

Activity Analysis in Teambuilding and Group Initiative Programs

By:

Patrick T. Mercer

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Approved:

Date

Project Advisor

Date

Committee Member

Date

Department Chair

Table of Contents

Abstract	1
Chapter 1	2
Statement of problem	4
Objectives of the project	5
Assumptions	5
Delimitations	6
Limitations	7
Definitions of terms	8
Chapter 2	10
Activity analysis	11
Why analyze activities	11
The activity checklist	13
Attributes of activities identified and grouped into their domains	13
Standardization of activity analysis	15
Teambuilding	16
History of Teambuilding	17
Present day teambuilding methods and goals	19
Teambuilding defined as experiential education	20
Effective teambuilding leadership	21
Facilitator's role in leading	22
Activity Selection	22
The need for teambuilding activity analysis proposal	25
Creation of a database	25
Summary and conclusion	26
Chapter 3	28
Methods and procedures	28
Project description	28
Background of participating agencies	31
Target population	32
Procedures / procedural steps for project completion	33
The role of the project agency	35
Site assessment / determination	36
Instruments	36
Funding sources	36
Evaluation plan	37
Chapter 4	38

Chapter 5	39
Discussion / summary and conclusion	39
Summary of procedures	39
Project outcome	41
Conclusion	42
Discussion and implications	43
Recommendations	44
Appendix A – Wilkins (2001) Activity Analysis Checklist	46
Appendix B – Human Subjects Proposal Application and consent form	48
Appendix C – Database Format	49
References	74

Abstract

The purpose of this project was to demonstrate the need for activity analysis in teambuilding programs through prevailing literature and to create an activity analysis database for teambuilding and group initiative programs. This was accomplished by comparing and contrasting teambuilding programs, such as those sponsored by Project Adventure, with information regarding the benefits of activity analysis.

Proper facilitation of a teambuilding program is necessary to ensure that the outcomes are beneficial and not harmful to the group or individuals within a group. Activity analysis will not only help a facilitator to achieve the selected goals, but it can be used as a tool to aid in the proper selection of an activity for a group or individual. Such a tool can be created by the standardization of activity analysis by using a uniform, all encompassing checklist as the principle source for finding the appropriate activity.

Chapter 1

INTRODUCTION AND STATEMENT OF THE PROBLEM

Teambuilding programs involve specifically designed and facilitated activities in which everyone's participation is required to accomplish the task at hand (Moore, 1992). The group works for a common goal of improved communication, trust, efficiency, goal setting, problem solving, and other common objectives.

Proper facilitation of a teambuilding program is necessary to ensure that the outcomes are beneficial and not harmful to the group or individuals within a group. When done correctly, teambuilding programs can increase a group's ability to work together and help build a sense of trust, communication, cooperation and fun (Rohnke & Butler, 1995). However, improper facilitation or selection of a teambuilding activity can potentially lead to harm in the group or the individuals in the group. Beginning and seasoned facilitators alike must present to a group activities that are designed to bring them together, working as a team, to accomplish a common goal. Since no two groups of individuals are identical, the needs of one group may be different than the needs of another.

The activities a facilitator presents to a group are also different. Each activity has its own inherent characteristics, which are unique to the activity itself. It is the goal and task of a facilitator to research several activities, identify and understand the goals and characteristics of each activity and find any other hidden attributes of the activities that

might change the desired outcomes for the group. The facilitator must then select the specific activities that will best benefit a group of individuals in a teambuilding program.

Since the goals and objectives of every group are different, a facilitator must repeat this process for every group and activity. Improper selection of an activity or the failure of a facilitator to identify the hidden attributes of an activity can potentially lead to harm within the group or the individuals in the group. It is only when leaders conduct a thorough analysis on each activity before they present it to the group, can they select the most appropriate activity that will achieve the greatest good. This thorough analysis will also eliminate activities that could potentially cause individual or group harm (Wilkins, 2001).

Proper activity analysis requires a facilitator to research the activity, present the activity to a control group, and document all the characteristics of the specific activity. For each additional activity, the facilitator must repeat this process. This process is lengthy and requires much time on the part of the facilitator before he or she even come into contact with the group, time most facilitators do not have. Several books have been written to aid facilitators in this process (e.g., Moore, 1992; Rohnke, 1989; Rohnke & Butler, 1995), however none of these books have a detailed breakdown of all the attributes that may or may not be inherent within the activity itself.

A facilitator who is experienced in presenting teambuilding activities has already conducted the research necessary to successfully analyze activities. However, the way one facilitator may analyze an activity might be different from that of another facilitator. It is then necessary for each facilitator to perform their individual activity analysis for each specific activity.

To simplify, standardize, and improve the activity analysis process, Wilkins (2001) has created an all-encompassing analysis checklist that outlines all physical, mental, emotional, cognitive and social attributes (See Appendix A). To eliminate even more variance, Wilkins suggests that each activity analysis attribute or characteristic on a flow chart should be standardized by a common definition. This standardization can bridge the gap between one analyzer and another, allowing the opportunity for everyone to record the same analyzed results on the same activity.

Once the checklist is standardized for use by every facilitator, and an activity has been analyzed, the analysis can be permanently recorded and filed for later use by the facilitator or other facilitators. Such a checklist is not readily available for teambuilding facilitators.

This project will focus on creating an activity analysis checklist for facilitators of teambuilding activities. The project also will analyze several teambuilding activities and store the information to a database designed around the checklist. This database will be used as a valuable resource for facilitators.

Statement of Problem

The purpose of this project is to standardize an activity analysis checklist for teambuilding and group initiative activities based on the Wilkins (2001) checklist. The information from this teambuilding checklist will be used to create a teambuilding computer database. Several popular teambuilding activities will then be analyzed using the modified checklist and then entered into the teambuilding database. This database

will be a guide for teambuilding facilitators by providing them with a standardized, uniform and defined activity analysis checklist. It also will serve as a resource for facilitators seeking teambuilding activities and group initiatives that have been pre-analyzed.

Objectives of the Project

1. Modify the Wilkins (2001) activity analysis checklist for teambuilding and group initiative analysis.
2. Construct a computer database designed around the teambuilding activity analysis checklist.
3. Analyze several teambuilding and group initiative activities using the teambuilding activity analysis checklist and enter the activity and the results in the teambuilding database.
4. Edit and Evaluate the database and the teambuilding checklist.

Assumptions

It has been shown through several different studies (Priest & Lesperance, 1994; Bronson, Gibson, Kichar & Priest, 1992; Maxwell, 1997; Priest, 1998) that teambuilding and group initiatives benefit the participating groups and individuals in numerous ways. It is not the purpose of this project to prove or disprove benefits that may or may not

occur with teambuilding programs. This project's purpose is to analyze these activities for professional use.

Another assumption is that the activity analysis checklist created by Wilkins (2001) has been tested and proven to be all encompassing, and that the definitions provided by the Wilkins study are correct and accurate. This project will not check the validity of the Wilkins checklist or its contents, but utilize it for the purpose of analyzing teambuilding activities.

Proper facilitation of a teambuilding program is necessary to ensure that the desired outcomes are beneficial and not harmful to the group or individuals within a group. Live participants participating in teambuilding and group initiative activities will be used for the analysis. It is an assumption that the facilitators have properly facilitated the activity in accordance with the activities' desired outcomes and direction.

Delimitations

Since groups vary in age, needs, and size this project will be delimited to young adult / adult populations. There also are countless teambuilding activities and group initiatives that a facilitator may use. However, due to time, this project will only analyze a select group of activities for the initial creation of the database. It will be possible to add additional activities to the database as they are analyzed, as the process will be described in detail to ensure replication.

Due to copyright laws, it is possible that some activities will not be able to be tested and / or entered into the database.

Limitations

The most salient limitation is human error. Failure of a facilitator to fully understand the definitions of specific attributes of the teambuilding activity analysis checklist can result in analysis discrepancies between one facilitator and another. To reduce this potential for error, a glossary of terms will be built into the database.

This project will not be able to take into account the environmental conditions that are present during the teambuilding activity analysis. Environmental conditions can change the analysis of an activity because of safety considerations, a change in participants' emotions and a change in the participant's thought process. Environmental conditions also have effect on group processes that could alter the analysis of an activity.

When a change in an activity or the specific directions of an activity occurs, a change in how the activity will effect a person or group also will occur (Rohnke & Butler, 1995). The analysis of any activity can change if the facilitator does not instruct the group properly while giving them the rules and instructions. If a facilitator leaves out an instruction or rule, or adds additional instructions or rules to the activity, the results of the activity might not reflect that of the analysis. To maintain consistency within the analysis, only the root activity as it is presented in the literature will be analyzed. Facilitating a teambuilding lesson is more involved than just giving the directions to an activity. Proper leadership requires training, practice, coaching, experience, and mastery (Rohnke & Butler, 1995) in the "art" of facilitation.

Definitions of terms

The following terms are used in this study:

Appropriate Activity: - A selected activity that, at the specific time best fits and meets the groups' needs, skills, and abilities.

Teambuilding: - "Activities in which everyone's participation is required to accomplish the task at hand" (Moore, 1992, p.53). The group works for a common goal of improved communication, trust, efficiency, goal setting, problem solving, and / or other common objectives.

Activity Analysis: - "A process that involves the systematic application of selected sets of constructs and variables to break down and examine a given activity to determine the behavioral requirements inherent for successful participation and that may contribute to the achievement of client outcomes" (Peterson & Stumbo, 2000, p. 142).

Project Adventure: "Project Adventure's concept is characterized by an atmosphere that is fun, supportive and challenging. Non-competitive games, group problem solving initiatives and ropes course events are the principle activities we use to help individuals reach goals; to improve self-esteem, to develop strategies that enhance decision-making, and to respect differences within a group" (Ellmo & Greaser, 1995, p. 173).

Facilitator: A person or group of persons trained to plan, modify and deliver a teambuilding lesson based on the needs and wants of the group. The facilitator moreover is responsible for the safety of the group.

Database: A computer based program designed for users to enter and categorize data enabling them to recall the data by its defined characteristics.

High 5 Adventure Learning Center: (High 5) “A non-profit organization dedicated to helping individuals, schools and communities use experiential education as an effective tool for improving the way they live, learn and work together” (High 5, 2003, p. 1).

Chapter 2

REVIEW OF THE LITERATURE

The purpose of this project is twofold: 1) To standardize an activity analysis checklist for teambuilding and group initiative activities based off the Wilkins (2001) checklist, and 2) to use the information from this checklist to create a teambuilding computer database. Several popular teambuilding activities will then be analyzed using the modified checklist and then entered into the teambuilding database. This database will be a guide for teambuilding facilitators by providing them with a standardized, uniform and defined activity analysis checklist. It will be able to serve as a resource for facilitators seeking teambuilding activities and group initiatives that have been pre-analyzed, to ease selection of appropriate activities to meet group needs and goals.

This chapter, will provide the literature background necessary for understanding the need for activity analysis. This chapter in addition, will provide a background in the experiential education field of teambuilding and group initiatives. Lastly, this chapter will suggest the proposal for the creation of a teambuilding activity database based on the criteria of an activity analysis checklist.

Activity Analysis

To comprehend the need for activity analysis in teambuilding programs, it is essential to understand why activity analysis is crucial in any recreational environment where a leader is facilitating activities for a group of people or an individual where the outcome of the activity promotes change or growth. To understand activity analysis, it is necessary to review the definition as provided by Peterson and Stumbo (2000).

Activity analysis can be defined as a process that involves the systematic application of selected sets of constructs and variables to break down and examine a given activity to determine the behavioral requirements inherent for successful participation and that may contribute to the achievement of client outcomes. (p. 142)

An activity leader needs to understand more than just the definition of activity analysis. He or she also needs to realize why it is important to analyze activities, how to analyze activities, the purpose behind analyzing activities and how to properly use the information gained by the analysis.

Why Analyze Activities?

Breaking down the activity to constructs and variables, a leader could determine the essential components of an activity and decide whether the selected activity is appropriate for use with an individual or group. “As a therapist [leader] you meet with professionals from other disciplines to prioritize needs, determine goals and objectives,

develop plans, and assign programming responsibilities” (Wilkins, 2001, p.1). The appropriate activity to satisfy the goal or objective is determined by dissecting the activity into its core parts and seeing if these parts fit the needs of the goals and / or objectives. Rohnke and Butler (1995) add “there are four basic elements of an adventure experience. It is the goal of the adventure facilitator [leader] to see that they all happen” (p. 9). Only through activity analysis can a facilitator be sure exactly what attributes an activity may possess. Failure of a leader to fully understand the attributes of an activity could potentially, inhibit the groups from reaching their goals and objectives.

Not only does activity analysis allow a leader to select the appropriate activity, but it also allows a leader to understand “the complexity of many activities [that] is frequently hidden because of assumed familiarity” (Peterson & Stumbo, 2000, p.144). These hidden attributes may also contribute toward the development of a group or individual. As Wilkins (2001) stated, “placing individuals in activities inappropriately carries with it the potential to bring about physical, social, and emotion or psychological harm to the individual” (p. 1). A leader completing a thorough analysis on several activities before presenting them to the participant(s) can select the best activity that will achieve the greatest good, and eliminate activities that potentially could cause harm.

The Activity Checklist

To aid in the analysis of an activity, several checklist forms have been created (Wilkins, 2001; Peterson & Stumbo, 2000; Farrell & Lundegren, 1991) so leaders can visualize on paper exactly what criteria they should be looking for while performing an analysis. The identification of specific attributes of an activity, and grouping them into different domains, created the foundation behind these checklists. “It is intended to help systematize the way in which activities are scrutinized for their potential to meet client needs, and thus produce predictable client outcomes” (Peterson & Stumbo, 2000, p. 143).

Attributes of Activities Identified and Grouped Into Their Domains

Activities allow groups and individuals to interact with each other in eight separate patterns as first presented by Avedon (1974), and further defined in Peterson & Stumbo (2000). These eight patterns of social behavior define the interactions, verbal or non-verbal, between a person, group, object, or any combination of the like.

Peterson and Stumbo (2000) continued to define additional domains believing that “when an individual engages in an activity, action is required in the four behavioral areas, regardless of the type of activity: physical (psychomotor), cognitive (intellectual), social and affective (emotional) behaviors” (Peterson & Stumbo, p. 6). Wilkins (2001) created a checklist using these four domains and added “leisure-related knowledge” as the fifth area (p. 8). Wilkins then broke the five domains into even more specific sub-areas that

often follow an organized taxonomy, in the attempt to create an all-encompassing checklist. This checklist, created by Wilkins, will provide a basis for the components in the creation of the database.

Rohnke and Butler (1995) divided the Project Adventure teambuilding and group initiative program into four categories that also will be added to the database activity analysis checklist. These elements are trust, communication, cooperation, and fun. Ellmo and Greaser (1995), writing for Project Adventure, divided the Project Adventure experience into six key elements: trust building, goal setting, challenge/stress, Ah Ha! experiences, humor/fun, and problem solving. Avedon and Sutton-Smith (1971) outlines other dimensions of games that will be incorporated into the teambuilding checklist. These dimensions include: time considerations, prop usage, trust, dependence, and direct mirroring of life themes. Moore (1992) breaks teambuilding and group initiatives into the following attributes that also will be considered when creating the checklist: indoor, outdoor, indoor and outdoor, the number of players, time, energy level and special props. High 5 Adventure Learning Center's Manual for Adventure Games, Initiatives and Metaphors (2003) outlines thirteen specific outcomes/objectives to fit metaphoric frames. These thirteen items are communication, community development, creativity, goal-setting, leadership and followership, gender issues, individual challenge/taking risks, integrity, passages/change, persistence/staying on task, planning and organization, success/failure and trust issues. These outcome objectives are provided as a guide to High 5's clients to help them find an activity that fits their needs.

Standardization of Activity Analysis

When a change in an activity or the specific instructions of an activity occurs, a change in how the activity will effect a person or group will also occur (Rohnke & Butler, 1995). For this reason, when an activity is analyzed, the leader should not alter the activity from the initial directions.

Wilkins (2001) notes that in order to create such a checklist, a professional philosophical position statement is required. This statement,

Is intended to give direction to the entire service delivery system. So we begin to determine the selected sets of constructs and variables, by systematically examining the overall purposes of the professional services delivered.... Using this approach, we are able to compile a list of variables which can be used to systematically analyze any activity. (Wilkins, 2001, p. 8)

Peterson and Stumbo (2000) provide a list of guidelines that a leader should use when analyzing an activity.

- Analyze the activity as it is normally engaged in.
- When completing the activity analysis rating form, rate the activity as compared to all other activities.
- Analyze the activity without regard for any specific disability group per se.

- Analyze the activity with regard to the minimal level of skills required for basic, successful participation. (p. 145-146)

These principles will provide standardization that will account for the potential variance between different leaders. To eliminate even more variance, Wilkins (2001) points out that each attribute or characteristic on a flow chart should be standardized by a common definition. This standardization can bridge the gap between one analyzer and another, allowing the opportunity for all facilitators, who have been educated in activity analysis, to record the same analyzed results on the same activity. This bridging is essential for facilitators of teambuilding programs whose training and education is as diverse as the number of teambuilding facilitators. Providing facilitators with a standardized checklist and definitions, it will bring all facilitators who use this system to a common level.

Teambuilding

Activity analysis of teambuilding and group initiatives is essential to ensure the facilitators select the appropriate activities that will satisfy the group's goals and objectives. Teambuilding programs exist in a variety of environments. Hotels, resorts, outdoor education centers, corporations, schools and other educational based agencies all promote and use the teambuilding model.

History of Teambuilding

The “emergence of the team idea” (p. 7), as depicted to us by Dyer (1977) started “in the late 1920’s and early 1930s with the now classic Hawthorne Studies” (p. 7). This study, initially designed to examine the production outputs of workers under a variety of environmental changes in a corporate setting, discovered that “after much analysis, the researchers generally agreed that the most significant factor was the building of a sense of group identity, a feeling of social support and cohesion that came with increased worker satisfaction” (Dyer, 1977, p. 8). Successful team leadership and management also played a key part in the increase of productivity.

Even though the Hawthorne Studies were fundamentally flawed (Carey, 1997), corporations started to invest in the building-a-team concept to increase productivity with successful results. Several studies (Priest & Lesperance, 1994; Bronson et al., 1992; Maxwell, 1997 and Priest, 1998) on corporate teambuilding have shown both long term and short-term benefits from a structured teambuilding program. Findings by Bronson et al. (1992) found changes in improved team development within an experimental group subjected to a corporate adventure training program compared to a control group who had no such training. The major areas of change as recorded by a pre and posttest include:

Team members understand group goals and are committed to them.

Team members are friendly and interested in each other...

Team members listen to others with sensitivity and understanding.

Team members are prompt in making decisions and initiating solutions.

Team members recognize and respect individual differences.

Team members have high standards for their own work and the team's performance....

Team members recognize and reward team achievements.

Team members encourage and appreciate comments about team efforts. (Bronson et al. 1992, p. 51)

Such adventure teambuilding programs should facilitate activities that match the goals of the company, as presented by Maxwell (1997). "What organizations want from team building is simple. They want business results – increased profit, return on investment, and market share" (Maxwell, 1997, p.27). Maxwell also concludes "teambuilding aims to improve team processes, resulting in better work output and long-term team effectiveness, contributing to improved performance of the organization of which the team is part" (Maxwell, 1997, p.27).

To improve upon these goals, organizations rely on teambuilding leaders to facilitate four main objectives that fall into these four categories: 1. goals, "the teams core mission" (Maxwell, 1997, p.28); 2. roles, how the team will "organize all the resources at our disposal to best attain our goals" (Maxwell, 1997, p.28); 3. work processes, "the focus is on the way we do what we do.... The way we make/sell the product we produce.... How we have meetings, make decisions, resolve conflict, generate ideas, lead ourselves, solve problems, etc." (Maxwell, 1997, p.28); and 4. relationships, "trust and support, reward and recognition, respect, integrity, openness, and teamwork all fall into this category" (Maxwell, 1997, p.28).

By developing these areas, a team can return to work with a heightened work ethic and perform to help reach the goals of the company. These ideas have branched to other areas of life outside of the work place and companies. Instead of using teambuilding and teamwork trainings as a means to an end (i.e. more profit), facilitators use these same activities as a process to improve human relations between individuals, not for profit in terms of monetary compensations, but for general regard for the quality of human life.

Present Day Teambuilding Methods and Goals

“The essence of Adventure programming is pretty simple. You’re teaching the basics of communication, cooperation, and trust in a milieu of FUN” (Rohnke & Butler, 1995, p. 3). Teams are not just limited to corporations or the workplace; teamwork is crucial in all aspects of life. Agencies such as Project Adventure, created in the 1970’s based on Outward Bound course curriculum, originated to communicate the plan of building a team specifically to a tenth grade physical education class throughout the entire school year (Prouty, 1999). Seeing the need for teambuilding programs in all areas of life, Project Adventure has since led the way in school, group, and corporate teambuilding by standardizing and creating a teambuilding model and curriculum. Rohnke (1989) defined five goals of teambuilding for any group for Project Adventure facilitators.

1. To increase the participant’s sense of personal confidence.
2. To increase mutual support within a group.

3. To develop an increased level of agility and physical coordination.
4. To develop and increased joy in one's physical self and in being with others.
5. To develop an increased familiarity and identification with the natural world.

(p. xi-xiii)

Rohnke and Butler (1995) also outlined for Project Adventure four basic elements of an Adventure experience. These four attributes of trust, communication, cooperation, and fun can be found in Project Adventure activities. These activities are then grouped into larger categories such as warm ups, group initiatives, games, stunts, and closing/framing which are all steps in the Project Adventure teambuilding model. Other skills learned in a teambuilding experience include teamwork, decision-making and creative problem solving. "It is the goal of the adventure facilitator to see that they [the goals and skills] all happen" (Rohnke & Butler, 1995, p. 9). However, as shown by Wilkins (2001) any specific activity has more than just the attributes of trust, communication, cooperation, and fun. It is the responsibility of the facilitator to research several activities, separate them into their possible attributes and finally make certain the activities will properly contribute to the goals and objectives of the group.

Teambuilding Defined as Experiential Education

A teambuilding lesson similar in curriculum to the Project Adventure style is not typically taught in a classroom setting, like math or English, but in an academic strand as a type of experiential leaning. "Experiential learning is a philosophical orientation toward teaching and learning which values and encourages linkages between concrete,

educational activities and abstract lessons to maximize learning” (Luckner & Nadler, 1997, p. 3). A teambuilding lesson will take the participants and give them tasks that are abstract in thought or contrived in scenario. The activity is then played out and in the end, debriefed. It is during this debriefing process that a connection is made between what just occurred and how it links to real life. It is this connection where facilitators hope a change will take place within the group and within each individual. If the facilitator succeeds with this connection, the change will bring the group closer to reaching the five goals of personal confidence, mutual support, physical coordination, and joy in one’s self as outlined by Rohnke (1989).

Effective Teambuilding Leadership

The teambuilding facilitator has a very difficult process to undertake when conducting a teambuilding lesson. Graham (1997) provides a basic understanding of the leadership necessary as a facilitator.

Team building is a complex and comprehensive process, which requires clear thinking, common sense, and a caring heart. But its most important element is your ability to create and communicate a vision of results that inspires action, moves individuals to perform at their best, and helps create the cohesion, guidance, and momentum needed for success. (p. 108)

This facilitator must also know group processes and be able to identify changes within a group and act accordingly in regards to the group’s goals and objectives.

Facilitator's Role in Leading

According to Rohnke and Butler (1995), “Adventure leaders present activities in a way that allows the group to develop its own abilities, with guidance from the leader when appropriate” (p. 5). The facilitator’s role in an effective teambuilding program is crucial. Facilitating a teambuilding lesson is more involved than just giving the directions to an activity. Proper leadership requires training, practice, coaching, experience, and mastery in the “art” of facilitation (Rohnke & Butler, 1995).

A leader must also master the skills of processing a group’s experience. Processing requires a facilitator to fully understand the group and its goals. It also requires a facilitator to fully analyze and understand the attributes and components of the presented activity so the facilitator can properly initiate the practice of processing.

Processing points out how to utilize past experiences in making future decisions, and therefore to direct or alter future behaviors, and thus, results.... This art of systematic questioning, and analysis of an event, leads the participants to realize greater self-awareness, and assists them in applying lessons learned to other situations. (Wall & Tait, 1994, p. 53)

Activity Selection

Not only does a facilitator need to present an activity to a group, but the facilitator also must select the appropriate activity at the correct time and ensure the safety of all

participants during the activity. Activity selection is accomplished through five steps, given by Rohnke & Butler (1995).

The first step is to assess the group:

- Who is the group? – What age? What is the mix of age, sex interests?
Are they coming voluntarily or are they being told to go? Do they want to be there?
- What do they want to accomplish? – What are the goals for the program?
Are the goals of the group's leader the same as those of the participants?
- How many participants will there be? – Is it a group of 10 or 200? Can the goals realistically be achieved with a group of this size?
- How long will the program last?
- Where will the program take place?
- Are there any special considerations? (p. 25)

After the leader assesses the group, the second step is to plan the lesson. The leader must select the appropriate activities for the group or individual based on his or her assessment. What activities the leader chooses will directly effect the overall outcome of the group. The leader must then prepare and lead the activities he or she has selected.

The last step, which then leads back to the first, is to evaluate.

In evaluation:

You're observing the group to check behaviors, you're analyzing the behaviors to determine if you need to alter your activity selection, and you're providing both appropriate challenges and discussions when needed to assist the group in examining its performance and behaviors. (Rohnke & Butler, 1995, p.28)

At this time, the facilitator must reassess the group and select the next appropriate activity. The steps of assessing, planning, preparing, leading and evaluating are an ongoing, cyclical process. It is often obligatory, with proper evaluation and assessment of a group, for a leader to change the lesson completely to fit the group's needs.

Activity Analysis and Teambuilding

Three out of the five steps outlined by Rohnke and Butler (1995) directly require the process of activity analysis. A facilitator of teambuilding activities needs to be well versed in the analysis of activities to be sure the selection of the activity is appropriate.

Activity analysis leads to a more comprehensive and complete understanding of activity components and participation requirements. Activity analysis provides:

- A better comprehension of the expected outcomes of participation.
- A greater understanding of the complexity of activity components, which then can be compared to the functional level of an individual or group to determine the appropriateness of the activity.
- A basis for comparing and contrasting the relative contributions of several activity options to the desired participant outcomes.
- Information about whether the activity will help the client achieve the intended outcomes.
- Direction for the modification of adaptation of an activity for individuals with limitations or for a particular outcome.

- Useful information for selecting a facilitation, instructional, or leadership technique.
- A rationale of explanation for the therapeutic benefits of activity involvement (Peterson & Stumbo, 2000, p.144).

The Need for Teambuilding Activity Analysis Proposal

Armed with the knowledge of activity analysis, a teambuilding facilitator can present appropriate activities that could best benefit the group. To select the appropriate activity requires any leader to have considerable experience leading groups with a built in mental database of activities already analyzed. If not, the leader must sift through book after book, reading activity after activity to find the appropriate match for the group. Even after the facilitator finds an activity, he or she must process it through an activity analysis checklist to bring out all attributes that may or may not be seen. Lastly, to successfully analyze an activity just by reading the directions in a book is very difficult. A leader must first run an activity, in a controlled environment to truly see all possible variables (Moore, 1992). This process is lengthy and not practical in the time a leader usually has to properly prepare for a lesson.

Creation of a Database

A more desirable, less time-consuming course of action would be to have a list of activities already sorted by their attributes based on a common, all encompassing

checklist. With this resource, a facilitator could select an activity based on the variables the group requires with instant information on additional variables that may or may not be present. Such a resource is the basis of this project. Similar resources are usually found in the back of activity books (e.g., Rohnke & Butler, 1995; Rohnke, 1989; Moore, 1992) that break each activity down into large categories. However, these indexes do not provide an in-depth look at the specific attributes that, for a facilitator, is necessary to fully understand the potential good or harm the activity could cause.

The creation of a computer database as described will allow a facilitator to find and access several activities based directly on the needs of the group. The facilitator will also be made aware of all aspects and attributes of a specific activity so a properly informed judgment can be made to decide if the activity is appropriate for the group. The database will also be expandable, allowing a facilitator to add activities and his or her respective analyses over time.

Summary and Conclusion

A teambuilding facilitator has the enormous task of selecting an appropriate activity for a group based on the group's needs and goals. The entire process can be lengthy, causing an incomplete or incorrect analysis of an activity or group needs. No tool or database can be created that will take the place of a facilitator's experience or expertise on teambuilding activities and activity analysis. However, several tools and resources have been created to aid and shorten the process of researching activities (Rohnke & Butler, 1995; Rohnke, 1989; Moore, 1992). The creation of a teambuilding

activity analysis database will take several steps out of the facilitator's important task of selecting an appropriate activity and thus allow the leader more time to focus on other areas of teambuilding that are equally important for the success of the group.

Other potential benefits that could be derived from the creation of this database are numerous. It is possible for videos, photos and other similar attachments to be added to the description of the activity giving users a visual and auditory example of the activity. The database can provide links to relevant internet sites, or be placed directly on the web as a resource.

Chapter 3

METHODS AND PROCEDURES

The purpose of this project was twofold: 1) To standardize an activity analysis checklist for teambuilding and group initiative activities based on the Wilkins (2001) checklist, and 2) to create a teambuilding computer database. Several popular teambuilding activities were analyzed using the modified checklist and then entered into the teambuilding database. This database will be a guide for teambuilding facilitators by providing them with a standardized, uniform and defined activity analysis checklist. It also will serve as a resource for facilitators seeking teambuilding activities and group initiatives that have been pre-analyzed, to ease selection of appropriate activities to meet group needs and goals.

Project Description

Proper facilitation of a teambuilding program is necessary to ensure that the outcomes are beneficial and not harmful to the group or individuals within a group. Each activity has its own inherent characteristics, which is unique to the activity itself. It is the goal and job of a facilitator to research several activities, identify and understand the goals and characteristics of each activity and find any other hidden attributes of the activities that might change the desired outcomes of the group. The facilitator must then

select the specific activities that will best benefit a group of individuals in a teambuilding program.

Since the goals and objectives of every group are different, a facilitator must repeat this process for every group and activity. Improper selection of an activity or the failure of a facilitator to identify the hidden attributes of an activity can potentially lead to harm within the group or the individuals in the group. It is only when a leader conducts a thorough analysis on each activity before they present it to the group, can they select the best activity that will achieve the greatest good (Wilkins, 2001).

Proper activity analysis requires a facilitator to research the activity, present the activity to a control group, and take lengthy notes regarding all the characteristics of the specific activity. This process is lengthy and requires a lot of time on behalf of the facilitator before they even come into contact with the group. Several books have been written to aid facilitators in this process (e.g., Rohnke, Butler, 1995; Rohnke, 1989; Moore, 1992), however none of these books have a detailed breakdown of all the attributes that may or may not be hidden within the activity itself.

A facilitator who is experienced in presenting teambuilding activities has already done the research necessary to successfully analyze activities. However, the way one facilitator may analyze an activity, might be different from that of another facilitator. To simplify, standardize, and improve the activity analysis process, Wilkins (2001) has created an all-encompassing analysis checklist that outlines all physical, mental, emotional, cognitive and social attributes. This standardization can bridge the gap between one analyzer and another, allowing the opportunity for everyone to record the same analyzed results on the same activity.

Once the checklist is standardized for use by every facilitator, and an activity has been analyzed, the analysis can be permanently recorded and filed for later use by other facilitators. Such a checklist is not readily available for teambuilding facilitators.

For this project, a teambuilding activity analysis checklist was created from a modified version of the Wilkins (2001) (See Appendix A.) activity analysis checklist. The new checklist was evaluated by teambuilding professionals and the checklist was revised to accommodate their suggestions.

A computer database was created based on the teambuilding activity analysis checklist. This database will allow a facilitator to analyze an activity and record the data from the analysis into the database. A description of the activity also will be entered into the database that corresponds with the analysis.

After the database program format was created, several teambuilding activities were then analyzed and entered into the database. Three qualified persons who were familiar both with the checklist and what it entails and teambuilding activities conducted the analysis. After an activity had been analyzed, the analyzers compared and discussed their results until an agreed upon consensus was made regarding the analysis results of the analyzed activity. These results were, along with the activity description, entered into the database. This process was repeated with several other activities to build the size and usefulness of the database. Several revisions to the teambuilding activity analysis checklist and the database were made to reflect the suggestions of the analyzers.

To ensure proper analysis, it was important that the analyzers were not distracted by the need to facilitate a group and analyze concurrently. A separate facilitator was required to present the activity to the group during analysis. The facilitator was

instructed to carefully follow the rules and objectives of the activities. Due to the size and scope of this project, the persons who participated in the activities that were analyzed were limited to the young adult/adult teambuilding population.

This project also utilized an agency that is set up to conduct teambuilding activities. High Five Adventure Learning (High 5) center in Brattleboro, Vermont was a prime choice. High 5's instructors acted as facilitators to their clients and presented them with teambuilding and group initiatives. Separate outside observing analyzers were used to record the data from these groups of paying clientele. To obtain a different perspective on the activity presented, another trained facilitator was enrolled as a participant of High 5. This person's responsibilities were first to participate with the group and then secondly, to analyze activities.

The completed project will now serve as a resource base for students and faculty of the Recreation and Leisure Studies Department at the State University of New York College (SUNY) at Cortland. Barring copyright laws and permission, this database could potentially be used to serve all teambuilding facilitators at all locations, particularly if it is web based.

Background of Participating Agencies

High 5 Adventure Learning Center is a nonprofit organization dedicated to helping individuals, schools and communities use experiential education as a tool for improving the way we live, learn and work together. High 5 is a source of quality,

affordable training for all age groups, as well as an educational resource for anyone working in the adventure field (High 5, 2003, p. 1).

To become a professional facilitator of teambuilding and high ropes adventure activities, a person needs to seek training from those who are already in the field. High 5 Adventure Learning Center is an agency designed to teach people how to correctly and safely conduct teambuilding activities for their own groups. They offer customized one to five day programs designed to either facilitate all ages of people in experiential adventure activities, or to train adult leaders to facilitate these activities. The quality of instruction presented by their staff as well as the volume of people trained or facilitated throughout the year, makes High 5 an exemplarily model of proper teambuilding facilitation and a convenient place to analyze a quantity of activities.

Target Population

This project's focus was on creating an activity analysis checklist for facilitators of teambuilding activities. The project also analyzed several teambuilding activities and stored the information to the database designed around the checklist. This database can be used as a valuable resource for teambuilding facilitators. The data collected from this project will be used by the students and faculty of the Recreation and Leisure Studies Department at SUNY Cortland and by the staff at High 5. Barring copyright laws and permission, this database could potentially be used to serve all teambuilding facilitators

in any location. This checklist also could be placed on the internet. An adaptation of this database also could be developed to serve specialists in the field of therapeutic recreation.

Teambuilding programs can be structured to fit the needs of all age groups. Collecting teambuilding activity analysis data for every population and/or age group would be extremely lengthy and was not feasible at this time. Therefore, data collected from this project was structured for adult, young adult, and adolescent populations. Teambuilding facilitators who focus on teen, young adult and adult populations will be able to utilize this database for their programs. A database and checklist accommodation also was considered to include other age groups in the future.

Procedures / Procedural Steps for Project Completion

Step One

The first step was to develop an activity analysis checklist for teambuilding and adventure related programs. This was done by examining the Wilkins (2001) activity analysis checklist, and added to the database were components related specifically to teambuilding activities. The modified checklist also was piloted, as an alternative to finding a local teambuilding center, through a SUNY Cortland Recreation and Leisure Studies Department sponsored teambuilding program created specifically to accomplish the needs of this project.

Further changes to the checklist were made until the checklist was finalized. Once this occurred, a computer database was then created to match the variables listed on the teambuilding activity analysis checklist. The program that used to create the database

was Microsoft Access. This program was selected for its versatility, accessibility and its ability to handle a multi-layered database.

Step Two

As soon as the database program was created, teambuilding activity analysis data was collected and entered into the database. To properly analyze the teambuilding activities, two activity analysis persons were selected and trained as activity analyzers utilizing the checklist. These individuals were selected because of their background in and previous understanding of teambuilding facilitation and/or activity analysis and were selected through personal contacts of the researcher. These two persons volunteered their time and were trained in activity analysis by the researcher.

Step Three

The analysis section of this project required observing and videotaping participants involved in a teambuilding program. Therefore the project applied for and was granted an expedited human subjects approval to protect the privacy of the participants.

After the human subjects proposal was approved, the project researcher and one trained activity analyzer paired up to observe and analyze teambuilding activities presented by High 5 instructors to their participants. At no time did the two analyzers interrupt the facilitation conducted by the High 5 instructors. The second activity analyzer was enrolled in the course offered by High 5 and directly participated in the

activities to obtain an inside perspective. At the end of each activity, the two activity analyzers and the project researcher compared data and agreed upon an analysis to be entered into the database by the project researcher.

Step Four

This process of analysis repeated itself until the database contained ample information to be considered a resource. The completed database was sent to activity analysis and teambuilding professionals for further feedback. Copies of the database were distributed as necessary.

The Role of the Project Agency

High 5 provided the teambuilding instructors and the participants who were analyzed through their teambuilding activities. They moreover were responsible for providing a safe learning environment for conducting these teambuilding activities. Their trainings and facilitations were conducted as usual with the addition of the trained activity analyzers to observe the process. The staff from High 5 also was asked to give feedback on the content of the activity analysis checklist and the final analysis of teambuilding analysis.

Site Assessment / Determination

The site used for the teambuilding activity analysis was the training ground at High 5 Adventure Learning Center located in Brattleboro, Vermont. The center has professional staff and a certified teambuilding course proven safe and effective for their clients.

Instruments

Appendix A is a copy of Wilkins (2001) activity analysis checklist; this checklist served as the base model for creating the teambuilding activity analysis checklist which served as the format of the database. Other props such as rope, paper, balls, low ropes elements that pertain to teambuilding activities were provided by High 5 as needed. They selected the proper props for the activity they were presenting to their clients.

The database was created through a computer program, Microsoft Access. This program was selected because of its ability to accept a large volume of activities and a large checklist of material.

Funding Sources

The funding source was limited to the resources of the researcher. High 5 was asked and complied to volunteer their services for this project.

Evaluation Plan

Evaluation was based on the database and the accuracy of the information contained within the database. Before the project was finalized, activity analysis and teambuilding professionals, who checked the data for accuracy, evaluated the database. The database was then changed and modified to reflect their feedback. The project was completed when the database was in full working order with several analyzed teambuilding activities entered into the database. Since the database has the capacity to store unlimited amounts of information, on going data entry and evaluation of the database's content will be required as new information about activity analysis and teambuilding is researched and discovered.

Chapter 4

RESULTS

The purpose of this project was twofold: 1) To standardize an activity analysis checklist for teambuilding and group initiative activities based on the Wilkins (2001) checklist, and 2) to use the information from this checklist to create a teambuilding computer database. Several popular teambuilding activities were then analyzed using the modified checklist and entered into the teambuilding database. This database will be a guide for teambuilding facilitators by providing them with a standardized, uniform and defined activity analysis checklist. It will be able to serve as a resource for facilitators seeking teambuilding and group initiatives activities that have been pre-analyzed, to ease selection of appropriate activities to meet group needs and goals.

The database itself is in digital form stored on computers and compact laser disks. A copy of the database will be kept on file in the Department of Recreation and Leisure Studies at the SUNY Cortland, NY and High 5 Adventure Learning Center in Brattleboro, VT. Appendix C, Database Format, will provide a printed copy of the database format as it was at the completion of this project.

Chapter 5

DISCUSSION/SUMMARY & CONCLUSION

The purpose of this project was twofold: 1) To standardize an activity analysis checklist for teambuilding and group initiative activities based on the Wilkins (2001) checklist, and 2) the information from this checklist was used to create a teambuilding computer database. Several popular teambuilding activities were analyzed using the modified checklist and then entered into the teambuilding database. This database can now be a guide for teambuilding facilitators by providing them with a standardized, uniform and defined activity analysis checklist. It also will serve as a resource for facilitators seeking teambuilding and group initiatives activities that have been pre-analyzed, to ease selection of appropriate activities to meet group needs and goals.

Summary of Procedures

A review of the literature was conducted to show the need to apply activity analysis to teambuilding/group initiative programs. Therapeutic recreation specialists have used activity analysis to ensure the quality of the programs and activities selected to provide a greater amount of good while at the same time allowing the specialist to sort out activities that are not appropriate for the client or that could potentially cause harm. The teambuilding and group initiative activities facilitator, for the same reasons, also

requires this same level of knowledge. This project was designed not only to combine the areas of activity analysis and teambuilding but also to aid teambuilding and activity facilitators in the selection of activities.

The first step for this project was to create a Microsoft Database file patterned after the Wilkins (2001) activity analysis checklist and become familiar with the research behind the creation of the checklist. Since each database created is specific to itself, an entire database had to be created from scratch. The database format was tested at SUNY Cortland the fall semester of 2003 in the Teambuilding and Group Initiative Class. The database then went through several changes, definitions were added and the format was updated. Additional changes were made after actual data from the research was added to the records. The final format of the database was saved to a compact laser disk and distributed.

While creating the database, data collection for the records also was in progress. High 5 Adventure Learning Center in Brattleboro, Vermont provided the resource necessary to gather and analyze data on teambuilding and group initiative activities. Upon obtaining permission for Review of Projects Using Human Subjects (Appendix B, Human Subjects Proposal Application, Consent Forms), three selected observers, including the researcher of this project, traveled to High 5 to conduct activity analysis. Two observers recorded data and videotaped the activities lead by the facilitator selected by High 5, and one enrolled as a High 5 course participant and directly participated in all the activities. At the end of the day, the observer/participant, added notes and reflections to the data recorded by the other two observers.

The data collected from the High 5's course was later re-analyzed, to ensure quality, by reviewing the videotape and through several discussions with Dr. Vicki Wilkins. This final evaluated information was entered and is stored directly in the activity analysis database. The final copy of this database can be found at the SUNY Cortland Department of Recreation and Leisure Studies, High 5 Adventure Learning Center and with the researcher.

Project Outcome

The database created by this project was stored on compact disk and an outline of the format of the database can be found in Appendix C, Database Format. The database holds the recorded analyses of over thirty teambuilding and group initiative activities. It is specifically designed to allow the addition of new activities into the program to potentially store thousands of activities. The database also is designed to allow for modification and corrections of current recorded activities. This will allow constant ongoing evaluation and reassessment of the activities entered into the database.

Some of the specific features of the database program allow for the filtering of activities. A facilitator seeking specific outcome/objectives can apply a filter to all activities and only view the activities that meet the facilitator's requirements. The outcome/objective list was adapted from High 5 Adventure Learning Center's Manual for Adventure Games, Initiatives and Metaphors (2003). These thirteen items were copied and included into the database for practical use by High 5 and teambuilding facilitators. The database program also provides an alphabetical listing of all activities when desired

by the user. Additional information about activities also was added to the database. Ferrell and Lundegren's (1991) component of format structure, which included self directed, self improvement, competition, social and participant spectator, and their nine recreation program areas were modified for the database.

Conclusion

Based upon the outcomes and within the limitations of the project, this database will serve as a complex resource for facilitators of teambuilding and group initiative activities as well as therapeutic recreation specialists, and general activity leaders. Activity leaders can use this database to find, sort through, and record potentially thousands of activities all in a quick convenient computer program. It provides quick references to published material and descriptions of certain activities for both new and veteran activity leaders. It also gives activity leaders a tool to sort out potentially harmful activities and choose alternative activities that will better fit the needs of the individuals within the group.

The records stored in the database can be filtered by the outcome/objective section. Due to the size and design of the database, it will not be able to successfully filter activities by the attributes that correspond with the Wilkins (2001) checklist. The user will however, have the capability of viewing the attributes that correspond with the Wilkins (2001) checklist after they perform a filter using the outcome/objective section.

Discussion and Implications

This database has the potential to be used by facilitators and activity leaders anywhere a computer is available. Combined with the videotape of the activities, the database created from this project can be used as an ongoing teaching tool for the SUNY Cortland Department of Recreation and Leisure Studies. Students will be able to compare the results from their analysis with the results recorded on the database.

Agencies such as High 5 can use this database to aid their staff and their participants with researching new activities and recalling classic activities. This research also will aid High 5 staff and clients by providing them with a greater, more in-depth look at the inherent attributes of activities. The data collected in this project differs from the “back of the book” outline charts (High 5, 2003). Not only does the data provide the user with the outcome objectives and the respective reference, but it also gives the user a comprehensive breakdown of the activity’s attributes.

Little or no modifications can be made to the database allowing it to be customized for other user groups such as but not limited to outdoor education facilities, summer camps, Project Adventure events, corporate teambuilding agencies, colleges and universities, therapeutic recreation specialists, physical education teachers, and adventure clubs. A resource such as this also can be placed on the internet to provide limited or unlimited access.

Recommendations

This database has the potential to record and store thousands of analyzed activities. It is probable that each copy of the database will continue to grow and expand at different rates as each user adds their own activities to the database. Copies of the entire database were made and can function independent of each other. These copies will be separate from each other with little or no possibility of joining them in the future. The new data stored on one copy of the database will not be easily transferable to other copies. Such a feature that would allow all activities ever entered into this program to be gathered into one complete expanded database and redistributed to the users could be created. This feature could be possible using the internet as a resource base.

A major limitation to this project outlined in Chapter 3 is assuming the activity analysis checklist is all encompassing. As the program was piloted and data started to be entered, it was realized that the checklist itself and the research behind the data was not in completed form and was still being modified. Though the Wilkins (2001) checklist and research used to design this project was the newest and best information to date, it is probable that as the research continues, the information behind the activity analysis checklist will change and be modified to reflect the new research. It is recommended that when the research on activity analysis grows, the database will be modified to reflect such growth.

When this project was in the planning stages, the Wilkins (2001) activity analysis checklist and the information behind the checklist was scheduled to be evaluated, tested

and modified for another similar project. This event just described never occurred leaving a lot of evaluation, testing and modification to be done by this project, something that was beyond the scope of this research. Throughout the creation of this project, a few new attributes were modified or added to better fit the needs of the user. It is recommended that a Master/Doctoral level research be conducted to evaluate, test and modify the Wilkins (2001) activity analysis information. The database should then be changed to reflect any necessary modifications.

Appendix A

WILKINS (2001) ACTIVITY ANALYSIS CHECKLIST

ACTIVITY: _____

PHYSICAL _____

BODY POSITION

stand sit kneel prone supine

BODY PARTS

upper ext upper body
lower ext lower body
whole body

SENSES

visual auditory tactile taste smell

BASIC SPORT/BALL SKILLS

throw catch bounce kick roll strike

BASIC FUNDAMENTAL MOVEMENTS

Locomotor
Non-locomotor
Manipulative
prehension
dexterity

PERCEPTUAL ABILITIES

Kinesthetic discrimination
body awareness
bilateral
laterality
sidedness
balance (s/s d/s s/d d/d)
spatial relations (o/s o/m b/s b/m)

Visual discrimination

tracking
fig discrimination
Auditory discrimination
localization

tracking

fig discrimination
Tactile discrimination
Coordinated abilities

hand-eye
foot-eye
rhythm

PHYSICAL ABILITIES

Endurance
Strength
Flexibility
Agility
change directions
stop/start
reaction/response

SKILLED MOVEMENTS

Simple(pattern)
Compound(implement)
Complex (w/o base of support)

COGNITIVE _____

RULES

<5 simple
5-10 average
>10 complex

MEMORY RETENTION

immediate
short-term
long-term
visual
auditory
tactile
kinesthetic

CONCENTRATION

intermittent
consistent

COMMUNICATION

verbal
non-verbal
receptive
expressive

SYMBOL IDENTIFICATION

shapes
sizes
colors
gestures

DIRECTIONALITY

left/right
up/down
front/back
in/out
under/over
above/below
center/through

THOUGHT PROCESSES

imitation
matching
sequencing
abstract
creativity
decision-making
planning
strategizing

ACADEMIC SKILLS

reading
spelling
writing
math
knowledge arr a

SOCIAL _____

PATTERN

intra-individual
extra-individual
aggregate
inter-individual
unilateral
multilateral
intragroup
intergroup

STYLE

cooperation/competition
sharing/taking turns
homogeneity/heterogeneity
leadership
stewardship to earth/others
cultural diversity/bias

PHYSICAL CONTACT

brief/intermittent/continuous
obligatory/incidental
gentle/aggressive
supportive/competitive
extremities/full body

SPACING

less than arm/arm/more than arm

SOCIAL COMMUNICATION

discussion w/ facilitator
discussion w/o facilitator
conversation
initiate
engage
ask questions
answer questions

NOISE LEVEL

whisper /conversation /yelling

AFFECTIVE _____

EXPRESSIONS

joy
sadness
guilt
fear
frustration
playfulness
self control
confront/assert
risk

CONSEQUENCES

success/failure
independence/dependence/interdependence
inclusion/exclusion
esteem/embarrassment
stress/relaxation
body image

DEFENSES

active anger
on a thing
on a person's property
toward a person protected by rules
toward a person with an object
toward a person directly

quiet anger

destruction
dominance/control
identification
erotic/sexual pleasure
regression

LEISURE-RELATED KNOWLEDGE _____

GENERAL

leisure
leisure opportunities

SELF

interests/capabilities
goals/values
attitudes
barriers
self-management (time/money)

RESOURCES

equipment/facilities
personal/home/family
community
state/national/international

Appendix B

HUMAN SUBJECTS PROPOSAL APPLICATION AND CONSENT FORM

Consent Form

State University of New York and Cortland

We request your informed consent to be a participant in the project described below. Please feel free to ask about the project, its procedures, or objectives.

At any time during the course of the project, you may, without prejudice, withdraw from this consent and discontinue your participation in the project or activity. The privacy of each participant will be protected, and all information will be treated with appropriate confidentiality.

The faculty member responsible for this project is Dr. Vicki Wilkins from the Recreation and Leisure Studies Department at SUNY Cortland at 607-753-4972. The contact person for any questions regarding the rights of human subjects is Amy Henderson-Harr, Designee, Human Subjects Committee at SUNY Cortland, (607) 753-2511.

For this project, the activities you will be participating in led by High 5 Adventure Education Center will be videotaped and analyzed for their content and inherent characteristics. This project will not be intervening with your goals and objectives set by yourself and your contract with High 5. The researchers will be strictly observers of your activities. The research project is focused on the activities and not the participants and the privacy of each participant will be protected, and all information will be treated with appropriate confidentiality. The recorded videotape will be managed only by the researchers or the project Advisor and will be kept confidential.

Participation in this project will bare no foreseeable risk or discomfort to yourself. The activity analysis data collected for this project will refined and entered into a computer database to benefit facilitators of teambuilding and group initiative programs. A final copy of this database will be given to High 5 for their professional use. No part of the recorded videotape from this project will be stored on the database.

I have read the description of the project for which this consent is requested, and I consent to participate and to be videotaped.

TITLE OF PROJECT: Activity Analysis in Teambuilding and Group Initiative Programs /

DATE: ___/___/___

SIGNATURE: _____

Consent for use of videotape for education and research:

The Recreation and Leisure Studies Department of SUNY Cortland is devoted to the professional development of all staff and students through education, service and ongoing research. The data gathered from this project will be used in future educational courses. The content of this videotape combined with the information from the completed Activity Analysis database can be an effective teaching tool for the faculty of this department. The Recreation and Leisure Studies Department of SUNY Cortland seeks permission to use an edited version of this video for instructional purposes.

I have read the description of the project for which this consent is requested, and I consent to participate and to be videotaped and the contents of this videotape to be used by the faculty of the Recreation and Leisure Studies Department for instructional Purposes. I understand that students and faculty of the SUNY Cortland Recreation and Leisure Studies Department will use an edited version of this videotape for education and research, and the Department Chairperson of the Recreation and Leisure Studies

Department of SUNY Cortland will manage the access to this videotape as they deem appropriate.

TITLE OF PROJECT: Activity Analysis in Teambuilding and Group Initiative Programs

DATE: ___/___/___

SIGNATURE: _____

Please answer the questions below. (Continue on the back if more space is needed.)

1. Did you experience any unexpected problems or risks to subjects? If yes, please explain below.

No unexpected problems or risks to the subjects was experienced.


2. Have you made or do you intend to make any changes to your research plan? If so, please explain.

No, the final project has been completed.

Please return completed report to Office of Sponsored Programs, 403 Miller Administration Building.

Appendix C








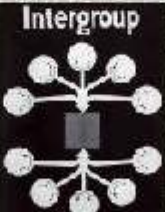
DATABASE FORMAT

Activity	Number of Players	Time	Description
Objectives		Click here or more information	
1.			
2.			
3.			
4.			
5.			
Reference Information:			

Affective									
Expressions									
Joy	Sadness	Guilt	Fear	Frustration	Painfulness	Self-control	Confront/Assert	Risk	
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Consequences									
Success/Failure					Independence/Interdependence/Dependence				
Exclusion					Esteem/Embarrassment				
Stress/Relaxation					Body Image:				
Stress					<input type="checkbox"/>				
Defences									
Active Anger									
On A Thing			On A Person's Property			Toward A Person Protected By Rules			
<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			
Toward A Person With An Object					Toward A Person Directly				
<input type="checkbox"/>					<input type="checkbox"/>				
Quiet Anger									
No									
Destruction		Dominance/Control			Identification		Erotic/Sexual Pleasure		Regression
<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Affective									
Expressions									
Joy	Sadness	Guilt	Fear	Frustration	Painfulness	Self-control	Confront/Assert	Risk	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Consequences									

Cognitive							
Number of Rules							
Memory Retention							
Immediate	ShortTerm	LongTerm	VisualMemory	Auditory	Tactiel	Kinesthetic	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Concentration							
Communication			Symbol Identification				
NonVerbalComm	ReceptiveCommunication		Shapes	Sizes			
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
Verbal Communication	Expressive Communication		Colors	Gestures			
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>			
Directionality							
Left/Right	Up/Down	Front/Back	In/Out	Under/Over	Above/Below	Center/Through	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ThoughtProcess							
Imitation	Matching	Sequencing	Abstr	Creativity	Decision Making	Planning	Strategizing
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Skills			Knowledge Area				
Reading	Spelling	Writing	Math				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Cognitive							
Number of Rules							
Memory Retention							
Immediate	ShortTerm	LongTerm	VisualMemory	Auditory	Tactiel	Kinesthetic	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Concentration							

Physical						
0						
BodyPosition	Stand	Sit	Kneel	Prone	Supine	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
BodyParts	UpperExt	UpperBody	LowerExt	LowerBody	WholeBody	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Senses	Visual	Auditory	Tactile	Taste	Smell	Kinesthesia
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BasicSport/BalSkills	Throw	Catch	Bounce	Kick	Roll	Strike
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BasicFundamentalMovements						
Locomotor	Crawling	Climbing	Walking	Running	Leaping	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Jumping	Hopping	Skipping	Galloping	Sliding	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Non-Locomotor	Bending	Stretching	Pulling	Pushing		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	Twisting	Turning	Swinging	Swaying		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Manipulative	Prehension	Dexterity				
	<input type="checkbox"/>	<input type="checkbox"/>				
PerceptualAbilities						
KinestheticDiscrimination						
BodyAwareness	Bilaterality	Laterality	Homolateral	Homologous	Sidedness	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Balance	Balance Static/Static	Balance Dynamic/Static	Balance Static/Dynamic			
No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
	Balance Dynamic/Dynamic					
	<input type="checkbox"/>					
Spatial Relations	Spatial Relations B/S	Spatial Relations B/M				
No	<input type="checkbox"/>	<input type="checkbox"/>				
	Spatial Relations O/S	Spatial Relations O/M				
	<input type="checkbox"/>	<input type="checkbox"/>				
VisualDiscrimination	Visual Tracking	Figure/Ground Discrimination				
	<input type="checkbox"/>	<input type="checkbox"/>				

Social						
Pattern						
<input type="checkbox"/> Intra-Individual	<input type="checkbox"/> Extra-Individual	<input type="checkbox"/> Aggregate				
Intra Individual	Extra Individual	Aggregate				
						
<input type="checkbox"/> Inter-Individual	<input type="checkbox"/> Unilateral	<input type="checkbox"/> Multi-Lateral				
Inter Individual	Unilateral	Multilateral				
						
<input type="checkbox"/> Intra-Grou			<input type="checkbox"/> Inter-Grou			
Intragroup			Intergroup			
						
Style						
<input type="checkbox"/> Cooperation	<input type="checkbox"/> Competitio	<input type="checkbox"/> Sharing	<input type="checkbox"/> Taking Turns	<input type="checkbox"/> Homogeneit	<input type="checkbox"/> Heterogeneity	<input type="checkbox"/> Leadership

Life And Leisure Related Knowledge:

General: Leisure Leisure Opportunities

Self: Self Interests/Capabilities
 Self Goals/Values Setting
 Self Attitudes
 Self Barriers

Group: Group Interests/Capabilities
 Group Goals/Values Setting
 Group Attitudes
 Group Barriers

Self-Management Time: No Self-Management Money
 Self Trust
 Self Problem Solving
 Self Fun
 Self Inherent Risk
 Self Perceived Risk

Group-Management Time: No Group-Management Money
 Group Trust
 Group Problem Solving
 Group Communication
 Group Cooperation
 Group Fun
 Respecting Differences
 Group Inherent Risk
 Group Perceived Risk

Resources: Equipment/Facilities
 Personal/home/Family
 Natural World
 Community

No State/National/International

Life And Leisure Related Knowledge:

General: Leisure Leisure Opportunities

Self: Self Interests/Capabilities

Group: Group Interests/Capabilities

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