwe Association for Crime Prevention and Rehabilitation of the Offender (ZARCO).



## Tracy Bowman "Top Employer"

Tracy is the Marketing Executive for Outward Bound New Zealand. She came to OB after five years away from NZ working and indulging in her passion for travel, based in London. Tracy also produces *The Cutter*, OBNZ's twice yearly publication and the quarterly *MyWatch-*

*mates* email newsletter for OB alumni. She lives and works in Wellington, NZ's capital city.

## Andrew Martin "A Decade of Inter-touch"

Andy Martin, PhD is a Senior Lecturer at Massey University, New Zealand. His doctoral thesis, *Towards the Next Generation of Experiential Education Programs*, focused on the outcomes and educational process of Outward Bound. His book *Outdoor and Experiential Learning*

(co-authored by Dan Franc & Daniela Zouncová) focuses on the multi-dimensional programming ideas of the 'dramaturgy wave' developed by Outward Bound in the Czech and Slovak Republics. Andy now lectures in sport management and coaching, and has worked with a variety of Outward Bound organizations developing experiential programs internationally.







### The Great Corporate Challenge!

A team member celebrates in the M1 Asia Challenge in Singapore. (pg 23)

## From the Editor



**W**elcome to our first issue of *Outward Bound International Journal*! We are all excited here about the launch of this new publication, and its mission to showcase the worldwide Outward Bound organization through a mixture of feature articles, relevant stories, and illuminating photographs. Simply put, within these pages, we're aiming to capture Outward Bound, its people, places, and ideas in the most encompassing sense possible.

The premiere issue of OBI Journal covers a wide range of subjects, including education, volunteerism, leadership, and character building. Understand what real leadership is from a former Green Beret Colonel. Follow the path of an OB volunteer on a selfless journey into the international Outward Bound community. Learn about Outward Bound in the heart of Africa. See how Outward Bound is changing the face of education in America. Turn the pages back to 1947, and read the full text of Kurt Hahn's influential speech to the Honourable Mariners' Company about char-

# Outward Bound INTERNATIONAL *Journal*

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acter building, education, and the value of sail training for a nation's young men.

In OBI Journal we will be telling the story of our amazing organization by writing not just about Outward Bound, but to Outward Bound: to our amazing students, staff and supporters, to those who embrace our unique educational philosophy, and to you, the reader.

We hope you'll enjoy OBI Journal, and its insightful and contemporary view of the many worlds of Outward Bound.

Rob Chatfield

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# Outward Bound Baltimore Chesapeake Bay



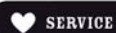
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# Leadership, Education and Outward Bound

Are Educating and Leading the Same Thing?

By Greg Farrell



If you're a teacher, think of yourself as a leader; if you're a leader, think of yourself as a teacher. In the first case, it'll remind you how large

your responsibilities are; in the second it will remind you to develop and look after the people you're leading.

I'm struck with the confluence in the root ideas of educating and leading. I wonder if at bottom they're not really the same thing. "Educate" comes from the Latin *educere*: to "lead out" or "bring up." To educate is to lead. Not only to lead, but to "lead out." "Out" suggests discovery, risk, change. "To lead" is "to influence or guide."

My first job out of college was teaching high school English. Since then I've had many different jobs. Some of them you might call leadership jobs, but all of them have seemed like a form of teaching to me. Some of them did explicitly involve teaching—in the U.S. Army in the early 1960s I was assigned to the NCO (non-commissioned officer) Academy at Schofield Barracks, Hawaii. This was the school where enlisted men went to learn to become sergeants, to command a small squad of five or six men, to become first-line leaders. One of the things all new first-line leaders in the U.S. Army were expected to do was teach.

I discovered there that the Army had an intelligent and well-developed methods of instruction course to teach the new sergeants how to teach and lead field strategies and skills like laying and picking up land mines and conducting night patrols. At the NCO Academy and afterwards in the Army, I had the opportunity to teach these subjects as well as the methods of instruction course. I've taught at the col-



lege level and worked as an assistant dean of admissions in a university. There I was surrounded by examples of good teaching and educational leadership in a world where education itself was a major focus. I worked as a newspaper reporter and realized that writing was a way of teaching. I've had the opportunity to head a foundation, a government agency, and two non-profit organizations. All have seemed suspiciously like teaching.

For the last fifteen years or so I have been involved in efforts to apply the educational ideas of Kurt Hahn and other

complementary spirits to an effort—called Expeditionary Learning Schools/Outward Bound—to create, develop and sustain good public schools of a certain kind more active, engaging, rigorous and humane than the norm—in cities and towns where good schools are most needed and too rare. This experience has given me good reasons and many opportunities to think more about the nature and confluence of education and of leadership: their purposes, the principles that guide them, and how they are practiced.

## Purposes

William James, whose call for a "moral equivalent of war" to bring out the best in young people inspired Kurt Hahn and whose thinking and writing are at the roots of Outward Bound, defined an educated person as one whose personal resources (acquired habits and knowledge) were organized so that the person was able to work and think his or her way through unfamiliar predicaments. In James' view an educated person isn't just someone who knows a lot. It's someone whose knowledge and skills can be readily organized to deal successfully with something new.

That's also been used as a definition of a good leader. In what is probably the classic in the field, James McGregor Burns wrote in *Leadership* (Harper & Row, 1978) that what a world experiencing rapid change needs is transformative leadership. He defined this as leadership able to adapt itself (and the institutions, organizations, and groups it leads) to changing circumstances.

Burns was writing about leadership. The futurist Alvin Toffler used almost the same words in *Future Shock* (Random House, 1970), writing about education. Toffler equated the "capacity to anticipate and adapt to change" with the capacity to learn and to keep learning.



The purpose of education should be to strengthen the individual's capacity to anticipate and adapt to change, whether through invention, informed acquiescence, or through intelligent resistance.... In the past one assumed that one's elders 'knew' how things were. Yet if the reality is changing, then their knowledge of it is not necessarily trustworthy any longer, and significantly, they, too, must become learners.



Education and leadership, then, have this in common: they both have the fundamental purpose of helping people deal well with the new, with the unfamiliar, with change. At some level, they are vehicles for improving the world. That's a long-term project, and it requires constancy of behavior and values. William James emphasized the importance of teaching useful habits of mind and behavior:

The teacher's prime concern should be to ingrain into the pupil that assortment of habits that shall be most useful to him throughout life. Education is for behavior, and habits are the stuff of which behavior consists.

Habits are regular practices. Lived values establish constancy, consistency and moral purpose. Today's leadership gurus like Jim Collins, author of *Good to Great* (Harper-Collins, 2001), say the same: if you want to prepare people for change help them develop and practice good values and good

habits. Collins writes in a special supplement to his book for the social sectors:

Consistency distinguishes the truly great—consistent intensity of effort, consistency with core values, consistency over time...

Years after William James and years before Alvin Toffler, Kurt Hahn held that the main purpose of education was to ensure the survival of certain qualities. He named five especially: (1) an enterprising curiosity; (2) an indefatigable spirit; (3) tenacity in pursuit; (4) sensible self-denial; and, above all, (5) compassion. He was profoundly interested in preparing young people to do what they knew was the right thing to do—to be constant to their values—in spite of weariness, "the temptations of the moment, or the ridicule of their peers."

Kurt Hahn's schools—Salem in Germany and Gordonstoun in Scotland—were school-level educational innovations aimed at helping students discover their "grand passions," develop their talents in the spirit of craftsmanship, confront and make progress in areas of weakness, and prepare for civic responsibility. This was a radical departure in purpose from the dominant modes of schooling in both countries, which were aimed, each in their own ways, at fitting students to somewhat narrower and more prescribed

**"What a world experiencing rapid change needs is transformative leadership."**

roles. Hahn feared that schools were snuffing out the treasures of childhood. His schools, therefore, were designed to tap into students' natural zest for building, craving for adventure, love of music, painting, writing, creativity and imagination. He wanted to stimulate and encourage the joy of learning. Hahn

saw the purpose of education as not just to prepare people to function in the world and deal successfully with the new, but literally to bring out the best in them and to help them overcome those things within themselves that stunt and inhibit them. This is essentially the aim of education that Outward Bound has pursued in its programs around the world.

## Context: What Is It About?

Most people who experience and study leadership come to understand that it is to a large degree situational. Napoleon was a great general, but he may or may not have been a great orchestra conductor. Education is the same. Neither leading nor educating are ends in themselves; they don't really exist in the abstract; they both require context and content. They take particular forms from being about something, and the thing they are about will suggest or impose its own discipline, standards, models, and expectations.

"It's having a wide range of experiences, wearing a lot of different hats, that prepared me for this job," Mike McCarthy, an outstanding middle school principal in Portland, Maine, told me, echoing the testimony of many others. "Mentors are very important; both positive and negative ones. And you need the opportunity to make mistakes."

## The Pedagogies of Experience

How do you learn to adapt to change? To learn? To live your values with consistency? To teach? To lead? There are schools and programs and courses for learning these things, but almost all practitioners agree they are learned primarily and most powerfully by doing them, thinking about and otherwise adjusting to the experience, and then doing them again, but better.

## Principles and Practices

Every teacher leads his or her class, leads his or her students. Every leader teaches his or her peers, subordinates, bosses. Whether the word we use is "teaching,"



“learning,” or “leading,” the principles and practices for doing it well are basically the same. Here are seven such principles and accompanying practices I’ve noticed help teachers become good teachers. I believe they apply well to leaders who may not yet think of themselves as teachers.

1) Managing the Self, Teaching/Leading By Example, Using Examples to Teach

2) Establishing a Culture

3) Knowing and Caring About the Students/Employees/Followers

4) Knowing and Caring About the Content/Material/Work

5) Building a Good Team

6) Committing to the Mission, Focusing, and Persevering

7) Stepping Back, Letting Go, Bringing Out the Best

## 1) Managing the Self, Teaching/Leading by Example, Using Examples to Teach

Self-management is a prerequisite to leading by example. It’s about self-discipline and integrity. Consider how many of Outward Bound’s core values touch on the question of self-management: fitness, craftsmanship, self-discipline, self-reliance, tenacity in pursuit, sensible self-denial. In Expeditionary Learning Schools we also have the principle of taking responsibility for one’s own learning.

Kurt Hahn believed that engaging and training the will—leading the self, one might say—was the foundation of personal development. All students at Salem and Gordonstoun created personal training plans. They kept records on their own efforts and progress, which they reviewed with teachers. The will to carry on for a long time and not give up in the face of great obstacles and difficulties—“to strive and not to yield”—is one of the fundamental behaviors taught and learned on

Outward Bound courses and in Expeditionary Learning Schools. Good teaching and good leading require self-disciplined teachers/leaders who, whatever they teach, wherever they lead, teach their students and followers self-discipline by being self-disciplined.

We need models not only for conduct. Students and other workers need models to know what quality looks like, feels like, sounds like in the work they’re expected to do. They need models to work from.

## “Self-management is a prerequisite to leading by example.”

In Expeditionary Learning Schools we teach teachers how to teach through learning expeditions in part by having them be students on well-crafted learning expeditions. We teach them how to teach reading and writing in more active and engaging ways by having them be students in reading and writing institutes taught in these ways.

## 2) Establishing a Culture

The norms in a home, in a business, in a classroom, among the members of a team set a tone and shape the expectations and behavior of all the people who live and work in these environments.

The quality of any organization is found in its culture. If it’s a school, you understand the culture by understanding how students and teachers experience it. If it’s a business, you understand it by understanding how the people working in it and who do business with it experience it. The question to ask is, “How do you have to behave here to fit in?” Institutions can

have profoundly negative and unsettling effects, as well as positive ones, on human behavior. Recall psychologist Stanley Milgram’s famous experiment at Harvard, where most subjects did what they were told, even when it meant they were administering painful shocks to other people, because they were told it was for science.

## “The quality of any organization is found in its culture.”

Culture has everything to do with values and how they are observed and practiced. I have always been drawn to Kurt Hahn’s vivid and uncompromising expression of his educational values in the Seven Laws of Salem:

**First Law:** *Give Children the Opportunity for Self-Discovery.* Every boy and girl has a grande passion, often hidden and unrealized till the end of life. The educator cannot hope and may not try to find it out by psychoanalytical methods. It can and will be revealed by the child coming into touch with a number of different activities. When a child has come “into his own” you





will often hear a shout of joy, or be thrilled by some other manifestation of primitive happiness.

**Second Law:** *Make the Children Meet with Triumph and Defeat.*

It is possible to wait on a child's inclinations and gifts and to arrange carefully for an unbroken series of successes. You may make him happy in this way—I doubt it—but you certainly disqualify him for the battle of life. Salem believes you ought to discover the child's weaknesses as well as his strength. Allow him to engage in enterprises in which he is likely to fail, and do not hush up his failure. Teach him to overcome defeat.

**Third Law:** *Give the Children the Opportunity of Self-Effacement in the Common Cause.*

Send the youngsters out to undertake tasks which are of definite importance to the community. Tell them from the start; "you are a crew, not passengers." Let the responsible boys and girls shoulder duties big enough, when negligently performed, to wreck the State.

**Fourth Law:** *Provide Periods of Silence.*

Follow the great precedent of the Quakers. Unless the present day generation acquires early habits of quiet and reflection, it will be speedily and prematurely used up by the nerve-exhausting and distracting civilization of today.

**Fifth Law:** *Train the Imagination.*

*You must call it into action, otherwise it becomes atrophied like a muscle not in use.* The power to resist the pressing stimulus of the hour and the moment cannot be acquired in later life; it often depends on the ability to visualize what you plan and hope and fear for the future. Self-indulgence is in many cases due to the lack of vision.

**Sixth Law:** *Make Games (i.e. Competition) Important but not Predominant.*

Athletes don't suffer by being put in their place. In fact you restore the dignity of the usurper by dethroning him.

**Seventh Law:** *Free the Sons of the*

*Wealthy and Powerful From the Enervating Sense of Privilege.* Let them share the experiences of an enthralling school life with the sons and daughters of those who have to struggle for their existence.

No school can build up a tradition of self-discipline and vigorous but joyous endeavor unless at least 30 percent of the children come from homes where life is not only simple but hard.

The Seven Laws were Salem's statement of the school's values and moral purpose. Defining, exemplifying, and communicating values is one of the central requirements of leadership, and of educational leadership especially.

**"Make the Children Meet with Triumph and Defeat."**

Outward Bound courses create small-group cultures of high expectation and high support where students do things they didn't think were possible and look after each other. Students climb mountains they don't think they can climb. They walk farther than they think they can. They sleep in places and go to the bathroom in places they can't believe. They make friends with people they wouldn't have chosen to get to know in their regular lives. Outward Bound crews are deliberately diverse, and the goal is for everyone to help everyone else in the crew get over the mountain, not to see who can get over the mountain first.

Roland Barth, an author and former high school principal who started the first Principal's Center at the Harvard Graduate School of Education, says the culture of a school is set by the culture established among the faculty: how they work together, how they treat each other; and what values they live by and represent. How the faculty behaves shows the students how to behave.

The parallel with leading in any kind of organization is obvious: leaders shape the culture, consciously or unconsciously, of any organization. Ultimately, however, it's



the experience of the workers and the customers that tells you what the culture is like. In schools the aim may be to develop a student culture where it's cool to work hard, do your best work, trust your teachers, and read whole books. In a manufacturing corporation the comparable aim might be to develop a worker culture that believes in hard work, teamwork, smart work, and customers who are always right.

In Expeditionary Learning Schools, tracking is eliminated or minimized, and students collaborate with each other, critique each other, and help each other do their best work. The idea is to establish a culture (including a peer culture) of quality where nothing less than people's best work is expected.

Rituals and celebrations underline what's important in any culture. In Expeditionary Learning schools, community meetings (the whole school) and community circles (classroom or smaller groups) are weekly and daily rituals that bring the

whole school community and individual classrooms together to celebrate group and individual successes, deal

with problems and focus on and recommit to values and goals. Scheduling time for such things and making it sacred time is

*Continued on page 40*



# OUTWARD BOUND INTERNATIONAL GUEST EXPEDITIONS

*What better way to support Outward Bound and deepen your understanding than to join us on a Guest Expedition?*

## WHAT ARE GUEST EXPEDITIONS?

Designed for adults, our Guest Expeditions are journeys to exotic locales with a special purpose: to promote understanding of the mission and programs of Outward Bound, to support the work of Outward Bound International and to provide a “taste” of the programs in a dramatic way. Next year we have the following planned expeditions:

### KILIMANJARO

Surrounded by Africa’s finest game reserves, Kilimanjaro reigns majestically over the East African plains. At 19,340 feet it is the highest point of the African continent and one of the “Seven Summits.” Reaching the top involves three days of trekking, a rest day to acclimatize, a strenuous summit day and then a half day of descent. Join Ian Wade, OBI Executive Director for this trek. Consider staying on to see the finest game reserves in Tanzania afterwards or relax on the coast of nearby Zanzibar. Dates: June 23–July 2, 2008



### BORNEO

Many Outward Bound supporters will be attending the World Conference in Brunei Darussalam in November. Join us for a unique “Headhunter Expedition to Borneo” afterwards! For six days we will travel by longboat into the pristine rainforests of Borneo. Stay in longhouses and luxury camps as you hike and boat an ancient headhunters trail visiting caves and taking plank walks in Mulu National Park. Dates: November 4–9, 2008







## ***BHUTAN***

This Buddhist monarchy offers the most unspoiled environment of ANY Himalayan nation and a culture only modestly affected by the 21st century. Join us for a twelve day adventure along Bhutan's premier trekking route that leads past the Tiger's Nest monastery into a breathtaking Himalayan valley and the base of Bhutan's most sacred mountain, Chomolhari (23,997'). Continue trekking to Thimpu, the capitol city, where a first-class hotel awaits! Dates: May 13-24, 2008

## ***WHO ATTENDS GUEST EXPEDITIONS?***

OBI Guest Expeditions are open to supporters of any of the Outward Bound schools and their guests.

## ***WHAT IF THE EXPEDITION YOU'D LIKE TO DO IS NOT LISTED?***

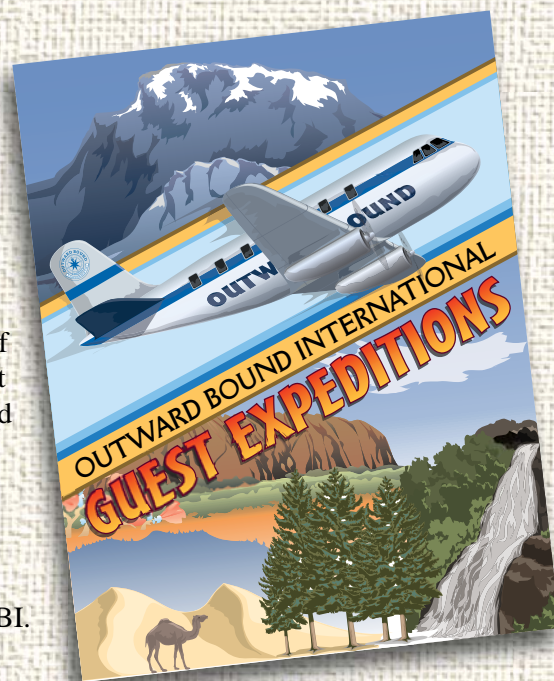
With 32 Outward Bound countries, the list of potential expeditions could be extended indefinitely! The key factor to the trip being a success is the enthusiasm of one or two people to "host" the expedition and recruit friends and colleagues. Let us know where you've always wanted to go, and we'll work with Outward Bound school staff members to make it happen!

## ***HOW DO THE EXPEDITIONS SUPPORT OBI FINANCIALLY?***

Guest Expeditions participants make a tax-deductible contribution (\$1,500) to OBI. The total cost is often similar to a commercial expedition.

## ***HOW DO I GET INVOLVED?***

Visit [www.outward-bound.org](http://www.outward-bound.org) and select Guest Expeditions to get details on our current offerings. You can download an application form, pay by credit card, and be on your way to a memorable expedition with new friends from around the world of Outward Bound.





## OUTWARD BOUND OPPORTUNITY

by Zantri B Jumat—a teenage school pupil  
from Brunei.

**I WAS selected** to join the Brunei and Singapore Joint Course Overseas Youth Programme. Prior to being selected a group of us attended a six day Outward Bound Course in Brunei. Our instructors looked at our attitude and performance and from this group we were selected to attend a course at Singapore's Outward Bound school in Pulau Ubin. It was an eleven-day course and there were fourteen participants including the two teachers. Faizal and Fadhli, my classmates, attended as well. Even though it was tiring, we had a great time.



Of course if someone was away from home for a couple of days they would feel homesick. But it was good for me because I had practised to be away from my family. This was my first time pining the Outward Bound in Singapore and I am proud of that. As we reached the OBS School I thought that the eleven-day course would be fun and enjoyable.

It was good to have friends from Singapore and Brunei in the same group. We learnt about team work and how to respect and obey a leader in many ways. We laughed a lot because my teammates were funny.

During activities such as rock climbing, Outward Bound taught us to trust our team members and partner. When we did the activities, we need to trust them, if you didn't trust them then we would not be able to reach our goals. Outward Bound school is very different to an ordinary school. In Outward Bound, we were taught, or guided, and then we would do the practical or exercise. The main difference is, Outward Bound lessons can be conducted anywhere, while school's lessons are only in the classroom.

Although most of the activities were fun, there were some that made life difficult. Most of the activities were challenging and we were expected to rise to the challenge. The weather was not always good. Particularly on the first day sailing, the weather conditions affected us and we were all frozen. We tried to keep warm by rubbing ourselves. Although we were given a raincoat to wear during the rain, it did not work. The raincoat was useless. The following day the weather was very hot and many of us got sunburnt.

When we went camping by the beach at night, mosquitoes attacked us. One can of insect repellent was not enough. The food was full of fats and I feared our weight would increase. However, the food we cooked from the cans was not all that delicious as we could taste the sand from the surroundings in it.

I hated the morning and evening physical training sessions. First, we ran short distances, later it got longer until we were running 9 kilometres. I was too tired to even feel proud at the end.

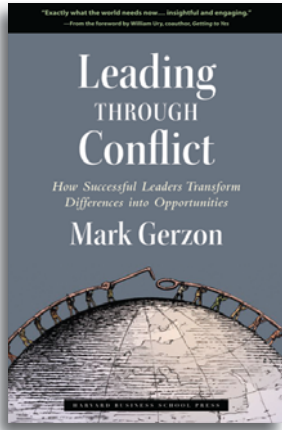
I am glad that I had the opportunity to do this Outward Bound Course because I can do more than I actually thought I could.

I would like to thank the Ministry of Curriculum, Ministry of Education and also the Ministry of Youth and Sports for this special opportunity. ✨



# LEADING THROUGH CONFLICT

by Mark Gerzon



Harvard Business School Press, Boston, Mass., 2006, 273 pp.  
\$27.95 (USD) hardcover

**W**hen conflict strikes in your organization or community, how will you pull people together? Mark Gerzon, author of *Leading Through Conflict*, specializes in working with leaders of conflicted groups and fragmented organizations. His clients range from large corporations, legislatures and communities to educational institutions.

Through case studies in a wide range of conflicts, the author provides eight tools leaders can use to transform differences into progress: integral vision, system thinking, presence, inquiry, conscious communication, dialogue, bridging and innovation.

His opening chapters describe the three faces of leadership: The demagogue, who uses a fear-based leadership strategy and establishes a win/lose mind set; the manager, who means well but operates only within his or her department, seeing issues as us/them and not the big picture; and the mediator, who thinks systemically and sees the entire picture, identifying all of the significant elements related to the conflict and understanding the relationship between these various elements.

The remainder of the book is devoted to the eight tools leaders can use. Particularly enjoyable is the chapter on bridging, which looks at building partnerships throughout the organization. Partnerships are more likely to be effective if everyone has an equal right to be at the table regardless of social status or financial clout; if working relationships are open, honest and accountable; and specific results are attainable for every partner. The latter increases the likelihood that key stakeholders will stay committed.

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# LEGS ON EVEREST

by Mark Inglis

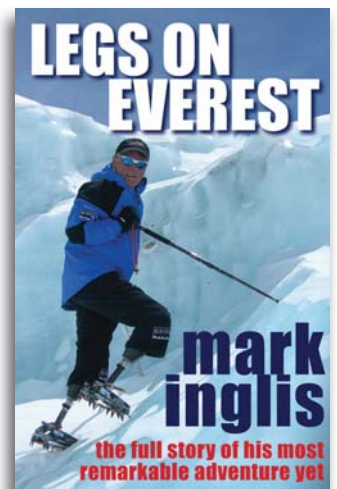
Random House New Zealand, Auckland, 2006, 176 pp. \$36.99 (NZD) paperback

**M**otivated by his interest in learning to help people make the most of what they have in their personal lives, Mark Inglis completed an 8-day Discovery course at Outward Bound New Zealand, in February 2004. Nearly two and one-half years later, after 40 days of climbing, Inglis reached the summit of Mt. Everest during the early morning hours of May 15, 2006, becoming the first double amputee to have climbed the world's highest mountain.

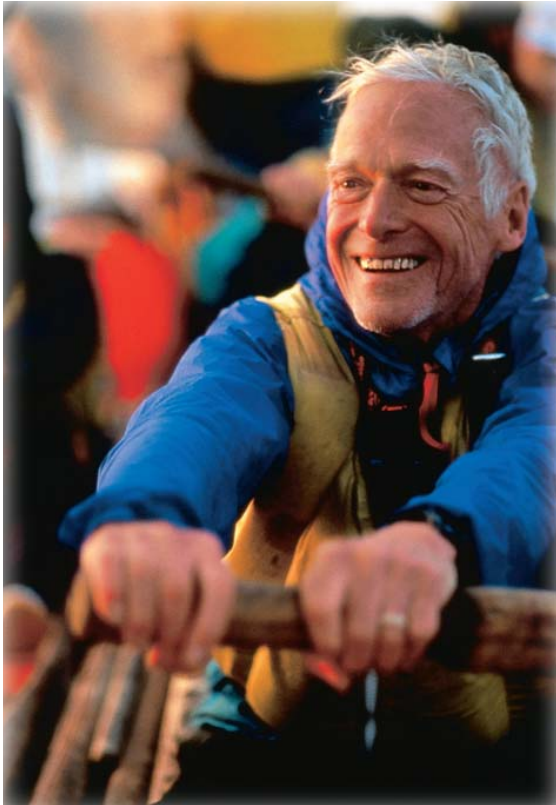
His story of resolve, tenacity, and the overcoming of seemingly impossible obstacles is told in his latest book "Legs on Everest." In the book, Inglis chronicles his determined journey to the summit of the world.

As patron, Mark is also involved in the Marlborough First Light Foundation, which offers scholarships for people from New Zealand's Marlborough area to attend Outward Bound.

His other books include: "No Mean Feat" the story of his entrapment and rescue from New Zealand's Mt. Cook, 23 years earlier, his successful summit of the same mountain in 2002, and his efforts in the Paralympics; and "Off The Front Foot," which offers views on coping with the positive and negative aspects of life.



# REAL LEADERSHIP



*Bound School (HIOBS) during his lengthy tenure. Bob Rheault currently lives with his wife Susan in Owls Head, Maine.*

When I first came on board as a brand new and untrained (albeit old) assistant instructor at the Hurricane Island Outward Bound School, in the waning days of the Viet Nam War, American Outward Bound strongly resisted any connection with the military—though in England many of the Wardens were old soldiers. As the new guy, it was not politic to point out the close relationship between a Green Beret “A Team” (two officers and ten sergeants) and the HIOBS “watch” (two instructors and ten students), each operating in the boondocks very much on their own, doing difficult stuff under physically stressful conditions and dealing with real problems without prescribed solutions. Now more than thirty-two years later, I can indulge myself. The old saw “I hate to use personal experience, but it is the only kind I have had” applies, so my thoughts are inevitably the result of twenty-six years in the Army and thirty-two years with Outward Bound. And I will address here only one aspect of leadership—an absolutely critical one, yet one that is rarely given the emphasis it deserves and is too often violated.

*Bob Rheault is singularly well equipped to comment on leadership. As a West Point graduate with twenty-six years in the United States Army, including two tours of duty in Southeast Asia, and as commander of all Special Forces (Green Berets) in Viet Nam, his direct knowledge of the impact that leadership, or the lack thereof, has on people, whether they be soldiers or Outward Bound instructors, is considerable and almost without parallel in the Outdoor Education world.*

*When Rheault, a full Colonel, left the service in 1969 he had no real idea what he wanted to do other than heal the wounds left by the Viet Nam War. As he tells it, he just “stumbled” onto the Hurricane Island Outward Bound School in 1971, where he has worked and served until retiring several years ago.*

*He has instructed, course and program directed, and served both as Vice President and Acting President for the Hurricane Island Outward*

## **MEN WANTED FOR HAZARDOUS JOURNEY**

London Times ad.

to keep people relatively content because “everything is OK” or “I need the job,” etc. I am talking about being able to inspire others to do the hard, dangerous, uncomfortable stuff for low pay and little hope of reward. (See: Shackleton’s advertisement in the London Times for volunteers for his Antarctic Expedition.) We had an old expression of high praise in the military: “I would follow

Let me be clear, when I speak of leadership, I am not talking about management or merely being able

[him] into hell carrying two cans of gas.” This, I submit, is the kind of leadership needed in combat and in Outward Bound at the Course Director, Program Director, and yes, the Executive Director level.

And what does it take to create that relationship? Of course, a combination of many factors (for leadership is indeed an art, not a science), but the essence is this: Leadership and Ethics are NOT separate, but converge to create trustworthiness; and trust in the leader depends upon these elements:

## **“Leadership and Ethics are NOT separate.”**

- That the leader is competent, knows what is being asked of the troops from personal experience—hence the importance of having come up through the ranks. One does not become a trusted leader in combat or Outward Bound without having “done the stuff” in the field.
- That the leader has good judgment and the personal restraint and integrity to act on it.
- That the leader has good will towards the troops and will take care of them.
- That the leader is confident because he/she knows the profession, knows the troops, and knows that his/her boss is committed to his/her success and will not abandon him/her.

We come back to INTEGRITY. The leader lives in a fishbowl. There is no such thing as a “private wrong.” Every injustice harms the whole outfit. Injustice and humiliation do NOT work. The troops will ask, “Does the boss put the mission and care of the troops above his/her career goals?”

In organizations where the leaders are role models of integrity, the troops will revel in the pleasure of living and working in a community of TRUST, MUTUAL RESPECT, and SHARED PRIDE.

Such was my privilege in service with two wonderful organizations: US Army Special Forces and Outward Bound.





# Surviving in ZIMBABWE

by Noel Mutasa

In April of 1961, about two and a half years before Rhodesian Prime Minister Ian Smith's white minority government unilaterally declared its independence from Great Britain, an Outward Bound School was established among the broken plateaus and craggy sandstone ridges of the Chimanimani Mountains in eastern Rhodesia, near the Mozambique border. Named after a nearby village, the Melsetter Outward Bound Mountain School began with a twenty-one-day pilot course, which attracted twenty-three schoolboys. Its quick success led to the founding of a national Outward Bound Association that has helped sustain the school throughout its forty-six-year history.

The year before, a steering committee had been established under the chairmanship of Col. Douglas Ferrer, Secretary for European Education. The school's first Warden, Derek Barbanell, was seconded from the Education Department for nine months and given the task of finding a site, setting it up and running the first three courses. Initially operating under canvas and various shacks, permanent buildings were constructed in 1963, with many local companies and individuals providing the funds, materials, and technical help. The forestry commission land that he found just outside Melsetter (now Chi-

manimani) is still the same site that the School occupies today.

For the next decade the school ran about ten courses a year and trained an annual average of 250 students. However by the mid 1970s the closeness to the Mozambique border had made it a dangerous place because of the raging war of independence, and the school closed down in September 1976. Many of the buildings were damaged or destroyed.

Four years later, Ian Smith's white-dominated government ultimately consented to multiracial elections, and, in March 1980, Robert Mugabe was elected as the country's first black Prime Minister. One month later, the country became an independent nation, under the name Zimbabwe.

In the mid-1980s, the Outward Bound Association of Zimbabwe was reformed, under the chairmanship of Mr. Denis Berens. The Honorable M.E. Mahachi, Minister of Home Affairs, became the Association's Patron. Excellent support from commerce and a local trust ensured that the infrastructure was repaired and renovated. The new Warden, Rob Johnstone, managed to get the Outward Bound Center operational so that a twenty-two-day course could begin on January 31, 1987. A further eight courses were run that year.

By 1988 a number of organizations, corporate, public sector and schools were requesting courses of their own. Within two years, Outward Bound Zimbabwe was running around twenty-five courses a year, within a mixture of open enrolment and contract courses.

Zimbabwe's 850-mile border with Mozambique was still a war zone in the late 1980s. A twelve-

year-long guerrilla war in Mozambique had spilled into Zimbabwe, along with frequent rebel attacks with which Zimbabwe's military had to contend. Total military expenditures were approaching more than fifteen percent of the country's budget.

Despite the often intractable challenges of trying to operate an Outward Bound center on the edge of a war zone in a country of limited resources, Outward Bound Zimbabwe managed to steadily regain its footing; to reestablish itself among the



international Outward Bound community, and continue in the service of its mission. Today, twenty years after the re-opening, the demand for courses is still increasing, as is the diversity of students. The center records in excess of 12,000 student days every year, and thanks to a broad base of funding, the center is financially stable, despite the severe economic crisis within the country.

Quality of courses has not been sacrificed amidst all the challenges. Students on an Outward Bound Zimbabwe course can spend three to twenty days exploring the true wilds of Eastern Zimbabwe, where they can see elephants, lions, buffalos, black rhinos, and leopards as well as enjoy high mountain views and spectacular waterfalls. One unique activity at the center is called the "Temple of Doom," a long traverse through a huge cleft in a large



*Continued on page 33*

# GLOBAL MOVEMENTS

## Waldorf Education and Outward Bound

**Kurt Hahn never met Rudolph Steiner, but the Organizations they Founded have Helped Change the Face of Education.**

by Ronald E. Koetzsch, PhD

In the spring of 1919, Rudolf Steiner—Austrian philosopher, spiritual researcher, and cultural reformer—visited Stuttgart, Germany. It was a few months after the end of World War I, and Germany, shattered by its defeat, was in political and social chaos. Emil Molt, a student of Steiner and also director of the Waldorf Astoria Cigarette Company in Stuttgart, posed two questions to Steiner.



Hahn

Is there, Molt asked, a method of education that will help create human beings who will not make war, who will be able to live in peace with each other?

And, if so, Molt continued, are you willing to work with me to create a school based on such an education?

Rudolf Steiner replied in the affirmative to both questions, and six months later the first Waldorf school opened in Stuttgart. It was called the Freie (Free) Waldorfschule because it was independent of state control and because it was closely connected to the

Waldorf factory. Most of the students were children of workers there, and, in the early years, Emil Molt and the company financed the school.

The Waldorf school was radical in its day. It welcomed all children—those destined for university as well as those bound for work in shops and factories—and educated them together and in the same way. It sought to develop all aspects of the children—physical, emotional, aesthetic, moral, and spiritual, as well as intellectual. Artistic activities, such as painting, drawing, singing, playing music, and modeling in clay and beeswax, were part of the daily life of the school and were incorporated into the academic lessons. Also central was the learning of practical skills. The children learned to knit, crochet, sew, work with wood and metal, bind books, and to repair common household items. In various class projects, including an annual class play, the students were given opportunities to work together toward a shared goal. The day began and was punctuated by the recitation of verses celebrating the beauty and order of nature, the dignity and the spiritual nature of the human being, and the goodness of God.

**“The Waldorf school was radical in its day. It welcomed all children.”**

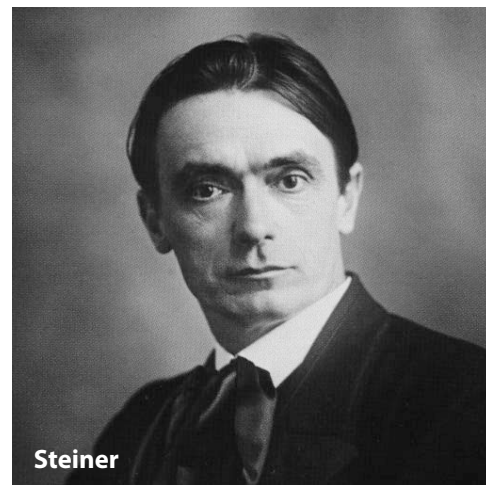
The aim of Waldorf Education was then, as it still is now, to help the child develop into a competent, well-informed, independent-minded, creative, and compassionate human being, capable of free acts of selfless love.

Waldorf Education spread rapidly. Soon there were schools in The Netherlands, Switzerland, Great Britain, Scandinavia,

Austria, and elsewhere in Germany. The first Waldorf School in the United States opened in New York City in 1928. Today there are over 150 schools in North America, educating about 30,000 students. Worldwide, there are currently over 900 schools in about 80 countries. While the movement is particularly strong in western Europe, North America, Australia, and New Zealand, there are also schools in Russia, Ukraine, Hungary, Romania, India, Nepal, Japan, Kenya, Egypt, Israel, Brazil, Peru, Argentina, South Africa, Korea, and Taiwan. New Waldorf kindergartens and initiatives are founded each year, and the Waldorf movement is perhaps the fastest-growing independent school movement in the world.

### Rudolf Steiner and Kurt Hahn

There are a number of interesting correspondences between Rudolf Steiner (1861–1925), founder of Waldorf Education, and his younger contemporary Kurt Hahn (1884–1974), founder of Outward Bound. Both came from German-speaking Central Europe: Hahn from Germany, Steiner from Austria. For a time, the two men even lived in the same city; in the first years of the



Steiner

new century, when Hahn was a university student in Berlin, Steiner was becoming a well-known figure in the intellectual and cultural life of that city.

Both Steiner and Hahn started alternative schools immediately after World War I. Hahn's Schule Schloss Salem, founded in



1920, sought, like the Free Waldorf School, to develop the full human being, including the moral and social aspects, and included practical as well as academic education. Both their educational initiatives ran afoul of the National Socialist regime. Hahn's school was closed in 1933, and he was forced to flee to Scotland. About the same time, the Waldorf schools in Germany were perceived as a threat to the totalitarian ethos of the Nazis and were closed down.

Most critically, perhaps, Steiner and Hahn each had an optimistic view of human nature and the moral potential of every human being. And they both had a deep relationship to the Christian faith. Hahn converted to Christianity and became a member of the Church of Scotland. Steiner's worldview—Anthroposophy or “true knowledge of the human being”—is a Christian one, albeit an esoteric version that incorporates the ideas of karma and reincarnation.

## Waldorf Education and Outward Bound

Given these correspondences between Rudolf Steiner and Kurt Hahn, it is not surprising that the educational movements they founded would in time discover each other.

A number of Outward Bound instructors have found their way into Waldorf Education, as Waldorf teachers and/or as Waldorf parents. Also, some Waldorf schools

**“Steiner and Hahn each had an optimistic view of human nature.”**

have turned to Outward Bound to provide special educational experiences for their students.

Waldorf Education is founded on a strong recognition of the natural stages of development of the child. It tries to meet the needs that emerge at each stage. Girls and boys at age 12 or 13 are becoming adults. They need to experience their competence in the new, suddenly larger and more complicated world. “Impelling them into experience” in individual and group challenge activities

is an effective way to help adolescents gain self-confidence and to realize that they can meet the challenges of the world. It also teaches them important social skills.

For this reason, many, even most, Waldorf schools in North America and other parts of the world incorporate OB-type outdoor adventure activities into their seventh- and eighth-grade curriculums. These include ropes courses, initiative exercises, solo experiences, outdoor adventure experiences, and the like. Some schools organize and run these activities in-house with their own staff. Others turn to OB-type adventure

**“The consonance between Waldorf Education and Outward Bound provides an opportunity for mutually beneficial cooperation.”**

learning centers or to OB itself.

Most Waldorf eighth-grade classes go on a major class trip in the late spring of the year. Recently, several of these trips have been bona fide Outward Bound experiences. For example, in 2006, students from Shepherd Valley Waldorf School near Boulder, Colorado, and Portland Waldorf School in Portland, Oregon, did trips organized by Outward Bound USA.

OB schools would do well to contact Waldorf schools in their areas, particularly the eighth-grade teachers in the schools,

and to make known the resources that they have available. As noted, there are Waldorf schools all over the world, including almost all the countries where OB exists. Many Waldorf schools go through the twelfth grade and hence offer opportunities for working with high school students as well.

In these contacts, OB personnel would also do well to be sensitive and open to the particular Waldorf culture and ambiance. It is similar to that of OB, but not the same. There is, for example, an emphasis on the arts, on music, singing, drawing, poetry, and so on—elements that are not typically part of an OB experience. Also, the spiritual element is present and strong. The students are used to reciting a verse each morning, and usually say or sing a grace before eating. In designing and providing an experience for Waldorf students, OB personnel might keep these aspects in mind. For example, free time for sketching or writing poetry could be scheduled into a course.

The consonance between Waldorf Education and Outward Bound provides an opportunity for mutually beneficial cooperation. OB has experience and resources in outdoor adventure education that can help Waldorf schools meet their educational goals. And Waldorf Education, based on a profound understanding of human development and with a remarkable curriculum and pedagogy, may enrich the OB perspective.



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# NEXT

# Haere Mai!

## Outward Bound Staff Symposium October 2007- New Zealand

Planning is now well underway for “Connecting Journey’s Outward Bound Staff Symposium 2007” to be held at Outward Bound New Zealand, Anakiwa, in the Marlborough Sounds from October 23rd to 27th.

snugly on 44 acres at Anakiwa in the Grove Arm, Queen Charlotte Sound, Marlborough, South Island. Anakiwa, meaning Cave of Kiwa, (there was speculation that Kiwa, a Maori fugitive, sought refuge and finally died in one of the cave dwellings at the rear of the property) is

23 kilometres by road from Picton (at the top of the South Island and the port for the ferries that travel between the islands) has been described as the most perfectly situated Outward Bound School in the world. The predominantly natural timbered buildings of the facilities merge gracefully into the curve of the bay and are backed by native bush. In front stretches a long jetty where the school’s small fleet is at anchor. The ‘classrooms’ of the school are the bush-clad mountains, the rivers and seaways of Marlborough.

### The Program

The aim is to have speakers and presenters who are reflective of New Zealand and provide opportunities for delegates to share insights, knowledge and experiences from across the globe. The keynote speaker is an internationally known, inspirational man who is very special to OBNZ and fills a role as an ambassador.

The organizing team is extremely keen to have ideas from attendees to help them ensure that the speakers and presenters are relevant. If you are thinking of attending they would love to hear your ideas or perhaps you would like to present something yourself. Current inclusions are a session on the ground breaking research methods on measuring course effectiveness in NZ and presentations about the cultural programmes being run; Aoraki Bound, a 21-day course for people of Ngai Tahu descent (a South Island based tribe); and Southern Cross, a 21-day multi ethnic course.

Space is limited! Start planning how your Outward Bound school will connect with a world of experience on this meaningful journey to New Zealand. Email [symposium@outwardbound.co.nz](mailto:symposium@outwardbound.co.nz) to enroll.



This is an incredible opportunity to see New Zealand and experience first hand what an Outward Bound New Zealand course is like as a student. The Symposium will incorporate the strong cultural elements that are a big part of the school, including a formal Maori welcome (powhiri), song (waiata) and prayer (karakia). While the focus remains on exchanging ideas and best practices and learning from each other, Day Three is the day set aside to experience! The adventures will include sailing on a 30-foot Cutter in the unpredictable waters of Queen Charlotte Sound; whitewater kayaking on local rivers; a day tramp around the local tracks and mountains; rock climbing the 40-metre rock face and facing fears on the high ropes course set amongst the beautiful Kahikatea trees.

### About Outward Bound New Zealand

Outward Bound New Zealand was founded in 1962 and has remained at the same location since opening. The School is nestled



# Unexpected Treasures

## in The Abode of Peace

Brunei Darussalam



**S**tanding on the northwestern edge of Borneo, the tiny Kingdom of Brunei Darussalam faces the South China Sea with six hundred years of history at its back and a future guaranteed by oil riches, driven by a youthful population, and presided over by a Sultan who represents one of the oldest continuously ruling dynasties in the world.

Brunei's culture is deeply rooted in its Malay origins, which are reflected in the nation's language, architecture, ceremonies, and customs governing daily life. Though various foreign civilizations have played a role in forming Brunei's rich history, the traditions of the Old Malay World have left an indelible mark on the culture of modern Brunei.

While Brunei may be firmly rooted in its centuries of tradition, it is a nation that has entered the twenty-first century ready to become one of Asia's most exciting contemporary destinations. Its capital, Bandar Seri Begawan, is perhaps Southeast Asia's loveliest capital city. A green, well-maintained gar-

den city, Bandar manages to be sophisticated, urban, and up-to-the-minute while remaining free of the crowds, traffic jams, pollution, noise, and crime found in the region's other major cities.

Brunei's small size (5,770 km sq., or about one two-hundredth the size of Belgium) means that its nature, culture, heritage, and contemporary Asian attractions are all within easy reach. The gleaming white and gold edifice of Masjid Omar Ali Saifuddien, Brunei's most iconic mosque, and Kampong Ayer (the Water Village), a six hundred-year-old community built on stilts, located along the Brunei river, are both within minutes of downtown Bandar.

With a population just shy of 400,000, and a resource-based economy, tourism is a major factor in the development and economic diversification of Brunei. Tourists staying in hotels and using tourism-related services contribute directly to the economy of the country, and thus help maintain and increase opportunities for its citizens. It is noteworthy that the government has used its substantial wealth to preserve the country's tropical rainforests and its well-deserved reputation as the "Green Heart of Borneo." Brunei hopes to expand the use of its flora- and fauna-rich wilderness areas for ecotourism as a means to preserve them while reducing the Kingdom's reliance on oil and gas exports.







Borneo is synonymous with raw, unspoiled nature, and Brunei, situated in its heart, is a shining example of its natural beauty. Pristine rainforests, unspoiled coral reefs, mangrove-covered islands, white sand beaches, and accessible nature reserves offer nature lovers a dazzling array of ecotourism options. Outstanding among them for its untouched beauty is the Temburong River, which drains the mountainous eastern district of Temburong.

Surrounded by Ulu Temburong National Park, the mangrove-lined river is the primary course area for Outward Bound Brunei Darussalam. An adventure in itself, getting to the Outward Bound Operations Center involves an upstream journey by temuai (traditional longboats), deep into the rainforest. These craft are often steered by indigenous Iban men and women who skillfully negotiate the rapids and shoals of the Temburong on their Outward Bound journeys.

### *Getting to Brunei*

Brunei International Airport is the principal gateway by air to Brunei Darussalam. Located in Bandar Seri Begawan, the airport has direct air connections to around thirty destinations, including Kuala Lumpur, Singapore, Hong Kong, and Bangkok. 🗺️

Chris Thomas, *Cold Duck*, Little Cottonwood Canyon, Utah. Half Dome helmet.  
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# Top Employer:



## *Outward Bound New Zealand's Four-Year Journey to Excellence*

By Tracy Bowman

**I**n March 2006 Outward Bound New Zealand was named the Best Small Organization to work for in the country. Later that evening, eclipsing all expectation, they took the award for the Best Overall Place to Work in New Zealand, an incredible feat for a small, not-for-profit organization! In March 2007 Outward Bound New Zealand was again placed in the Top 10 Best Small Workplaces in New Zealand.

When CEO, Trevor Taylor first arrived at Outward Bound in 2002, things were somewhat different from that evening in 2006. Outward Bound New Zealand had gone through a major restructuring, and was sometimes struggling to fill places in courses. In addition, there was a disconnect between the Head Office in Wellington, the School in Anakiwa, and the Board of Trustees, predominantly located in Auckland. Taylor and his management team decided to find out from staff what they were thinking and what was going on within the organization. This led to a four-year journey of reform and rejuvenation culminating, but definitely not concluding, in the award and accolade of being New Zealand's Best Place to Work in 2005.

The Best Place to Work in New Zealand Survey is the largest annual workplace climate survey in the country. It provides participant organizations with not only a confidential, honest, and accurate snapshot of the current organizational climate, but also, through the awards, enables organizations to compare themselves with others. Approximately 197 organizations and 23,400 employees completed the survey in 2006 and these numbers continue to grow.

Taylor says, "The initial motivation behind asking staff to complete this survey was for me and the management team to get a clear idea of where OBNZ was at."

Once established, Outward Bound New Zealand has been able to address issues as they have arisen. For example, Wellington staff are encouraged to spend more time at Anakiwa, including two days a year combined staff training, and they now also hold one board meeting a year at Anakiwa. These simple measures have greatly assisted the communication at all levels.

According to Taylor, "Winning the Best Place to Work in New Zealand was a great reward for everyone at OBNZ. We have worked hard to ensure that all staff are very aware of our role within New Zealand, and their role within the organization. This has included the establishment of our fundamentals: values, course objectives, and design principles that we must continually reference as individuals and as an organization."

"The television, press, and magazine coverage that this generated, not to mention demand for me to address numerous organizations and forums, has been immeasurable in value to us."

As we head into the second half of 2007, Outward Bound New Zealand staff will once again be asked to submit their responses for the survey. While the primary goal is to reference the organization's climate, there will once again be tension when the finalists are announced for the 2007 Best Place to Work in New Zealand.

More information about the survey is available via [www.johnrobertson.co.nz/bestplacetowork](http://www.johnrobertson.co.nz/bestplacetowork)



# Asia's Greatest Corporate Team Challenge

The shrill sound of an airhorn broke the silence of the night and silenced the chirping crickets. Participants, both male and female, made a rush for the starting line where sheets of paper dangled with clues leading to the first checkpoint. Sounds like another episode of "The Amazing Race"? Not quite, but close enough—this was Singapore's version for the corporates.

The M1 Asia Challenge—Singapore was held from March 1 to March 3, 2007 at Pulau Ubin, where Outward Bound Singapore (OBS) is based. OBS was the joint organiser of this inaugural event, a first in both Singapore and Asia. It kicks off the 2007 Intelligent Sport™ World Team Challenge series, which has been established in the U.K. for ten years.

The teams of five hailed from top-tiered organisations, such as local mobile telecommunications provider M1, the Singapore Sports Council, the Singapore Armed Forces, Standard Chartered Bank, Citibank, Nokia, DHL, and Cisco amongst others. Exchanging pinstripes and briefcases for outdoor gear and Camelbaks, these 175 participants pitted brains and brawn in various tasks ranging from navigation on Pulau Ubin to team challenge activities to strategic board games. More than just stretching the participants' mental and physical limits, the event was also about teamwork, communication, and innovativeness in an unknown and challenging environment.

Besides coordinating the three-day event at Pulau Ubin, OBS was able to leverage on its long history in both adventure learning and corporate experiential training in Singapore to co-design the program with the event organiser, Quintus Asia-Pacific. OBS also provided technical



advice on the other aspects of the event, such as route planning and programming activities.

The topmost consideration, however, was on safety. OBS, together with Quintus, conducted countless risk assessments to ensure that the safety of the participants would not be compromised. OBS was also consulted on the safety support system for the event. This included information on the various locations at which to site the medical support, safety vehicle, and medical equipment necessary to support the event. OBS also provided the safety marshals and boats required.

Mr Andrew Strachan, Project Director of Quintus Asia-Pacific, has this to say: "The event was a tremendous success ... This is undoubtedly linked to the professionalism shown by OBS throughout the lead-up and during the event itself ... Working with OBS gave us a tremendous confidence that the event would be extremely well managed on-site."



Forty Years of Excellence in

## SINGAPORE

Outward Bound Singapore celebrates its 40th Anniversary this year. Since its inception in 1967, Outward Bound in Singapore—OBS as it's known locally—has grown from a simple establishment with a few structures to a thriving organization, complete with three centers, each outfitted with state-of-the-art equipment and facilities. Since 1991, more than 200,000 people have benefited from OBS's innovative programs. Each year, about 22,000 students, professionals and outdoor leaders are trained at OBS, which makes the center one of the biggest in the worldwide Outward Bound organization. As part of the celebrations, Outward Bound Singapore has produced a 40th Anniversary commemorative book to chronicle its heritage, significant milestones and contributions to the community.



# Outward Bound ISLAND



**Constable Mark Norman** is a police officer with an unusual beat. His territory is a 21-square-mile island archipelago, bathed in the warm waters

of the Gulf Stream, and surrounded by shipwrecks. He spends his days climbing, rappelling, sailing, kayaking, and canoeing. He has a nice boat, and has hosted the Duke of Edinburgh on the 36-acre island where he works. Constable Norman runs Outward Bound Bermuda. And, yes, this is his day job. Bermuda is the United Kingdom's oldest Overseas Territory. It comprises over 150 limestone islands about 800 miles southeast of New York City. Despite being one of the smallest territories in the world, it has a resident population of over 65,000, and attracts more than 500,000 visitors, many of them by cruise ship, to its subtropical shores every year.



Outward Bound Bermuda offers a wide variety of programs for youth from one to five days in duration. Since its founding the school has been run by the Bermuda Police Service to improve relations between police and youth, although today it is mostly a civilian organization. Outward Bound Bermuda serves twenty percent of the youth of Bermuda and offers courses that include climbing on the cliffs of Paget Island, canoeing in Hamilton Harbor, rappelling on Casemates, a former Royal Marines barracks built in the 1830s, later turned into a prison and now abandoned. The school also uses the tunnels and dungeons of Fort Cunningham, built in 1875, for caving exercises.

To see all the good work Constable Mark Norman does for the youth of Bermuda, visit the Outward Bound Bermuda webpage:

[www.outwardboundbermuda.org](http://www.outwardboundbermuda.org) 





# Classrooms- IDEA FACTORY

## First Surfing, Now Wakeboarding, What's Next—SCUBA? (Yep!)

### How OB in Costa Rica is shaking up traditional notions of what Outward Bound does

By Jim Rowe, PhD, Executive Director, Costa Rica Rainforest Outward Bound School

If you took a survey of people on the street and asked them what Outward Bound does, the activities most often mentioned would be flat-water paddling, cross-country skiing, backpacking, and, of course, sailing. Activities not mentioned so often would include surfing, wakeboarding, SCUBA diving, or whitewater rafting and kayaking, because they don't fit into the conventional perception of Outward Bound.

Despite being “non-traditional,” these activities offer just as much in the way of experiential learning and personal development as their well-established counterparts. Furthermore, the outside stimuli that the average teenager is bombarded with each day has vastly increased with each generation, which means that Outward Bound also has to adapt to demand and be able to break through the noise and into the consciousness of a potential student. Adrenaline-pumping and contemporary courses satisfy this because they draw more interest and fervor from younger participants. In the end, if a teenager is more likely to leave a sedentary lifestyle behind to participate in a given program with enthusiasm because of the diverse offerings, shouldn't this be a priority for all Outward Bound Schools?

Costa Rica Rainforest Outward Bound School (CRROBS) offers non-traditional, high-adrenaline courses to bridge the gap between today's youth and the core values of Outward Bound. Such activities include surfing, SCUBA diving, wakeboarding, and whitewater paddling, and are paired with more traditional Outward Bound activities to make a well-rounded experience. Each CRROBS course is dynamic and diverse in both activities and learning, thereby delivering the principles of Kurt Hahn's teachings to students who are actively engaged.

CRROBS approaches each activity, traditional or not, as if it were a tripod, where each leg is needed to form a solid base: if one is missing, the tripod collapses. The three legs are: 1) the Activity itself—fun, engaging, safe, relevant, and with a high degree of excitement to sustain the student's attention; 2) opportunity for Personal Development; and 3) Academics in Action—focusing on applied physical and natural sciences, cultural history, and Spanish language. At CRROBS, parents are typically concerned about personal development and growth along with safety and quality. Teachers and other educators are more likely to focus on the learning opportunities in each activity. Meanwhile, the student is almost always primarily concerned with just the activity, and the learning and personal development are off to the side and sometimes not even realized until the student is back home. The challenge for us at Outward Bound is to satisfy each of these criteria and audiences while remaining relevant to today's needs on all three fronts.

Surfing is a perfect example of an activity that can satisfy all requirements of the CRROBS' tripod. Surf courses teach about coastal ecology, lunar phases, wave dynamics, surfing history, and surf technique through readings, discussions, lectures, and, most importantly, hands-on experience. Anyone who has tried to surf can attest to the challenge of standing on a moving surface that is floating on another one.

Suffice it to say, surfing, although fun, is incredibly challenging and at times very frustrating. This creates an environment for personal development, because to even stand up on the board takes determined persistence and tenacity, and even though the instructors are ever-present to give advice on technique, it falls solely on the student to follow through and overcome the fears involved in wiping out, being alone in the ocean, and failing. Learning to overcome these challenges and succeeding have the same outcomes as any other Outward Bound



activity. Students learn the consequences of not going with the wave or with nature, which is an applicable metaphor for how they ought to live back home. CRROBS surf patrols also do expeditions to remote surf locations with no infrastructure, accessible only by a ten to fifteen kilometer hike. Upon reaching their destination, groups incur the same challenges as in any traditional Outward Bound course, including group dynamics, camp craft, leadership development, and communication; while also participating in standard Outward Bound activities like the solo, service projects, first-aid, and CPR training.


SCUBA diving, on the other hand, has far more severe consequences for failure if established safety rules are not followed. For this reason, instructors teach underwater protocols and students are tested even before they can attempt a safe dive. Consequences are not made up by instructors, but are rather a natural result of decisions made in a



new and challenging environment. For example, if a diver's air supply runs out at depth, they risk numerous injuries and life-threatening medical situations, including decompression sickness and lung overexpansion injury. Personal responsibility as well as responsibility for your diving buddy are values that are naturally formed while learning SCUBA diving. These personal values of responsibility and trust are imperative for character development as students approach marriage and family life. Physical and natural sciences are included in the curriculum, and because of their practical foundation, lessons are more likely to be retained by students. Boyle's Law is taught in high school, but do students truly understand it until they actually feel it happening to their body? Likewise, SCUBA diving is most often done within fragile ecosystems like coral reefs, which are constantly being destroyed by pollution and other environmental degradation. Students are able to appreciate these locations and because of this are more willing to aid in their protection.

Because of the success of both the surfing and SCUBA diving courses to educate and develop values in students who would not normally take an Outward Bound course, CRROBS is in the process of expand-

ing wake-sports, specifically wakeboarding, into a phase of our semester courses. Early development seems promising. Wakeboarding offers most students a successful experience as they accomplish standing up on the board relatively quickly. This type of steep learning curve is diametrically opposed to that of surfing and offers a type of counter-balance to that activity. Group dynamics, roles, and communication are all imperative to the success of wakeboarding, which also allows for students to teach each other, thus bonding, experiencing success, and dealing with failure as a group and as an individual.

With influences like MTV and the Internet, the youth of today have significantly changed since the advent of Outward Bound, but Outward Bound is just as important and relevant today. It is one of CRROBS's goals to constantly adapt to new generations while still holding to the traditions and values that began Outward Bound, by offering new and exciting activities that provide solid experiential learning and personal development. These high-adrenaline activities, which make up a part of a comprehensive CRROBS course, augment and adhere to—rather than replace—the vision of Kurt Hahn. 



# Sawanobori:

## Ice Climbing's Warm-Weather Cousin

**Japan** is a country with plenty of snow and ice to go around. On a clear winter's day Mt. Fuji's snow-capped summit can be seen from the southwest-facing office towers in downtown Tokyo, and Sapporo shares its northerly latitude with metropolises like Bucharest, Marseilles, and Toronto. For those people coolly disposed to summer, respite can be had as a member of The Japanese Society of Snow and Ice, founded in 1939.


Despite the prominence and popularity of winter, when summer rolls around, the climbers who like to hang out at popular ice climbing sites like Higashizawa, in Nagano Prefecture just north of Tokyo, have nothing to worry about. They can doff their crampons, don their wetsuits, pack their bento boxes, and head over to Outward Bound Japan's nearby center in picturesque Otari Village, where as part of an Outward Bound course, they can learn how to climb streams (and the occasional waterfall) in the same narrow tree-filled valleys that fill their wintertime dreams.

Shower climbing, or "sawanobori" as it's known locally, is an offshoot of rock climbing, and has been practiced as a sport in Japan for quite a few years. Outward Bound Japan incorporates it into many of their courses, and sees it as an important team-building activity.

The basic approach is this: Outward Bound students arrive at the edge of a mountain stream, put on neoprene wetsuits,



harnesses, helmets, and other safety equipment, then one by one enter the stream up to their waists under the watchful eyes of their instructors. As a group they begin their upstream adventure. Along the way the participants must work closely with each other to negotiate the convoluted topography, which includes gorges, pools, and myriad hydrological features. Forward, or upward, progress is made only through pushing, pulling, and spotting one another through the various challenges. Often the crux event is a top roped climb of a nearly vertical waterfall. Don't forget to breathe!

For more information, brush up on your Kanji and check out Outward Bound Japan's website: [www.obs-japan.org](http://www.obs-japan.org) 



## A Journey to the Field of Stars

In early June, members of an Outward Bound International Guest Expedition completed the famous El Camino de Santiago. The trip, hosted by Outward Bound Spain and arranged by Caryn



Robinson, Outward Bound International's Expeditions Director, followed an ancient pilgrimage route through northern Spain to the Romanesque cathedral of Santiago de Compostela in northwest Spain, built in 1211. The route, also known as the Way of St. James, was a major link connecting many of the different cultures of Europe during the Middle Ages. The town of Santiago de Compostela—from the Latin campus stellae, which means “field of stars”—near the port city of La Coruña, was founded to support the hundreds of thousands of pilgrims who for centuries

trekked to the shrine housing the presumed tomb of Saint James the Great. “Our Camino was wonderful!” enthused one delighted member of the guest expedition. “It offered wonderfully unique experiences in culture, social interaction, history, personal beliefs, and anything else you’d want to add...spiritual, religious, gastronomic...”

To learn more about Outward Bound International's Guest Expeditions to places around the globe, visit our website: [www.outwardbound.net](http://www.outwardbound.net).

## Rocky Mountain-Resupply

Deep in the heart of the Rocky Mountains, near the old coal-mining town of Nordegg, Alberta, Outward Bound Canada runs its long mountaineering courses among the grizzly bears and blue-ice glaciers. The terrain is rugged: most student travel occurs in places where there are no trails, and few other people—just the high alpine rock and ice. This is a place where many student groups won't see a road for close to twenty days, and just getting to a trail-head can be multi-day event.

As one might imagine, re-provisioning students and staff with food on these long-haul courses can be, well, difficult. Packing supplies in by horse is easier said than done, and can be tough on the “Leave No Trace” ethic. So what's a course director to do? In the Rockies course area, he waits for a satellite phone call from his field staff team, and with the coordinates in hand, boards a Bell 206 “Jet Ranger” helicopter, and is airlifted to a prearranged landing zone, where

he is greeted by a bunch of students who eagerly await their resupply of fresh food and clean clothing.







# The Spell of the Yukon

By Rob Chatfield

**W**e had already given up on our summit bid when we learned that our plane had crashed. “A bit of a rough landing,” explained Andy Williams, our dyed-in-the-wool mountain pilot and a former Outward Bounder, in a dry Welsh accent. “Dipped the wing into the snow when she set down.” Okay, so we were glad that Andy was safe and that he was able to coax his wounded plane back to its backcountry gravel landing strip at Kluane Lake, but what about us? That landing strip—our gateway to the civilized world—was 160 kilometers from our base camp. And where were we? Sitting in the middle of the biggest sub-polar glacial system on the planet.

It is fitting that a land born of the Gold Rush and immortalized by Robert Service in his famous poem “The Cremation of Sam McGee” would also cast upon the world’s émigré adventurers what Service called “the spell of the Yukon.” Perhaps it is this spell that draws climbers, backpackers, and paddlers to the land of the midnight sun.

Larger than Belgium, Denmark, Germany and the Netherlands combined, but with fewer inhabitants than Paro, Bhutan, Canada’s smallest territory is a place of allure and discovery. Its summers burn with more than 20 hours of sunlight, and its dark winters are freighted with all the cold that the Arctic’s winds can deliver. It is also home to Mount Logan, and that is what brought our five-man expedition deep into the heart of the Yukon.

At 5959 metres, Mount Logan rises out of the ice to become Canada's highest peak. By any standard it is a huge mountain, nearly 40 kilometers long with a summit that rises 4,114 meters above its base—greater than any other mountain in the world. And we were here to climb it.



But the weather would have other plans for us. Within 30 minutes of our arrival at Kluane Lake (barely enough time to dress for the occasion), Andy had Finbar O'Sullivan, a former Outward Bound instructor, born in Ireland and now living in southern British Columbia, and I, the first two of our group, and 21 days of food and equipment packed into his single-engine ski-plane. A quick flip of a switch brought the plane's turbo-charged engine to life and we were on our way to the Quintino Sella Glacier. A bumpy seventy-five minutes later, Andy banked hard to the left, lowered the skis, and carefully set his Kansas-built Helio-Courier down on the snow-covered glacier.

We two, Finbar and I, were the first climbers of the season to arrive, and quickly set about the task of preparing our base camp.

At -32 degrees Celsius, our first night on the mountain was cold, even for May, but by mid-morning the sun had warmed the inside of our tent to a balmy plus 2 degrees. The distant drone of Andy's Helio-Courier signaled the arrival of our third teammate, Tim Leach, a twenty-something outdoor instructor from the U.S. Three in, two to go.

We wouldn't hear or see Andy's plane for another two weeks. Despite our fervent hopes, and clear conditions at base camp, the weather at the landing strip would only permit two flights toward the

Logan massif. Both were turned back at the last moment by bad weather.

Finbar, Tim, and I spent five of our 21 expedition days waiting in good weather for our teammates, Paul Marcolini and Pete Tilney, to join us. A glum satellite phone conference with our weather-bound comrades sealed the deal: We would reconstitute ourselves as an expedition of three and push on. Paul and Pete would set their sights on an expedition to a glacier north of the nearby Mt. Queen Mary. We were no longer a team of five.

Finbar lead the way, breaking trail up through the crevasses that welcome climbers to the eight-mile long King Trench, the main artery that funnels climbers towards the summit plateau and with luck on to the summit itself. We were each heavily loaded with a couple of hundred pounds of food, fuel, and glacier gear as we slowly skied our way through the crevasse field and into the trench.

Our progress was slow but steady as we ferried food and equipment up to King Col, the 14,000 ft. pass between Mount Logan and King Peak, the mountain to the south of the trench. Our ascent strategy was similar to that used by most expeditions on big mountains: climb high, sleep low, reduce the loads as the terrain becomes steeper, and deposit equipment caches at the day's high point for later retrieval. Eventually all the supplies in the lower camp are relocated to the higher camp, and the process is repeated.

As our small group continued into the night and up the steep slopes that ushered us toward the King Col, cold heavy air, no longer buoyed by rising heat from the sun's daytime moilings in the trench, began to slide off the surrounding ridges, cloaking us in a penetrating cold that even our high-tech clothing seemed no match for. When we finally reached the pass, the sun was low and lurking and could not even offer a false promise of warmth. The











sky was indigo and framed by soaring white summits collecting the last rays of sunlight, while distant clouds prepared for a night on the glaciers below. This was undoubtedly the prettiest place on the planet, and I wished I could have drunk it in, but we had work to do. Between midnight and 2 a.m. we struggled against the cold to construct a sturdy wind barrier out of the hardened snow. With our tents encircled by a snow rampart, we settled into our sleeping bags, ate an early morning dinner, and went to sleep.

We had intended to stay put for a couple of days at King Col, to acclimate to the elevation and rest up for the next stage of the expedition. The first of our rest days was calm and clear. To the north we could see the crux of our expedition, a massive and active icefall of disjointed glacial blocks, some as big as multi-storey buildings. Our plan was to navigate our way up through this steep cascade of snow and ice and then proceed up to the summit plateau, which would put us within 18 kilometers of the summit ridge. But the weather would have other plans for us.

On the morning of our second day Finbar and I awoke to the sound of digging. It was unexpectedly warm inside our tent and the winds that had hammered us all night long were nowhere to be heard.

“Tim!” Finbar yelled. “What’s it like out there?”  
The digging stopped and we could barely hear his muffled response.  
“The tents are completely buried by snow!”  
“Any wind?” I shouted.  
“Yeah, it’s blowing pretty hard.”  
More digging.


The next three days followed the same pattern: high winds, heavy snowfall, and more digging. We could see nothing and we were beginning to worry about the threat from avalanches. At least the snow was insulating us from the cold and the sound of the unrelenting wind.

When the storm finally shipped off for another destination, we

were left with clear blue sky, fluffy white snow—and no time remaining for our expedition plan to continue. Oh, sure, we had toyed with the idea of making a sustained push for the summit, but there was too much snow and it was potentially unstable. And then there was the icefall. Another expedition had made two unsuccessful attempts at navigating the icefall in waist deep snow. We had enough food and fuel to hang out at the Col, wait for the avalanche conditions to settle, and try to puzzle our way through the icefall, but that would have meant missing flights, being late for work, maybe being caught in another storm, and more digging.

So we loaded our sleds, shouldered our packs, fastened our skis and pointed them downstream, and drifted our way through the new snow back to the comfort and relative warmth of base camp.

Without a doubt we were in a good spot: Sitting in the middle of the biggest subpolar glacial system on the planet; surrounded by some of the most stunning scenery that one could imagine, and we had lots of fuel and food. Nevertheless, we were annoyed that our plane would be out of service for a week. Luckily our other teammates, Paul and Pete, had gotten out before Andy’s plane had clipped its wing on the snow. The shoe was now on the other foot: we wanted to be where Paul and Pete were. The next few days were spent lounging around base camp, repeatedly calling the Kluane Lake landing strip as if the sheer volume of calls could will Andy’s plane back into service. Finally, a break! Andy told us that a big helicopter was doing government work up north and “might” be pressed into service on our behalf, but it would cost us.

Best money we ever spent! 



*Rob Chatfield is the Editor in Chief of OBI Journal; this was his second attempt to climb Mt. Logan. He'll be back.*





**T**his is the story of Rhodesway School and how Outward Bound® has helped raise the self-esteem and aspirations of its students and improve the overall value offered by the school to its community. It emphasises the importance of continuous interventions and how children from areas of social deprivation can participate and can benefit. Rhodesway School is a larger than average comprehensive school in Allerton, near Bradford in West Yorkshire. The school community is multi-cultural with the largest group being Pakistani (59%) followed by white British (30%). Around 40% of pupils are entitled to free school meals, which is well above the national average, and the school serves some of the most deprived wards in the country. Standards on entry to the school are much lower than the national average and one third of pupils have been identified as having learning difficulties and/or disabilities, which is double the national average. The school achieved Visual Arts status in 2001 and has also achieved a Sportsmark award.

## Background

Prior to 2006, Rhodesway had been subject to six years of significant changes. The school was originally spread over two sites and had seen many organisational changes with a succession of head teachers. Strategies were created but not implemented. As a result, the school received poor Office for Standards in Education, Children's Services and Skills (OFSTED) inspection reports. In 2001, OFSTED found that too many students didn't complete their courses, and the school performed below average when compared to similar schools. Attendance and behaviour was acceptable, but many students showed a lack of enthusiasm and failed to take responsibility for their learning. In December 2002 it was decided that the school required special measures and was

to be monitored closely by inspectors. A new head teacher was appointed in 2003 and the school moved to one site in 2004. It was during this period that the school began its involvement with Outward Bound. They had been awarded funding for a course in 2002 and two students had attended courses in 2003 as individuals.

## Raising Aspirations

A strategy was implemented to raise standards within the school—a critical element of which was the partnership with The Outward Bound Trust. Inspections suggested that there was a legacy of under-achievement and that too many pupils did not do as well as they could. The school chose to work with Outward Bound as The Trust strives to develop self-confidence, to increase the ability to work with others and, most importantly to Rhodesway, to inspire in young people a desire to learn and achieve more than they believed they could. A significant development in the partnership between Rhodesway and The Outward Bound Trust was the involvement of Andrea Carmichael. As Acting Assistant Headteacher, she has been the champion in driving forward the programmes now enjoyed by the whole school. In Summer 2004, our 'Adventure & Challenge' course for 40 students proved a great success. Rhodesway particularly commented on the quality of delivery together with the personal development achieved as a result of one instructor dedicated to the group for the entire week. The school quickly identified other opportunities through Outward Bound and worked with us to devise a progression for the students throughout their time at school. They booked 'Year Group Induction' courses for over 200 Year 7 students during November and February as a way

of assisting students through the crucial transition from primary to secondary. It was also a way of widening the base of friendships and mixing different cultures within the school. Rhodesway also used this course to complement their work in helping students become active learners. The 'Teams & Leaders' course was chosen to encourage students from Year 11 to remain in school for the sixth form. A significant element was the inclusion of current Year 12s on the course which encouraged the prospective students. Whilst the 'Adventure & Challenge' course remained in place, it changed slightly to allow older pupils to mentor younger pupils. With this involvement, the school has noticed significant improvements in the esteem of mentors as well as mentees. The most recent extension in the Rhodesway-Outward Bound partnership was a Global Expedition to Romania in the summer of 2006. The Rhodesway programme now includes:

- **November/February**—200 students Year Group Induction (Year 7)
- **February**—50 students Teams & Leaders (Year 11 & 12)
- **July**—50 students Adventure & Challenge (Years 8, 9 & 10)
- **August**—15 students Global Expedition (every other year) Students also choose to attend individual courses during the half-term and summer holidays.

## Fundraising and Bursary

Rhodesway School serves some of the most deprived wards in the country. Ordinarily, it would be extremely difficult for families to afford the cost of these courses, so fundraising and charitable donations are vital to the success of the partnership. The Outward Bound Trust is





eral improvements and successes are already in evidence. A monitoring inspection by OFSTED in June 2006 revealed the

an educational charity and has a fundraising team dedicated to generating funds to support young people who would otherwise be unable to attend an Outward Bound course. Schools are welcome to request support for courses that take place between the end of October and April, so Rhodesway accessed this bursary facility for their November, January and February courses. A typical award to a pupil is around 25% of the course fee but due to the circumstances in Allerton, the school has been successful in securing additional funding support. They have actively accessed various grants from local charitable trusts which provide funds in order to maximise the number of young people able to benefit from Outward Bound. The school is now encouraging its own fundraising activities. This was essential when the school planned its first Outward Bound Global Expedition to Romania. A group of 15 pupils decided to take the challenge and raised money and awareness to support their trip. One student raised over £3,000! As time passes and working with Outward Bound becomes embedded in the school's culture, fundraising has also become part of the culture. Andrea Carmichael has volunteered to join the Bradford Outward Bound Association, a group of volunteers based in the area who raise money to send young people on Outward Bound courses. She has also agreed to be part of The Outward Bound Schools Advisory Board to ensure that The Trust continues to meet the changing needs of schools and students.

## Outcomes

While the partnership between The Outward Bound Trust and Rhodesway School is relatively new, sev-

following observations relating to areas where the school has improved and where Outward Bound may have contributed:

- Rhodesway is often the first time that pupils have experienced multi-cultural schooling. The Outward Bound courses early in Year 7 help students to widen their bases of friendship.
- Pupils are now more prepared to ask questions and volunteer their own ideas.
- They show greater curiosity and enjoyment in their own learning.
- Attendance has improved
- Motivation has increased
- Older pupils are training as mentors and helping younger pupils adjust to school life.
- Expressions of interest from Year 11 pupils progressing to the sixth form in September are encouraging.
- One pupil raised over £3,000 for the Global Expedition.
- One pupil was a 'school refuser' four years ago and recently completed the 'Teams & Leaders' course and the Global Expedition.
- The lead teacher has joined the local Outward Bound Association to help more young people experience Outward Bound. Participation in Outward Bound is also helping the school meet the DfES agenda in Curriculum areas such as:

- Healthy Schools
- Geography
- PSHE/Citizenship
- Every Child Matters



## Surviving in Zimbabwe

*Continued from page 15*

rock face. The name comes from a couple of house-sized boulders wedged above the students' heads as they walk through. In the famous words of one Outward Bound Zimbabwe participant, "At first I thought I would never make it. Now I know I will never quit."

That sentiment might also nicely express the resolve and enthusiasm of the staff at Outward Bound Zimbabwe. Still, the center is not without problems.

Serious shortages of camping and training equipment such as lifejackets, stoves, ropes, climbing gear, sleeping bags, tents, harnesses, and helmets, restrict the number of people who can participate in outdoor programming. The center also needs computer equipment to enhance communications and facilitate its work-a-day administrative operations.

Immigration regulations and staff turnover have contributed to a shortage of key personnel, including a chief instructor position, vacant since 2001. Difficulties in recruiting for this position locally have forced the center to look overseas.

Of course, Zimbabwe itself is not without problems. The treasury-draining military conflicts that have plagued the country for much of its history are long over, but the economy is still in crisis: inflation hovers around 900 percent a year, and shrinking agricultural production, fuel and food shortages, and sanctions imposed by the European Union and other Western countries mean daily hardship for the country's twelve million citizens.

Yet in the tradition of Outward Bound's motto "To Serve to Strive and Not to Yield," Outward Bound Zimbabwe moves forward. It is pursuing sufficient capital to regularly renew key resources and build reserves. It continues to seek to achieve a higher profile within Zimbabwe, and within the Outward Bound International community. And, importantly, its mission to help Zimbabweans to develop life skills is still being fulfilled, one day at a time.



# Supporting the Mission

## The Challenges and Rewards of Being an Outward Bound Volunteer

By John Hassell



**T**here are many countries whose citizens need the developmental capacity that Outward Bound has to offer, and many Outward Bound Schools

been involved at every level from student, Instructor and Chief Instructor through to School Director, Executive Director and Board Chairman, I have a special, but by no means unique, perspective on how Outward Bound functions. I do not want that knowledge to disappear with me before I have had the opportunity to share it with others who may be at an earlier stage on that same journey. Over the last ten years I have therefore been working as a volunteer Outward Bound International (OBI) Consultant with any Outward Bound School, or any group intent on starting one, who would like my help.

or interested local groups would welcome any outside help that could assist them in meeting that demand more effectively.

I write this article to encourage members of the Outward Bound community who have outdoor leadership training and management experience to volunteer as consultants for Outward Bound International. As a member of the Outward Bound community for forty-five years with the good fortune to have

I cannot think of a better way of paying something back for all that Outward Bound has contributed to my health and happiness, and to have such fun while doing it, and that is why I am describing some of the interesting challenges and splendid rewards of volunteering.

### VOLUNTEER OBI CONSULTANT – A DEFINITION

*A person with considerable Outward Bound Experience with the time and enthusiasm to provide an existing OB School, or a group of individuals wanting to start one, with the help they need and who has been approved by Outward Bound International to do so.*

I have worked with a number of established Schools including Australia, which had existed for thirteen years before I became involved with Outward Bound in 1962; Hong Kong and Bermuda, which were both established in 1970, a year after I became the school director responsible for launching the first Outward Bound School in Canada; and Indonesia, which has been in operation since 1990. Schools in embryo that I have been a part of have included Taiwan, Korea, Armenia, and Tanzania. I could not imagine a more diverse group from which I know I have learnt at least as much as I have taught. Some of the first questions from anyone interested in being a volunteer consultant are about administrative details such as expenses and accommodation, and the knowledge, skills, and time required for the work.

### EXPENSES

*Living and travel expenses during the consultant's visit would most likely be paid for by the group seeking such help. Innovative ways can be found for getting the consultant to and from his or her hometown, such as sharing the cost with two or more other schools or forming part of another journey already planned (for example, attending an OBI Conference or combining it with a holiday).*

For examples of how a consultant can reduce the cost of getting to the site, here are a few ways that I have used. I went to the Australian OB School at Tharwa for the cost of a bus ticket to help them with a Strategic







Plan while visiting relations in Sydney. The groups in Indonesia and Taiwan split the cost of my flight to Asia to visit them in turn. I “dropped in” on Tanzania for five weeks on my way to an OBI Conference in Cape Town, and skipped back from London to Armenia, at USAID’s expense, on my way back to Canada from a second visit to Taiwan. I stopped off in Seoul on my way to an OBI Conference in Singapore to meet with the founders of OB Korea and to help them decide on suitable locations for the new school and to identify expedition areas they might want to use.

Travel within the country for me has included nine—and twelve—hour trips in local buses in Tanzania, Soviet-era taxis in Yerevan, express trains in Taiwan, and every other kind of vehicle you can imagine including horse and buggy and human-powered rickshaw. All of these were paid for by my hosts.

Accommodation has ranged from the best hotel in Yerevan, Armenia (because “that is where USAID puts up all their consultants”) through a tatami mat in Taiwan to a bunkbed in the Indonesian highlands. The latter provided an ant highway and, with the heat, was in sharp contrast to

the air-conditioned home I was put up in Jakarta. Even better was the lovely open room on a jungle hillside on the island of Bali.

### KNOWLEDGE AND SKILL SETS NEEDED

*The primary requirement of any OBI Consultant is an intimate understanding of the purpose and philosophy of Outward Bound and how it develops character, the very essence of an individual. Tied to this has to be the ability to articulate this as it relates to the host’s culture and environment. The next most important need is experience in planning and a planning model that can be adapted to meet the needs of the host. The consultant is an agent for change and that will take time and energy on the part of the host, long after the consultant has gone. Management experience and a clear understanding of the difference between management and governance is critical if the most effective structure for delivering the Outward Bound experience is to be established or reinvented. Some experience with the administration of the OB Quality Improvement Process would be a distinct advantage. Safety is a critical issue for all OB Schools and being able to tie in one’s visit with an External Safety Review would always be helpful. Staff training is another process that a consultant could become*

*involved in, and the ability to provide specific hard and soft skill development would always be useful. Other vital requirements include the need for patience and the ability to listen. Optimism and sustained enthusiasm have to be anchored to reality rather than hope. The consultant and host have to develop a vision of what could be in the best of possible worlds, together with the practical steps required to get there. PowerPoint presentations are a useful way of supporting most of the above.*

In most places I either ate with the staff or received a food allowance. It has been a great way to develop a taste for local foods. I gave numerous talks on Outward Bound to faculty and/or students at universities and schools, politicians, civil servants, senior corporate managers, board members, the uniformed services such as the Army and the police and prison services, and finally OB staff. I have a dictionary of useful words and phrases that cover everything from the OB Mission Statement through words like “challenge,” “compassion,” and “comfort zone.” Along the way I have had these words translated into Mandarin, Kiswahili, Indonesian, and Armenian. I created local language versions of my PowerPoint presentations and many of my handouts, including “The Magic of Outward Bound,” “Squeezing The Orange – Helping participants get the most out of every OB experience,” “The Seven Pillars of Character,” “Strategic Planning,” and “Governance.” Advance work on these saved me valuable time on the ground. Marketing and Fundraising were two other areas in which help was needed and

### TIME REQUIRED

*The duration of each consultancy depends on the needs of the host but must include enough time to acclimatize to the local physical and cultural environment, to identify the specific needs of the host and the resources available. It can take anything from ten days to five weeks to accomplish what is needed.*

I spent some time writing up proposals, promotional materials and the like for some of the Schools. I also did some special program design work and some corporate course planning. These all required care to ensure that they fitted in with the local culture.

On one trip last year I spent forty days in Indonesia and thirty days in Taiwan working with their respective Outward Bound Schools. In fact I had two days off in Indonesia and three days holiday in Taiwan while another four and a half and two days respectively were taken up with travel to, from, and within these delightful countries. Thus I actually worked for thirty-three and a half days in Indonesia and twenty-five days in Taiwan, not counting time spent in preparation before going, and the follow up work that was required. These turned out to be probably the most productive seventy days of my life; and I had a ball!

### PREREQUISITES

*It is essential that the host should have planned the visit well in advance and set up all necessary meetings before the consultant arrives.*

Other visits have ranged from ten days in Bermuda to five weeks in Hong Kong, both involving the development of their Strategic Plans.

A consultant cannot afford to spend time setting up appointments and arranging meetings after arrival. In Tanzania I had an incredible schedule that involved meeting senior government ministers, corporate CEO's and the Commissioners of Police and Prisons at thirty-minute intervals over a four-day period. Each meeting lasted at least part of an hour and often there was a twenty-minute drive or more from one to the next, but somehow it all worked out with people being away or happy to wait. I remember arriving at Army HQ over half an hour late to find a colonel and a number of generals waiting patiently for me to make my presentation. Clearly things somehow work out this way in Africa. The above administrative details may appear overwhelming, but they are countered by the following rewards.

### MEETING AND GETTING TO KNOW WONDERFUL PEOPLE

*A consultant meets exceptional people that include board and potential board members, staff at all levels, participants, and supporters, as well as interested members of the public.*

Many of the people that I have met while acting as a consultant have become good friends. Just calling to mind the names of the key players in the countries I visited only reminds me of so many more who have also inspired me with their knowledge, skill and dedica-

tion. I have benefited enormously from knowing them and have gained ideas and energy from them all.

### UNDERSTANDING THAT WHAT YOU DO IS APPRECIATED

*Knowing that people believe that you are doing a worthwhile job well.*

I certainly received an immense amount of positive feedback throughout my journeys and must admit to a real sense of satisfaction in knowing that my labors were valued. Anyone taking up this kind of job will be similarly rewarded.

### VISITING INTERESTING PLACES

*Outward Bound, by its very nature, operates in exciting locations, and when in a foreign country the consultant has great opportunities to visit notable sites and places of natural beauty.*

I visited many places of historic importance, ranging from World Heritage Sites like the immense temple of Borobudur near Yogyakarta, to the earliest Christian churches in Armenia. I visited beautiful mountains everywhere I went and saw people of every sort working the fields, crafting traditional materials, or creating works of art. It was amazing just how much variety I was exposed to. I would love to visit every place again.

### ENJOYING EXCITING ADVENTURES

*Adventure is synonymous with Outward Bound and there is plenty in consulting.*

Certainly I never lacked for adventure, but particular events stand out above the others: seeing the sunrise from the summit of Kilimanjaro when I took six days off to climb the mountain; joining a group of twenty Ford executives canyoneering up a waterfall-packed canyon in Taiwan; and taking my first ever paragliding flight off a mountain in Armenia are but three of these. I have learnt so much from my travels on behalf of Outward Bound International and it would be foolish for me to try to write them down, but nonetheless they are very real and a reward in themselves.

### GAINING NEW INSIGHTS


*Learning about other cultures and different ways of doing things.*

Sometimes visiting a country may be impractical and I have found it possible to provide

assistance purely by e-mail. An example is the work that I have done with Rwanda. I met Ndezeki Maarifa at the OBI Conference in Cape Town and since then have helped him to develop a Strategic Plan, a Business Plan, and a Board Governance Manual. However, this can never be as effective as meeting people face-to-face in their place of operations. I have found that a special business card is very useful and an essential requirement when meeting officials.



During all my visits I sent a series of reports back to Ian Wade, the Executive Director of Outward Bound International, whose support and advice proved invaluable throughout. I thank him and all the Schools involved for giving me such wonderful experiences.

The countries that I have visited are not unique in requiring help from someone with an outside perspective and the developmental skills required to give them a lift. That is why I would urge those with the necessary experience and time to volunteer as OBI Consultants. Both they and their hosts would be enriched by the experience. It is a win-win proposition. 

### Program Consultants Needed

In addition to the full organizational consulting described by John Hasell, Outward Bound Centers starting up often need senior program staff to advise and work with them for a few weeks or months. The work usually involves training and coaching of the staff in the new country in Outward Bound program design and good operating practices. Recent locations needing this support have included Mexico, Ecuador, Croatia, India and Taiwan. Compensation varies from having expenses of travel and living in country covered to also receiving a modest stipend. Please let OBI know if you would like to be informed of these opportunities.

Please send a bio and contact information to:  
[ianwade@outwardbound.net](mailto:ianwade@outwardbound.net)  
 011-1-801-733-1248



# Outward Bound USA Plots a New Course

## *Without the Wooden Boat*

*The Atlantic Region of Outward Bound Wilderness is modernizing its fleet with the introduction of fifteen new fiberglass vessels; first boats were launched in July.*

*By Landon Fake, Atlantic Region Program Director*

Outward Bound's sea program, the flag ship program of the former Hurricane Island Outward Bound School, has designed a new sail-training vessel to replace the unique and distinctive wooden "pulling boats" that have been used in their program since 1965 and that have served over 25,000 students.

The new Sharpie Schooner, designed by Rodger Martin Design, is known as the Hurricane Island 30 and highlights the many changes seen in boat technology over the last forty years, while respecting the traditional characteristics of the original pulling boat and reflecting the evolution of Hurricane Island's sailing program throughout the years.

The driving reason for the change is to create a better platform to deliver Outward Bound's mission on the sea. The Hurricane Island 30 allows new sailors to master sailing skills faster, and take on more responsibility for the boat sooner.

Constructed of fiberglass, the Hurricane Island 30 travels in convoy, carries a maximum of six students, and shows significant strides in sailing performance with an easily driven hull, carbon-fiber unstayed spars, and more sail area, as well as the addition of modern conveniences such as a marine head, improved accommodations, and integrated electrical system. The new boats, as in the past, are without a motor, but carry six carbon fiber oars.

The commitment to the new boats was one of the outcomes of a strategic planning process that involved staff, board, and prominent sailors from a wide range of perspectives. After a design competition, including two finalists from Maine, Rodger Martin Design was selected to design the new vessel. The boats are being built by Union River Boat, of Bucksport, Maine, and Southport Island Marine, Southport, Maine.

The concept for the new boat was to improve on the qualities of the pulling boat and modernize some of the systems while keeping with the basic design of an open, non-motorized craft designed to teach basic sailing and rowing skills as a vehicle for character development. The new vessel provides more feedback to new sailors and rewards good boathandling with performance. It will inspire participants to sail her well as a group and give an appreciation for the movement of wind and water.

The new boats, though more complex than pulling boats, will be simple, strong, and seaworthy, designed for expeditions along the Maine coast and the Florida Keys. They will have the capacity to embark on self-supported expeditions of up to ten days.



- Six-passenger uninspected vessel, accommodations for eight
- Capacity for 900 lbs of gear, water, and provisions for six participants and two staff
- Composite fiberglass construction
- Unstayed carbon fiber spars
- Sharpie rig with sprit-booms

After the boats' launching, there were extensive sea trials and program development work to completely integrate the boats into the program. One of the initial challenges is to develop ways to ensure that the smaller capacity of the boats does not impact group development. Another is to train staff to manage a higher performing boat and take advantage of its opportunities.

The first two prototypes were launched in July, with the rest of the fleet of fifteen scheduled for construction in 2008. Outward Bound USA has embarked on a fundraising campaign to support the project.



# Outward Bound New Zealand

Haere Mai, Welcome  
to Anakiwa in the beautiful Marlborough Sounds

## “Connecting Journeys”

You are invited to attend the Outward Bound Staff Symposium 2007

October 23 - 27, 2007



Traditional Maori Welcome

Great Food and Music

Stunning Scenery



A Taste of Life as an OBNZ Student

Learn how other schools tackle the same issues and concerns

Share ideas and thoughts



Celebrate being part of a vital worldwide organisation

## See You There!

[www.outwardbound.co.nz](http://www.outwardbound.co.nz)

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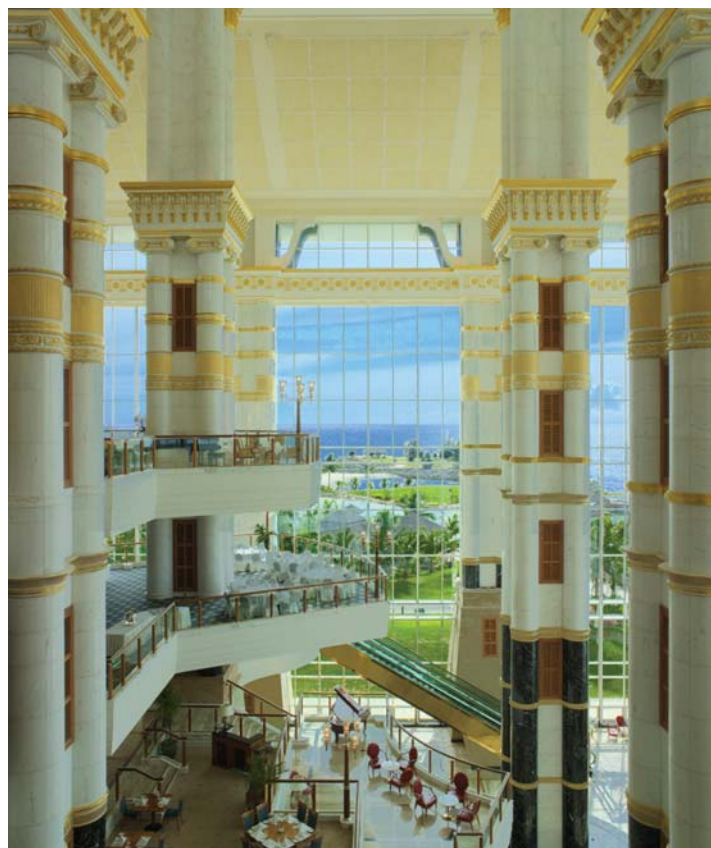


# Welcome to the **Sultanate of Brunei** and the 2008 World Conference of Outward Bound

In 2008, Outward Bound Brunei Darussalam will play host to the biennial Outward Bound International World Conference. The conference, which coincides with the tourism ministry's "Visit Brunei Year 2008" initiative, will see the Outward Bound world arrive at the doorstep of Asia's smallest (and third richest) country, Brunei Darussalam.


The 2008 International World Conference follows in the steps of other recent Outward Bound events in South Africa, Malaysia, and Singapore. The successful and well-attended 2006 Conference in Cape Town, South Africa attracted enthusiastic participants from twenty-five countries. Brunei will not disappoint!

Next year's event promises to be a grand affair, chock-a-block with workshops, seminars, and guest speakers. And the venue promises to be nothing short of spectacular!



## Welcome to The Empire Hotel & Country Club.

The Empire Hotel & Country Club is a kingdom within a kingdom. The majesty of this six-century-old sultanate is beautifully brought to life on a 180-hectare beachside estate. White marble. Gold accents. Light and space. Its luminous and breathtaking architecture is backdropped by a tropical garden, a Jack Nicklaus-designed championship golf course, and views over the South China Sea. Its heartfelt service compliments palatial surroundings.

Mark your calendar November 3 - 5, 2008, and prepare for the broad welcome mat that will greet all comers to the next Outward Bound World Conference in Brunei Darussalam, The Abode of Peace. 







Expeditionary Learning Students in the mountains of New Hampshire, USA

*(Leadership, Education and Outward Bound-Continued from page 10)*

most important. In *Reflections on Design Principles* (Kendall-Hunt 1998) Emily Cousins quotes a first grade teacher on the rules for community circle in her class:

We have to hold still, our eyes are on the speaker, and we are quiet. All of those things add up to being a good listener. We just keep practicing them over and over again. Through practice, students create an environment in which individuals are treated with sensitivity and respect. What we build together in our community circle is felt throughout the day. They can speak directly to one another through the circle, and they know they can do it in a safe way.

### 3) Knowing and Caring About the Students/Employees/Followers

Knowing and caring about the students is one key to motivating and engaging them. I have the habit of asking people to tell me about any profound learning experiences they can remember from when they were in school. Quite a few can't think of anything, but many remember a teacher who noticed them, saw something in them,

understood them, believed in them, and challenged and encouraged them.

According to one of his biographers, Kurt Hahn "had the gift of being able to take a real interest in people whatever their circumstances. No one was of insufficient consequence not to be listened to. His very genuine concern for people, high or low, earned him their cooperation, and so he was able to get things done."

**"Knowing and caring about the students is one key to motivating and engaging them."**

He was a champion of the children who seemed inept in ordinary academic and athletic pursuits and were late to develop. A recent book of inspirational readings from Outward Bound International (2004) includes this biographical note:

Hahn was constantly looking for fields in which those making slow progress could achieve. There was one small boy at Gordonstoun who seemed quite hopeless at everything until Hahn discovered he was quite good at wood-carving. Hahn had great faith in this

lad and eventually persuaded an Oxford College to accept him despite his complete lack of academic qualifications. He turned out to be one of Britain's leading brain surgeons.

The story sounds apocryphal; but there are many other such stories told about Hahn and his discovery of the hidden talents of this boy or that. It was clear that as a teacher Hahn was himself constantly on the lookout for ways to help children along the path to self-discovery, very often in unexpected and unorthodox ways.

Expeditionary Learning schools make use of small groups in classrooms to organize work and develop the children's abilities to collaborate and help one another. Expeditionary Learning high schools and middle schools have "crew," where small groups of students meet regularly with a faculty adviser to make sure no one is isolated or lost in the shuffle.

### 4) Knowing and Caring About the Content/Material/Work

You can't teach or lead what you don't know and aren't interested in. As a teacher/leader you have to know and be engaged in the material you're teaching or the work you're doing. You're trying to teach your students or lead your workers to know and be engaged in it. Knowing is not the same as being engaged, but one leads to the other, and in the interplay you have a good chance of deepening both knowledge and interest. If you're teaching math, you should know the math you're teaching well enough to play with it. You must be curious and interested in finding out more about it, what you can do

and understand with it. If you're running a ward in a hospital, you have to know how it operates

well enough to be thinking of changes that would improve it.

Kurt Hahn said, "Let the responsible boys and girls shoulder duties big enough,

**"Neither leading nor educating are ends in themselves."**



when negligently performed, to wreck the State.” Real, important, consequential work is a powerful motivator for both young and old. And there is so much work needing to be done it’s remarkable we don’t do a better job of fitting the two together.

In Expeditionary Learning, we help teachers pick subjects that are socially charged and naturally engage students’ natural connection and sense of fairness. We help them make assignments more compelling by finding the local connections to the overarching topics in their own communities. If the subject is air pollution, a study of local air quality is more engaging as a place to begin than a review of national or worldwide statistics. We start investigations into new topics by presenting partial pieces of arresting information—a photograph or a set of statistics or a quotation—and asking students what they think it’s about, getting the questions coming, stimulating the desire to learn, to know.

## 5) Building a Good Team

Jim Collins says one of the most important leadership tasks is to get the right people on the bus. Another way of approaching it is to get on the bus with the right people. Whatever you are doing, it’s better, easier, and more likely to be enjoyable and successful if you choose good company to do it with.

However, teachers in public schools don’t generally get to choose the students who’ll be in their classes. Many leaders don’t choose the teams they are supposed to lead. So much of teaching and leading has to do with making the group you have into the most effective learning/working group you can. You’ll probably have the opportunity to improve the composition of the group, or of the groups within the group, as you go. One important teaching skill that comes from knowing students well is knowing what pairs or other small groups of students to put together in working units for what kinds of tasks. Putting the right people together for the right kinds of things is a key leadership

skill in all kinds of organizations, and as with the teacher example, it comes from knowing your people well. It is high-priority, high-leverage work for a teacher in her classroom, a principal in her school, a sergeant with his squad, and the chief of a heart-surgery team at a teaching hospital.

One educational objective in Expeditionary Learning Schools and Outward Bound is to bring out the learner in everyone—teachers as well as students. Outward Bound instructors structure things so everyone in the group takes responsibility for moving the expedition forward and looking after the group’s needs: “We are crew, not passengers.” They rotate formal leadership assignments and gradually turn over expedition responsibility to the students. Expeditionary Learning Schools similarly practice “distributed leadership,” meaning they spread leadership responsibilities around among many different teachers and students.

*Experience-based education puts a lot of people in charge of something.*

—Roland Barth

## 6) Committing to the Mission, Focusing, and Persevering

Commitment from all members of a team can be elusive and short-lived. Expeditionary Learning Schools (ELS) enters into contracts with schools to work intensively with all their teachers over a period of years to improve student learning, school culture, and the quality of instruction. There is a lot of work involved on the part of both the partner schools and ELS, so we want to be sure at the outset the schools are serious about wanting to make the changes in school structures, instructional practice, and culture that our design requires. We also want to know, as much as we can, whether they are likely to sustain their commitment long enough to realize the good that can come from it.

We began by requiring an eighty percent positive faculty vote, at least, from each school partner before starting to work with them, but voting and doing are differ-

ent things. There were often people who didn’t understand what they were voting for, didn’t understand how much work would be involved, didn’t understand they themselves would be expected to make some changes. It used to be a major topic of conversation regarding our work with most of our schools how many people in the building were “on board.” That is still a topic of concern, but over the past several years we have become clearer with our school partners at the outset of our relationships with them regarding how much work and change and commitment will be required. We’ve hardened our requirements of our school partners, and they are taking their commitments more seriously at the outset.

We plan to work intensively with each school partner for at least five years, which, we have learned, is generally how long it takes to make a good school (or to make a school good) when most things are going right.

In Expeditionary Learning Schools we have five core practices and a set of related benchmarks to pay attention to and work on. The core practices describe in some detail what students, teachers, school leaders, families and other partners do in a fully implemented school. By documenting each school’s progress towards these practices with an annual Implementation Review, ELS measures each school’s progress towards becoming a good or excellent EL school and keeps up a focused conversation with school leaders on the progress that’s being made and what should be the next years’ work.

### 1. Learning Expeditions:

Learning expeditions are implemented across the school. They are planned around compelling topics and made up of two or more connected investigations and projects done in-depth. Learning expeditions have tangible product results and incorporate fieldwork, service, adventure, and local experts. Students produce and present high quality work.

### 2. Active Pedagogy: Workshops,

mini-lessons, specific protocols, and other forms of active pedagogy are the norm whether or not a learning expedition is under way. Reading and writing are taught K-12 across the disciplines; math, science and social studies are inquiry-based and integrated with the arts; assessment is based on rubrics and organized so as to help students learn rather than just to judge the level of their learning.

**3. Culture and Character:** Expeditionary Learning builds school culture and character through faculty modeling, through rituals and traditions, through knowing students well, through articulating character traits, and through fostering a defined and intentional school tone. The school community is safe, respectful, orderly, and equitable. Families are engaged. Everyone's best work is expected and supported. Service, adventure, and fitness are integral to the life of the school.

**4. Leadership and School Improvement:** School leaders create a professional community in terms of curriculum, instruction and school culture. The principal shares leadership with teachers, staff, and families, and the faculty builds partnerships with the community. The faculty uses many kinds of data to improve student achievement and teaching practices and makes an annual school improvement plan.

**5. Structures:** Time for student and adult learning is built into the school's structure: blocks of class time, opportunities for integrating the disciplines, and common planning time. The school creates structures for ensuring students are known well and supported by adults.

I've noticed that many efforts to change institutions are abandoned before they've really gotten started, thus assuring that they won't work because they are not actually tried long enough to work. School

**"The best teachers are rarely in the spotlight, holding forth; their students are."**

reform, by its very nature, requires a sustained effort. It takes more time to improve schools than is generally discussed or acknowledged in the press and in political debate, and it takes longer than our political structures support. Ideas are important, but they come in a moment. Doing is what counts, and doing takes years. "If you want to change schools," one superintendent-reformer told me, "learn to grow trees."

## **7) Stepping Back, Letting Go, Bringing Out the Best in People**

On Outward Bound courses there is very little lecturing. Instructors teach a lot of new skills and do it through the "I'll demonstrate it, now you try it" method. On a canoeing course one of the first things demonstrated and tried by all students is capsizing, so students will have had the experience of what they fear most and will know they can handle it. One reason so many children are bored in school is that teachers talk too much. In Expeditionary Learning Schools teachers talk less and students do more.


Gradually stepping back and letting the students take charge is perhaps the largest pedagogical practice that defines the path of an Outward Bound course. The student moves from dependence to independence. When students first arrive for a course in the wilderness, they are utterly dependent on their instructor, who is an expert in what to them is unfamiliar territory. As the course unfolds, however, and the students begin to learn, the instructor answers more questions with questions, gradually casts the students back more and more on their own resources, and requires them to make their own decisions, assume responsibility, and take leadership.

The best teachers are rarely in the spotlight, holding forth; their students are. As Linda Darling-Hammond said at Expedi-

tionary Learning's 2005 National Conference in Oakland, CA, "Teaching is not talking. Learning is not listening. In fact, it's probably just the other way around." Tracey Kwock, an award-winning teacher in Chicago, says, "If you come to my classroom, you won't see me up at the blackboard or hear me talking much. You'll see my students working hard and you'll hear them talking." Ron Berger, a remarkable elementary school teacher who has worked with and for Expeditionary Learning Schools for a number of years, describing a project in which his sixth-graders did a study of radon levels in the houses in their community with the help of a geology professor from a nearby college, says there was some inspired teaching going on in his classroom, but...very little of it was what we usually think of as teaching—the stand-at-the-blackboard-and-dazzle teaching that is celebrated in books and movies. John Reid (the geology professor) did a little of this: he gave two or three lectures that were impassioned, clear, humorous, and

brilliantly metaphorical. But most of the teaching was something very different. My time was spent as an organizer and co-research-

er—setting up the physical classroom and the work groups, scheduling critique and discussion sessions, finding examples of similar research to model, troubleshooting. My teaching centered on knowing each individual student well enough to know when and how they would need support and with whom to partner them.

This is a good description of a kind of leadership, a kind of teaching that helps people find out for themselves, do for themselves. To lead out and bring up; to influence and guide. Teaching and leading. Perhaps it's not that teaching is a form of leading or leading a dimension of teaching. Perhaps education and leadership are just overlapping concepts grown from the same root. 



# KELLY O'DEA:

## THE FOUNDING OF GLOBAL LEADERS FOR A BETTER TOMORROW

Edited by Wendy Kusumowidagdo

### *Tell us about your involvement with Outward Bound*

I knew early in life, when I was a student living in Europe, that whatever I did with my life would have a global perspective. Since then, I've spent my entire business career crossing the globe and working with people in over 50 countries.

My association with Outward Bound began 30 years ago when I was running a ranch in the mountains of Colorado. One day, two strangers knocked on the door and introduced themselves as Outward Bound instructors who requested permission to go through my property in search of new sites for OB expeditions. I was so impressed with them that I gave them each a horse and went with them.

Later on when I moved to New York, I was re-introduced to Outward Bound USA headquarters and I agreed to help them with their marketing. Soon after, in 1978, I began my service on the OB USA board. In the mid-90s, I subsequently joined the OB International board. I was an OB International board member until my election as chairman in 2004.

### *How did the Global Leaders for a Better Tomorrow concept come about?*

I was on an overnight flight from London to Hong Kong to help a client better integrate their global network. On long flights like this, I normally take several newspapers with me. That day the headlines were filled with news of multiple conflicts and tensions around the world. In a moment of frustration, I wondered, "What would the world would be like if today's world leaders had first met on an Outward Bound expedition to face a challenge together instead of against each other?"

This is perhaps a provocative question but one that has special

relevance and reflects new leadership challenges in today's fast changing world. Certainly there must be a better way to bring the tension level down, if not with today's leaders, perhaps with the next generation who are now beginning to emerge.

### *How does OB fit into a program of global scale?*

I figured that Outward Bound had been successfully bringing people together through challenge for 65 years and maybe we could develop a program focused on doing that in this changing world. This could also be an excellent way for us to visibly demonstrate Outward

Bound's continued relevance and leadership in adapting to changing world environments and circumstances.

### *How did the idea turn into reality?*

I asked various people both in and outside of the OB world about the concept. The reaction ranged from somewhat skeptical to positively enthusiastic. The challenge then became how to turn an idea into reality and that took two years of working with people around the OB network to refine the concept, develop the curriculum, find funding, select the participants and launch the first program pilot test.

We also formed a partnership with the Global Leadership Network (GLN) to help

develop and deliver the

global leadership agenda for the program.

The GLN is a well known organization that develops, supports and connects leaders who cross geographical borders, embrace cultural differences and social divides in order to create a peaceful, just and sustainable world.

### *What is the vision of this program?*

The program is designed to actively address the issue of how we can better live and work together in a world that is dramatically



changing. That requires a different kind of leadership than what we see today, one that is more respectful of other cultures, more understanding, more compassionate and more collaborative in facing challenges.

### *What is the outcome?*

Judging from the passionate feedback of the participants, the unique leadership expedition seems to work very well in breaking down traditional barriers and fostering a more open, human basis for working together. I believe we're off to a good start, due in large part to the collaborative effort of many OB people across the network.


### *Do you believe that GLBT can help create a better world?*

While the forces of technology and globalization have created many opportunities for better living, they have also driven an increasingly flatter world and increasing cross-border challenges to peaceful, productive coexistence. Clearly, this challenge is getting bigger everyday, leading to potential consequences that none of us want. We need more enlightened leadership to find more effective ways to resolve inevitable tensions.

Outward Bound is in a unique position to help. Outward Bound has brought people together to foster better understanding, personal discovery and collaboration in the face of challenge. Future leaders who experience and practice these principles could create a stronger foundation for positive inter-relationships and solutions. The more these new leaders emerge, the better the chances that we'll figure out a better way to live together.

### *What are your long-term hopes for the program?*

It would be great to see hundreds of next generation leaders go through the program every year around the world. They in turn would spread the principles and practice to others. In so doing, we might just help to generate a more collaborative next generation of leaders.

To achieve this level of effect and benefit, the program would need to be offered throughout the OB network. I've always believed that we are far better together than apart and this is one potentially powerful example of how we could band together to have real and positive impact in the world. With a successful pilot, we now have a new, tested, ready-made program that every OB center around the world can adapt and offer. 



The Bermuda Department  
of Tourism would like to  
commend Outward Bound  
International for their  
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# TRAINING FOR AND THROUGH THE SEA

*Address given to the Honourable Mariners' Company in  
Glasgow on the 20th February, 1947.*

by KURT HAHN

Gordonstoun School Elgin Morayshire 1947

Mr. Chairman,

There are two questions over which the responsible men in our great sea services ought to ponder: The first, which is the proper training for boys wishing to join the Merchant or the Royal Navy. The second, how can we inspire the best with a desire to go to sea?

I cannot attempt to give an adequate answer to these questions but I can offer some critical remarks which, I hope, will be constructive.

Our nautical establishments are doing a purposeful and thorough job in transmitting the necessary technical knowledge. Merchant Service officers who have sat their second mate certificate and have previously been to one of these nautical schools will gratefully testify that in their boyhood they had been well grounded. That is indeed important but it is not enough. What are our training establishments doing to fortify a young seaman against the temptations which will assail him? What interests do they develop so as to enable him to make a healthy use of his leisure? We believe that a boy going to sea should not receive an education purely or even mainly technical. To know the history of the British Commonwealth of Nations, to speak a foreign language with ease, to have knowledge of animals and plants sufficient to become an interested observer, perhaps an explorer, when visiting strange lands—all this adds strength to a young seaman's service both as an officer and a citizen. Healthy interests will protect him in foreign ports. In our instructions we need less emphasis on the purely vocational side. What about the character training? The nautical schools, modeled on the Public School system, impart two invaluable qualities:

- a) A stern sense of duty, strengthened by the daily demands of an exacting routine;
- b) A remarkable sense of brotherhood. The young cadets are welded together by experiences that will never fade out of their memory, and will remain with them as a lifelong source of strength. They have much fun in common; they have stuck together in considerable adversities; they have mastered tasks which men would have been proud to tackle.

But a great opportunity for character training has been missed; Cadets do not receive sufficient training under sail. It is only fair to add that H.M.S. Conway makes all her cadets go through a month's course at the Outward Bound School in Aberdovey.

I do believe the boys going to sea should, at the age of 15 and 16, experience a training under sail which is continuous. They should be put in charge of dipping lug cutters, winter and summer, and learn how to take them across the 20 or so miles of open bay or firth; they should in addition, twice a year, go on deep sea expeditions in a sailing ship under the command of an experienced officer, but manned mainly by boys. I hope to see the day when there is, at the disposal of all nautical schools, a square-rigged ship going every year on outward-bound cruises lasting three months; the ship to be manned by picked crews, each school sending their best team of seamanboys.

During the war, a leading ship owner told me that in an open lifeboat he would prefer to have a sail-trained octogenarian in charge rather than a young man who had only experienced a mechanical sea-training.

George Trevelyan, the wisest interpreter of the British character, has said, "Nothing can train a man of action like a sailing ship." He adds, "Without the instinct of adventure in young men, any civilization, however enlightened, any State, however well ordered, must wilt and wither."

The scientific and technical progress which we have witnessed in our life-time has been immense. But it has been accompanied by deterioration in human worth. Something indefinable has been lost. I can only hint at it.

Compare the old free stone mason to the young builder in concrete. Imagine the old medical practitioner like Sir James Afflick, who had eyes in his fingers, and then think of the modern medical scientist, who relies wholly on X-ray, chemical and physiological tests; look at the sailtrained bosun, and put beside him the ship official and ship technician of today. It is not only that the modern type is inferior in humanity, he is professionally inferior for the very absence of that sixth sense, which distinguishes the true craftsman, the true healer, the true seaman. We are born with that sixth sense but it will not develop unless it is kept alive through practice during boyhood. The craftsman's care, the healer's touch, the sailor's watchful eye, they cannot be taught or learned in manhood, while it is not beyond even an old man to acquire the mechanical efficiency demanded by his profession.

Training under sail has been abolished at the apprenticeship or midshipmen stage. This was a momentous decision to make for the greatest sea-faring nation. It is not for a layman to say whether we have taken the wrong turn. Anyway it is too late to retrace our steps. But there is no excuse if we go on withholding the benefits of sail-training from boys of 14, 15, 16 before they join the R.N. or the M.N. May the boy who wants to make the sea his career, taste experiences which have fashioned the destiny of these island people. May he, before technical training engulfs him, build up the seaman's virtues, vigilance, endurance, victorious patience, coolness in danger, resource and decision, concern for your brother, faith in the power of man, humility before God.

Gentlemen, I am sure there are many skeptics—and there may be some even in this room—who feel a strong doubt as to how it is possible to build continuous sail-training into the time-table of a public school. I invite all skeptics to come to Morayshire and look at the demonstration which began modestly in 1934, grew, before the war, to include sailing expeditions to Norway and round Cape Wrath, was interrupted from 1940-1945, and renewed in strength after the "Prince Louis" came home from Aberdovey last year.

I now come to the second question which I know is causing you a great deal of concern: How can we inspire the best among the young with the desire to go to sea?

If you went round the families of Scotland you would find many an imaginative child of 9 or 10 listening to tales and adventure, or to songs of the sea, or looking at pictures recalling incidents from the lives of our great seamen—and you would see in their eyes a secret longing: one day too I will sail the sea.

If you look at these same children again after six years, what a transformation! It is true you could still find some who want to go to sea, not always for the right reason ("I want to get rid of school," "I hate an office life") but in the great majority the imagination has withered, the spirit of adventure has died. What has happened in these 10 years? Our educational system has tamed them. To quote William Butler Yeats, "The stir has gone out of them."

I remember so well when I was an undergraduate at Oxford I often went to see the Magdalen deer walking about listless and content without any ambition to jump the surrounding fences—to me these tame deer were a sorry sight; but a psychologist might well have called them "socially well adjusted."

I bring two accusations against our taming system. It fails to equip the average boy with a willing body. The gifted athlete is splendidly trained in our schools; the physical dunce; the sensitive and hesitant child are neglected in their physical education. Fearlessness is often due to lack of imagination. The imaginative boy has made fears and hesitations; spare him yet harden him till he builds up a muscular and nervous system which will carry his sensitiveness. You will find that he then acquires the power "to overcome" courage is not fearlessness but the power to overcome fear. "He that overcometh eats of the tree of life."

On the strength of my 27 years' experience

I do not hesitate to say: You can turn every normal boy into an athlete good enough to draw self-respect and self-confidence from his performances. You can do so on one condition that you interrupt the sedentary habits of the morning by a training of at least 45 minutes, in which a boy's resilience, his powers of acceleration and coordination, his stamina are carefully exercised. The clumsy or timid boy soon will be fascinated by his unexpected progress; the ambition will grip him to train himself into a jumper, runner and thrower capable of achieving certain standards. As a result, the spirit of adventure will be revived in those who had already resigned themselves to their physical inadequacy, and given up the dreams of their childhood.

My second accusation against our system of education is this: it fails to introduce activities into a boy's life likely to make him discover his powers as a man of action.

At the beginning of this war we experienced a remarkable change in the young. Every ounce of their human strength was claimed; the light of enterprise and daring was lit in their faces, and some of these young soldiers confessed to me that they felt a great release from their former existence, "which hardly could be called life."

I refuse to arrange a world war in every generation to rescue the young from a depressing peace. Let us rather plan their life at school so that they can discover and test their hidden powers. Education has





no nobler tasks than to provide “the moral equivalent to war,” as L.P. Jacks has told us 25 years ago. That this task can be fulfilled nobody will doubt who has seen the triumph of mastery in a boy’s face when he is conquering adversities on a sailing or mountaineering expedition.

The present Headmaster of Eton has called such victories “conquests without the humiliation of the conquered.” I have often shown the Gordonstoun (or Salem) Final Report form to teachers at Secondary Schools. These are the headlines: *Espirit de Corps*. *Sense of Justice*. *Ability to state facts precisely*. *Ability to follow out what he believes to be the right course in the face of discomforts, hardships, dangers, mockery, boredom, skepticism, impulses of the moment; ability to plan; imagination; ability to organize, shown in the disposition of work and in the direction of young boys. Ability to deal with the unexpected.*

Degree of mental concentration, where the task in question interests him, where it does not. *Conscientiousness*, in everyday affairs, in tasks with which he is specially entrusted. *Manners; manual dexterity; standard reached in school subjects; practical work; art work; physical exercises; fighting spirit; endurance; reaction time.*

Invariably I am told with a shrug of the shoulders: How can we recognize these traits of character within the curriculum laid down for our schools. My reply is: you cannot; unless you revolutionize your timetable to contain activities which reveal, test and train character and in which you and your colleagues take an active part.

I recommend that training under sail or training in mountain craft be recognized as character building activities good for the future worker, soldier, clerk, scholar, business man, lawyer or doctor. I may mention here that formerly the famous Banking House of Wallenberg demanded that their future partners were trained at sea.

Inland schools should combine to have a training home on the hills or at the sea, in which short courses are held, modeled on the example of the Outward Bound Sea School. I also plead that more schools are planted near the sea.

A National Trust tenderly watches over castles and churches of the past. There is no more sacred treasure of a nation than the human nature of its citizens. We are not protecting this treasure against decay. It is our educational system that is failing in this duty of protection, wasting the unique opportunities with which this island is blessed. Ingratitude against men is bad. Ingratitude against providence is worse. “Pray to the Gods to intermit the plague that needs much light on this ingratitude.”

Training for all through the sea or the mountains. That is my plea. I make it in the interests of the nation so that the 23rd Psalm be enacted for the young: “He restoreth our soul.” But may I say to the Honourable Master Mariners’ Company, that you gentlemen, have a special reason to support this plea. Many a boy who has never dreamt of a sea career will feel when on a sailing expedition: “my fate cries out.” And he will decide to join the Royal Navy or the Merchant Service.

## Outward Bound Books and Equipment for Sale



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If we make the young of this country sea-minded we have widened your recruiting basis. But you can do a great deal to help us enlist the best. Counteract the lure at present transmitted by our educational system—tempting the gifted sons of fishermen away from a sea career.

In the fishing villages round the Moray Firth, a boy will learn French if he shows promise, he will be taught Navigation if he is stupid. A boy of "parts" in Scotland is ambitious and wants to improve his station in life. He is easily enticed to climb the academic ladder, till he lands in an office thereby wasting his wonderful heritage.

I admire the boys in the Midlands who hear the call of the sea without ever having seen it. I had quite a lot to do with them. They certainly have the "guts of endeavour" and a great gift for loyal comradeship, but as a type they cannot

compare with our fishermen sons from the North whose fathers and mothers have taught them by their example to regard truth, helpfulness and steadfastness as necessities of daily life. I know we can attract the best of them to a sea career if nautical schools throw

their doors wide open—Shipping lines, Trusts and Local Authorities combining to pay their fees—and if their parents are assured that their boys will enter the Merchant Service as apprentices straight from school.

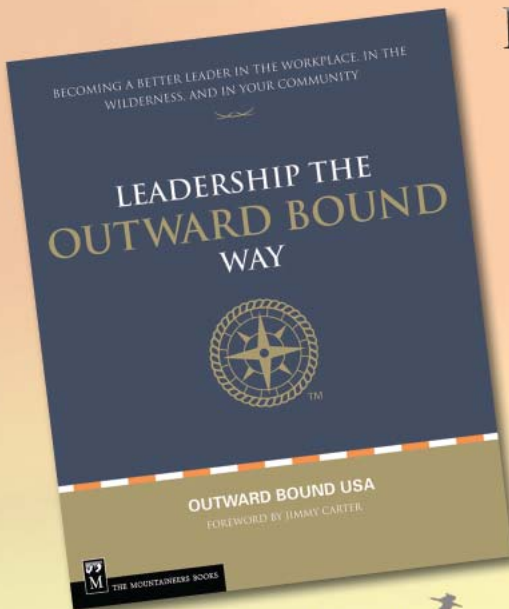
May I say in conclusion: I hope it will never be easy to enter the Merchant Service. "Character first, intelligence second, knowledge third." This was the list of priorities which the late Adjutant General Sir Ronald Adam gave to the Officer Selection Board, at a time

when he needed the best. He who demands much from the young commands their willing service. 🌟



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— Arthur Blank, co-founder and former CEO of Home Depot

Forty-five years of leadership training as developed by Outward Bound USA is now available in this new book: *Leadership the Outward Bound Way: Becoming a Better Leader in the Workplace, in the Wilderness, and in Your Community.*

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# Doing Business

## at the Crossroads of the World

*The Allianz Group brings Outward Bound to Athens*

Flanked by the Aegean Sea to the east and the Ionian Sea to the west, Greece has been a hub of maritime commerce for millennia. Athens, a former city-state and current capital of the Hellenic Republic, is regarded as the birthplace of Western civilization. It is also one of the oldest cities in the world, with over three thousand years of continuous inhabitation to its credit.

More recently, Athens was the staging ground for another sort of commerce: Outward Bound's international effort to serve the needs of one of Germany's largest companies, the Allianz Group. The Munich-based, \$121 billion U.S., financial services provider invited Outward Bound Professional-Germany to assist with its 2007 annual meeting of the Board and Managing Directors.

Arriving in Athens from Allianz's subsidiaries in 75 countries, the 220 executives, and their CEO, Mr. Michael Diekmann, settled in for two days of meetings, while Dieter Reinig, OB Pro Germany's Managing Director, began to prepare his staff of 25 facilitators to deliver a world-class program to his worldwide client.

According to Reinig, OB Pro's first contact with Allianz was in 2005, when they talked about supporting the 2006 annual meeting. Buoyed by success with Allianz in 2006, OB Pro conducted follow-up

projects for the company in Germany and in other parts of the world. As preparations began for the 2007 event, Allianz again contacted OB Pro. This time, Reinig suggested bringing in an international team of facilitators, telling his contact at Allianz, "You are a global organization...and so are we." Convinced that their international execu-

tives would be pleased to work with a global supplier that could assemble a diverse team, Allianz immediately agreed to Reinig's idea.

The Allianz concept was that Outward Bound Pro would be





responsible for enriching the company's conference by facilitating "participant interaction" during one-hour sessions held at each half-day point during the one and a half day meeting. The Outward Bound program's goals were largely oriented towards team building, but also included activities oriented to developing managerial skills, such as communication, decision-making, leadership, and inspirational development. Outward Bound Pro was also asked to identify the top three high-performing teams, and celebrate everyone's performance at the end of the conference.

The final Outward Bound Pro team included fifteen men and ten women; half from Germany, and the remainder from the United States, Singapore, Czech Republic, Romania, Belgium, and the United Kingdom. The program they delivered was a great success, according to Reinig, who mentioned that the participants had ranked Outward Bound fifth out of fifty components evaluated during the meeting.



What's next for OB Pro? With a happy client, a number of fresh leads for South Korea and Brazil, and the promise of a reprise role for 2008, Dieter Reinig is thinking big: he wants the other Outward Bound centers to pursue international projects with big clients. "This is a fast growing market segment," he says. "We have the best brand, and we should use it—our competitors aren't sleeping." 🌟





# Sea Change:

Two Years after Undertaking its Big Merger,  
Outward Bound USA Reports Out

by John C. Read  
President and CEO, Outward Bound USA



**W**e in the United States are so extraordinarily blessed with a people, and with institutions, who are generous in support of charities like Outward Bound. It is due to them that the exceptional work done by our field instructors and, more recently, school designers has been so well-supported for more than 40 years. Curious, therefore, that more than 200 trustees of seven independent

OB Schools and Centers would vote two years ago to turn the organization on its head and undertake a merger.

To be sure, the decline in wilderness enrollment over the previous decade was a significant factor in their decision, a decline that has since been reversed. Our trustees also came to believe, and with good reason, that the financial viability of Outward Bound in the US would soon be jeopardized if some action weren't taken. They had the experience of Outward Bound U.K., Australia, and Canada to draw upon in establishing the way forward and the willingness to see it through as crew, not passengers.

In my view, their motivation went far deeper than fixing the wilderness "problem." As is so often the case with Outward Bound around the world, the motivation of our best supporters flowed from the wisdom of their experience and their passion for what we do.

The leaders of Outward Bound from around the country, staff and boards, engaged each other in setting a new course for us and brought with them a common commitment to a mission

directed at personal growth and character development. They may have come with the view that the mission is best served in the wilderness, in cities, or their own particular school, but what they found (not unlike an Outward Bound course) was surprising:

- The separate wilderness schools had far more in common than trustees thought. Differences tended to be more in perception than fact, rooted in the competition that had grown up among schools.
- Outward Bound "works" in more than one classroom. A 23-day wilderness course is but one way to deliver a transformative experience through adventure and challenge.
- Hahn's work began and found its most powerful expression in schools. Expeditionary Learning and its work with 150 schools around the country are both the "long course" and the most complete expression of Hahn's philosophy we can devise.
- After a period of failure and success, Outward Bound's work in cities has found traction in delivering its mission to students who may never see the Rocky Mountains.

Accordingly, more than 200 trustees of seven separate Outward Bound organizations voted unanimously to merge because they believed that we would be stronger together than separate.

A newly constituted National Board then approved an organization structure that created four programs with nationwide scope: Wilderness (open enrollment and contract courses for youth), Professional (leadership and teamwork training for business and professional organizations), Discovery (kids at risk) and Expeditionary Learning Schools (whole school reform in elementary and secondary public schools). To lay the foundation for a further expansion in cities, the Baltimore and Philadelphia Centers were set up to operate independent of these major programs with a focus on service to their local communities.

Organized in this way and with authority delegated to each program and center head and board of trustees, the National Board was making possible both the uncovering and resolution of longstanding structural impediments to the delivery of our mission and laying the foundation for realizing Outward Bound's potential to grow in the U.S.

This potential for growth would be realized in three distinct ways:

1) A single fiduciary board and authoritative management operating in a decentralized manner that would strengthen each of our programs and centers by reducing unnecessary competition and redundant administrative expense. We see the results today in clearer boundaries between programs, a nearly fifty percent reduction in system administrative expense since 2004, and the stabilization and growth underway in each entity.

2) Work across program and center lines to “cross-rough” our strengths and elevate our presence in the experiential education world would happen if we “walked the talk” of our own core values. Examples of how this is beginning to work range from a common approach across programs to marketing, staff recruiting and training and the extension of the students’ experience through scholarships for Expeditionary Learning and Urban Center kids on wilderness courses. Of greatest potential in my view is the establishment of the Outward Bound Alumni Association. The OBAA affords the graduates of all programs (including the three schools/centers who remain under charter) to have a “place” to connect with each other and the hundreds of thousands who share in their experience. New graduates now have a crew to lean into as they find traction for their “changed life” and deliver on their

obligation to help make this a better world in their local communities.

3) Making explicit choices on how best to expand our capacity to reach more students in a better way. Our National Board embraces all of our programs and the classrooms in which they operate. Supported by the Boards of Trustees of each of our programs and centers, they are in a position both to lead our fundraising through their own generosity and to identify with staff where our future investment for growth should take place.

And what of the three Outward Bound organizations that remain under charter...would we prefer that they join the affiliation? Indeed we would, and we believe at some future point they will choose to do so. In the meantime, our work is to help them be successful on the path they have chosen and in pursuit of our common mission.

After thirty years of debate on how Outward Bound in the U.S. should be organized, our trustees have chosen a course of action and placed their confidence in Outward Bound’s staff at all levels. Speaking for the staff of Outward Bound, we are out to prove them right! 🌟



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# The Ultimate Reality Show?

by John Hasell

What really intrigues us about TV shows such as “Survivor,” “The Amazing Race,” and “The Apprentice” is not so much seeing who will be voted off the island, be eliminated, or be fired, or even watching attractive bodies. What really grabs us is seeing how people act and interact under stress, the raw display of character under pressure. And when the contestants leave, have any said that they have not gained something valuable from the experience? Though we could learn something from the reward challenges used in “Survivor,” Outward Bound does all of this, but better, and we have skilled instructors to guide the process.

As a mountaineer, soldier, Outward Bound Instructor, workshop leader, public servant, parent, and grandparent, I seem to have been involved in developing character throughout my life, both my own and those of the people I have been in contact with. But what does character development really mean?

Development is relatively straightforward. De-vel-op-ment sounds very much like what it means. It takes time, it is a process, it is like emulsion film in a bath slowly gaining clarity as it turns into a photograph. It is a process of growth, something becoming more than it was, more complete, more real. This process is greatly influenced by outside events and the specific environment in which it takes place. It is concerned with realizing potential.

Character, on the other hand, is more difficult to define. How the word is used might help, so let’s examine some familiar expressions that include the word to see what they signify.

A “character” is an amusing, unusual or eccentric personality. A “bad character” is an individual of ill repute, while a “shady

character” is someone with a questionable reputation.

A “character actor” is one who plays a role markedly different from his or her own personality. “Characters” in a book, play, or film are the individual personalities critical to the story, who the author wishes to portray in a way that will engage readers or viewers, and help them understand what motivates them.

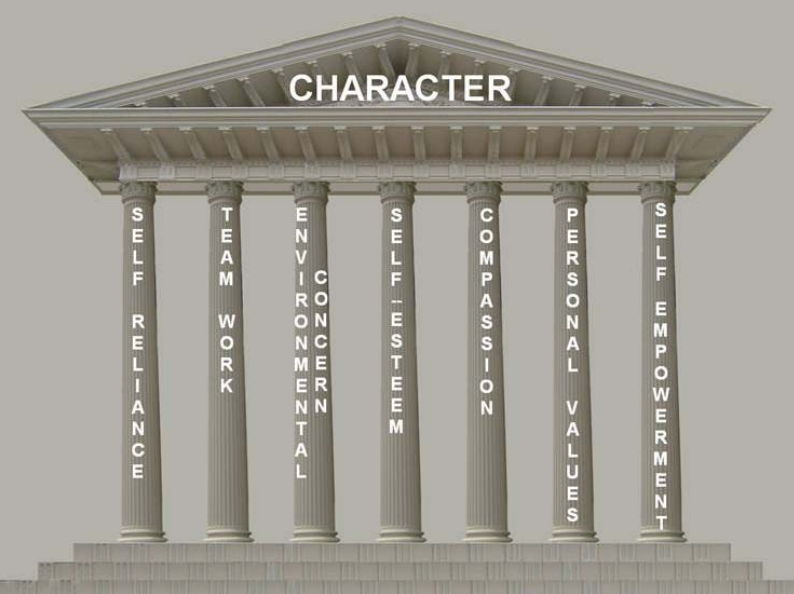
A “character reference” is the description of an individual known to the writer that can be used by the person concerned as evidence of their knowledge, skill, ability

and trustworthiness as a potential employee. A “character witness” is someone who gives evidence in a legal action with respect to the conduct and moral nature of the accused.

“Character assassination” is the slander of a person, usually with the intention of destroying public confidence in that individual.

A “character,” from the Greek *karakter* (an engraving tool), was originally used to describe an engraved or chiselled symbol, usually a letter or numeral, cut into stone, metal, or other





hard material. It represents something of importance, it has some depth and permanence, and it takes effort and skill to create. Every character has meaning.

If we compare these meanings, we see that they all focus on personality in some way. In fact, we can say that character is the essence of an individual. It defines that person's very nature. It is the combination of qualities, good and bad, that makes every one of us unique. It is reflected in every aspect of our lives, yet it cannot be seen. Conduct is the outward and visible sign of the character within.

Courage, commitment, and compassion come high on the list of qualities we expect of a good man or woman, particularly the moral courage required to implement their best intentions. Honesty and integrity are critical, but what of trust and loyalty? Are these character traits? I think so, and we look for these characteristics in our friends, employers, and employees, as well as in our children. Wisdom is gained through experience as perhaps is prudence, but impetuosity or temerity appear to be inherited through our genes and form part of our physical constitution.

Temperament, like character, cannot easily be changed, but as we gain an understanding of our natural urges most of us learn how to control our emotions and behave in a socially acceptable manner. We call this maturity, and self-control is a critical component of character.

With maturity comes another inclination: we learn to protect ourselves from

harm, to avoid risky behaviour, and to establish our own comfort zones. This makes sense, for only fools operate continually at the edge without regard to safety. However, this area of comfort can become a cage that limits personal growth. Almost all of us tend to underestimate our abilities and generally operate at a level somewhat below what we think we can.

Outward Bound can have its greatest impact when the individual is going through a major change in life such as puberty, moving, a new job, marriage, divorce, bereavement, or retirement. These passages each demand a reassessment of who we are and who we want to be. It is then that we put our character on the line and can be most susceptible to change.

One of the essential skills of an Outward Bound Instructor is to identify a participant's self-imposed limits as well as the level that he or she believes that person is capable of reaching, and then to challenge them to operate between the two. In responding to this, individuals develop the capacity to extend their limits and increase their self-confidence and self-esteem.

Another important task for the instructor, apart from ensuring safety, is to help each participant get the most out of every experience. This is what I call "squeezing the orange" and is based on anticipation, action, and reflection. Awareness of these stages and an analysis of the lessons learned can contribute greatly to the progressive development of character both on and after the course which, after all, is what Outward Bound is all about. 🧭





# A Decade of INTERTOUCH



## in the Czech Republic

by Andy Martin, PhD

In August 1997 Intertouch, a Vacation School Lipnice course, provided the invitation to “take a ride with us and discover gears you did not even know about.” An international group of 25 participants, including me, took part in this initial course held close to Prague in the Czech Republic, and in the following month the course was introduced by lead instructor Olina Petrová to the wider Outward Bound community at the International Conference in Boston. This summer, about 20 members of the original group, plus instructors, will come back to Prague for a ten year reunion, with many of the participants returning from New Zealand, the USA, Finland, Belgium, Holland, Slovakia, and Hungary.

This article reflects upon ten years of Intertouch, and the unique indigenous Czech culture of ‘dramaturgy’ and turistika activities. It is based on a keynote presentation at the 30th Anniversary conference of Vacation School Lipnice held in Prague in April 2007. This article also summarizes how the ‘Czech Way’ has enriched programs

in different continents around the world, such as ‘City Bound’, management courses at a university, and ‘Singatouch’. The article will also reflect upon some the perceived ‘mysteries’ of the Czech courses and challenge some established concepts in outdoor and experiential training. The feedback from trainers and participants internationally indicates that the concepts presented provide ideas for creative programming practice and applications to develop more holistic outdoor and experiential courses for youth and adults.

### *Intertouch*

The Czech courses appear to be significantly different from other Outward Bound courses, with instructors placing emphasis on ‘dramaturgy’, a holistic method of course design characterized by the intertwining of a wide variety of social, physical, creative, and reflective ‘games in nature’ using ‘the dramaturgy wave’. The framing of games in fantasy allows the use of ‘play’ in achieving educational outcomes.

Intertouch 1997 developed the international course idea and Intertouch 1998, again held near Prague, was about refining, polishing, recreating, and reforming the previous year's course. The interest of three instructors from Outward Bound Australia (OBA) who participated in 1998 course led to the next course being held in Australia in March 1999. This course started in Sydney with a City Bound approach and a symphony by participants on the steps of the Opera House. What followed linked the traditional OBA activities to the creative methods of dramaturgy. The former Executive Director of OBA, Karim Haddad, a participant of Intertouch 1998, indicated that the Intertouch course had had a big impact on him professionally:

*Before participating in Intertouch, I believed that I had a good understanding of Outward Bound's philosophy and methods. My view of these had been changed dramatically after being involved with Outward Bound Czech Republic and the Intertouch program. I found a fresh, invigorating, and energizing view of the OB process. I came away with a deeper passion to an organization that I believe so strongly in. I saw a bold and exciting way forward for Outward Bound Australia and other schools worldwide.*

Former Outward Bound New Zealand School Director Gaike Knotenbelt, a participant of Intertouch 1999, indicated that the Intertouch course offered "a greater exploration of the whole human person (mind, body, and soul)" and former Executive Director of OBA and OBI board member Tim Medhurst believed that 'the Czech way' should be part of the next generation of experiential programs.

The next Intertouch course was held in Hong Kong in 2000 with many Chinese participants. This created a particular challenge for the team of instructors because many participants struggled culturally with the ideas of playing games and needing 'permission to play'. However, in 2003 Outward Bound Singapore (OBS) offered a new course called Singatouch aimed at building strong bonds among ethnic groups through a combination of role-play, creativity, and its trademark outdoor adventure and team building activities (a national newspaper in Singapore described it as 'Artward Bound'). Over 120 people have now participated in the Singatouch course.

Ethnic tourist places such as Chinatown, The Malay Village, and Little India hosted the first day's activities, which introduced participants to crucial stages of Singapore's history. Away from the structured city environment and missing their cell phones, participants then spent an uncomfortable night camped on the beach, before imagining themselves as early immigrants bound for Temasek (Singapore). They rafted across the straits to be welcomed by 'Sir Stamford Raffles', the founder of Singapore.

An evening activity involved role-play as a dinner party was interrupted by the Japanese invasion of 1942. As participants later recalled their 'escape', strong emotions were elicited relating to older family members' experiences and discussion of war. As the course

progressed further, the sharing of cultural experiences and values and the discussion of male/female needs and differences produced deep discussion of many aspects of each individual's personal, professional,



and racial identity. The following typical participant comments reflect upon its cultural theme, which encourages participants to discuss what underlies the harmony in Singapore's multiracial society and potential threats to it.

Cultural diversity is necessary and important. It adds colour to Singapore and makes it unique in its own way. Peace will come from understanding. Letting/ sharing your own culture would sure be the best way to create better understanding.

Overall, the Outward Bound Singapore instructor team led by Shukor Abdul Ramli has been encouraged by the positive outcomes reported by participants. The variety of peaks of the dramaturgy wave appear to allow participants to be comfortable with 'letting go' and immersing themselves fully in their emotions and sensory reflections within the five short days. As a result, more reflective approaches that facilitate counseling are used, rather than the common action/review approaches. An example of this is probing techniques such as "How does that experience makes you feel?" taking the place of "What did you learn from that experience?" The latter tends to lead the participant to answer what is within his/her thoughts, after probably quick left-brain analysis, while the former question focuses the person on their emotional and social learning, and to naturally 'touch' the nerves of appropriate responses and affects.

A particularly innovative example of using dramaturgy was for an existing management development program at a university in New Zealand. Student comments, gathered two weeks and again six months after the course, suggest that there is merit in using this method of design for management courses, since it provides a means for developing the whole person as advocated in the management education literature. The following students' comments highlight how the course assisted their learning and provided opportunities to put theory into practice in management education:

It brought to life many concepts I have learnt about from textbooks in previous studies, providing a link between reading about them



and repeating the information in exams, and actual life. It enhanced my learning about them.

The [course] is the best thing I've done at [university]. Doing something practical with lessons combined is always better for me.

It was an amazing experience. As I sit back and reflect on what was done and how we all achieved I am "gobsmacked".... I am so satisfied.

## *The Czech Way*

Over the past ten years, dramaturgy workshops have been held internationally, in locations such as Germany and Wales, the US and Canada, Hong Kong and Singapore, Australia and New Zealand, and South Africa. Since 2002, workshops have also been held immediately after the Intertouch courses in the Czech Republic, particularly for international instructors who have been on the course. The indigenous nature of the Czech turistika activities and the dramaturgy methods of creative course design have also attracted recent attention in the outdoor education literature internationally, particularly the book *Outdoor and Experiential Learning*. Turistika includes games, active movement (travelling by bike, skis, canoe, or on foot), and outdoor and cultural activities (learning about nature, local history and sights, life of local people). Turistika has the basics of activity and sport but is mainly about aesthetic and educational experiences, whilst moving (on foot, bike etc) and playing games in nature.

However, a review of *Outdoor and Experiential Learning* suggested that Vacation School Lipnice was a "hard school...military training being reinvented... ideas taken too far?" Observation of the courses reveals something quite different.

In isolation, some games are physically hard, but the holistic approach means they are integrated with the 'soft' and creative elements of the course. The education team is much more than instructors. At times they are task or drill masters, safety officers, actors, animators, play leaders, therapists, or group facilitators. However, instructors do need to be experienced when pushing people's comfort zones, particularly without 'frontloading' activities. The goals/experience participants should get is not frontloaded, as every participant brings his/her past experiences and so subsequent outcomes cannot be predicted and are individualized. What are defined are themes, and through activities and games, space is created to explore these themes. Review is part of the reflection wave, rather than the 'action/review' approach of the 'adventure wave', as indicated by the following feedback from a trainer on an

international workshop:

What was new and made sense (both as a diagnostic and planning tool) was the idea of the integrated waves. It reinforced the idea of incorporating dynamic reflection within and beyond activities—in my mind this compliments rather than replaces the need for dynamic review.

Petr Kubala, a Czech instructor on Intertouch 2006 and lead instructor for 2007, also reflected about the effectiveness of dramaturgy and the traditional Czech courses, having participated on a 'real' 21-day outdoor course at Outward Bound South Africa. However he concluded that he had found a "treasure at home." Kubala indicated that during challenge programs and expeditions, the focus was mostly on making decisions, leading and following, solving conflicts and working together, exploring and overcoming one's own fears, etc. Thus, at the end of a course, people were saying things like "I have pushed myself," "I have found my inner strengths," and "I have found a way to solve conflicts." These are definitely valuable experiences, but at Intertouch there are also comments that are different in nature: "I remember people's eyes; I still remember their colors," "I didn't know I could paint, act...", "It felt so real experiencing the life from birth to death...."

Kubala summarized Intertouch as "to be touched from different directions, at different spots, to be touched and have touched."



Two months after the 2006 course, one participant commented "...that no matter what tomorrow brings, I'm still different — I'm Intertouched." Through a variety of roles taken during the course, people get many opportunities to touch various corners of their inner world and to meet others. Activities are mixed in order to touch different dimensions of a person — physical, social, mental, creative, spiritual, and so on. The scenario is balanced to provide both pace and rhythm and is further adapted according to

the group needs arising during the course. The range of emotions, encounters, and experiences gets as wide as each participant allows them to spread. The great treasure of these courses is the depth of encounters with others and the variety of encounters with our other selves. Linking trademark outdoor adventure with team-building activities, which involve other media such as the creative arts and the environment, provides opportunities to enrich programs internationally, reflecting different unique cultures and style and a more holistic challenge for "more people in more ways more often." Will you be Intertouched in 2008? 🌀



# CROCS

## The Ultimate River-Crossing Shoe?

### Gear Review

**C**rossing rivers with crocs used to be a very bad idea. Long feared because of their prehistoric look and reputation as man-eaters, crocs are usually to be avoided at all costs. But not any more. At about 225 g each, a pair of Crocs weighs a lot less than their reptilian namesake, which can reach 1,000 kilograms, and a bit less than a typical running shoe. And they dry much faster too.

**C**rocs are the rubber-like, clog-inspired shoes that have reached a cult-like status throughout much of the world. The shoe, first developed and manufactured by Foam Creations, Inc. of Quebec City, has taken the world by storm under the efforts of Niwot, Colorado-based Crocs, Inc., which has become one of the fastest-growing footwear companies in the world, with a market capitalization of \$3.4 billion U.S. Manufactured in Canada, China, Italy, Mexico, Romania, and the USA, the brand has attracted a huge following, and is available in more than 24,000 retail outlets around the world.

**N**ew to the Crocs product line is the Off Road™, which was introduced in early 2006 and targets outdoor enthusiasts. A thicker sole with an aggressive tread, a protective toe cap, and an adjustable heel strap distinguishes the Off Road from its urban brethren. Indeed, it is the “Turbo Strap” that makes the Off Road a more effective river-crossing shoe than a pair of regular Crocs. Without the strap tight against your heel, you might find yourself swimming after your Crocs, midstream.

### Advantages

- Lightweight: 225g (Men's size US 10/ EU 44)
- Quick drying
- Waterproof: no need to keep them dry inside your pack
- Float: easy to retrieve if they come off
- Comfortable: doctors, nurses, restaurant workers, and others who stand on their feet all day find their comfort irresistible
- Arch support and orthotic heel
  - Antibacterial: made of a patented closed-cell resin material called Croslite™
  - Close-toed
  - Inexpensive: \$39.99 US



### Disadvantages

- Bulky: harder to fit into your backpack than lightweight running shoes
- The Holes: allow the water out,

but everything else in—count on dirty feet, and plenty of sticks and stones underfoot

- Low durability: not designed for extended trail use
- Loose fit: don't feel as secure as hiking boots when river crossing
- Soft sole: not puncture resistant, so watch where you step

**Summary:** Perhaps the best river-crossing shoe available to those who want to keep their hiking boots dry. If using Crocs around camp and for crossing rivers is not enough to sate your comfort appetite, some people have taken to backpacking long distances in the plastic shoes. One American claims to have hiked much of the 3500-kilometer Appalachian Trail, from Georgia to Maine, in his Crocs. For more information on the shoe, visit [www.crocs.com](http://www.crocs.com)





*Outward Bound Canada students on a 21-day mountaineering course in the Rocky Mountains of Alberta.*