

Determining the development of hard - and soft skills of adventure Gap Year participants

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PREFACE

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ABSTRACT

Gap Year programmes started in Europe as the 'Grand 'Tour' (Cohen 2001:129; O'Shea, 2014:2). Today gap years are a growing trend and can be seen as any break taken between stages of life for between three and twenty-four months (Qian, 2013:16). There are many forms of Gap Year programmes with the main difference being either a structured and an unstructured programme (Snee, 2014:3). Stehlik (2010:365) explains that a constructive gap year is mostly filled with valuable life experiences and can contribute to the development of important life skills. This study examined structured gap year programmes that make use of adventure activities to determine the development of hard and soft skills in participants.

The determination of hard and soft skill development was done through a qualitative approach, which made use of a semi-structured interview. The Beyond Adventure Structured Adventure Gap Year Programme participants were used as the population of this study. Participants who were chosen for the sample were all enrolled for the year-long programme. Systematic random sampling was used to select the interviewees for the study. Fifteen interviewees were selected for the study. The semi-structured interview measured the participants' hard- and soft skills. The study had two sets of interviews: one pre-and one post-test. The pre-test semi-structured interview was conducted at the start of the Beyond Adventure Structured Adventure Gap Year Programme (BASAGYP), and the post-test semi-structured interview at the end of the programme to measure the change that took place in the participants' hard- and soft skill development.

The research showed that all interviewees had improved on the tested hard- and soft skills presented by the Beyond Adventure Structured Adventure Programme. Hard skills were grouped under one of three headings, namely, technical skills, environmental skills, and safety skills. These skills all showed improvement with the most progress in survival skills (technical skills), navigational skills (technical skills) and first-aid skills (technical skills). The soft skills were also grouped into three categories, namely, instructional methods, facilitation skills, and organisational skills. These soft skills all showed improvement with the most progress in communication skills and self-confidence. The study demonstrated that interviewees were more likely to form part of the adventure tourism sector upon completion of the BASAGYP. The research also found that interviewees had a clearer sense of what they wanted to do on completion of the Beyond Adventure Structured Adventure Programme.

The researcher recommends that the development of hard- and soft skills in SAGYP be further investigated to determine whether these SAGYPs could be used as training mediums for future outdoor leaders in adventure tourism.

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CHAPTER 1: INTRODUCTION AND PROBLEM STATEMENT

1.1 Introduction

What sets gap years apart from just being on holiday? Literature indicates that gap years take the form of various meaningful programmes and that participants may take part in military service, religious activities, self-enrichment courses, volunteering and travelling (Greffrath & Roux, 2012:461; Curtis, Mlotkowski & Lumsden, 2012:35). Among the different kinds of gap year programmes to choose from and for this study, the researcher will be examining gap year attendees attending the Beyond Adventure Structured Adventure Gap Year Programme.

The Beyond Adventure Structured Adventure Gap Year Programme (hereafter referred to as BASAGYP) is presented near Grahamstown, South Africa. The aim of the BASAGYP' is the personal development of participants through a six-month (January to June or July to December) or eleven-month (January to December) course with adventure activities. The training provides a challenging environment for young people to discover and develop their leadership potential whilst preparing them for the tourism industry as well as the business world (Beyond Adventure, 2017:1). The present study aims to evaluate the BASAGYP and to determine whether the training they provide has enhanced the participants' hard skills (technical skills, e.g. tying of knots or paddling techniques) and soft skills (interpersonal skills, e.g. how to address clients and take control of a group of people in distress).

The remainder of this chapter is constructed as follows: a brief literature background of SAGYPs, followed by the problem statement, the research question and the objectives of the study, the population sample and methods used for data collection.

1.2 Background to the study

Gap year participants are considered as taking a break between significant life phases—between high school and university, or between the university and work—for self-enrichment through travelling, working, military service, religious purposes or self-enrichment/training courses (Greffrath & Roux, 2012:461). According to Jones (2004:32), a gap year programme can last between three (3) and twenty-four (24) months, and it is up to the participants to decide what they would like to achieve. The overview of the literature study will be divided into mass and alternative tourism, adventure tourism, gap year programmes, and the development of hard and soft skills.

1.2.1 Defining alternative tourism

Jennings (2010:444) defines tourism as

“[t]he sum of the phenomena and relationships arising from the interaction among tourists, business suppliers, host governments, host communities, origin governments, universities, community colleges

and non-governmental organisations, in the process of attracting, transporting, hosting and managing these tourists and other visitors".

Dowling and Fenell (2003:2) explain that tourism can be viewed as a global activity, which provides a service sector of employment, revenue and general economic impacts. On a larger scale, this is referred to as mass tourism. However, over past years, various types of tourism have arisen as an alternative to mass tourism; these are collectively referred to as alternative tourism.

Alternative tourism is described by Fennell (1999:9) as a generic term that encompasses a whole range of tourism strategies (e.g. 'appropriate', 'eco-', 'soft', 'responsible', 'people to people', 'controlled', 'small scale', 'cottage', and 'green' tourism) all of which attempt to offer a more benign alternative to conventional mass tourism in certain types of destinations. Different types of alternative tourism include eco-tourism, cultural tourism, educational tourism, scientific tourism, volunteer tourism, agritourism, serious leisure and adventure tourism (Wearing, 1998:30; Cloke & Perkins, 1998:212). This study focusses on the adventure tourism sector.

1.2.2 Adventure tourism

- Adventure tourism refers to an outdoor travel activity and can be categorised as a leisure travel activity in which physical risk and danger is a compulsory aspect; it is also seen as a thrill-based activity where an adventurer is ready to face high and low levels of challenges (Dar, 2014:77). According to Priest and Gass (2005:18), four elements must be present for an activity to be classified as an adventure activity, namely: (1) the activity must be a novelty; (2) the activity must be entered into voluntarily; (3) it is a state of mind; (4) and the outcome must be uncertain. Martin, Breunig, Wagstaff and Goldenberg (2017:22) explain that adventure tourism has become a programme where clients arrive in ordinary clothes, and with a little help and training, have the opportunity to participate in a thrilling experience where danger is imminent, and the outcome is uncertain. These adventure programmes or experiences embrace imminent physical dangers and emotional risk-taking as an educational tool, because of their potential as a catalyst in facilitating transformation in the lives of programme participants (Wolf & Samdahl, 2005:25). Priest and Gass (2005:23) explain that when adventure is used to achieve a purpose, it is called adventure programming. Four main types of adventure programming applications can be identified (Priest & Gass, 2005:23):
- recreational adventure programming, which is used to teach new activities, have fun or be re-energised by adventure;
- educational adventure programming, which aims to understand new concepts, add to the knowledge of old concepts, or reignite an awareness of previously known needs through adventure;

- developmental adventure programming, which aims to improve dysfunctional behaviours; and
- therapeutic adventure programming where mental health professionals collaborate with the adventure industry to engage clients on cognitive and behavioural levels.

These applications are used in adventure programmes to reach specific outcomes, for example, going paddling, might teach one participant the necessary skills on how to get in and out of a raft or kayak, while the same activity might teach another participant how to get along with other participants (Priest & Gass, 2005:23). Adventure is used in numerous programmes to achieve desired results (Blenkinsop & Beeman, 2012:6). One type of programme that uses adventure as a form of education and training is adventure gap year programmes (Greffrath & Roux, 2012:460; Target Life, 2016; Metamorpho, 2016; Beyond Adventure, 2017:1; Harmer & Rodgers, 2017:2).

1.2.3 Gap year programmes

Harmer and Rodgers (2017:1) explain that the definition of a gap year is contested in international scholarship. For example, one scholar maintains that "the term 'Gap 'Year' or 'year 'out' may be problematic because neither represents a tightly-defined phenomenon" (Jones, 2004: 22). Cremin (2007: 526) states that "Gap Years are associated with periods or breaks, usually in an unfamiliar location, between secondary and tertiary education or one job and another". King (2011: 341) views "a Gap Year, or year out, as a break in an educational career that is usually taken between leaving school and starting studies at university". Furthermore, Griffin (2013:853) states that the gap year "is characteristically associated with secondary and tertiary school leavers". In the past, researchers have not necessarily focused on an all-encompassing overview of 'the gap year', as this term can be used to refer to a number of activities that young adults may be undertaking.

Cremin (2007:526) describes a gap year as a time of adventure, as well as a time wherein individuals can make a concerted effort to improve their "career and educational prospects". The idea of participating in gap year programmes is not merely "'time out, doing nothing",' but 'it's part of a longer-term educational and/or life trajectory development (Jones, 2004:32; Flowers, 2015:23).

Different types of gap year programmes fall under one of two main categories: structured or unstructured programmes. Unstructured gap year programmes have no pre-set activities planned by an organisation; instead, the individual plans and participate in his or her own gap year programme (Jones, 2004:4). On the other hand, structured gap year programmes (like that of the BASAGYP), are presented in such a manner that all activities offered are part of a structured programme as established by the gap year organisation (Jones, 2004:4; Beyond Adventure, 2017:1). Some of these structured programmes make use of adventure activities to teach their participants and develop specific skills through training in the different adventure activities (Greffrath & Roux, 2012:460; Target Life, 2016; Metamorpho, 2016; Beyond Adventure, 2017:1).

According to the Beyond Adventure brochure (2017:1), participants can enrol for a six-month (20 January to 16 June) programme or an eleven-month (20 January to 24 November) programme, in which they will receive adventure-based leadership training in preparation for the business arena and adventure industry. The training mentioned above introduces participants to and qualifies them through the completion of business certificate courses through 'EDUSTUDY' and adventure activities completed at Level 2 of the Adventure Recreation Association (ARA) in specific adventure-related activities. The ARA Level 2 certifies the candidate as an assistant facilitator in specific adventure activities. The training focusses on developing certain hard skills (technical skills) as well as soft skills (interpersonal skills), preparing participants to be effective outdoor leaders/guides (Beyond Adventure, 2017:1).

1.2.4 Hard and soft skills

Priest and Gass (2005:xii) and Doyle (2017:1) define technical skills (hard skills) as solid, tangible and measurable skills that are easy to quantify, for example how to tie a knot, or how to fix a tyre on a bicycle. They define interpersonal skills as the way in which a person relates to and interacts with other people. Interpersonal skills (soft skills) are difficult to teach, measure and assess since they are amorphous and intangible (Priest & Gass, 2005:xii; Doyle, 2017:1). Priest and Gass (2005:xiii) compiled a list of six hard and soft skills that contribute to being an effective outdoor leader namely: environmental skills, safety skills, technical skills, instructional skills, organisational skills and facilitation skills. These six components can be divided into two categories (as seen in Table 1.1) namely: hard skills (technical skills) and soft skills (interpersonal skills) (Priest & Gass, 2017:5).

Table 1.1: Hard and soft skills (Priest & Gass, 2017:5)

Hard skills (technical skills) components	Soft skills (interpersonal skills) components
Environmental skills	Instructional skills
Safety skills	Organisational skills
Technical skills	Facilitation skills
	Communication skills

These hard and soft skills are essential for participants if they are to become part of the adventure tourism industry as facilitators/outdoor leaders of adventure activities (Priest & Gass, 2005:3; Priest & Gass, 2017:14). As stated above, Beyond Adventures (2017:1) develops the participant's' hard- and soft skills through training to enable them to successfully work in the adventure industry (Beyond Adventures, 2017:1).

Previous research was conducted by Greffrath and Roux (2012) in which the study focused on determining the effect of a selected South African organisation, the Afrikaans Taal en Kultuurvereniging (henceforth ATKV) as a SAGYP provider by investigating specific personal competence-related factors in twenty-five (25) secondary school graduates. This SAGYP, like that of Beyond Adventure', has a high level of participation in adventure-related activities.

The results show a statistically significant improvement in nine of fifteen competence-related factors towards the end of this gap year. These factors include communication skills, problem-solving skills, coping with change, motivation levels, being streetwise, leadership skills, self-worth, career planning and self-image.

These factors closely relate to what Priest and Gass (2017:5) refer to as soft skills. However, we need to take a closer look at why these skills are so important.

1.3 Problem statement

Hard and soft skills are important in the development and training of adventure guides/facilitators (Priest & Gass, 2005: xii; Martin et al., 2017:4). As explained in the literature study, the only study conducted in relation to gap years and adventure activities including the development of skills/competencies, are that of Greffrath and Roux (2012). They determined the effect of a gap year including a selection of adventure-related activities on personal competence-related factors on a group of twenty-five (25) secondary school graduates participating in 'ATKV's post-matric year SAGYP in South Africa. The research by Greffrath and 'Roux (2012) tested soft skills but did not test hard skills, neither did it determine the training and development of participants from the adventure tourism point of view. Mueller and Sand (2017:504) state that the development of skills is essential in the development of effective outdoor leaders (Priest & Gass, 2017:14). If hard and soft skills are not measured, how can one see whether these skills are being developed, and where there is a shortcoming in this development. It can also be stated that both hard and soft skills are significant for the successful work of outdoor instructors and that these competencies should be developed accordingly (Muller & Sand, 2017:510). Priest and Gass (2017:301) state that outdoor leaders who lack hard and soft skills are very limited in what they can do and how effective they are. They further explain that the lack of these skills increases the chances of accidents and failed adventures (Priest & Gass, 2017:139).

Shek (2009:539) states that only 32% of structured gap year programmes are successful in the development of participants. Seeing that the development of both hard and soft skills is important in terms of training outdoor leaders, it is important to assess these skills to determine whether they are being developed, and to what extent (Martin et al., 2017:77). Considering the importance given to hard and soft skill development by Muller and Sand (2017:510), the goal of this study was to determine how these skills were enhanced in participants of a SAGYP as practised by Beyond Adventures.

1.4 Goal of the study

This study was focused on the following primary and secondary objectives.

1.4.1 Goal

The main goal of this study was to determine the hard and soft skills development of SAGYP participants.

1.4.2 Objectives

The following objectives were set for the study:

Objective 1: To introduce the study, state the research problem and describe how the researcher aims to solve the problem.

Objective 2: To provide an in-depth description of gap year programmes.

Objective 3: To determine the hard and soft skills required by the adventure industry.

Objective 4: To present the empirical results and findings of the study.

Objective 5: To conclude and provide recommendations pertaining to the development of hard and soft skills in gap year adventure participants.

1.5 Research design

There are three research approaches, exploratory, causal and descriptive. This research made use of an exploratory approach, seeing that not much information exists on field of research (Sirakaya-Turk, Uysal, Hammitt & Vaske, 2017:29). The study made use of a qualitative research method using semi-structured interviews as the primary source of data collection, and a literature study as a secondary form of data collection.

1.6 Method of research

1.6.1 Literature study

A literature investigation was done on the development of hard and soft skills within the adventure tourism industry as well as current training for adventure guides, and SAGYPs. Existing literature on gap years was researched in terms of the training of participants by consulting accredited journal articles, conducting internet searches using Google Scholar, and consulting other topic-related literature. The following keywords were used: gap year programmes, adventure in gap year programmes, development of hard skills and soft skills, and training requirements of guides. This

information was used to identify the effectiveness of adventure guide hard and soft skills training in SAGYP.

1.6.2 Empirical survey

The empirical survey will be explained below by referring to qualitative and quantitative research approaches, sampling framework and size, development of the measuring instrument, conducting of the survey and data analysis.

1.6.2.1 Research approaches

According to Jennings (2010:17), there are seven approaches to research, namely:

1.6.2.1.1 Descriptive research

Descriptive research is used to describe a phenomenon that occurs and usually looks into the "how" things happen or the "who" this is affecting. This research is typically used to illustrate the phenomenon to better understand the subject under study.

1.6.2.1.2 Explanatory research

This research approach tries to uncover the "why" and the "how" of the subject under study. It takes descriptive research and tries to solve the reason for the occurrence of the 'phenomenon.

1.6.2.1.3 Casual research

This research approach usually makes use of a quantitative methodology and follows descriptive or exploratory research. It makes use of hypotheses and constructs to oppose or support the occurrences in the field being studied.

1.6.2.1.4 Comparative research

The comparative approach makes use of different research studies that were done at different times and places to compare results and establish differences and similarities compared to a specific phenomenon.

1.6.2.1.5 Evaluative research

This is not so much theory-building research as it is applied research. The evaluative research approach makes use of formative or evaluative strategies meaning and the research is done during or after the process to establish what the results of the introduced mechanism were.

1.6.2.1.6 Predictive research

This research approach aims to predict certain events or results from occurring and can be short-term, medium-term, long-term or futuristic predictions. This research approach makes use of an 'expert opinion in the specific area of study.

1.6.2.1.7 Explorative research

Explorative research is done when little to no information exists on the topic being investigated. The findings from this research are typically used to start new research investigations to understand the phenomenon more in depth. According to Jennings (2010:17) exploratory research usually is qualitative in nature. This study makes use of explorative research as very little to no research is available on the development of hard and soft skills required for the adventure tourism industry during a SAGYP. The researcher investigated adventure tourism with a focus on what hard and soft skills are needed while also looking at a gap year programme and how it develops these hard and soft skills.

Research data can be gathered in three ways, namely by using quantitative methods, qualitative methods and mixed methods. This study used qualitative methods to collect data. Cohen, Manion and Morrison (2018:287) describe qualitative research as

“a form of social enquiry that tends to adopt a flexible and data-driven research design, to use relatively unstructured data, to emphasise the essential role of subjectivity in the research process, to study several naturally occurring cases in detail and to use verbal rather than statistical forms of approach”.

Qualitative data is used to allow research to come from dominant, frequent themes inherent to the answers gathered without any of the constraints of a more structured orientation (Maree, 2007:99). There are six methods of qualitative research namely:

Conceptual studies:

The aim of conceptual studies is to conduct a critical analysis of literature in which a plethora of research and different meanings on a topic already exists and to form concepts and establish the essence thereof. Conceptual studies are, therefore, usually philosophical and abstract in nature.

Grounded theory research:

The grounded theory aims to uncover a theory or analytical process that is generated from the data of multiple 'participants' experiences. It shapes a general theme or theory, based on the perspectives of a large number of participants (Creswell, 2007:63).

Ethnographic research:

Ethnographic research focuses on a group of people within the same culture, who interact for some time, to identify shared patterns or learned values, beliefs and behaviours (Creswell, 2007:68).

Case study research:

Case study research aims to study a particular problem within a limited system, for example, a specific issue within a culture. It is, therefore, a qualitative research method in which a limited system (the case) is studied and observed over a period of time (Creswell, 2007:73).

Historical research:

Historical research studies and interprets the past from selected sources, which relate to the topic under investigation. Historical research tends to be investigative and interpretive in order to present a map of the past.

Action research:

According to Reason and Bradbury (2008:1) action research is used greatly to link practices and ideas to support human flourishing. It is greatly used to benefit academia and social change. It engages subjects as co researchers. They further explain that it does not start with the idea of changing others but rather with the orientation of change in others. This approach was used as the researcher wanted to determine the change in hard and soft skills of the participants.

Action research is used to identify a problem being experienced by a party and to find a solution to the problem by understanding the context of the problem and having a possible solution to the problem. Action research is done by identifying the problem, collecting data through various techniques, analysing the data, and lastly taking action to resolve the issue and assess the action taken to alleviate the issue. Practitioners may conduct action research themselves to find practical solutions to problems. Practitioners often also request researchers from the outside to investigate issues.

This study used action research as a qualitative research method. A probability sampling method, which will be further discussed under sampling framework and size, was used in this study.

1.6.2.2 Development of measuring instrument

A semi-structured interview was used to capture the qualitative data from the BASAGYP interviewees. The semi-structured interview questionnaire (Appendix 1) was adapted from the Greffrath and Roux (2012) study on the 'ATKV 'and 'the effect of a gap year with selected adventure-related activities on specific personal competence-related factors on school 'graduates. This was chosen as it was the only test that has been done on gap year programmes in South Africa that tested improvements in competencies. These competencies were however not hard and soft skills needed for the adventure industry, so the researcher adapted the instrument using the Priest and Gass (2017:9) leadership wall.

The questionnaire measured both hard and soft skills that were incorporated in the programme aspects of BASAGYP. The semi-structured interview questionnaire consists of four sections: Section A covered demographic information adapted from Greffrath and Roux (2012), e.g. 'male or female and "home language'. Section B was also adapted from Greffrath and Roux (2012) with questions relating to the 'participant's secondary school education or most recent form of education, such as "the number of learners who attended the same school. Section C focused on the 'respondent's expectation of and motivation for participating in the gap year'. Section D consisted of questions on hard and soft skills and was adapted from the Priest and Gass (2017:9) leadership wall, where the respondents explained how proficient they considered themselves to be in each of the skill areas. Section E focused on the most and least impact-full exercises that contributed to the hard and soft-skill development at Beyond Adventure SAGYP.

1.6.2.3 Sampling framework and size

Sampling can be done through two methods, namely probability and non-probability sampling. Non-probability sampling (also known as non-random sampling) is where the researcher selects the participants for specific reasons, and this means that the population under study does not have an equal chance of being in the study (Jennings, 2010:139). In probability sampling, also known as random sampling, each individual in the population is randomly selected and has an equal chance of being included in the sample. This study made use of probability sampling. Probability sampling techniques include simple random sampling, stratified random sampling, systematic random sampling, and multi-stage cluster sampling. This study made use of systematic random sampling. Systematic random sampling uses the entire target population and establishes how many participants are needed in the sample. The total population is divided by the sample required. The sample is chosen according to the sample fraction required. In this study there were thirty participants who wanted to participate in the research. However, the research only required a sample of fifteen individuals. This resulted in the researcher arranging all thirty participants alphabetically according to names and selecting every second participant to form part of the interview sample. The BASAGYP is discussed further in chapter two.

The population for this study was all participants in the BASAGYP. These interviewees then participated in the pre- and post-testing (at the start and end of the program). Interviewees were given numbers by the researcher to maintain confidentiality. Beyond Adventures gap year programme was chosen by the researcher because their programme makes use of adventure activities, and trains participants in hard and soft skills to be able to work in the adventure industry (Beyond Adventure, 2018:1). The disadvantages of using just one gap year programme like this sample, is that this study was case-specific (Jennings, 2010:139).

1.6.2.4 Survey/collection of data

The data collection made use of a semi-structured interview done by the researcher before the commencement of the programme (pre-test) and on the completion of the programme (post-test). Within the contextual reality of this study, a pre-test and a post-test were used. If changes in the dependent variable were observed between the measurements, it can be concluded that the independent variable in this study (the Beyond Adventure SAGYP) caused the effect (Sullivan, 2001). The time allocated for this study was one year, which was the duration of BASAGYP. It should be noted that interviewee 3 and 16 did not complete the post test.

1.6.2.5 Data analysis

The data for this study was collected by recording all interviews on a digital recording device. Thereafter the recorded interviews were carefully transcribed. The data collected was then analysed by the researcher using the Creswell and Creswell (2018:193-195) six step approach using the following steps: step one, organising and preparing data, all questions were typed out as they had been asked during the interviews, and below the questions the interviewee's responses were transcribed; step two, reading through all the data, the researcher read through every 'interviewee's response during the pre- and post-tests for every question; step three, assigning codes to the main themes, from these responses, the researcher was able to identify specific themes arising from the individual questions; step four, applying the coding process to create a description of the setting or people as well as themes for analysis—once the researcher had identified main themes, they had to be analysed to determine their significance; step five, advancing the summaries and items which were represented in the qualitative narrative, where the researcher drew conclusions from the data and themes raised; and lastly step six, drawing meaning out of the data, through data interpretation, where the researcher reached a conclusion and was able to make recommendations.

1.7 Ethical considerations

The ethical clearance was given for the study by the North-West University (NWU-00657-20-A4 see Appendix 4). Ethical considerations can be defined as the 'researcher's responsibility to conduct research with the right ethical motives, which includes not causing any physical, psychological or legal, nor any other harm to the research participants. The research participants in this study refers to the fifteen interviewees who completed the interviews. In this study, the researcher also allowed the following ethical considerations:

Anonymity and confidentiality

Numbers were assigned to all fifteen interviewees (numbers 2 to 16) to maintain anonymity—thus no one knew the interviewees identities. The interviewee's names were never asked nor mentioned in the interviews.

Incentives

There were no incentives offered to any of the participants for being part of the interview or research.

Plagiarism

The researcher gave recognition for all work that was used from previous studies and was cited in the references of the study. This study was also submitted through "Turn It In", the university plagiarism test to ensure the work was the researcher's own (see Appendix 5).

Permission

The researcher made contact with the director of the BASAGYP (Peter Brits) (see Appendix 2), and he gave permission for the study to take place after examining the questionnaire and purpose of the study. The researcher addressed the study population and clearly explained what the study would entail.

Voluntary participation

The researcher explained the purpose of the research study and what would be tested to the population. The researcher then asked if there were any participants interested in taking part in the study by means of an interview. No pressure was exerted on any participant to take part in the study.

Academic intent

The researcher intended to use the findings of the study for academic purposes only. Upon completion, a copy of the study was sent to the BASAGYP and to any of the respondents who requested this. All data is stored at the North West University institutional research unit and the researcher also kept a copy.

Researcher's integrity and honesty

The researcher was as honest as possible in reporting the findings of the data and tried to do so without bias or favouritism.

1.8 Defining the concepts

The terminology below is central to the research and will briefly be defined:

1.8.1 Hard skills

Priest and Gass (2005:xii) and Doyle (2017:1) define technical skills (hard skills) as solid, tangible and measurable skills that are easy to quantify, for example how to tie a knot or to fix a tyre on a bicycle.

1.8.2 Soft skills

Soft skills are defined as interpersonal skills, the way a person relates to, and interacts with other people (Priest & Gass, 2005:xii; Doyle, 2017:1).

1.8.3 Gap year

A time out of formal education and work adventure in which individuals are able to make a concerted effort in improving their career and educational prospects. It is not simply time out, doing nothing, but is part of a longer term educational and/or life trajectory development (Jones, 2004:32; Cremin, 2007:526; Flowers, 2015:23).

1.8.4 Adventure tourism

According to Zuckerman (1994:57) adventure tourism is the seeking of complex sensations, novel and varied experiences. For an activity to be classified as a leisure activity (Priest & Gass, 2005:18), it must consist of four criteria, namely:

- (a) it must be a state of mind, adventure is not restricted to the specific activities that are undertaken but rather by the state of mind and approach of the participant,
- (b) the person must enter the activity voluntarily,
- (c) it must be intrinsically motivating, and
- (d) the outcome should be uncertain.

1.8.5 Structured Adventure Gap Year Programme (SAGYP)

A period of time between three and twenty four months in which individuals take time off from their normal life trajectory in order to make a concerted effort in improving their future "career and educational prospects" (Cremin, 2007: 526). This programme is structured, which indicates that it is planned and hosted by an organisation. It is adventure-based meaning outdoor adventure activities are used to achieve desired programme results.

1.9 Chapter classification

The dissertation is divided into the following chapters:

Chapter 1—Introduction and problem statement

This chapter briefly gives the background to the study, then proceeds to describe the problem statement and objectives of how the problem will be solved.

Chapter 2—Gap year programmes

This chapter provides literature research for an in-depth look at gap year programs.

Chapter 3—Hard and soft skills needed by outdoor adventure guides

This chapter provides an in-depth view into the adventure tourism industry and the hard and soft skills needed in order to be part of the adventure tourism industry.

Chapter 4—Empirical Results

This chapter presents and analyses the findings from the data collected by the researcher through a semi-structured interview.

Chapter 5—Conclusion and recommendations

This chapter compares the findings of the literature review in Chapters 2 and 3 and to the findings in Chapter 4 to arrive at a conclusion. This is followed by the recommendations from the researcher.

The next chapter will start to unpack the gap year industry by looking at the tourism industry and where gap year programmes fit into it.

CHAPTER 2—GAP YEAR PROGRAMMES

2.1 Introduction

Chapter 2 presents a literature review of the most recent academic reflections on gap year programmes. In addition, it investigates various gap year programmes to try for a better understanding of the phenomenon. The chapter describes the origin of the gap year and where it is today. In the last place, the chapter distinguishes between the different types of gap year programmes with a focus on SAGYPs, in particular the Beyond Adventure programme. The Beyond Adventure programme is then discussed in terms of hard and soft skills development.

2.2 History of gap year programmes

Gap years are said to have originated from the grand tour and the hippie trails. The grand tour started in the late seventeenth century in Europe. The hippie trails started later in the nineteenth century (Cohen 2001:129; O'Shea, 2014:2).

According to Heath (2007:100), the gap year has a strong historical association with privilege. Its origins can be traced in part to the grand tour undertaken in the Victorian period, primarily by well-educated, upper-middle-class, young men, often in their teenage years (Yasoshima & Oliveira, 2002:38). The Oxford English Dictionary defines the grand tour as a voyage that took place across principal cities and places in Europe that was initially supposed to be an essential part of education. This was mostly for young men from affluent families of rising social status. Heath (2007:100) explains that the grand tour provided a moratorium between the completion of education and the commencement of a professional career. The grand tour included visiting or experiencing sites of classical European culture as well as sites of outstanding natural beauty (Qian, 2013:12). Qian (2013:13) defines the overarching motives of the grand tour as "establishing one's future career, relaxation, culture and education". The length of the grand tour varied from 40 months in 1603 to only four months by the 1830s (Towner, 1985). Despite the progressively sharp decrease in tour length, there was still an implication that a grand tour was quite different from simple travels that lasted a week or so. The difference in duration had a significant impact on the outcomes and experiences of a tour (Qian, 2013:13).

Heath (2007:97) states that the 1960s and 1970s hippie trails of the United States of America (USA) and Britain also helped to lay the ground for the gap year. This is supported by Qian (2013:13) who points out apparent parallels between the contemporary gap year and the 1960s and 1970s hippy trail as a more recent historical antecedent. The roots of the hippie trail can probably be traced to the overland expeditions of the mid-1950s when small groups of wealthy individuals or sponsored students travelled east from England to climb mountains or conduct scientific studies and surveys, often publishing accounts of their travels. The overland route was often from Europe to Turkey and through

Iran, Afghanistan, Pakistan, Nepal, and India. The pioneer hippies adopted this route because it could be travelled cheaply, mainly via hitchhiking, buses, and trains (Qian, 2013:13).

The Gap Activity Project, the first organisation whose main goal was to offer young people overseas gap year programmes, was established in 1972 (Qian, 2013:13). Since then, charitable and commercial organisations have expanded this area to ever-larger scales. Thirty-eight organisations belong to the Year Out Group, an association of gap year providers. It can be described as an umbrella organisation that aims to promote the concept and benefits of well-structured gap year programmes. These programmes are aimed at promoting models of good practice and to help young people and their advisers in selecting suitable and worthwhile projects (Heath, 2007:90).

According to Qian (2013:16), there is no exact definition of a gap year. The United Kingdom Department for Education and Skills defines a gap year as any period of time between 3 and 24 months during which an individual takes a break from formal education, training or working. Jones (2004:8) agrees, but adds that the gap year forms part of a longer life trajectory. This definition can include almost any type of break, whether before going to a university, during the course of working or studying, or after graduating from a university. Martin (2010) defines it as time students take off from studying or formal work after completing high school. Heath (2007:99) limits the concept to the year between completing college entrance examinations and the commencement of higher education. A gap year participant can be a student who takes a year off before enrolling in a college or university (Hillman, 2005) or one who defers academic life after one year of college (Krause, Hartley, James, & McInnis, 2005). Whatever the time period, as, it typically involves a range of activities usually in an unfamiliar location, between secondary and tertiary education or one job and another (Qian, 2013:17). Today, a gap year can be described as taking "time out" during any stage of an individual's life to undertake any number of activities. It may involve various combinations of paid and voluntary work, locally or overseas (Nieman, 2010:119). The gap year industry consists of a diverse range of organisations, which offers programmes structured in different ways. The commercial sector of the gap year has thrived in recent years and propelled the popular rise of the gap year as we know it today.

While traditionally a pre-university phenomenon, the gap year as we know it today has undergone a significant transformation, from being a radical activity to a process that shapes and develops new civilians for the modern age (Coetzee & Bester 2009:609). Because of the transformation that participants have undergone through gap year programmes, universities started recommending gap year programmes to their students before starting tertiary education (Heath, 2007:95; Hoe 2015:7). For example, Lawrence Summers, former President of Harvard University, stated that if he could have his way, all first-year students entering university would be required to spend a year abroad, volunteering or working, before embarking on their tertiary studies (Rubin, 2008:226). In 2009, Princeton University launched a fully sponsored international volunteering gap year option for incoming undergraduates, to encourage international exposure and create a commitment to public service among its students

(O'Shea, 2011:566). Taking a gap year is also encouraged by the UK Department for Education and Skills. It was so influential that until early 2006 a member of its Ministerial Team had the specific responsibility for the development and expansion of gap year programmes (Heath, 2007:95). In South Africa, there is currently no support from the government or tertiary institutions to promote gap year programmes (Nieman, 2013:135).

Heath (2007:96) explains that Gap year programmes are very diverse and can be entered into for multiple reasons. For example, many gap year students spend several months in full-time employment as a way of financing an overseas trip or sign up for volunteer work where the placement is uncertain, while a growing minority of students spend the entire year in paid employment specifically to finance their attendance at university, sometimes in the form of a university sponsorship arrangement.

Most studies on gap year programmes have been done on gap years from the US, Britain and Australia, with only a few having been conducted in South Africa (O'Shea, 2011; Heath, 2007; Hoe, 2015; Martin, 2010; Coetzee & Bester, 2009; Greffrath & Roux, 2012:96; Nieman, 2013:136). According to Martin (2010:565) and Hoe (2015:7), internationally, most gap year participation is motivated by the desire to: Gain life experience and grow personally; travelling and experience different cultures; take a break from the academic track; and explore different study options.

On the other hand, Greffrath and Roux (2012:461) found that amongst participants in South Africa, the most common motivational factors for undertaking a gap year are: Uncertainty and indecision on career paths; earning and saving money to pay for studies; gaining life experience; and inadequate career guidance at school.

While "gaining life experience" is rated as the top reason internationally for participating in a gap year programme, it is only the third most important reason for participating in gap years in South Africa. Nieman (2010:121) explains that international gap year participants cannot be compared to South African gap year attendees since international participants are more focused on participating in volunteer tourism, while South African participants are more interested in paid work to pay for upcoming tertiary studies. Coetzee and Bester (2009:615) claim that gap year participants aim to gather as much workplace experience as possible, by working at different employers for short periods.

Nieman (2010) asserts that taking a gap year is beneficial for participants in terms of:

- gaining life experience;
- preparing for the working world;
- reflecting on what is expected in life;
- coping with difficult circumstances; and

- finding the balance between freedom and responsibility.

As mentioned above by Greffrath and Roux (2012:461), the main reason for participants taking a gap year is uncertainty about their career path.

2.3 Advantages and disadvantages of taking a gap year

Nieman (2010:119; 2013:142) and 'O'Shea (2011:574) explain there are many advantages and disadvantages to participating in gap year programmes.

2.3.1 Advantages of taking a gap year



Figure 2.1: Developmental advantages of taking a gap year (author's own creation)

Hoe (2014:220) states that gaining important skills is a result of impactful experiences gained through a gap year. She continues to explain that programmes that require participants to confront challenge, leave their comfort zone, have new experiences, develop relationships, travel, have unstructured time, perform service work, and participate in outdoor adventure can all contribute to positive outcomes in a gap year programme. Heath (2007:100) states that there is a widespread view of the gap year as being hugely beneficial to young people. These presumed benefits include the acquisition of renewed religious beliefs, greater appreciation of friends, family and community, greater appreciation of culture, intellectual development, enhanced self-awareness and increased independence, and soft skills (O'Shea, 2011: 575).

O'Shea (2011:575) found that many gap year participants become more aware of their own religious beliefs after attending a gap year programme. In addition, some gap year participants change their religious perspectives as a result of experiencing poverty, witnessing injustice and interacting with other religious practices. Several gap year participants expressed accelerated doubts or loss of faith during

their gap year programme because of their experiences, while some gap year participants experimented with other religions and attended local religious services, and a few participants converted to new religions. For example, one gap year participant became a Buddhist during his year away.

On the other hand, numerous gap year participants report that the year out allowed them to grow stronger in their Christian faith (Tenser, 2015:115). This is the result of increased time in reading and thinking about religion. Regardless of how these gap year participants changed, participants universally report an increased appreciation of the role that religion can play in their personal and community life (O'Shea, 2011:575; Tenser, 2015:115).

Gap year participants also report a greater appreciation for their community, friends, and family as priorities shift away from materialistic needs. Some gap year participants experience a stronger sense of community when they start to help those around them. Almost all participants describe how their family relationships improved during the year and upon their return. Gap year participants identify growth in the appreciation of family and parents as a result of extended periods of absence. Participants also report a change in relationship dynamics, as parents shift away from a parent-child relationship to relationships of mutual respect as competent adults. Heading to university, volunteers frequently describe a desire for fewer, more intimate relationships over many superficial acquaintances, and some say they developed an increased appreciation for face-to-face communication. In addition, gap year participants report reduced materialistic needs, often evaluating products based on needs rather than wants (O'Shea, 2011:570).

O'Shea (2011:570) states that gap year participants often perceive they have increased specific knowledge of their gap year community, country, and culture. For nearly all volunteers, the gap year experience helps to cultivate a future interest in travel and culture (Jones, 2005:97). When dealing with different cultural groups, gap year participants from Britain report identifying as British resulting in appreciation of their own culture. O'Shea (2011:571) explains in contrast that many gap year participants when returning to the UK after their gap year, are displeased with their own culture's lack of community friendliness. For many participants, trust in other people increases over the year, especially if they have to rely on strangers to help them in hard times. This is most common with gap year participants who find themselves in more rural areas (O'Shea, 2011:571). On the other hand, gap year participants who are in larger cities become more fearful and cautious of strangers, especially if they are the victim of crime during their gap year experience. Overall, participants report exposure to different people, cultures and ways of living they are not accustomed to, which leads to greater tolerance and appreciation of diverse communities' views (Tenser, 2015:85).

Returned gap year participants claim to have greater perceived intellectual development and decision-making with more confidence and clarified personal values (Nieman, 2013:142; Tenser, 2015:126). Frequent experiences where participants have to make decisions for themselves and others cause

returned participants to perceive themselves as better decision-makers (Tenser, 2015:85). In their subsequent lives at university, gap year participants claim that the year developed their desire and ability to understand others' perspectives and the implications of their decisions (O'Shea 2011:572). Participants often report that they are more open to different ways of thinking about life and that their minds are more open to diverging perspectives.

In university, students who first participated in a Gap Year programme often recall becoming more involved in their field of study and extra-curricular activities (O'Shea, 2011:572). Many gap year participants express an increased appreciation for education and explain that to be successful in life, tertiary studies should be a requirement (Coetzee & Bester, 2009:615; Greffrath & Roux 2012:470). In the UK, returned participants often feel that attending university is a decision, whereas before it would have been merely the natural trajectory along an academic treadmill (O'Shea, 2011:571). Another point highlighted by O'Shea (2011:572) is that, because of their gap year experience, participants report investing more energy in academics, thereby becoming more hard-working and disciplined as students. This is thought to be the result of a work 'ethic developed during their gap year programme. In a survey of 280 former gap year students, Haigler and Nelson (2013:22) found that 90% of students began or returned to college within a year of their gap year experience.

Gap year respondents report being more active learners while experiencing increased levels of clarity in their educational objectives as a result of their gap year programmes. Haigler and Nelson (2013:22) expound by stating that 60% of the respondents identify the gap year as playing a pivotal role not only in establishing their study and career direction but also in acquiring higher motivational levels than their peers. Heath (2007:101) and Birch and Miller (2007:33) also find gap year programmes between high school and college to be a positive contributor to improved academic performance.

Qian (2013:6) states that the acquisition of soft skills are essential and much sought after in the modern world of work, explaining that self-development and personal enrichment, the shaping of social values and a sense of community spirit, and an easier adaptation to university life and decreased likelihood of dropping out, are all essential traits for students to possess. Through participation in a gap year, soft skills are developed which were not necessarily attained during their formal education, such as communication skills, organisational skills and team working skills (Heath, 2007:94). Jones (2004:13) states that employers seek to recruit former gap year participants as soft skills (interpersonal, communication and process skills) and life skills (leadership, communication, self-discipline) associated with gap year participants are widely sought after by many employers.

Hoe (2015:2) reports in a survey on American gap year participants that:

- 81% of all survey participants would recommend taking a gap year;

- being in a new and different environment was the most meaningful element of their gap year experience;
- having a wide range of experiences was also important;
- the gap year programme boosted their personal growth and development;
- the gap year had, on average, shortened their times to graduation and improved their academic performance; and
- participants currently experience higher levels of job satisfaction and civic participation.

Nieman (2010:119; 2013:142) and O'Shea (2011:574) explain that there are not only advantages to gap year programmes, but that disadvantages have also been identified for participating in gap year programmes as shown in Figure 2.2.

2.3.2 Disadvantages of taking a gap year

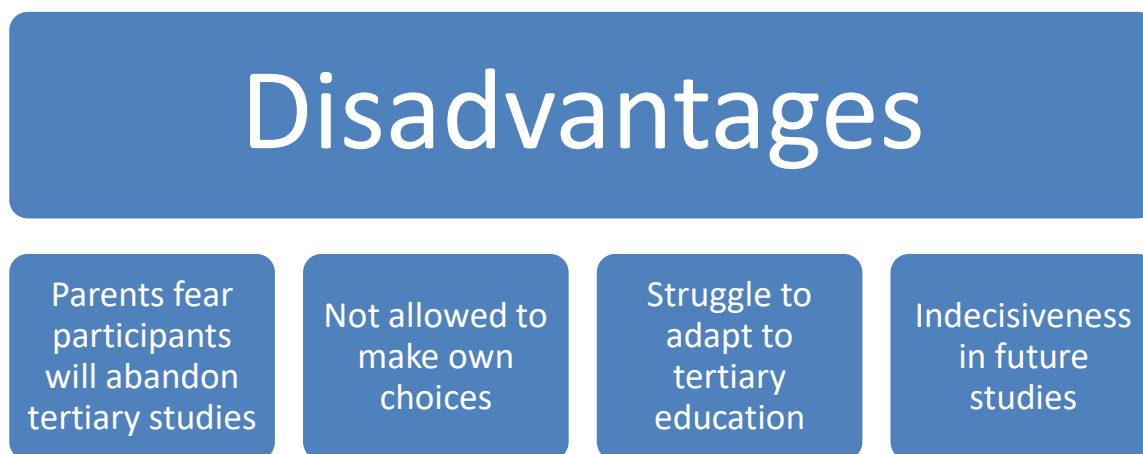


Figure 2.2: Disadvantages of taking a gap year (author's own creation)

There are many perceived disadvantages of participating in a gap year, including parents who fear that tertiary studies will not be completed, gap year participants not being granted the freedom to make their own choices, increased difficulty in adapting to tertiary education, and not finding direction in what they want to study.

Many parents feel that participants might not want to attend a tertiary education institution after a gap year (Tenser, 2015:13). Participants who start with the first year of college after having been on a gap year may feel out of step with their peers because of the time they spent after deferring their entry. That is if they return to tertiary education at all (Tenser, 2015:12).

However, because of the newly acquired independence referred to above (advantages of gap years) returned Gap Year participants describe some tension on their return home. This tension is when parents revert to previous roles of caretakers making the gap year participants feel like children who need to be monitored. Returning participants, on the other hand, have become used to their new-found freedom and responsibilities acquired during the gap year programme (O'Shea, 2011:575). O'Shea (2011:576) continues to explain how participants struggle to adapt back into their own culture, having to keep their memories and experiences of the gap year to themselves. They often feel that they are "gap year casualties" struggling to reconnect back with their friends.

In the UK some participants who do return to tertiary education report difficulties readjusting to academic and social life at university, frequently feeling more developed or mature than their classmates. For example, they may have a reduced need for partying all the time, be more selfish in their academic pursuits, and find it challenging to write essays again. After returning from their gap year, some participants struggle to integrate their experiences with their day to day life at home (O'Shea, 2011:576). Some participants describe feeling that their new-found potential (which was discovered in their gap year) is not being reached in university. At the same time, many other gap year participants try to "keep their gap year 'alive' by staying involved in their gap year projects or programmes, either through donations, research or marketing" (Simpson 2004:685).

In South Africa, Nieman 2010:129 found that many gap year participants cannot find direction in their studies. Some are still overseas, working illegally, and not wanting to return home, or they may be hopping between different jobs. Local participants explain that many South Africans who go to London misbehave and get involved in fights and the use of drugs. They report that these participants miss the meaning of a gap year saying that they have wasted an entire year and given South Africa a bad reputation (Nieman 2010:129). However, Nieman (2010:129) mentions that this is not the case with all gap year programmes, that there are different programmes available and the success of a gap year depends on how it has been planned and set up.

2.4 Different gap year programmes

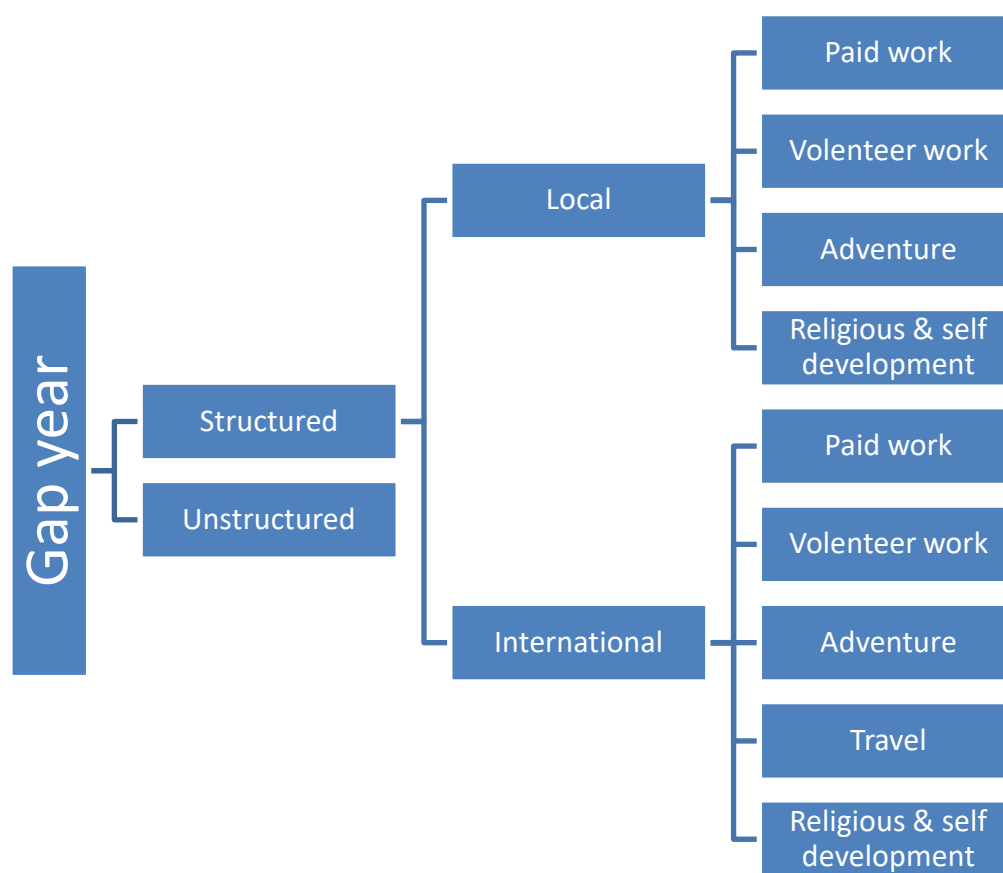


Figure 2.3: Different Gap Year Programmes (author's own creation)

There are different types of gap years to consider, as displayed in Figure 2.3. The main difference is between structured and unstructured gap year programmes (Snee, 2014:3). Jones (2004:3) explains that in unstructured gap year programmes, participants take part as individuals, the participants decide on their own what to do and organise all activities individually. Structured gap years, on the other hand, can be described as taking place in an organisation that is tasked with arranging all activities to be partaken in, turning the itinerary into a structured programme (Jones, 2004:4).

Heath (2007:89) explains that gap years, whether structured or unstructured, may involve various combinations of voluntary or remunerated work locally or overseas (Simpson, 2004:10). Gap year voluntary work is usually associated with nature and wildlife conservation or with education, health-care or community development programmes in underprivileged communities. Heath (2007:89) explains that a gap year can also involve a religious experience, a course in self-development, as well as studying part-time. Some gap year participants choose to include as many experiences in their gap year as possible (Jones, 2004:22). Piddock (2004:6) postulates that students who take a gap year "should choose to do something 'gutsy' during their year, something that stretches the boundaries of their experience". However, Cremin (2007:528) states that, ideally, a gap year should provide opportunities

for participants to develop knowledge, skills and abilities through hands-on experience (Haigler & Nelson, 2013:24). Stehlik (2010:365) explains that the gap year is often misinterpreted because the term 'gap' implies something is missing, which gives the wrong impression since a constructive gap year is mostly filled with valuable life experiences and can contribute to the development of essential life skills. A popular choice for gap year activity in South Africa is adventure activities (Greffrath & Roux, 2012:471).

2.5 Adventure gap year programmes

Nieman (2010:119) says that in some instances, a gap year is spent travelling, doing an adventure course or a self-development course. She explains that some young participants devote their entire gap year to religious studies or adventure activities (Nieman, 2010:119). In terms of international preferences, Hoe (2015:8) established in a survey on American gap year participants that at least 63% of four-hundred and fifty-five (455) participants participated in a structured gap year programme leaving only 37% to design their gap year programme. Among the 455 participants, some took part in more than one programme, which produced 546 programme experiences. Of the 546 gap year programme experiences, 19.7% were in a National Outdoor Leadership School (NOLS) programme, the most popular of all the programmes. There were many other programmes where an outdoor adventure experience was included, which achieved the highest level of participation of all the measured programmes (Hoe, 2015:8). In a previous study, Hoe (2014: 220) found that participants had meaningful experiences during participation in structured outdoor adventure activities.

SAGYPs focus on the use of nature and adventure as a tool to develop participants (Warriors, 2018; Metamorpho, 2016; Target Life, 2018; Quest-Africa, 2018; IALA, 2018; Beyond Adventures, 2018). Adventure gap year activities may include sea-kayaking, mountain-biking, hiking, sky-diving, river-rafting, scuba-diving, snorkelling, and survival skills. Each SAGYP offers its own unique selection of activities for the year: some of them may be similar, and some are different. These activities are then facilitated to teach participants not only life skills but also the appropriate hard and soft skills for each activity (Warriors, 2018; Metamorpho, 2017; Target Life, 2016; Quest-Africa, 2016; IALA, 2016; Beyond Adventures, 2016). This study explores the Beyond Adventure programme to determine how they develop participants' hard and soft skills for the adventure industry.

2.6 Beyond Adventure

Beyond Adventure (2016:1) was launched in 2001 and is located in Alicedale, on the Bushman Sands Golf Estate, which is in the Eastern Cape province of South Africa. Beyond Adventure SAGYP presents itself in its information brochure as a concept of "Extreme Education" designed to provide a challenging environment for participants and to develop their leadership potential. Leadership development deals with direction, vision, purpose and more. The Beyond Adventure leadership programme focuses on building up their students, making them aware of different cultures, helping them with emotional

development and strengthening their ability to function in a group context (Beyond Adventure, 2016:1). The Beyond Adventure SAGYP makes use of exhilarating and challenging outdoor adventure experiences to develop their participants' leadership potential. The completion of the Beyond Adventure SAGYP prepares participants for the adventure industry as assistant activity leaders (Beyond Adventure, 2016:1).

2.6.1 Programme

The Beyond Adventure (2016:1) Extreme Education SAGYP has three different options to choose from: the first option is for a full year (January to November), the second option is for six months (January to June), and the third option is for five months (July to November). In the first full year, optional activities include the following: camping, hiking, mountain biking, kayaking, rock-climbing, abseiling, a high and low ropes course, group dynamic games, leadership activities, scuba-diving, bungee-jumping, and basic off-road driving. Only a selection of these activities are included in the two half-year options.

Together with these adventure activities the Beyond Adventure (2016:2) SAGYP also involves eight (8) business modules for the full-year programme and four (4) business modules for the half-year options. The business modules, when completed, qualify participants for a certificate in an accredited business qualification through EDUSTUDY. The eight (8) courses include time management, customer service, teamwork and team-building, etiquette in business, business writing, anger management, presentation skills, and facilitation skills. During the programme participants receive life-coaching from the facilitators (Beyond Adventure, 2016:3).

2.6.2 Outcomes

At the end of the course, students receive a certificate for completing the programme. They are able to continue their studies through EDUSTUDY Entrepreneurship Programme, which is certified by the Institute for Professional Administration and Management (IPAMSA). This means that it receives the highest level of recognition by both the corporate and government institutions of business skills (Beyond Adventure, 2016:2). Participants also receive an ARA Level 2 certificate for the following outdoor adventure activities: abseiling, kayaking, mountain biking, facilitation, a high and low ropes course, rock-climbing, camping and hiking (Brits, 2018). Throughout this programme, participants are developed in specific hard and soft skills through the different adventure activities they will partake in.

2.6.3 Development of outdoor leaders

Brits (2018) states that during the BASAGYP participants are developed through the ten-month programme, as seen in Figure 2.4.

CALENDER FOR 2019											
Day	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov
1		Orientation			Sport Week 1			ARA 2			FOF 2
2				Faith on Fire 1			Holiday			Beach Survival and Hike	
3									ARA 2		
4						First Longest Day 60km					
5		ARA 1	ARA 1	Travel Day			Opening Day				
6					Missions		Travel Day	ARA 2	Formal Dinner		
7	Facilitator Training	RBI Vasbyt									
8		RBI Vasbyt					Orientation, Media and Sport Week				
9				HOLIDAY					Bungee		
10						Graduation and Wrap-Up					
11		ARA 1 and RBI Vasbyt	Amatole								
12											
13						Polabder! Intro MTB					
14						GRADUATION		Ready for Success	Travel Day		
15	Facilitator Training					Travel Day	Leadership/P photography /Adventure Race/Worksh ops				
16					Amazing Race			Potjie 2			
17					Potjie 1				Holiday		
18	Opening Day										
19		ARA 1	Amatole								
20											
21	Orientation							ARA 2			
22											
23										Enduro 2 Higher Life 22 - 24	
24											
25											
26											
27		ARA1									
28											
29	Orientation										
30											
31											

Figure 2.4: Calendar for the 2019 BASAGYP (Correspondence from Peter Brits, director of Beyond Adventure Gap Year Program) (Brits, 2018)

According to Brits (2018), the BASAGYP starts with facilitator training for the leaders who will be guiding the new gap year attendees for the year. This is followed by the opening day and the arrival of students who will be attending the gap year. After the students arrive (19 January 2019), they have ‘Orientation’. The BAGYP attendees then start with their Adventure Recreation Association (ARA) Level 1, while combining it with a one-week ‘vasbyt’.

According to personal message communication with Venter (2020), a board member of ARA, members belonging to the board of the association can give training. Venter (2020) explains ARA training consists of four levels. Each level gives a certain level of training and ability for the trained participant. Level 1 is seen as an introduction to the different adventure-based exercises; Level 2 provides the participant with an assistant facilitator recognition. In contrast, Level 3 gives a participant the ability to facilitate the activity on their own, and Level 4 is seen as a specialist guide. According to Beyond Adventure (2016:3), participants will receive an ARA Level 2, which enables them to be assistant facilitators in their selected activities. At BASAGYP, they divide the ARA trainings into two different sets of exercises according to Figure 2.4. ARA 1 consists of facilitation; kayaking; high ropes; scuba and; hike preparation, navigation and survival. ARA 2 consists of rock-climbing; mountain biking; self-defence/leadership; first-aid; and abseiling.

After the ARA trainings Figure 2.4 shows that participants go on the Amathola hike for 11 days in February. Olivier (2017:59) states that the Amathola is a hiking trail in the King Williams Town District and consists of a hundred-kilometre hike over six days. In March and the beginning of April, students have a spiritual session with 'Higher Life Men's Encounter' and 'Faith on Fire 1'. Each of these spiritual sessions is a five-day course, according to Figure 2.4. After the spiritual sessions, is the first holiday of the three planned holidays, which is highlighted in purple from 8 to 22 April. Before and after every holiday there is one extra day scheduled for travelling so that participants who come from other provinces have enough time to arrive before the commencement of the next stage of the program. Travel days were scheduled for either a Saturday or a Sunday.

On their return, the participants then have a sports week in which they have to practice different activities. The activities differ according to what the programme leaders have planned. The next week is Missions Week, in which the participants get to help the local community. From 13 to 17 May, students go on a mountain biking course and then they have an adventure race. In the second last week of May, participants have 'Recce week', which is based on some of the routines that soldiers have to go through according to Brits (2018). This is followed by 'Enduro 1', which is an endurance week. The next week is the 'First Longest Day 60 km' in which the students have twenty-four hours to travel sixty kilometres. The following week is the 'Graduation and Wrap Up' week in which participants who take part in the January to June programme graduate, and the participants taking part in the year programme return home for the holidays. The BASAGYP resumes on 6 July with an opening day followed by a travel day. The next week is the 'Orientation Media and Sports week. During this week, new participants start the six-month programme from July to November. This is followed by 'Leadership/Photography/Adventure Race/Workshops', and six ARA 2 training weeks, during which the students do rock-climbing, mountain biking, self-defence/leadership, first-aid and abseiling. Two weeks separated some of the 'ARA 2' weeks, namely 'Ready for Success' from 12 to 16 August, and 'Missions' from 26 to 30 August. Participants finish off the term with 'Bungee', after which they then have their next holiday, with one travel day before the holiday and one travel day after.

From the 2 to 4 October is the 'Beach Survival and Hike'. The next week (from the seventh to the eleventh of October) is the Beyond Adventure 'Iron Man/Woman' followed by 'ARA Refresh/4x4' from 14 to 18 October. This is followed by 'Enduro 2 Higher Life' and 'Faith on Fire 2'. Early in November is 'BA Miscellaneous' and the 'Second Longest Day 60 or 100km' in which participants have twenty-four hours to travel either 60 or one hundred kilometres. In the second half of November is the 'Graduation and Wrap Up'.

During this time Brits (2018) stated in an electronic mail that the students are coached in the following hard and soft skills (also been mentioned by Priest and Gass, 2017:3).

Hard skills

Hard skills, according to Priest and Gass (2017:3), can be divided into three categories, namely technical skills, environmental skills, and safety skills. Brits (2019) states in correspondence with the researcher that the three skills as displayed in the table below (Table 2.1), are coached in their corresponding areas:

Table 2.1: Different hard skills developed by Beyond Adventures (author's own creation)

Technical skills	Environmental skills	Safety skills
Navigation	Leave no trace	Environmental dangers
Basic bush and beach survival skills	Minimal impact skills	Client dangers
First-aid		

Soft skills

Soft skills, according to Priest and Gass (2017:3) can be divided into three categories, namely facilitation techniques, instruction methods, and organisational skills. Brits (2018) states in correspondence with the researcher that the three soft skills as displayed in the table below (Table 2.2) are also coached in their corresponding areas:

Table 2.2: Different soft skills developed by Beyond Adventures (author's own creation)

Facilitation skills	Instruction methods	Organisational skills
Debriefing the experience	Instruction and teaching combinations.	Dreaming about the trip
	Design effective lessons	Planning the trip

As mentioned above, the BASAGYP attempts to develop these skills. Chapter 1 already cited Shek (2009:539) as stating that only 32% of structured gap year programmes are successful in the development of participants.

2.6.4 The need for effective leaders in adventure tourism

Priest and Gass (2005:2) state that people are starting to realise the benefits of outdoor programs, and therefore participation in them is growing. Unfortunately, the more people start to participate in outdoor activities, the more people approach nature in an uneducated manner and with a survival-challenge mindset, in which nature is damaged, or participants get unnecessarily injured through reckless behaviour. Priest and Gass (2005:2) expand on this by stating that time is well overdue for the promotion of a better attitude towards nature, where humans and nature can co-exist with mutual benefits, rather than suffering at the other's expense. So, the need arises for leaders to be competent

and well-equipped to both facilitate outdoor experiences and educate clients on conservation (Martin, 2004:25). Chapter 3 provides a more in-depth view of what hard and soft skills are required to develop outdoor leaders.

2.7 Conclusion

In this chapter, the researcher aimed to take an in-depth look at gap year programmes. This was done by looking at the history of gap years, with its origins in what was known as the grand tour and hippie trails. Next, the researcher looked at the gap year phenomenon we know today and the various advantages as displayed in Figure 2.1 and disadvantages as indicated in Figure 2.2 associated with gap year programmes. The researcher then discussed the various gap year programmes available today, as displayed in Figure 2.3, before focussing on adventure gap year programmes. Finally, the researcher described the programme of Beyond Adventure and how they focus on developing the participants' hard and soft skills through the use of different adventure activities. The chapter ends off by stating the need for the development of outdoor leaders with the right skills, which is the purpose of Chapter 3.

CHAPTER 3 HARD AND SOFT SKILLS REQUIRED BY THE ADVENTURE INDUSTRY

In this chapter the researcher will attempt to look at the need for hard and soft skills in the adventure tourism industry by focussing on the following concepts: tourism, adventure tourism, leaders in the adventure tourism industry, skills required by outdoor leaders, and current training programmes for outdoor leaders.

3.1 Tourism

In order to understand what is meant by "tourism", it is important to consult some accepted definitions. The United Nations World Tourism Organization (UNWTO, 2013:1) defines tourism as:

a social, cultural and economic phenomenon, which entails the movement of people to countries or places outside their usual environment for personal or business/professional purposes. These people are called visitors (which may be either tourists or excursionists; residents or non-residents) and tourism has to do with their activities, some of which imply tourism expenditure.

Jennings (2010:444) defines tourism as:

The sum of the phenomena and relationships arising from the interaction among tourists, business suppliers, host governments, host communities, origin governments, universities, community colleges and non-governmental organisations, in the process of attracting, transporting, hosting and managing these tourists and other visitors.

Dowling and Fenell (2003:2) describe tourism as a global activity, which provides a service sector of economic impacts through employment, revenue and general services. From over twenty-five million international tourists in the 1950s to more than a billion tourists in 2014, tourism has become a new way of leisure living. The social phenomenon that tourism has become, is a great economic enrichment for societies, stimulating social progress and reducing the time people spend at work (Theng, Qiong & Tatar, 2015:1).

On a large scale tourism is referred to as mass tourism (Williams, 2010:2). Williams (2010:2) continues to explain that mass tourism is the traveling of large numbers of people to one destination simultaneously. Mass tourism gained its popularity due to the fact that they offer low cost and standardised services such as all-inclusive packages (Samarathunga & Gamage, 2020:1). However over past years, different types of tourism have arisen as an alternative to mass tourism. Samarathunga and Gamage (2020:1) state that alternative tourism takes people away from their everyday normal lives and instead gives them an adventurous experience, which brings them close to history, nature, culture, and religion of the area that they visit. These alternative forms of tourism include adventure tourism.

3.2 Adventure tourism

The term 'adventure' is an evocative word for many people and attracts tourists to the world's wildest places, yet its meaning is a subjective and fluid one in modern society (Varley, 2006:174). Adventure means different things to different people. For the past few years the term 'adventure', and the idea of adventure activities, have been used around the world to advertise destinations, equipment, clothing, lifestyles, property and more (Buckly, 2006:xvii). Adventure tourism has grown in many locations throughout the world. Some of the most notable growth in recent years has been experienced in developing countries such as South Africa (Giddy, 2018:50). As tourism increases in South African, it has become of great importance to invest in the advancement of alternative forms of tourism, to ensure sustainability in the future (Giddy, 2020:193). Among these alternative forms of tourism, adventure tourism in South Africa now forms one of the largest tourism sub-sectors in the country (Giddy, 2020:193). How then is adventure tourism defined?

According to Priest and Gass (2017:30) in order for an adventure experience to take place it must fulfil four criteria:

- the choice to participate must be voluntarily;
- it must be a state of mind;
- it should be self-motivating; and
- the outcome of the activity must be uncertain.

Muller and Cleaver (2000) explain that adventure tourism has a nostalgia associated with risky physical activities in the outdoors and can include activities on land, for example climbing, abseiling, caving, skiing or mountain biking. It can also be in water, for example, diving, snorkelling, white water rafting and kayaking. Furthermore, it can be in the air for example, base-jumping, parachuting and ballooning.

Swarbrooke, Beard, Leckie & Pomfret, (2003:xi) on the other hand explains that there is another side to adventure which is non-physical in nature and still contains aspects of adventure which can be: Intellectual, such as traveling for mental self-development; emotional adventure, through gambling or hedonism; and spiritual adventure through traveling in search of spiritual enlightenment. They conclude that adventure tourism is no absolute concept, which is very personal and means different things to different people.

Buckley (2006:xvii) states that adventure means different things to different tourists. What brings out fear in one person can be experienced as boredom by another person, and vice versa. He continues by explaining that participants specifically choose to take part in an outdoor activity that is more exciting than the norm, and where the outdoor activity make participants feel part of their environment. The

adventure component of certain tour products are recognisable by the activity and sometimes also by the location. While the activity partaken in usually forms the basis of the adventure, the natural environment also plays a supportive role. As Barkley (2006:xvii) states visiting polar regions, deserts, jungles or mountaintops, or looking for large, dangerous or unusual wildlife, also contains a strong element of adventure. With all activities being so diverse, distinction is frequently made between the low-risk and high-risk activities. These differences are often presented as a continuum based on degrees of difficulty, uncertainty, intensity, how long it lasts and perceptions of how much control the participant has (Varley, 2006; Swarbrooke, Beard, Leckie & Pomfret, 2003:29). For example, Varley (2006:173) focuses on commodification that is presented as a continuum ranging from staged activities such as safari tours, balloon rides, and bungee jumping, where experiences can be described as safe, predictable, and reliable, to deep adventures that involve higher levels of actual risk and requires more participant commitment and responsibility. Swarbrooke et al. (2003:33) describe this continuum as ranging from soft activities to hard activities.

Soft adventure tourism is guided and presented by experienced guides, these activities tend to have some perceived risk by the client but little actual risk—these experiences are usually for unskilled clients with little or no experience of the activity (Buckley, 2006; Cloke & Perkins, 1998; McKay, 2014; Naidoo, Ramseook, Munhurrin, Seebaluck & Janvier, 2015:246). These participants are usually provided with sufficient short training sessions to complete the activity with very little actual commitment and physical effort (Buckley, 2006).

Hard adventure activities on the other hand mostly occur in remote and hard-to-reach areas where specialised skills and equipment are required from the participant and not provided by the guide (Cloke & Perkins, 1998; Hill, 1995). At this end of the hard adventure continuum, activities are characterised by a much higher level of risk. It will often require more physical exertion and intense commitment with advanced skills (Peacock et al., 2017:309; McKay, 2014; Swarbrooke et al., 2003:72).

Varley (2006:174) reveals that some accept the idea that an adventure experience can be ordered, paid for and delivered by a professional service provider as a product. While others argue that this cannot possibly be an adventure, as it does not conform to their meaning of adventure. However this does not stop entrepreneurs claiming to offer adventure experiences in reliable, controlled packages. Adventure can be multi-faceted and used for more than just leisure; adventure can also deliberately be used to create learning and transformational outcomes. The use of adventure to create learning is known as adventure programming (Black & Bricker, 2015:6).

3.3 Adventure programming

Kurt Hahn can be viewed as the grandfather of adventure programming according to Priest and Gass (2005:28). They explain that Hahn, who originated from Germany and had to move around because of his beliefs and practices, ended up in Wales. In Wales, he encountered Holt and Hogan, and together

these three revolutionaries started to train youngsters who were heading out to sea. During this time, there was a problem with young sailors dying at sea (James, 1990:9). Because of the high mortality rate of these young sailors, these three visionaries started a training centre called Outward Bound, which referred to the ships that were leaving the safety of the harbour for the open sea. Outward Bound began in 1941 and was intended to train youth through the sea instead of for the sea (James 1990:9; Miner, 1990:59) using at-sea training as experiential learning. According to Richards (1990:69) there were six aspects in which youths' attitudes and abilities were lacking. These six were: Being unfit, which occurred because of developing modern transportation, for example, cars and trains. Not enough initiative and entrepreneurial abilities that was caused by being spectators instead of participating. A shortcoming in memory and imagination because of the busyness of modern-day life. A lack of skill and care because of a weakening tradition of craftsmanship. A lack of self-discipline that was caused by drugs and stimulants that were easily acquired. A lack of compassion because of the haste of everyday life.

As mentioned in chapter one, Priest and Gass (2017:31) state that adventure programming can be divided into four (4) main areas, namely recreation, education, development and therapy.

3.3.1 Recreation

Priest and Gass (2005:18) state that recreation is usually engaged in by participants who want to have fun by learning a new skill and activity, or be re-energised themselves through adventure, for example, learning a new activity like rock-climbing, canoeing or going out for a hike. These short recreational adventures can stimulate or re-energise participants who enjoy the activity and change the activity into an adventure pursuit (Andre, Williams, Schwartz & Bullard, 2017:16).

3.3.2 Education

Adventure education refers to an activity or a series of activities presented with specific learning themes for participants. Learning is accomplished through the activity as well as the reflection sessions. It is supposed to allow participants to think about and reflect on the lessons learned in the activities partaken in, and how to use the learning in everyday life (Ewert & Sibthorp, 2014:198)

Historically, adventure programming has made use of risk-taking, both physically and emotionally by participants as an educational tool because of its potential to bring about transformational changes in participants (Blenkinship & Beeman, 2012:4). In fact, the authors view risk as a central part of adventure programming (Blenkinship & Beeman, 2012:4). Educational adventure programming is more specifically aimed at acquiring new knowledge or enriching the previously learned knowledge. Education can also be used to learn new skills or to create awareness of unknown needs through the adventure activity, for example, by showing the importance and value of teamwork, problem-solving

skills and team synergy through a challenge course. Adventure can further be used to develop participants and transfer these newly gained behaviours into their daily lives (Priest & Gass, 2005:23).

3.3.3 Development

Developmental adventure programming is aimed at improving functional behaviour and training participants to perceive themselves and the world differently, to change behaviour more constructively and improve their thinking through adventure, for example, finding positive means to communicate with and trust one another (Speelman & Wagstaff, 2015:94). Participants in these developmental programmes want to enhance their interaction in a specific situation, such as school, study, home situations or work. Speelman and Wagstaff (2015:94) further state developmental adventure programming has the potential to change the behaviour of participants by developing them in successful ways to interact with others. The participants learn new behaviours and then transfer these behaviours to specific real-life situations such as the office or classroom. The efficiency of this programme depends on how much transfer occurs from adventure experience to the participant's reality. To accomplish this, experienced adventure coordinators often make use of strategies such as diagnosing participants needs, preplanning and action planning, as well as following up on participant needs (Priest & Gass, 2005:23). The inherent qualities of adventure programming have led to its popularity as a therapeutic tool and intervention setting. A challenge arises during adventure recreation as a result of the interplay between the inherent risk of a situation and an individual's perceived competence leading to increases in individuals' perceptions of personal competence (Priest, 1988). The literature suggests that by successfully overcoming specific adventure-related challenges, through the development of competencies, serve as a unique way of identity development (Blenkinsop & Beeman, 2012:6; Duerden, Widmer, Taniguchi & McCoy, 2009:341). Duerden, Widmer, Taniguchi & McCoy (2009:342) further state that some programs positively affect participants' identity, confidence, locus of control, and leadership skills. Programs that involved challenging activities and lasted at least twenty days produce the greatest benefits.

3.3.4 Therapy

According to the Davis (2011), the purpose of therapeutic adventure programming is to change dysfunctional behaviours and patterns, through the use of adventure experiences as the medium for rehabilitation and implementation. For example, when a participant is dealing with alcohol abuse or overcoming self-esteem issues resulting from physical abuse.

White (2012) as quoted in Baştumur (2019:180) explains that there are three main purposes for adventure therapy: to help evaluate the needs of the client and help them achieve their goal, to select appropriate activities for the client to complete the set objectives and adapt the activity to be suitable to the client, and finally to obtain results that can assist the client in forming better relationships with family friends and their working environment.

Participants in these programmes generally possess dysfunctional behaviours and destructive patterns that limit their abilities to function normally in their communities. Therapeutic adventure programming can change people's behaviours by showing them the negative impact of their behaviours and affirming positive and constructive behaviour. Clients in therapeutic adventure programmes often learn new strategies to adopt in personal issues and then transfer these learnt strategies to key aspects of their lives (Priest & Gass, 2005:23). It has been suggested that these programmes can provide psychotherapy because they focus on the change of various psychological and behavioural dimensions. It has been argued that this is especially critical since some of these programmes are utilised as alternatives to hospitalisation (Baştemur, 2019:179; Davis-Berman, Berman & Capone 1994: 52)

In South Africa, concerns have been raised on the way forward in sustainable development for outdoor leaders, according to Ataian (2016:189). Among the concerns raised are the standardisation and regulation of the adventure industry. He continues by explaining that to facilitate adventure programmes whether recreation, education, development or therapy, there needs to be outdoor leaders who are well-equipped with the right skills and experiences (Ataian, 2016:189).

3.4 Outdoor leaders in the adventure industry

As is the case with many forms of tourism, there has been very little research done on the development of outdoor leaders in adventure tourism (Bentley & Page, 2008: 192). Mackenzie and Kerr (2012:192) point out that some studies have examined the role of adventure guides, but this was mainly focussing on the experiences of the participants. Guides have been found to have a rather large impact on visitor's experience and also influence the overall satisfaction of the tourists in adventure tourism (Mackenzie & Kerr, 2012:192). Adventure leaders play a vital role in the successful outcome of an adventure. First of all, outdoor leaders are responsible for the safety of the participants they are leading, and therefore the outcome of the outdoor adventure experience (Bentley & Page, 2008:192; Martin, Cashel, Wagstaff, & Breunig, 2006:252; Priest & Gass 2005:110). Outdoor leaders are also required, on top of having specialised skills, to ensure visitor safety, to create meaningful experiences by reflecting on the activities, memorable moments, small victories and enhancing the emotions felt by the participants (Giddy, 2020:192).

Petzoldt (1974:149) states that many participants' first wilderness experience could often be a negative one, due to poor leadership. He carries on by explaining how it would appear that there is a need for reflecting on and realigning outdoor experiences so that it can become a non-competitive place, and that this must be done by competent outdoor leaders. Priest (1986:5) agrees and states that such a change would considerably improve the elements of safety, environmental conservation and ultimately enjoyment in outdoor adventure activities. Priest (1986:5) carries on by naming three key reasons why competent outdoor leaders are needed, namely: the need to protect the environment, to ensure the participant's safety, and to create positive adventure experiences.

3.5 Skills required by outdoor leaders

The approach to categorising outdoor leader skills in three parts has continued in outdoor education literature, but some researchers disagree over what should be included under each category. Twehous, Groves, and Lengfelder (1991) initially utilised the terms hard and soft skills but later renamed them conceptual and operational skills. Their work further moved judgment and decision-making from the category of soft skills and placed safety skills in the section of operational skills. A contemporary textbook called *Effective Leadership in Adventure Programming* (Priest & Gass, 2017) also uses a three-part approach to summarising outdoor leadership skills but uses the term meta-skills instead of conceptual skills or operational skills.

Priest and Gass (2017:14) explain that the inclusion of communication within the category of meta-skills appears confusing, as previous literature consistently considered communication to be a soft skill. They carry on by stating that the grouping of meta-skills possesses considerable amounts of both hard and soft skills because it is said to represent the skills necessary to execute the hard and soft skills properly and effectively (Priest & Gass, 2017:14).

One group of authors avoids grouping the three categories of hard skills, soft skills, and conceptual or meta-skills altogether, by providing a list of eight core outdoor leadership competencies (Martin et al., 2006). They found that foundational knowledge, professionalism, decision-making and judgment, teaching or facilitation, environmental stewardship, programme management, safety and risk management, and technical ability, all formed a critical part of effective outdoor leadership.

On the other hand, Shooter, Sibthorp and Paisley (2009:4) state that competencies should be grouped under one role name. They elaborate that a role is a group of competencies, but that each competency classified in the same role can be related to the others in that role. This means that they share common traits in all of the five main domains in that role. These domains are thinking, context, feeling, action and consequence. Shooter, Sibthorp and Paisley (2009:4) illustrate this with the following example: A skilled outdoor leader's role incorporates competencies that can be described as hard skills while the thinking part of the role concerns the technical knowledge of the activity. The feeling part refers to the confidence the leader has in his own abilities and equipment if that is appropriate at the time. Action in the role relates to the leader's way of demonstrating the technical competencies in the specific activity (Ringer, 1994:5).

McDonald (2000:10) argues that determining the critical skills for outdoor leadership, is complex and challenging. There are several suggestions of core competencies that researchers propose a good outdoor leader should acquire, as shown in Figure 3.1.

Table 3.1: Summary of top ten capabilities critical to outdoor leaders based on six classic studies (Priest & Gass 2017:12)

Green (1981)	Swiderski (1981)	Buell (1981)
• Risk management plans • Small-group dynamics • Liability considerations • Outdoor leadership methods • Judgment • Minimum-impact practices • Decision making • Assessment of group capabilities • Assessment of individual capabilities • Outdoor leadership objectives	• Exercise good judgment • Handle safety problems • Prepare for accidents • Prevent illness and injury • Teach environmental injuries • Follow wilderness ethic • Model positive attitudes • Demonstrate minimum impact • Recognise own limitations • Recognise problem indicators	• Design and use first aid kit • Have knowledge of group safety • Possess physical fitness • Limit activities to capabilities • Anticipate problems • Provide standard of care • Apply physical and emotional care • Develop safety procedures • Select and implement logistics • Carry out staff preplanning
Priest (1984)	Raiola (1986)	Priest (1986)
• Ability to anticipate accidents • Wilderness first aid skills • Awareness of group dynamics • Ability to clearly identify problems • Ability to evaluate natural hazards • Ability to foster teamwork • Ability to provide personal growth • Proficiency in land-based activities • Proficiency in water-based activities • Ability to prepare accident responses	• Leadership style • Judgment (objective and subjective) • Trip planning and organisation • Environmental issues • Risk management • Instructional principles • Navigation • Group dynamics • Nutrition • Field experience	• Safety skills • Judgement based on experience • Awareness and empathy • Group management skills • Problem-solving skills • Instructional skills • Technical activity skills • Flexible leadership style • Motivational philosophy • Environmental skills

Priest and Gass (2017:13) refined these skills into created twelve core competencies that a good outdoor leader should possess, and these twelve competencies include technical skills, safety skills, environmental skills, organisational skills, instructional skills, facilitation skills, flexible leadership style,

communication, professional ethics, decision-making, problem-solving, and sound judgement. These skills make up the leadership wall and are divided into three categories, as displayed in Figure 3.2, namely: hard skills; soft skills; and meta-skills. For this study, we will only be examining the hard and soft skills.



Figure 3.1: The brick wall of hard, soft and meta-skills.
(<http://simonpriest.altervista.org/LM.html>)

3.5.1 Hard skills

The concept of hard skills seems to be better understood than soft skills. Authors have referred to hard skills as the technical skills required to perform a specific task or set of tasks (Ashbaugh, 2003; Bancino & Zevalkink, 2007; Ramsoonair, 2004). Costin (2002) suggests that hard skills make use of equipment, the implementation of a task and involves physically delivering a product. Ashbaugh (2003) and Mullen (1997) agree that hard skills or technical skills usually have objective assessment strategies, and many professions rate hard skills and proficiency over soft skills (Shooter, Sibthorp, Paisley, 2009:6; Bancino & Zevalkink, 2007; Caudron, 1999; Mullen, 1997).

For this study, the researcher has divided the hard skills into three categories, namely: technical skills, safety skills and environmental skills.

3.5.1.1 Technical skills

Technical hard skills form the cornerstones for outdoor leadership training. These skills incorporate the competencies needed to teach a group the appropriate knowledge, skills and attitudes related to a specific activity, the environment and safety (Priest, 1987:5; Swiderski, 1981:108; Martin et al., 2006:160). Some examples of these technical hard skills may include proficiency in belaying, abseiling and rope work; being component in the construction of shelters; and being proficient in navigation, river

crossings and kayaking. Swiderski (1987:30) explains that another technical component is knowledge in mechanical repairs and maintenance of specific outdoor equipment.

In a study done by Buell (1981:163) on *The identification of outdoor adventure leadership competencies for entry-level and experience-level personnel* participants recommended the following nineteen outdoor skills, knowledge and behaviour to be of some importance in outdoor leadership. These nineteen skills were prioritised by the candidates from most to least important the candidates: first-aid and safety, physical fitness, personal and group equipment, water safety procedures, hiking and trail techniques, camp craft, expedition behaviour, food selection and preparation, navigation and route planning, on-the-trail activities, search and rescue, environmental awareness, survival, rope craft, weather, automobile and van use, physiology and nutrition, special mode of travel, and tool craft.

Buell (1981:164) further found that activities that were classified as essential for outdoor adventure leaders to possess are: backpacking, orienteering, survival, hiking and walking, cross-country skiing, rock climbing and rappelling, flatwater canoeing, mountaineering, bouldering, and white water canoeing (Priest & Gass, 2005:79). Buell (1981:164) recognised that travelling could be potentially dangerous to the safety of participants, and so recommended that outdoor leaders possess advanced training and experience in travelling skills whenever modes such as canoeing, cross-country skiing and cycling trips are used as a central part of the program. Buell (1981:164) elaborates that assistant leaders should have experience and training beyond the entry-level. When modes of travel play a minor role in the adventure program, it is recommended that the outdoor leader possess considerable experience and training in the activity.

Technical skills serve as a foundation for conducting any adventure experience. Although these technical skills are not always the aim of the adventure, these skills are required to participate in the activity (Priest & Gass 2005:78). They further say that without these skills conducting any adventure activity might be dangerous if not impossible. Likewise, with the other skills without technical skills, an outdoor leader will not get the chance to incorporate any of the other skills (Priest & Gass 2017:13).

The authors (Priest & Gass 2017:13) continue to explain that it is good for an outdoor leader to be able to complete the activity at a higher proficiency personally than they are presenting as this provides the leader with more control during the activity. Although most activities have their own set of technical skills, Priest and Gass (2005:78) mention some general technical competencies that overlap with safety skills and environmental skills. These can be skills like weather interpretation, body temperature regulation, navigation, survival, and lifesaving and first-aid.

Stott and Hall (2003) conducted a study that focussed on participants' self-reported changes in personal, social and hard skills that took place during a six-week expedition to East Greenland. They found that students had a significant difference in their self-reported hard skills.

3.5.1.1.1 Weather interpretation

According to Priest and Gass (2005:109), an outdoor leader should be able to interpret and predict the weather by using current weather reports, obtained by radio or by looking at current cloud movements, wind and precipitation. Outdoor leaders should be able to deal with unexpected weather conditions, especially thunderstorms and lightning. Weather interpretation can be seen as a skill that overlaps with safety skills. Buell (1981:163) found that first-time leaders placed weather interpretation and how to deal with weather on an outdoor trip in the fifteenth-most crucial position, while more proficient leaders placed weather interpretation in the sixteenth place.

3.5.1.1.2 Body temperature regulation

An outdoor leader should be able to treat outdoor hypothermia and hyperthermia as well as know different ways of body heat loss and regulation. Priest and Gass (2005:110) state they should know the signs and symptoms of hyperthermia and hypothermia as well as practical ways on how to treat these symptoms effectively, for example, how to warm up a patient with hypothermia and cool down a patient with hyperthermia (Priest & Gass 2005:110).

Brandt (2016:81) explains how body temperature is key to survival and learning in outdoor programmes. He explains that a layering system is critical in keeping warm or cool. Making oneself comfortable in adverse conditions is a basic skill that is needed to enhance the outdoor experience. If you cannot regulate your body temperature, you will not be able to accomplish anything, and survival becomes difficult in an outdoor experience. Brandt (2016:81) reminds the reader of the layers in keeping warm, three layers of clothing each with a different purpose namely: The first layer is important in any environment and condition is the only layer you wear based on the environmental this layer should be tight when cold and loose when in warm conditions. The second layer should be an insulating layer to keep your body warmth in the temperatures you are encountering. The third layer should protect you from the elements you face, for example, rain, snow or windy conditions.

3.5.1.1.3 Navigation

An outdoor leader should be able to navigate in the worst possible outdoor terrain that you expect to encounter in an outdoor activity. This means an outdoor leader must be able to read maps, calculate distance using bar scales on the maps, cite grid references, and convert from map north to magnetic north and true north (Twehous, Groves & Lengfelder, 1991:115). They continue by stating that a leader must easily interpret map symbols, spot contour lines, and other features. Outdoor leaders should also make use of a compass and a map, leaders must take field bearings, and triangulate locations between two or more bearings. A leader should be able to orienteer, aim off, use attack points and steer marks, avoid obstacles, use back-bearing, use catching features and handrails. They should be able to find routes, note checkpoints along the path of travel, contour between points of similar elevation without

losing altitude, and choose routes based on expected terrain, vegetation, party strength, or other variables (Priest & Gass 2005:110).

Lekies, Yost and Rode (2015:3) conducted a study on urban youth's experience of nature with implications for outdoor adventure recreation, and they found that after participation in an outdoor program that participants' navigation skills improved.

3.5.1.1.4 Survival

Priest and Gass (2005:110) expect outdoor leaders to be able to cope under the worst possible conditions if lost, injured, or caught out in a storm during an adventure activity. They elaborate by saying that having a positive survival attitude is a must for outdoor leaders, including being able to admit when they are lost and to keep the participants from panicking by comforting the group, and prioritising their needs (Ball, 2001:62). Outdoor leaders should be able to light fires that are not damaging to the environment and build shelters that are easily constructed from the environment around them (Henderson and Potter, 2001:237). Gathering edible food and water in various settings are also crucial survival skills outdoor leaders should have. Remember the food rule: if unsure, don't consume (Priest & Gass 2005:110).

Survival skills and activities can help the participants and leaders to develop relationships with nature all around them. These survival skills can give the participant a view to see into a world they have not been accustomed to in their daily lives according to Ball (2001:62). This agrees with Kellert and Derr (1998:87) who studied outdoor wilderness experience and found that participants who took part in the National Outdoor Leadership School Programme also mentioned that they had improved a lot on their survival skills. Stott and Hall (2003) conducted a study on *Changes in Aspects of Students Self-reported Personal, Social and Technical Skills During a Six-week Wilderness Expedition in Arctic Greenland* and found that participants showed an improvement in their survival skills.

3.5.1.1.5 Lifesaving and first-aid

An outdoor leader should be able to swim and provide cardiopulmonary resuscitation (CPR) and first-aid. Many practitioners like The National Outdoor Leadership School, Outward Bound, and Wilderness Education Association recommend wilderness first responder courses (Welch, Clement & Berman, 2009:115; Twehous, Groves & Lengfelder, 1991:115) state that these areas require certification and this is generally accepted norm by adventure programmes. It is strongly recommended that an outdoor leader gets their certificate in life-saving as well as wilderness first-aid provider or similar like an emergency medical technician. Knowing how to use an accident response kit is critical for every outdoor leader (Priest & Gass 2005:110). Kellert and Derr (1998:52) also found that the participants who participated for at least three weeks in the outdoor wilderness programmes showed forty-one per cent

improvement in their self-reported first-aid skill level after completing an outdoor programme with National Outdoor Leadership School, Outward Bound or Student Conservation Association.

3.5.1.1.6 Search, rescue, and evacuation

An outdoor leader should be able to locate a missing person and remove them from danger. The first few hours of the search and rescue are the most critical, and leaders should always call for assistance if they can (Shimanski, 2005:3). Shimanski (2005:3) also states that most outdoor companies should have their own set of procedures, and leaders should be aware of the correct procedure to follow. They should be capable of designating an appropriate base camp, interview people and obtain relevant information, perform searches of high-probability areas, such as meadows trails and rivers. Shimanski (2005:3) continues that in the likelihood of a suicide, leaders should look for areas with a view and perform coarse or fine searches walking side-by-side in a square grid, constructing stretches appropriate for carrying lowering or raising, and lastly realise when a search is beyond your resources and deciding to ask for a professional search and rescue team (Priest & Gass 2005:111).

3.5.1.2 Safety skills

Martin et al. (2006:108) and Thomas (2010:239) explain that one of the primary purposes for outdoor leaders is to take participants into nature on an adventure and then to bring them back safely. According to Jillings, Furlong, LaRhette and Ryan (1995:5) who conducted a safety study of 20 years on project adventures found that an accident rate of 4.33 accidents occurred per million hours of adventures activities. These results show that adventure has similar accident rates to real estate and corporate companies (Priest & Gass, 2005:93). They carry on by stating that even with these available statistics, it is proven to be challenging to convince the public to participate in activities that deliberately place participants at risk. The Williamson and Meyer as mentioned in Priest and Gass (2005:94) refers to three components that can increase the chance of an accident happening. Priest and Gass (2005:94) explain these three components: errors made by outdoor leaders, unsafe conditions that are created by the environment, and unsafe errors that was performed by participating clients.

3.5.1.2.1 Leader dangers

According to Schimelpfenig (1996), some of the unsafe errors caused by leaders may be assumption, erratic behaviour under stress, attitude towards risk, carelessness, distraction fatigue, flexibility or resistance to change, goals or preconceptions, ineffective supervision, denial, complacency, health status, lack of experience, lack of knowledge or skill, and lack of respect for hazards.

3.5.1.2.2 Environmental dangers

According to Schimelpfenig (1996), some of the unsafe conditions caused by the environment include altitude, animals, animal traps, avalanche, cold water, currents, tides, and surf, deadfall, deep

snowpack, deep water, falling trees, flash floods, illness, insects, lighting, loose rock & boulders, moving water, rock fall, stoves and fires, strainers in rivers, uneven terrain, vehicles, visibility, weather, wet or slippery terrain.

Enoksen and Lynch (2017:25) added that the leader's ability to learn and to respond to uncontrolled dangerous situation develops skills that are directly applicable to different situations. Leaders that are put in uncontrolled environments, which gives them a chance to respond to scenarios which in turn helps them become used to different situations. This is what develops their skills and knowledge, and acclimatises them giving them greater experience in dealing with risk and dangerous conditions (Enoksen & Lynch, 2017:25). This agrees with what Kellert and Derr (1998:182) found that participants got a new respect for the environment and how to it needs respect.

3.5.1.2.3 Client dangers

According to Schimelpfenig (1996) unsafe acts by clients may include cooking, exceeding ability, failure to follow instructions, fall, fall on rock, fall on snow games, haste, rushing to meet schedule, inadequate supervision, inappropriate role modelling, ineffective instruction, lost, planning errors, poor hygiene, poor positioning, poor technique, spilt hot water, stove fire, technical systems fail, moving at an unsafe speed. Kellert and Derr (1998:22) and Galloway (2000:79) found that participants had an increase in self-confidence and felt that they could act more on their instincts and feelings in when working with other people in situations.

Other dangers that clients can have is the destruction of the environment.

3.5.1.3 Environmental skills

Martin et al. (2006:221) and Kellert and Derr (1998:8) explain that one of the most powerful tools for an outdoor leader is striving to protect the natural environment. They carry on by stating that this is done by environmental interpretation and education. Leaders need to instil a sense of connectedness to the environment to their clients by helping them interpret the environment and educate them on what the environmental issues are in that area. What impact we as people have on the environment and how to live with a minimum impact on the environment. Buell (1981:v) introduced environmental awareness as a critical skill for outdoor leaders. This was also on the leadership wall of (Priest & Gass 2017:13). Priest and Gass (2005:114) continued to explain that as participation in outdoor adventure field grew that it was harming the natural environment witch adventure tourism required.

Cafaro (2012:89) also explains that the field of outdoor recreation also grew in the number of activities that exist in a location, for example, mountain biking, horse riding and hiking can most probably all be practised on the same trail. This, however, creates challenges of its own as the different activities often have a negative effect on each other for example horses make muddy terrain on trails for hikers when in the wet season, while the hikers tend to scare and startle the horses on the same trail. Cafaro

(2012:89) states that all forms of recreationists have the right to practice their activities with consideration towards other forms of outdoor recreation. These are some of the considerations that outdoor leaders must take into account as to be sensitive to other recreationists in the same area as them as well as not damaging the environment.

Certain practices such as leave no trace (Marion & Reid, 2001) and minimal impact skills needed to be implemented to manage the amount of damage being done on the environment.

3.5.1.3.1 Leave No Trace seven skills

Leave no trace was established as a joint venture between National Outdoor Leadership School (NOLS) and the United States Forrester Service (Martin et al., 2006:220; Marion & Reid 2001). These leave no trace was divided into seven skills these are: Plan ahead and prepare for the trip; try to camp and travel on durable surfaces; dispose of human and other waste properly; leave what you find do not take anything; minimise the impact of campfires; respect all wildlife; and be considerate to other participants in your area.

Most respondents reported far greater respect, appreciation, and spiritual connection with nature, and mentioned a stronger urge for conservation and good stewardship of the environment (Kellert & Derr, 1998:1). Kellert and Derr (1998:52) states that attendees of the three-week programme mentioned that they rated camping skills as a significantly more important after their programme than before their programme. This agrees with Kellert and Derr (1998:51) who also found participants to be more aware of the environment and having a greater sense of how to take care of it. They also found after the programme that most participants started cutting down on and creating less waste.

However, Daniels and Marion (2005:12) found that participants who completed a trainer course did not show much improvement regarding not taking souvenirs from nature. Reid and Marion (2005:3) explain that campfires have an enormous impact on the environment and that it could be lessened if visitors only use as much wood as they need and burn everything to ash as not to leave charcoal. Kellert and Derr (1998:52) also found that participants who went on a three-week or more adventure excursion found fire-making a vital skill that also improved in the post-test after their programme.

Daniels and Marion (2005:14) found that attendees of the trainer course also improved largely in the area of being mindful of other visitors in the same area as them. Marion and Reid (2001) state that there are four ways in which outdoor leaders can help minimising their impacts. According to Leave No Trace cited in Priest and Gass (2004:115), four ways that leaders can help is to:

Know the area that you want to travel to and realign your expectations;

Stick to small group sizes because of the adverse effect group sizes of larger than ten can have on the environment, especially in small areas.

Selecting the appropriate equipment since specific equipment might have less of a detrimental effect on the environment, for example, carrying lightweight tents rather than building shelters with tree branches. Using lightweight stoves rather than building fires from nature.

The repackaging of food before leaving for an outdoor excursion to minimise waste and litter and for example, emptying glass containers into reusable plastic bags as well as packing to avoid spills in bags by replacing cardboard boxes with resealable plastic bags and so on.

3.5.1.4 Minimal impact skills

Cafaro (2012:87) states that one should be careful when attempting to participate in any form of recreation in nature, as this can be harmful to wildlife. Cafaro (2012:87) continues by stating that for this reason, recreationists have created codes of conduct to address the dangers of harming nature. Some of the skills that Priest and Gass (2005:115) recommend is hiking and travelling with minimal impact skills as well as camping with minimal impact to reduce the amount of harm to nature (Marion, 2014:21).

3.5.1.4.1 Travelling minimal impact skills

Other principles that were also advanced by Leave No Trace (2004:116) and Cafaro (2012:87) is to stay on the trails, for example, to remain on planks or rocks in muddy places to minimise your footprint and not to take shortcuts on curvy trails. Leave No Trace (2004:116) carries on by explaining that when a leader wants their group to rest, it is essential to find a rock or durable surfaces so as not to trample or disturb any soft vegetation. When it is necessary to go off the trail, do so in small groups of not more than six and spread out amongst each other so as not to form new paths while sticking to durable surfaces as far as one can.

Kellert and Derr (1998:52) established that participants rated camping and travelling with minimum impact as an essential skill to have and that it has improved after completing an outdoor programme of three weeks or longer.

According to Martin et al. (2006:211) and Cafaro, (2012:87) one of the best ways to get the people to take care of the environment is to teach participants and leaders about the environment and ultimately how to travel and camp in the environment with a minimal impact approach.

3.5.1.4.2 Camping minimal impact skills

Priest and Gass (2005:116) state that the campsite is the greatest threat for environmental impact. They explain that if a group is not careful and stays for a prolonged time this damage can be irreparable (Cafaro, 2012:87). Therefore, they recommend that leaders should be able to camp in areas and leave only minimal traces of their stay in that area. Ultimately the choice comes to whether to start a new

campsite or to camp in a pre-existing area. They continue to explain that larger groups may cause less damage to remaining in a pre-existing camping area (Marion, 2014:21), while a smaller group might cause less damage to start a new campsite. Marion (2014:21) states that leaders need to explain to the group what durable and sensitive vegetation is and that they should try to stick to camping to the durable surfaces while avoiding the sensitive vegetation.

To teach these and environmental and other skills, a leader would need soft skills.

3.5.2 Soft skills

Knapp (1985:17) postulates that a "well-balanced leader" must display competence in both hard skills and soft skills. Swiderski (1987) produced what may be one of the most frequently cited works on the soft skills topic within the outdoor education literature. Swiderski (1987) was concerned that those who trained outdoor leaders were overlooking soft skills, a skill dimension he learnt coming from the corporate world that referred to intrapersonal and interpersonal skills. Stott and Hall (2003) conducted a study that focussed on students' self-reported changes in personal, social and technical skills that took place during a six-week-long expedition to East Greenland. They found that students had experienced a tremendous shift in their self-reported soft skills. Soft skills, according to Priest and Gass (2017:13), are intangible and difficult to measure and include facilitation techniques, instructional skills, and organisational skills.

3.5.2.1 Facilitation techniques

While the experience and the natural setting serves as the source for achieving the adventure experience, a leader can attain specific skills to make the transfer of learning through these adventures easier (Priest & Gass, 2005:184). We can define facilitation as the techniques used to bring forth the qualities of the adventure experience based on the assessment of the needs of the person or group participating in the experience (Gass 1993:219). The purpose of facilitation is to enhance the experience for the participant and to maximise the amount of learning that occurs during the experience to create lasting change (Nadler & Luckner, 1992:184). They carry on by explaining that facilitation has been labelled as the cornerstone of how effective an outdoor adventure experience can be. Martin et al. (2006:105) explain that it is the role of the outdoor leader to lead participants into activity within nature to learn more about themselves, others and nature. They continue by stating that a leader with good facilitation skills can shift a simple outdoor experience into a great learning activity in which the participants can learn from their experiences (Thomas 2010:243).

Usually, the outdoor leaders that are facilitating the group's process are also required to manage student safety while teaching relevant skills and knowledge to the group (Thomas, 2010:240). Greenaway (2004:106) states that there is a big difference between teaching and facilitating, explaining that in facilitation the goal is usually for people to learn something that nobody else knows in the

beginning, whereas this concept changes in teaching where the goal is to learn what the teacher already knows.

Martin et al. (2006:107) and Thomas (2010:243) surmise that the role of facilitation is to move a group to the desired outcome and explains that for this to happen, there are different facilitation styles. Each of the facilitation styles has its advantages and disadvantages. They recommend that a new outdoor leader practices a variety of styles to find which works best for each group. These styles are:

Nondirective facilitation

This style is seen as a laissez-faire style where the leader allows the group to come up with their own solution to find their own way to the camp. This style is not always comfortable or appropriate, but when the group finds it rewarding to find their own solution, this style may be extremely rewarding (Martin et al., 2006:107; Струпинська and Kuznets, 2015:373). According to Brymer and Renshaw (2010:35) this greatly benefits the facilitator to also establish how the group learns.

Appreciative facilitation

Martin et al. (2006:107) and, Струпинська and Kuznets (2015:373) describe this style as a focus on the victories of the group and emphasis on the success the group has achieved so far. It involves finding the moments that the group functions at its best and highlighting these areas, rather than focussing on the negative. In this way, the group is likely to turn out to be what the instructor believes they can be.

Activity facilitation

According to Martin et al. (2006:107) and, Струпинська and Kuznets (2015:373) activity facilitation is used when there is a time constraint within which a facilitator has to complete the activity. There must be a clear beginning, middle and end to the activity. The beginning may be when the activity is explained to the participants, the middle is when the facilitator interjects in the activity to influence the experience and often changes some of the rules. The end of the activity is usually where the experience is analysed and debriefed to increase the learning that took place.

Group facilitation

This is key to maximise learning outcomes in the outdoor, and groups can have a more significant influence than the outdoors alone. When building a team, group facilitation is necessary, but if the group's priority is not team-building, then group facilitation skills are a great way to keep the group on track (Martin et al., 2006:107; Струпинська & Kuznets 2015:374).

Directive facilitation

Martin et al. (2006:107) and Струпинська and Kuznets (2015:374) explain that adventure programming is a directive style of facilitation that leaves very little to chance and in which participants are told precisely what is going to happen and what to expect.

Priest, Gass & Gillis (2003) and Ringer (1999) (as quoted in Priest and Gass, 2005:194) explain that because of the different functions of adventure programming stated earlier (recreation, education, development and therapy) different facilitation styles can be used to most effectively reach the outcomes of the program. These different facilitation styles are categorised by Bacon (1978), Daugherty (1991), and Priest and Gass (2005:189) into six generations of adventure facilitation:

1. Letting the experience speak for itself (First generation approach)

This can be seen as learning by doing. Here the facilitator lets the clients sort out their own personal insights (Daugherty 1991). The facilitator does not add any comments or questions towards before or after the experience.

2. Speaking for the experience (Second generation approach)

The facilitator is teaching the participants by telling them what they have learnt and what they did well, or what they can improve on (Priest & Gass, 2005:192). Because individuals are different and the learning, which occurs, is personal, telling the participants what they have learnt may alienate them and discourage learning from future opportunities.

3. Debriefing the experience (Third generation approach)

A solution to disengaging participants by telling them what to do is by asking them what they have learnt and in so doing letting them assume responsibility for their own learning. This became popular as the outward bound plus model (Bacon, 1987). This reflective style of facilitating only occurred after the activity, and Priest and Gass (2005:193) states that several leaders concluded that it would be more beneficial to let participants start thinking before the activity.

4. Directly frontloading the experience (Fourth generation approach)

This means to highlight or emphasise the learning that is going to take place before the start of the exercise. This is done by revisiting learning from a previous activity, looking at the objectives of the activity being done and what can be learnt from it, motivating why this activity is so important and what life lessons can be learnt from them, which functions and behaviours will bring success, how the group can learn from them and what will bring dysfunction. This enables the facilitator to reemphasise the key learning in the debriefing and leaves more room to focus on changes, which need to take place in the participant's life.

5. Framing the experience (Fifth generation approach)

This is done by creating parallel realities between the activity and a part of the participant's life in which the participant can then draw on the key factors learnt on the activity and directly relate it to the isomorph to which the activity is being compared (Gass, 1997:68).

6. Indirectly frontloading the experience (Sixth generation approach)

Indirectly frontloading an experience is mostly used when all other generations of facilitation do not work. It allows the facilitator to frame an experience in such a manner that the client has options but that all options will lead to a positive outcome. (Gass, 1993:261) refers to this as a win-win situation.

3.5.2.2 Instructional skills

The quality of instructional skills is a critical skill for outdoor leaders, primarily because of the effect instructional skills have on the skill level of the group, and in return influence the safety, well-being, and ability to focus on other participants learning objectives (Thomas, 2007:10).

Higgins and Morgan (1997:4) base their practice on the concept that good skill instruction develops easily applicable skills that can be applied in a variety of scenarios. They further state that skills should be taught in such a manner as to achieve early success with the basic principles of the skills and then should work their way to more complex applications of the skills. They encourage leaders to make use of early success in skill acquisition for participants as a strong motivational force. This is why outdoor leaders may benefit from a better understanding and application of good instructional skills (Thomas, 2007:10).

3.5.2.2.1 Best to instruct

It is commonly accepted that demonstrations provide the simplest and most effective means to convey information about motor skills, especially for complex, whole-body movement skills. Not surprisingly, demonstrations were estimated to be the most commonly used mode of instruction (Hodges & Franks, 2004; Horn & Williams, 2004 cited in Thomas, 2007:11).

Thomas (2007:11) maintains that in Australia, instructional approaches have been popularised by some organisations. The most common instructional approaches make use of the following six steps that leaders can use to help in the instruction of new skills: First, give a demonstration; followed by an explanation of the techniques; after another demonstration and explanation candidates will look differently at the different aspects of the skills; next is where the leader asks the participant to imitate the skill presented by the leader; this is followed by the fifth step which is where the leader coaches and corrects small actions of the participants; and the sixth and final steps are trails where the leader assesses if the participants are ready for the required skill level of the challenge.

Enoksen and Lynch (2017:19) found that when inexperienced leaders were allowed to lead their peers and given authority as leaders, specifically in the role of planning and organising, deciding travel routes, selecting the appropriate travelling pace and where to set up camp, that the leaders experienced the shift to be awkward and uncomfortable. Enoksen and Lynch (2017:19) explain that because of their inexperience and lack of skills, these new leaders did not see themselves as ready for leading their groups.

3.5.2.2.2 Instruction and teaching combinations

Rose and Christina (2006:227) recommend that learners who experience more success early in the skill learning process tend to feel more confident, adequate, and self-enhanced. Learners who experience frequent failure tend to feel anxious, less adequate, less confident, and less able to set realistic goals for themselves and acquire the skills. Therefore since success tends to fast-track learning, and failure tends to slow down learning, outdoor leaders must try to acquire early success in skill instruction (Rose & Christina, 2006:227).

Thomas (2007:11) explains that practice routines should also be particular; it is vital to create a safe and controlled environment for the cognitive stage of skill acquisition. For example, outdoor leaders teaching belaying skills to novices can do so by practising on a horizontal surface to create a safe and controlled environment with less pressure and distractions and no serious consequences if errors occur.

Thomas (2007:11) explains that the real challenge for the outdoor leader is to know when and how to make the practice environment more specific, to eventually get to the real-world environment where the skill will ultimately be applied.

3.5.2.2.3 Designing effective lessons

Priest and Gass (2005:164) explain that although public speaking can help improve an outdoor leaders' programme, there are a few other components that also need to be taken into account. These components are lesson planning, setting up the right teaching environment, getting started, delivering the information, and finishing up.

Lesson planning

In Lesson planning Priest and Gass (2005:164) explains that there might be different ways of lesson planning but that they all have the following aspects in common. The leader sets out the goals and skills that the group needs to attain from the program. Secondly, the leader then organises these learning outcomes into a logical and slightly progressive flow, usually from simple to more sophisticated applications or from reality to theory. Once these lessons have been summarised, and the skills have been incorporated into the body of the lessons the leader now highlights the main learning areas into the conclusion and how the application of the principles learned would be applied in future learning.

The last step that they recommend is the introduction to the lesson and to outline the principles that would be learnt in the following activity and the importance of the lesson for future learning and the current activity.

Martin et al. (2006:183) refer to the fact that lesson planning must incorporate SMART goals, referring to the fact that these lessons must be: Specific as to what goal the lesson must achieve; measurable, as the progress needs to be visible; achievable, the client must demonstrate early success as stated by Rose and Christina (2006:227); realistic, is the environment realistic to the full development of the participant at their current skill level; and time-bound, a leader must be able to achieve specific objectives and results within a specified time frame.

Teaching environment

Frank (2004:30) states that it is crucial to create a setting of trust, security and community to create an environment in which learning can effectively take place. Frank carries on by stating that this can be achieved by creating a full value contract and Challenge by Choice.

According to Priest and Gass (2005:186), the concept of the full-value contract can be traced back to Medrick's (1979) when interpreting Berne's (1961, 1964, & 1972) work on transactional analysis. The contract helps participants not to give up on an adventure or exercise before they have participated in the activity. This was done to get clients to be less passive and to engage the group in the adventure at hand while validating their fears and focussing on the reasons for participating. Scholl, Prouty and Radcliffe (1988:95) build on this full value contract by verifying that there are three components that clients have to agree to in a full value contract. These are to work together to achieve group goals or individual goals; to follow risk management and group behaviour guidelines; to receive and give feedback on negative and positive behaviours, and to work through challenging behaviours when change is appropriate.

Priest and Gass (2005:186) further state that Challenge by Choice originates from the work of Rohnke (1984) which allows the group member to decide the level of risk they allow for themselves and the competency level at which they feel comfortable participating in the adventure experience. Sharp and Ryan (2005:76) explain that this casts the outdoor leader as an advisor, to help guide the group members to challenge themselves and each other in the areas of their own choosing. Sharp and Ryan (2005:76) carry on by stating that it is leaving the decision with the participant to make sure they get what they want out of the experience. He says that the Challenge by Choice grew out of adventure programmes that forced participants to perform certain activities. It was understood that force would lead to the participants' resentment and that the value of a programme would be affected.

Scholl, Prouty and Radcliff (1988:131) state that Challenge by Choice offers a student: Chance to try a potentially difficult and/or frightening challenge in an atmosphere of support and care; the opportunity

to "back off" when performance pressures or self-doubt become too strong, knowing that an opportunity for a future attempt will always be available; a chance to try complicated tasks, recognising that the attempt is more significant than performance results; and respect for individual ideas and choices.

Attarian, Brezovec and Piraino (2008:57) state that the teaching environment is critical to delivering effective lessons and needs careful consideration, especially as most of the environments are outside in nature or artificial human-made structures.

Getting started

Priest and Gass (2005:165) suggest once the environment is set that the leader use an icebreaker to get the participants to become comfortable with each other and the leader by playing a short game to introduce themselves and communicate their expectations of the activity at hand.

Delivering information

Priest and Gass (2017:273) explain that a variety of ways can be used to deliver information effectively. They provide some examples that illustrate how clients can learn, namely by demonstrating the relevant skills, providing the equipment used around so that the client can see and feel what the leader is referring to, breaking the skills up as to make it easier to learn, and by starting with more straightforward competencies and working to more difficult levels so that clients might better understand.

Finishing up

Priest and Gass (2017:274) explain that when an outdoor leader finishes up with the programme they should keep the clients interactive, not letting them sit still and digest too much information at a time. According to them, this causes boredom and is ineffective for the client to learn.

3.5.2.2.4 Setting goals and objectives

Martin et al. (2006:183) explain that in designing effective lessons, it is essential for outdoor leaders to set clear goals and objectives. They further state that there are different programmes that outdoor leaders provide from one-hour sessions to multiday skills programmes. Therefore, the outdoor leader needs to set goals and objectives (Martin et al., 2006:183; Priest & Gass 2005:167).

Goals are explained as the general intents that are derived from the purpose of the program. The goals are then divided into specific objectives that are explicit target declarations for the goals (Priest & Gass, 2017:275). Priest and Gass (2005:167) further explain that an outdoor leader's goals can be divided into four different kinds namely: regular work goals which refer to the majority of the responsibilities of a leader ensuring safety and effective and efficient delivery of the program; problem-solving goals which allow a leader to solve problems that could cause programme quality from suffering; innovative goals which help a leader proactively improve the delivery of programmes services; and, lastly,

developmental goals which allow a leader to improve their performance so that the programme can improve its services, deliver, reinvest in staff and adjust to new market conditions.

3.5.2.3 Organisational skills

Martin et al. (2017:XVIII) conclude that when a plan has been established, it requires the organisational skills of the outdoor leader to implement the plan. They carry on by stating that to successfully implement a plan successfully, a leader should create a system and orchestrate various components for all the parts to come together and create a whole process. Priest and Gass (2017:177) explain that trip organisation is an essential skill for an outdoor leader. To help leaders with this skill, they have divided it into six stages or components based on the work of Priest (1992), and Clawson and Knetsch (1966) as displayed in Figure 3.2:

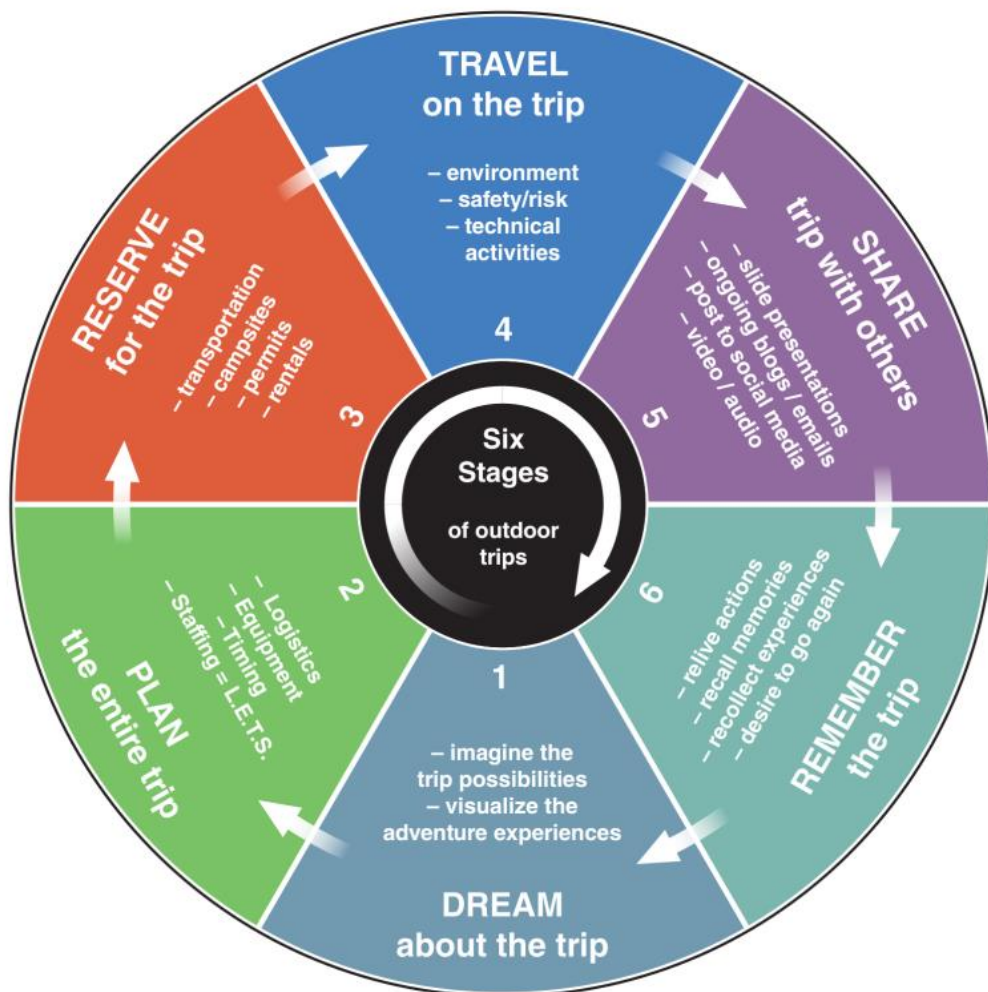


Figure 3.2: Six stages of organising outdoor trips (Priest and Gass, 2017:177)

As can be seen in Figure 3.2 the six stages of trip organisational skills rely on first dreaming about the trip, then planning the trip, followed by making reservations for the trip, next is the travelling to the trip

and the participation in the chosen activities or experience. After the experience and travelling the next phase is to share the experience with others and lastly to remember the trip. This process then creates the desire to live for the next adventure (Priest & Gass, 2017:177).

Dream

Priest and Gass (2027:176) explain that the purpose of the trip usually determines the location and the activities of an outdoor adventure. They carry on by stating that if there are no expectations or rigidity on what must be done, then the leader is free to dream about the programme. It is recommended that they find out what the group members are interested in doing or specific locations they want to visit or experiences they would like to have. It helps to ask members of the group to write down what they would like to experience and then see how you can combine this into your trip.

Plan the trip

Martin et al. (2017:317) together with Ewert and Sibthorp (2014:25) agree that with the lack of adequate trip planning from a leader, the chances of injury and misadventures increase. They elaborate by saying that a leader should possess these skills to set up and design an effective programme, which includes focussing on the goals and objectives to achieve the right outcomes.

Planning forms an essential component of all outdoor excursions to advance adventure and learning, to minimise accidents and to protect the environment (Boyes, Potter, Andkjaer & Lindner, 2018:2). More crucially, planning provides a framework to enhance a leader's ability to adapt to eventualities and can reduce the cognitive load at the time of making a decision (Collins, Carson, Amos, & Collins 2018:133).

Priest and Gass (2017:177) give a list of fourteen points that outdoor leaders need to take into account when planning a trip these are:

- rationale—which activities are going to be done;
- which locations are the group travelling to;
- in what sequence and route is the group going to travel;
- what are the restrictions and interests of the clients;
- what is the size of the group;
- what are the staffing requirements going to be;
- which equipment is necessary for the trip;
- how much food and water is going to be needed and at which times;
- where is the accommodation and does it suit the group;

- what is the different transport that is needed for the whole trip;
- how is all the relevant communication going to work between the leader and the group as well as emergency response if needed;
- the budget to make sure the leader manages all costs and extra hidden costs along the way;
- the safety and risk management of the whole trip and group members; and lastly
- to triple check and make sure all the planning and the 14 points listed are in place and are organised.

After planning the trip outdoor leaders need to start making reservations for the trip.

Reserve for the trip

Priest and Gass (2017:184) state that leaders must make sure about permits that are becoming the norm for protected areas and are necessary to acquire to participate in some restricted regions. A leader needs to make sure that the equipment that is required for the trip is either bought or rented for the time that the activity is planned for. Priest and Gass (2017:184) also stress the importance of reserving campsites or accommodation as well as the transportation needed for the trip.

Travel on the trip

Priest and Gass (2017:85) stress the importance of safety on the trip and that the outdoor leader is responsible for everyone's safety. They stress that the leader should stick to the schedule that was planned and make sure that the group stays safe, is learning and enjoying themselves. They also stress to keep the group fed and hydrated as to keep them comfortable and make sure the group stays together. The more pleasant the trip is the better memories there will be to associate with. During the trip, outdoor leaders need to be well-versed in both their hard and soft skills (Priest & Gass 2017; Martin et al., 2006:160; Buell 1881:164; Priest, 1987:5; Swiderski, 1981:108).

Share the trip with others

Priest and Gass (2017:187) explain that while on the trip as the group experiences memorable moments, they might want to share them with family and friends by taking photos or sharing these moments via social media. An outdoor leader needs to encourage this behaviour to help the group reflect on their adventures and to encourage learning from these moments.

Holman and Jacobs (2006:49) demonstrated that participants were able to transfer outcomes from their wilderness trip experience to their work, to developing and improving outdoor recreation skills, to their family lives, and other activities. Participants also indicated having positive reflections/memories of the trip as well as increased coping/transitioning skills. Many participants noted higher levels of motivation

and increased self-confidence in their abilities, which they directly attributed to the wilderness trip experience.

Remember the trip

After the trip, an outdoor leader needs to wash the equipment and store or return the rented equipment on time to avoid penalties. Priest and Gass (2017:186) remind us that the client needs to relive the memories of the trip and recall what they have done and recollect the feelings they experienced on the journey to excite them and to create the eagerness to want to go for more adventure trips.

After realising the need to want more adventure trip experiences the process then repeats, as shown in Figure 3.3. The more people want to go on outdoor trips, the greater the need for outdoor leaders who are prepared and well-trained (Priest & Gass 2017:6).

3.6 Training programmes for outdoor leaders

Enoksen and Lynch (2017:179) explain that becoming a leader in outdoor educational settings involves moving from being just one participant to being among several in a group and having influence over the other participants in the group. They further state that the process of becoming a leader has not been explored in leadership research.

One of the first steps that should be taken to ensure the sustainability of the adventure tourism industry in South Africa is to standardise the skills required for adventure guides (Giddy, 2020:201). Although in-house company training is necessary, due to the number of new and old activities considered as part of adventure tourism, some general skills and competencies should be required for outdoor leaders due to the risk involved and dependence of clients on the outdoor leaders to ensure their safety (Giddy, 2020:201).

It implies that important material for introductory outdoor leadership training programmes to focus on is the leader's self-development. A further implication is that learning materials for outdoor leadership for the first time need to concentrate on intra- and interpersonal development more than on all of the other leadership competencies that are listed in outdoor leadership textbooks (Enoksen & Lynch, 2017:25).

For the teaching and training of outdoor leaders to be effective Cross & Lyle (1999) and Schwartz, Bransford and Sears (2005) suggest practice and implementation should be contextualised and relevant as to create an enhanced environment for the retention and transferability of skills. Retaining and transferring learning of an individual can be improved by allowing them to experience a variation in practice while introducing unrelated elements, which then leads to improved adaptability, rather than repetitively practising the same thing (Tozer, Fazey & Fazey, 2007:65; Magill, 2006; Runesson, 2006; Shea & Morgan, 1979).

3.7 Adventure gap year programmes

Roos, Lennox and Botha-Ravyse (2016:202) conducted a study on the development of soft skills on full-time recreation students after completing an adventure race. They found that first-time participation groups reported teamwork, communication and physical skills, which was different from the second-time participants in the adventure race, where students reported leadership skills as the most learned.

Roos, Lennox and Botha-Ravyse (2016:202) concur with the qualitative results of the student responses captured during analyses that identify the improvement in their leadership skills, as they were better able to assist others in completing a task as well as motivating them into participation in all the activities, while in the past it was a challenge to get everyone involved.

Greffrath and Roux (2012:467) also found that students who participated in a gap year programme with certain adventure activities reported having improved in nine of fifteen competence-related factors. The nine factors include communication skills, problem-solving skills, coping with change, motivation levels, being streetwise, leadership skills, self-worth, career planning and self-image leadership skills.

The researcher could not find any other studies that have been conducted on the development of hard and soft skills in gap year programmes. Chapter four will now present and discuss the results obtained by the researcher in the structured interviews.

3.8 Conclusion

This chapter aimed to determine the hard and soft skills that are required for the adventure tourism industry. The researcher first defined tourism and then focussed on adventure tourism. The researcher described the use of adventure programming to achieve recreation, education, development and therapy as explained by Priest and Gass (2017:31). After establishing the different areas, which adventure programming, is used for the researcher identified the skills that are required to work in this outdoor adventure field. This lead to the discovery of the hard and soft skill wall seen in Figure 3.1, which established the three hard skills namely: technical skills, environmental skills, and safety skills, which are tangible and easier to teach and assess. This was followed by the three soft skills, namely: facilitation techniques, organisational skills, and instruction skills, which are more elusive and intangible and makes them difficult to teach and to assess. The researcher ended off introducing the fourth chapter, which showcases the empirical results of the structured interviews.

CHAPTER 4 EMPIRICAL RESULTS

4.1 Introduction

In this chapter, the researcher will discuss the findings of the structured interviews conducted with the selected interviewees from the Beyond Adventure SAGYP (BASAGYP). This chapter will achieve research objective four by displaying the empirical results to enable the main aim of the research, namely, to determine the hard and soft skills development of SAGYP participants. This chapter will open with the selected interviewee's demographics. This is followed by the different sections of the structured interview namely: purpose and motivation for participating in the program, the development of their hard and soft skills, and the most and least influential activities contributing towards hard and soft skills development. As mentioned in Chapter 1, interviewees 3 and 16 could not complete the post-test interview.

4.2 Demographics of interviewees

The demographics of the interviewees will be discussed under the following headings: age and gender of respondents, schooling, extra-curricular activities at school, geographical location of interviewees and home language.

4.2.1 Age and gender of respondents

Figure 4.1 indicates that the interviewees comprised four females and eleven males. Most of the interviewees were nineteen years of age, with one respondent being twenty-five and one eighteen years of age. This correlates with previous research conducted by Greffrath and Roux (2012:463) where most of their respondents were between the ages of eighteen and nineteen with the youngest being seventeen and the eldest twenty-one.

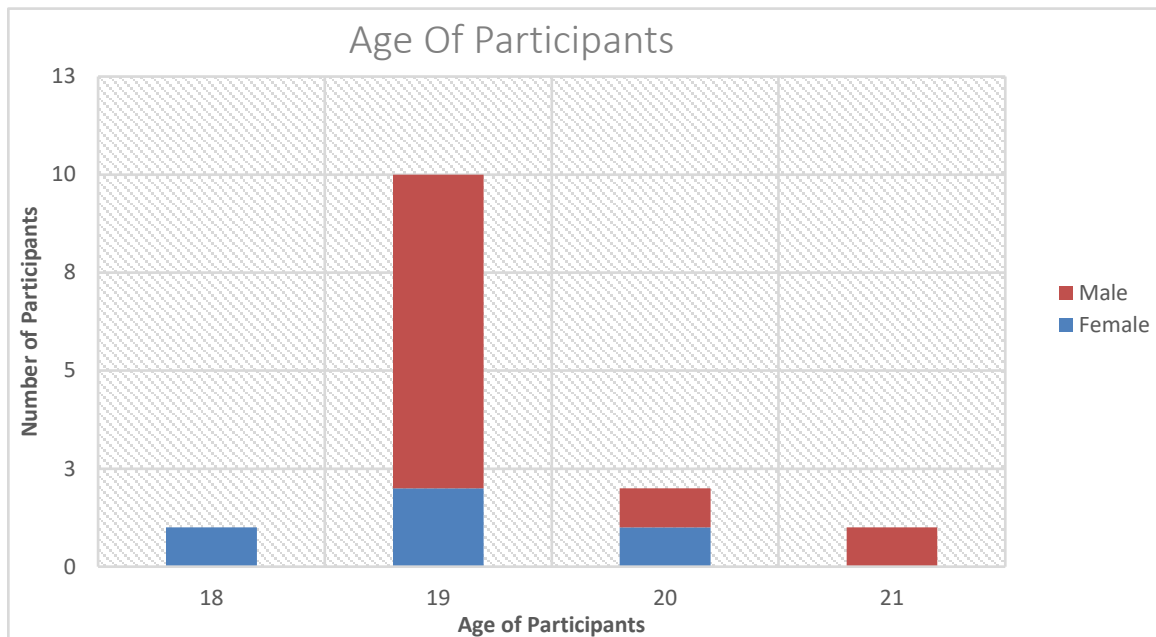


Figure 4.1: Age and gender of respondents (author's own work)

4.2.2 Schools attended

The data in Figure 4.2 indicate most of the interviewees (nine) went to public schools while four went to private schools, and two interviewees were home-schooled. This corresponds to the research of Greffrath and Roux (2012:463) on gap year interviewees of the 2010 ATKV programme.

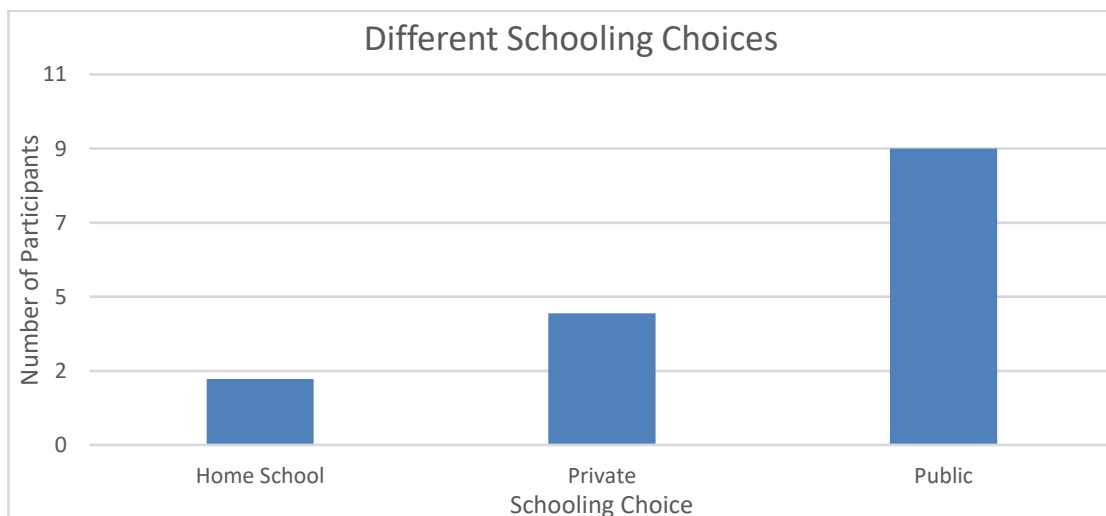


Figure 4.2: Different schooling choices (author's own work)

4.2.3 Extracurricular activities at School

Figure 4.3 illustrates that eight of the interviewees had some leadership role at school, while the others did not have any leadership roles to fulfil while at school. While thirteen of the interviewees indicated having been involved with sports at school, only two have stated that they did not participate in school sports. Only eight of the interviewees indicated that they participated in cultural activities at school, while the remaining seven stated that they did not participate in any cultural activities in school.

Figure 4.4 reveals that seven of the interviewees participated in one extracurricular activity at school,

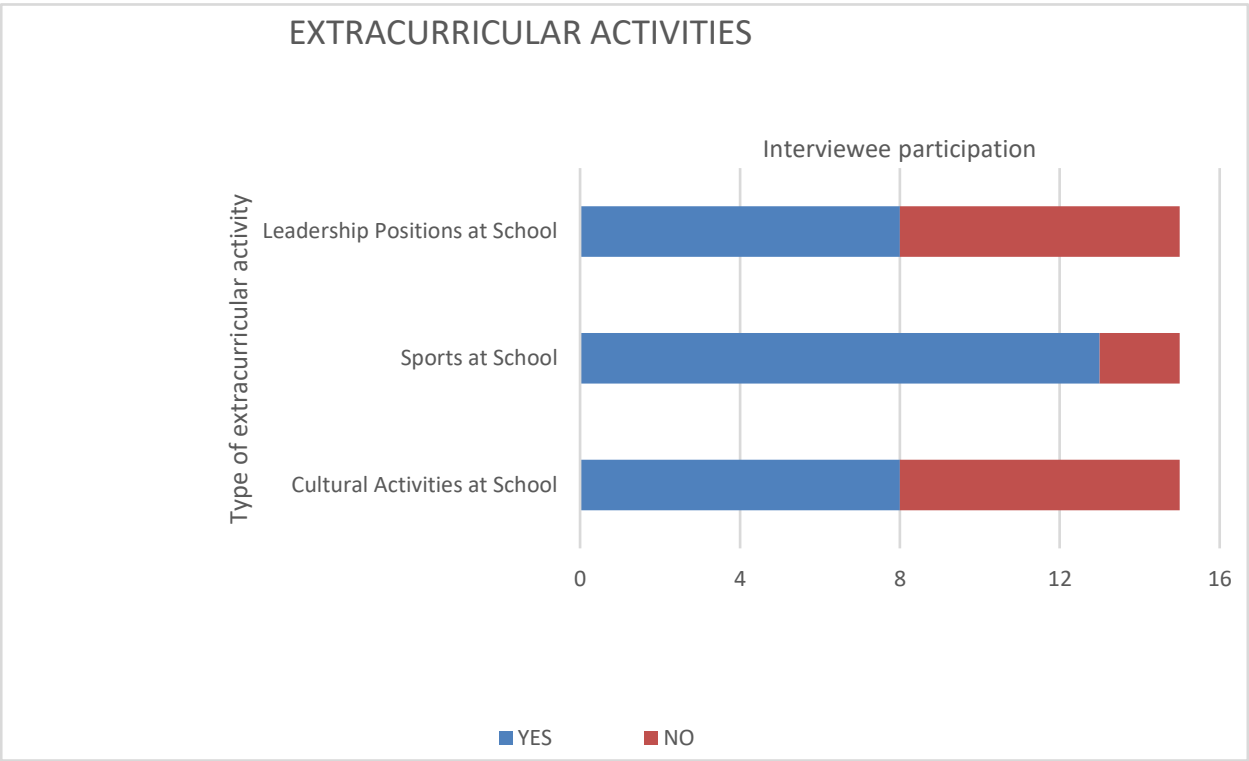


Figure 4.3: Extracurricular activities of interviewees (author’s own work)

while six of the interviewees participated in three extracurricular activities. Only two of the interviewees participated in two extra-curricular activities at school.

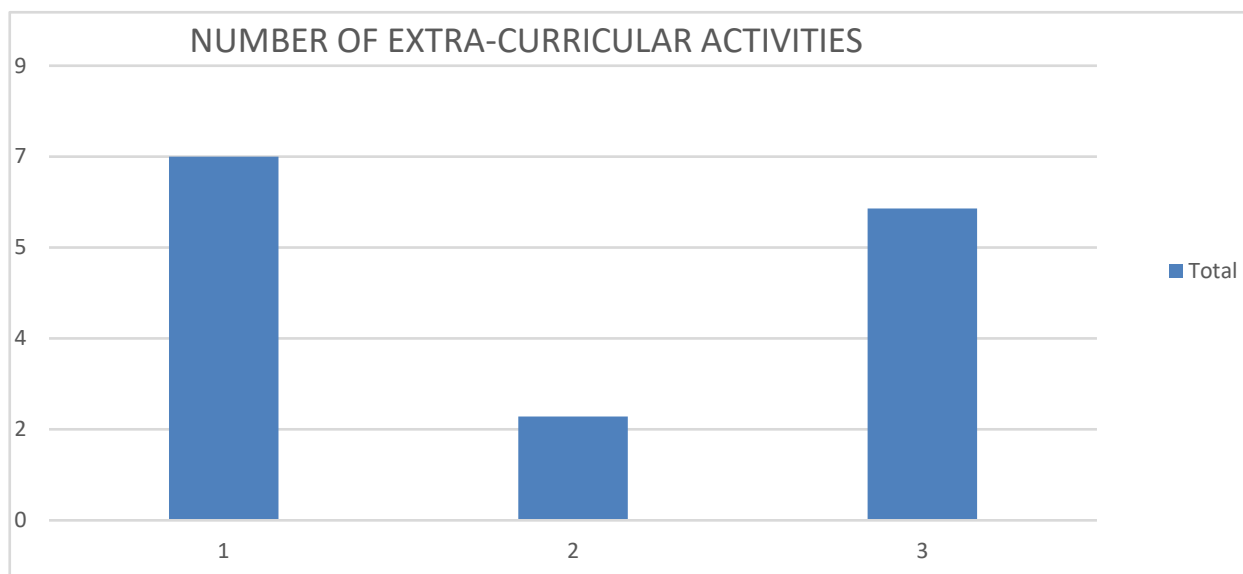


Figure 4.4: Number of extracurricular activities (author's own work)

4.2.4 Origins of interviewees

All of the interviewees were from South Africa. Most of the interviewees (seven) came from the Western Cape, four coming from Gauteng, two from KwaZulu-Natal, one from the Free State and one from the Eastern Cape.

4.2.5 Home language of interviewees

Figure 4.6 shows that the home language of most of the interviewees (ten) was Afrikaans, four were English-speaking, and one was isiZulu-speaking.

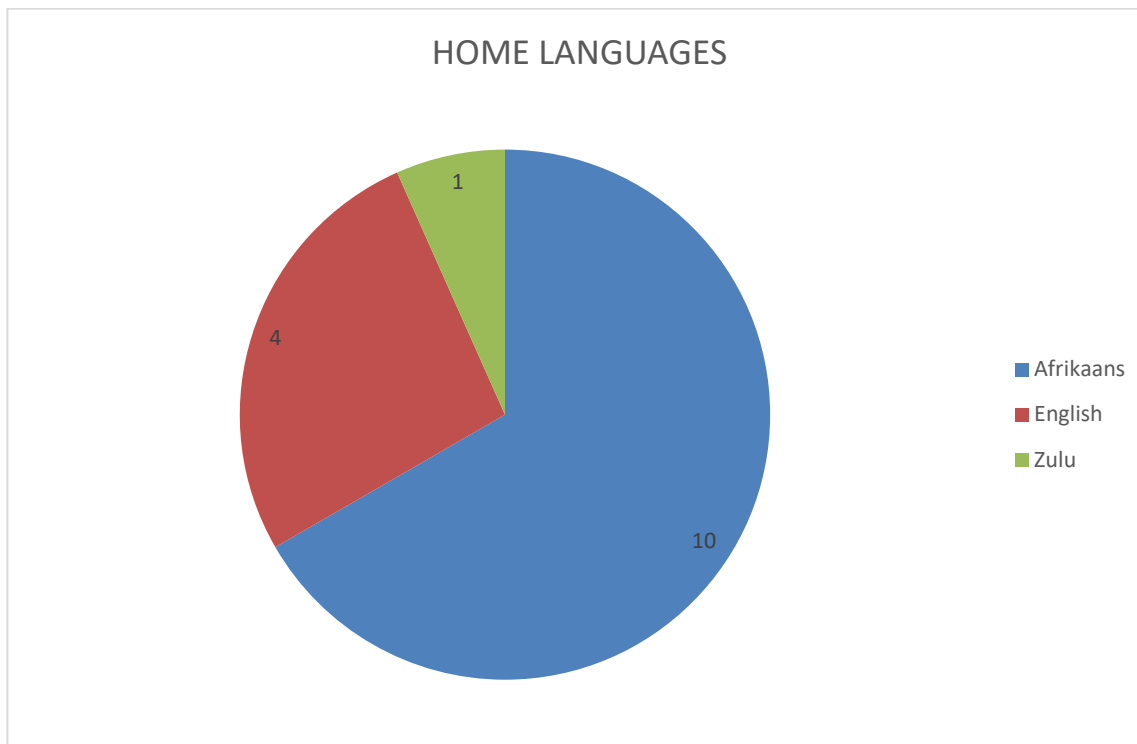


Figure 4.5: Home language of interviewees (author's own work)

4.3 Purpose and motives for participating in BASAGYP

The following sections will focus on the purpose and motives for the interviewees in participating in the BASAGYP. This will be conducted through analysing the answers of each of the questions asked in Section C of the semi-structured interview instrument (Appendix 1). Section C (Questions 4.4.1, 4.4.2 and 4.4.3) did not make use of pre-and post-testing due to the fact that the situation was expected to stay the same. Section D (Questions 4.4.4 and 4.4.5) was pre- and post-tested in order to note the difference in the development of the students.

4.3.1 Motivation for participation in the BASAGYP 2019?

The interviewees had the following to say:

Interviewee 2:

“Did not know what to do after my first year at home. Also, my girlfriend's sister was here, 5 years ago and motivated me to go there.”

Interviewee 3:

“Did not know what to do after school. It seemed like a good opportunity to what to do and it included all spheres of life skills, including ministry and also business. I started a small business when I was in school already. I am adrenalin junky and with all the sport activities it will be fun. At school I had a lot of injuries and on crutches but always continued and enjoyed the sport activities.”

Interviewee 4:

“My Mom came up with it and she made me come here. I got an idea it would give some direction in live and know where I am especially growing up without a Father.”

Interviewee 5:

“A friend of mine was here last year. She told me about it, all the fun things and the things that will teach us for the future and how to behave and discipline ourselves. I wanted to come and have some adventure.”

Interviewee 6:

“It looked like it was fun and better than any of my other options.”

Interviewee 7:

“It was my boss who paid for this entire year to be here and for me to be a team player. When getting to do work I do it myself and do not have time to chit chat on it.”

Interviewee 8:

“A friend of mine that did it two years ago recommended it to me. I saw the growth he gained physically, emotionally and mentally. I envied that and also wanted that. Wanted to go and study at Stellenbosch or UCT first. This year on an adventure would open my mind and make me realise what I want to do and see what God’s plan is for me. How I want to live my life and to live it on the right principles.”

Interviewee 9:

“God’s will motivate me. A good friend of mine did the course last year. He told me about it. I researched it at it looked really awesome. It would have been impossible for me to come here as we definitely did not have nearly enough money to come here. We prayed about it. I asked God to show me where He wants me to be. A church from Bloemfontein contacted us and told us they feel God wanted us to have this money. And it was exactly enough that was needed for me to come to Beyond Adventure. “

Interviewee 10:

“I did not really decide what to do after school, so I have to decide this year. Mom and Dad told me to come here and gain more skill in leadership and other skills. Getting more things behind your name.”

Interviewee 11:

“The main reason was for the fun. All the advertisements, which I read, seemed impressive. It would improve my character and build me as a person. My Mom also saw these and getting information from my family and friends. They told us about it, and we were very interested.”

Interviewee 12:

“I have some bad experiences by going to class at school. I needed a gap from what I learnt as I never enjoyed going to classes. My best was sport except for my business at school. Beyond Adventure seemed like the best thing as it is based on adventure and physicality and business. It is internationally recognized. It provides skills for Christian leadership, physicality, mentally and spirituality and leadership improvement.”

Interviewee 13:

“It was a choice given to me by my boss. He wanted to see if I could grow into a position where I would be useful to him in the workplace. I had to make a choice to do this and expand my skill list or not have work.”

Interviewee 14:

“I don’t know what I want to study and to find out what the Lord wants for me and to find His purposes.”

Interviewee 15:

“I did not want to come at first as I was accepted at various universities. I realized that I was not sure about what I wanted to do and so I decided to come here to decide. To clear my head, get away from everyone, to see what I was afraid of and what my limits were.”

In the pre-test, the researcher identified the following three themes for participating: theme 1: gaining more life experience, theme 2: finding direction in life, and theme 3: participating in adventure activities.

Interviewees 2, 4, 5, 6, 8, 9, 10, 11, 12, 14, and 15 were motivated by friends and family to participate in the BASAGYP, as they were uncertain what to do after completing high school. The following statement are those of the respondent 15:

“I did not want to come at first as I was accepted at various universities. I realized that I was not sure about what I wanted to do and so I decided to come here to decide. To clear my head, get away from everyone, to see what I was afraid of and what my limits were.”

Interviewees 8, 10, 11, 12, 13, and 14 wanted to gain more experience in life or gain the right principles to live life with. As stated in the findings above, most interviewees are in the phase between secondary and tertiary education or work. Interviewees were greatly attracted to all of the adventure activities that this BASAGYP presented.

These findings are similar to those of Greffrath and Roux (2012:461) on interviewees in South Africa (ATKV gap year) to determine the effect of a gap year with selected adventure related activities. Common motivational factors for undertaking a gap year were uncertainty and indecision on career paths and gaining life experience.

Interviewee 7 and 13 who were sent by their employers also agreed with Cremin (2007:527) who did a study on the commodification of the gap year and Brown, Hesketh and Williams (2003) who looked at the employability of candidates in a knowledge-driven society, claim that these ‘soft skills’ taught in gap year programmes are increasingly sought after by employers and that the employability of the participant is improved after the acquisition of these skills.

4.3.2 Purpose of BASAGYP

The interviewees had the following to say:

Interviewee 2:

“I have learnt a lot more. It is to grow you mentally physically and spiritually and building yourself character. Learning who you are as a person.”

Interviewee 3:

"Want to be a better self, build a better relationship with God, and where I am now be better by the end of the year, and to be able to walk out of here a new person. I want to be fitter and healthier and have a greater relationship with God."

Interviewee 4:

"This programme is to open up your mind and create leadership in young people. To get people closer to God, even if you are close, it gets you closer. It is a rehabilitation centre, if you are planning to use drugs it could help you a lot to stop the drugs."

Interviewee 5:

"To put me into my direction; put me onto my path."

Interviewee 6:

"To educate young people to be good adults and be a better person and being a good contributor to the community."

Interviewee 7:

"To make people better leaders for the future. Teaches you self-respect and of responsibilities."

Interviewee 8:

"To become more mature, get physically fit and to bring you closer to God."

Interviewee 9:

"To take young people and kids and turn them into men. You mature a lot. It teaches you skills mentally and physically and when you are done, you would know who you are, what you want to do and what you can do. You would know your limits."

Interviewee 10:

"It grows your personality and character and Christian beliefs and your physical skills and all life stages and also working on mental and spiritual skills."

Interviewee 11:

"To build the character for everyone participating to become better people and inform leadership."

Interviewee 12:

"You are going to get out what you put in. Depending on what you focus on you will improve in that area. It depends on what you want to get out of it."

Interviewee 13:

"The purpose is to grow and develop youth into adults that can contribute to society."

Interviewee 14:

"To find myself in the Lord. To learn leadership skills and to improve myself and get stronger physically and spiritually. To grow fitter and to experience all the adventure that I can."

Interviewee 15:

“It would be described best by saying you give them a boy, they give you a man.”

Interviewee 16:

“I was unable to complete my first year successfully a course similar to engineering. I decided to either look for work or take some form of gap year which would provide me with life skills and then would go back to study.”

The researcher identified the following two themes: theme 1: prepare for life choices, and theme 2: to grow holistically through mental, physical, and spiritual growth and development.

Interviewees 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, and 16 all agreed that the purpose of the BASAGYP was to grow in skills to equip them for life better and to better themselves. This included mental, physical, religious and spiritual growth. Interviewee 5 included that the BASAGYP will help them to find direction in life. Help them grow in their leadership skills was also mentioned by Interviewee 4, 11, and 14 mentioned. Interviewee 14 summed it up the best by stating:

“To find myself in the Lord. To learn leadership skills and to improve myself and get stronger physically and spiritually. To grow fitter and to experience all the adventure that I can.”

This agrees with Greffrath and Roux (2012) who found that participants wanted to mature and gain more skills. It also supports Nieman (2010) who, looking at the perception of higher education students of the influence of their gap year experience on their personal development, found that taking a gap year is beneficial for interviewees in terms of gaining life experience, being better prepared for the working world, reflecting on what is expected in life, and coping with difficult circumstances. Interviewees 2, 3, 4, 8, 9, 10, 12, and 14 all mentioned spiritual growth.

This correlates with O’Shea (2011:575) who conducted a study on delaying the academy and rather taking a gap year before starting with tertiary education, and Tenser (2015:115) who states that interviewees find appreciation for spiritual growth because of time spent reading and thinking about religion.

4.3.3 Expectations for the end of 2019 BASAGYP

The interviewees had the following to say:

Interviewee 2:

“To become more fit and be more disciplined at home and making lifetime friends.”

Interviewee 3:

“To develop young and future leaders. Let people build themselves to better versions of self and to show who God is but to teach them about the purpose of God.”

Interviewee 4:

"To have a sense of fulfilment. To feel like I can do something for myself, something with a higher purpose. To be as close to God as any human being can. Make myself happy and to make my Mom happy."

Interviewee 5:

"I want to know what I want to study and how to be stronger."

Interviewee 6:

"I would like to get full colours and my certificate and change myself for the better. Focus on improving myself and being a good contributor to the community."

Interviewee 7:

"To be a better person, to be a team player, to handle stress and to take on more responsibilities."

Interviewee 8:

"I want to become fit, more mature and build my relationship with God."

Interviewee 9:

"I have don't have any definite expectations. I just expect the best of myself and to be able to complete all the physical exercises. I do not want to get to the end of the year and know it did not do my utmost best."

Interviewee 10:

"Set goals to do better in the PT tests. I have spiritual goals to get closer to get and the relationship better and I would like to become a better person and knowing myself."

Interviewee 11:

"Mentally to be able to cope better, physically to become fit and more sporty. Spiritually I would like to have a better connection with God."

Interviewee 12:

"A lot of big questions in mental and spiritual world I would like to have answers. Physical, I would like to do cage fighting and become fit."

Interviewee 13:

"I am looking to achieve set skills that can further my careers in the future."

Interviewee 14:

"I hope to find a close relationship with the Lord. I want to grow fitter and run faster and further. That I can have close friends at the end of the year and to gain leadership and grow in confidence."

Interviewee 15:

"A more mature man, ore certain of what I want to do and to be more physically fit."

Interviewee 16:

“To equip me with skills I don’t have. I would like to have the necessary skills which would build me to become a better person.”

The researcher identified the following two themes: theme 1: to improve fitness, and theme 2: making lifelong friends.

Interviewees 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 and 16 mentioned that they wanted to achieve a greater fitness level and gain more skills, as well as becoming better persons and finding out how to better deal with life.

Interviewees 2 and 14 also stated that making new lifetime friends at the end of the programme was one of the goals they wish to achieve by the end of the year.

These findings correlate with the presumed benefits identified by O’Shea (2011: 575) who conducted research on delaying the academy and rather taking a Gap Year before starting with tertiary education mentions. The findings highlighted the following benefits:

- the acquisition of or renewed religious beliefs;
- greater appreciation of friends;
- family and community;
- greater appreciation of culture;
- intellectual development;
- enhanced self-awareness and increased independence; and
- soft skills.

4.3.4 Plans after BASAGYP

To the question, What are you planning to do after BASAGYP?, the interviewees had the following to say from the pre-test and post-test interviews:

Table 4.1: Planning to do after the BASAGYP (author’s own work)

Pre-test	Post-test
Interviewee 2: "Study in Stellenbosch not sure however what course."	Interviewee 2: "I am going to work at another camp like a school camp/Hotel thing. It is called Spirit of Adventure."

Interviewee 3: "Hopefully study. Wanted to start estate agency with my father but saw the detail about this adventure and thought it a great opportunity, but hopefully to go and study."	Interviewee 3: Did not complete the post-test.
Interviewee 4: "Want to study Chemical Engineering."	Interviewee 4: "Study Chemical Engineering."
Interviewee 5: "Maybe work overseas."	Interviewee 5: "I want to go and study to become a tractor mechanic at John Deere."
Interviewee 6: "To come study at Stellenbosch. Preferably mechanical engineering or civil engineering."	Interviewee 6: "I have two plans at this stage and depending on which one works out. I am hoping that the British army would accept me, and if they don't, then to go and study drafting."
Interviewee 7: "To go back to work."	Interviewee 7: "To study further and to be working. I would like to complete an accounting course. I currently am working for and Accounting firm/Tax consultants, so I would like to study and be a financial advisor."
Interviewee 8: "I want to go and Study at Stellenbosch, but I am still deciding."	Interviewee 8: "I plan to go and study at Stellenbosch University. I am going to study Bio-diversity and Conservation Ecology, basically Agri-Science."
Interviewee 9: "I do not have definite plans at this stage. I don't want to do nothing though."	Interviewee 9: "I have a couple of opportunities provided because of the ARA's that I attended and the qualifications I obtained during the Gap year. I obtained a level 2 at all of my ARA's and that has opened a lot of doors like tourism. I am hoping to work in a similar situation as what I have attended to at Beyond. I want to build into people's lives. I want to give back of what I got. I would like to attend a Bible School in Sedgefield in Knysna. It would then work out really perfect if I could get a job there."
Interviewee 10: "I still have to decide, but to maybe to choose between graphic design or to take over my father's farm. I will take this year to decide and find something I would really like to do."	Interviewee 10: "I am going to go and study photography and graphic design in studio 7 in Strand near Cape Town. I am also going to teach part time in the school. After completing that I would like to go and study teaching full time."
Interviewee 11: "To study engineering at University."	Interviewee 11: "am studying Business Management at Varsity College."
Interviewee 12: "To go and study business management and then to work in Australia."	Interviewee 12: "I am going to work in the summer camp industry in America. I am going to work through CCUSA and work at a water-ski

	resort and do some white boarding and mono skiing.”
Interviewee 13: “I am planning to work for 4 – 5 years and along those years to put away money to become a pilot.”	Interviewee 13: “I am planning to work in a cubicle for the next few years, mainly taxation and accounting, just until I can get my pilot's license.”
Interviewee 14: “I would love to study. I am interested in hospitality and find out.”	Interviewee 14: “I am staying on as a Facilitator and some studying.”
Interviewee 15: “I would love to go and study.”	Interviewee 15: “I am going to study BSC sport science at the University of Stellenbosch.”
Interviewee 16: “Going back to study and work at the same time.”	Interviewee 16: Did not complete the post-test.

In pre-test (Table 4.1) the researcher identifies the following two themes: theme 1: study afterwards, and theme 2: work overseas.

From the pre-test, it was found that Interviewees 2, 3, 8, and 15 were unsure of what they wanted to do after the programme, but they wanted to go and study. Only Interviewees 4, 7, 11, 12, and 13 knew what they wanted to do, which was to study something specific or go and work overseas. These findings are similar to what Greffrath and Roux (2012:461) found amongst interviewees in South Africa in their study to determine the effect of a gap year with selected adventure related activities, namely that gap year interviewees were considered to be people taking a break between important phases of their lives—between high school and university, or between the university and work—for self-enrichment through travelling, working, military service, religious purposes or self-enrichment/training courses (Griffin, 2013:853; Jones, 2004:32; Flowers, 2015:23).

In the post-test (Table 4.1), the researcher identified the following three themes: theme 1: continuing as outdoor leaders themselves, theme 2: entering the workforce, and theme 3: pursuing study at a university.

After the post-test, it was found that Interviewees 2, 9, 12 and 14 wanted to become involved in the tourism industry, either as facilitators at camps or guides (whereas at the pre-test interviewees 2,12 and 14 wanted to go and study). As Interviewee 12 stated:

“I am going to work in the summer camp industry in America. I am going to work through CCUSA and work at a water-ski resort and do some white boarding and mono skiing.”

Interviewee 9 explains:

“I have a couple of opportunities provided because of the ARA's that I attended and the qualifications I obtained during the Gap year. I obtained a level 2 at all of my ARA's and that has opened a lot of doors like

tourism. I am hoping to work in a similar situation as what I have attended to at Beyond. I want to build into people's lives. I want to give back of what I got".

Interviewee 14 wanted stay on as a Beyond Adventure facilitator for the next years students. This correlates with the findings of Stott and Hall (2003:167) which found that a substantial proportion of the leaders in outdoor programmes are from the previous year's programme interviewees.

Interviewee 7 who was sent by their employers also agreed with Cremin (2007), and Brown, Hesketh and Williams (2003) who conducted a study about employability in a knowledge-driven society which claims that these 'soft skills' taught in gap year programmes, were increasingly sought after by employers and that the employability of the participant was improved after the acquisition of these skills.

The interviewees who wanted to go and study were a lot more confident in what they wanted to do or wanted to study. After being undecided as to what to do next in the pre-test, Interviewee 10 mentioned that they were going to study in studio seven photography and graphic design.

4.3.5 Likelihood of becoming involved in the adventure tourism industry

The interviewees had the following to say in the pre-test and post-test (Table 4.2).

**Table 4.2: How likely are you to become involved in the adventure tourism industry?
(author's own work)**

Pre-test	Post-Test
Interviewee 2: "Did consider becoming an adventure guide. Fifty-fifty chance."	Interviewee 2: "Very possible as I am going to do it now as mentioned."
Interviewee 3: "Quite likely. When we started the programme and saw what it all what about, I thought I would like to go into this job of being a facilitator, but my dad wants me to get a degree first. I obviously do that first but if I then have the opportunity to come here and influence young people. I love working with people and young people. When I was in church in the leadership positions, I loved working and developing young people."	Interviewee 3: Did not complete the post-test.
Interviewee 4: "Very unlikely. I have never been an outdoor person. This is outside of my comfort zone."	Interviewee 4: "Very likely. I am planning to open a business for sightseeing stuff."
Interviewee 5: "No, I don't thing I want to do that."	Interviewee 5: "Not much. It is not what I want to do."
Interviewee 6: "Moderate to likely and only if I cannot go and study."	Interviewee 6: "Rather likely. There are other students who are planning to go into the industry,

	but it is not really an industry that interests me. It does, however, prepare you well if you are interested in this industry.”
Interviewee 7: “Would not like to be a facilitator but I would be more interested to going out into the outdoors like camping.”	Interviewee 7: “I won’t do that, but I would do the outdoors.”
Interviewee 8: “I am not sure at the moment but for now it is unlikely.”	Interviewee 8: “More likely than what I was before.”
Interviewee 9: “A fifty-fifty chance. I love the outdoors and the physical activities. I would gladly take it if it is the next step for me.”	Interviewee 9: “Very likely I would say.”
Interviewee 10: “Facilitator maybe a possibility but a tour guide, unlikely.”	Interviewee 10: “There is a high chance I might use everything I learnt here this year. I enjoyed a lot of the stuff we did this year, not maybe at a big tourism place but at a local area. Maybe be a facilitator in the community.”
Interviewee 11: “There could be good chance as we are only starting now.”	Interviewee 11: “50 / 50 to become involved. I do like adventure activities, but on the other hand I would like to get my life in order first and then maybe do this at a later stage in my life.”
Interviewee 12: “Not likely. It has not caught interest in any way. I have done adventure stuff but not like to do in future.”	Interviewee 12: “Facilitating is part of my job role next year; it is the summer camp industry. I don’t really work with the students. I would be something like a professional white boarder, not quite, and getting there, but yes I am kind of in that role next year.”
Interviewee 13: “Not likely.”	Interviewee 13: “Very unlikely. I don’t think I would like to become that, the year has made me a lot more open to that, but I don’t think that it is a job that I would be considering.”
Interviewee 14: “I am interested.”	Interviewee 14: “Very likely as I am doing that. A positive outcome.”
Interviewee 15: “I think intermediate there could be a chance.”	Interviewee 15: “It is likely as I enjoyed the extreme activities. So back home there is a guy that does rock climbing and he said I can come and help out during the holidays. I would not say as a full-time career but you never know what the future holds.”
Interviewee 16: “There would be a fifty-fifty chance.”	Interviewee 16: Did not complete the post-test.

In the pre-test (Table 4.2), the researcher identified the following two themes: theme 1: becoming a part of the tourism sector, and theme 2: not likely to form part of the tourism sector.

In the pre-test Interviewees 4, 5, 7, 8, 12, and 13 said that they did not see themselves as being involved in the adventure tourism sector. With Interviewees 3, 10, 11, and 14 saying they could see themselves as being part of the tourism sector and Interviewees 2, 9, 15, and 16 saying there was a fifty percent chance of them being part of the tourism sector.

In the post-test (Table 4.2), the researcher identified the following two themes: theme 1: could see themselves working in the adventure tourism industry; and theme 2: didn't want to work in the adventure tourism industry, but were more open to it than they previously were.

In the post-test Interviewees 2, 4, 12, and 14 stated that yes, they likely saw themselves working in the adventure tourism industry, with Interviewee 14 stating that.

“Very likely as I am doing that. A positive outcome.”

Only Interviewees 5, 6, and 13 said that it was not what they wanted to do but they were more open to the idea than before.

There was a definite change from the pre-test where Interviewees 4, 5, 7, 8, 12, and 13 said that they did not see themselves as being involved in the adventure tourism sector, while in the post-test Interviewees 4 and 12 stated that they could see themselves as part of the adventure tourism industry. Interviewees 5 and 13 said they were a lot more open to the idea. Therefore, these Interviewee's opinions changed after completing the BASAGYP.

4.4 THE DEVELOPMENT OF HARD AND SOFT SKILLS

This section will focus on the hard and soft skills development of the respondents. Again the respondents were pre- and post-tested. The analysis will be done by looking at the answers given by the interviewees before the BASAGYP in the pre-test and then after the BASAGYP in the post-test to see any change or development in the respondents hard and soft skills.

4.4.1 Hard skills

Hard skills development are divided into three categories, namely technical skills, environmental skills, and safety skills (Priest & Gass 2017:3). The researcher will discuss the findings under each of the questions in the stated field by examining the pre-test and the post-test interview with respondents.

4.4.1.1 Technical skills

The technical skill development sections consisted of the four skills area that were tested: navigation skills, survival skills, food collection skills and first-aid skills.

4.4.1.1.1 Navigational skills

The interviewees had the following to say from the pre-test and post-test interviews:

Table 4.3: Navigation skills (author's own work)

Pre-test	Post-test
Interviewee 2: "4/10. Sense of direction is off and cannot use maps or a compass."	Interviewee 2: "9/10. They taught us how to use Map work, compass work and navigating with the stars and the sun."
Interviewee 3: "0/10. Love nature and wilderness but only where I know the area, I will be good but in the wilderness, I do not know how to find my way at all."	Interviewee 3: Did not complete the post-test.
Interviewee 4: "2/10. I have never been in the wilderness area. I have only seen this on the TV. No experience or training and never talked about it."	Interviewee 4: "8/10. We did a course and they taught us how to do it. How to survive in the wilderness. How to use the stars, how to use a compass and the sun to establish which direction to go."
Interviewee 5: "7/10. I was in the Voortrekkers. We did a lot of map and compass work."	Interviewee 5: "7/10. I was in the Voortrekkers and we already learnt a few skills, like tracking animals, and looking for signs like broken branches. We did a survival course and there we also did tracking."
Interviewee 6: "2/10. Based on my surroundings if I have ever been there then I won't know where I will be going and recognize any landmarks. I don't have any reference points to any landmarks."	Interviewee 6: "8/10. They taught me how to use a compass and map reading skills. I have the right equipment, and then I would definitely be able to navigate through the wilderness area. The reason for not having the 10/10 is that I don't have the natural skills, so unless I have the correct equipment, I will not be able to navigate through the wilderness"
Interviewee 7: "5/10. I am a city boy and all we know is gps."	Interviewee 7: "7/10. We just did the 100 km race at night, and we went to a complete different location. I did 60 km on my own and got back to camp."
Interviewee 8: "7/10. My father taught me about stars and how to find my way around. Also, about a lot of other stuff and we have been camping a lot."	Interviewee 8: "9/10. They equipped us with skills in order to survive in places that you don't normally think you would survive. They took us on a beach hike, where you don't think there is any resources, and we just made it work. We made shelter and we survived. In any area that they place us, we would be equipped to survive."
Interviewee 9:	Interviewee 9:

"7/10. With a compass I would be doing very well so depending on if I have some stuff."	"8-9/10. We did a survival course, we were trained in wilderness navigation using a compass and without a compass I can make one out of a stick and some sand. We have experience to be in the wilderness with various hikes and a survival course we did so I feel very comfortable in that navigational skills."
Interviewee 10: "5/10. I did Voortrekkers and if I have a compass it is easier."	Interviewee 10: "8/10. Pretty well if it is at a Beyond adventure type of place like dry and bushy part and also the beach. We completed beach survival and navigation here in Alicedale. It depends on the situation you are. They taught us about the environment."
Interviewee 11: "4/10. I don't really have the skills or educated enough."	Interviewee 11: "8/10. During hike, beach survival and Amatola that occurred during this year I had the opportunity to study maps and read roads and footprints. Especially during the hunting, it taught me various skills on navigating the compass and all other sorts of things."
Interviewee 12: "7/10. If I have a compass, I would be able to. I was raised on a farm and did a lot of hunting. We had to keep direction and had to find the way back."	Interviewee 12: "6/10. With the skills my father taught me as well as what they taught us here. When I was raised on a farm and my father taught me most of the things I know, and he is quite reliable."
Interviewee 13: "1/10. I do not navigate in the wilderness as I grew up in the city and don't have skills to survive in the wilderness."	Interviewee 13: "10/10. We underwent a lot of training for that, and with a lot more of the survival and the hikes we went on, we learnt a lot more skills that help you to overcome obstacles that come your way. With navigation I feel much more confident that I would be able to navigate out of most of the situations."
Interviewee 14: "3/10. I am a "lalaland" person. I don't always know where I am or don't observe very well. If I have been at a place, I would remember I have been here and find my way back."	Interviewee 14: "7/10. We were taught how to work with a compass during our hike and navigation activities. Also, with scuba diving we did navigation there and had to work with compasses there."
Interviewee 15: "5/10. If this is with the bare minimum. I can read the sun and find some direction."	Interviewee 15: "8/10. I think with the environment I know like the bushveld, I know that very well, but in other environments, over the world, it might differ as different environments might be different."
Interviewee 16: "3-4/10. I do not have the necessary skills and not in a wilderness area. I would not know where to go and what to look for."	Interviewee 16: Did not complete the post-test.

In the pre-test (Table 4.3), the researcher identified the following two themes: theme 1: no to little navigations skills, and theme 2: some navigation skills.

In the pre-test Interviewees 2, 3, 4, 6, 11, 13, 14, and 16 all stated that they did not know how to navigate the wilderness or have never been in the wilderness. Only Interviewees 5, 8, and 10 stated that they had some previous experience of wilderness navigation.

In the post-test (Table 4.3), the researcher identified one theme: improved navigational skills. This was also expressed by their rating of navigation skills out of ten where all the interviewees rated themselves higher in the post-test than in the pre-test except for Interviewee 12.

This correlates with Lekies, Yost and Rode (2015:3) who conducted a study on urban youth's experience of nature with implications for outdoor adventure recreation, and found that after participation in an outdoor programme the participants' navigation skills improved.

Navigations skills improved with all of the respondent's rating their navigations skill abilities above six out of ten. In the post-test Interviewees 2, 4, 9, 10, and 11 pointed out that they now knew how to use the stars and the sun to find direction. Interviewees 2, 4, 9, 10, 11, and 14 agreed that BASAGYP had taught them a lot in terms of navigating in the wilderness and how to make use of a compass, as participant 9 explained:

"We did a survival course, we were trained in wilderness navigation using a compass and without a compass I can make one out of a stick and some sand. We have experience to be in the wilderness with various hikes and a survival courses we did, so I feel very comfortable in that navigational skills."

Interviewees 5, 8, and 11 stated that they had received some training for trekking in the wilderness from their parents or previous programmes, but they too felt that BASAGYP had taught them more and that they felt more comfortable with navigation now than before.

4.4.1.1.2 Survival skills

The Interviewees had the following to say from the pre-test and post-test interviews:

Table 4.4: Survival skills (author's own work)

Pre-test	Post-test
Interviewee 2: "5/10. I have never done it before. Knew what was essential but did not know how to do it."	Interviewee 2: "9/10. We completed the beach survival recently and it was very good. They taught us what we can eat, how and where to find it. In the first term they also told us for the bush what we can eat and where to find it."
Interviewee 3: "4/10. Learnt a few things by watching survivor. I am good at working out solutions for problems."	Interviewee 3: Did not complete the post-test.

Interviewee 4: "5/10. I try my best to survive. I can take care of myself and never afraid to ask for help. I can kill a lizard and braai to eat it if necessary."	Interviewee 4: "10/10. We had a survival and hike week and they taught us the tool for survive and we went out for a practical. We survived so I will be able to survive. They took us out in Port Alfred, it was mostly a beach area. We did one day in the bush area. Over the mountains close here where we are."
Interviewee 5: "7/10. I was on a few survival camps where we were trained to survive and build shelters. Find food and water in the nature."	Interviewee 5: "6/10. It is easier to find food at some places, like at a beach area to catch fish, or when in an area where there are berries. Some places it is easy to build a shelter, like where there are nice trees with shade."
Interviewee 6: "3/10. I have no real survival skills."	Interviewee 6: "7/10. They have trained us well on how to survive."
Interviewee 7: "6/10. When growing up we come from Durban and know about the ocean and the outdoors a bit, but there is always ways to improve."	Interviewee 7: "8/10. We did a beach survival at the beginning of this term. They left us there overnight and we did survive with what we found on the beach."
Interviewee 8: "8/10. I know how to make fire with little equipment. I love the outdoors and we have been camping regularly."	Interviewee 8: "9/10. It links to my first answer, as we experienced it before during this year at Beyond. I think we would be able to teach others to do it as well."
Interviewee 9: "7/10. Depending on how long. If a week or month or year then a lesser score."	Interviewee 9: "8-9/10. Very well we did two survival courses. One in the wilderness and one on the beach. Me and my team mates did very well. In both we managed to build shelters, find food, so for the short term I would state we did very well. For the long term I would say I need some more experience but I am confident that I would make it."
Interviewee 10: "6-7/10. It would be easier if you have stuff you can get to."	Interviewee 10: "9/10. One these two they taught us the most. We had a hike and survival and we had to catch our food and make our own survival shelter. It was hard as the wind was blowing hard but we did. They really taught us a lot of survival stuff."
Interviewee 11: "8/10. Mainly because of Vasbyt. I have also done a lot of camping before."	Interviewee 11: "7/10. I really like survival. It gives me some sort of joy and it is very exciting for me. If it would happen I would be able to survive well. I would be able to build a shelter, get myself some food, build myself a fire and be able to survive for quite long."
Interviewee 12:	Interviewee 12:

"8/10. I was born and raised on a farm. I know what I have, and what to do with what I have, eating and building shelters."	"8/10. I know about the items you can eat, I know how to build shelters and to get fresh water."
Interviewee 13: "2-3/10. I do know how to survive for a few days but if for a week I would not be able to go further."	Interviewee 13: "9/10. Because of the recent beach hike now, I am more confident that I would be able to survive knowing all the areas, where I can get the resources, how to set up camp and how to survive for a few days, and to look for ways to get back to realization."
Interviewee 14: "5/10. Growing up on a farm I know how the "veld" works, I know what to eat and where to look for shelter."	Interviewee 14: "8/10. There is always a chance that you might get killed. I like that type of stuff and then my Dad also taught me well as I live on a farm. Beyond also taught us as we did the survival hike where we had to gather our own food and survive so through experience we were taught how to do it."
Interviewee 15: "7-8/10. I have a very high survival instinct and would not like to give up. Through grit and savvy I would like to make it as long as possible."	Interviewee 15: "9/10. I have a very strong will to survive, and I obtained a lot of skills which we obtained at Beyond. When we did not it I find it difficult, but I found the concept to build, survive and fish."
Interviewee 16: "3-4/10. It would depend, I would be able to live but not live well, however I would be able to survive."	Interviewee 16: Did not complete the post-test.

In the pre-test (Table 4.4), the researcher identified the following theme: theme 1: interviewees had little survival skills from camping, and some interviewees had no survival skills.

In the pre-test Interviewees 4, 9, 13, 15, and 16 claimed to have a high level of survival instinct and would be able to survive for a few days, but would struggle if they had to survive for longer than a week, as Interviewee 13 commented:

"I do know how to survive for a few days but if for a week I would not be able to go further."

Interviewees 5, 7, 8, 11, 12, and 14 had previous experience before, whether from camping with family or 'Voortrekker' groups.

In the post-test (Table 4.4), the researcher identified the following theme: survival skills improved. All interviewees rated their post-test score out of ten higher than in the pre-test showing improvement in their survival skills during the program. The only interviewees who did not show improvement in their scores were Interviewees 5, 11, and 12 who claim they already knew what to do because of previous experience.

This agrees with Kellert and Derr (1998:87) who researched outdoor wilderness experience and found that participants who took part in the National Outdoor Leadership School programme also mentioned that they had improved significantly on their survival skills. Stott and Hall (2003) also found that participants showed an improvement in their survival skills.

In the post-test Interviewees 2, 4, 5, 6, 7, 9, 10, 11, 13, 14, and 15 agreed that BASAGYP had taught them a lot about surviving in the wilderness area, with Interviewee 11 stating:

“I really like survival. It gives me some sort of joy and it is very exciting for me. If it would happen, I would be able to survive well. I would be able to build a shelter, get myself some food, build myself a fire and be able to survive for quite long.”

This is an improvement as the same interviewee stated in response to the same question in the pre-test that:

“I don’t really have the skills or educated enough.”

The same is true, with many of the survival skills. These activities or skills helped the interviewees to develop relationships with the natural world around them. These relationships allowed the participants to see into a world they had not been accustomed to in their daily lives according to (Ball, 2001:62).

4.4.1.1.3 Edible food collection

The interviewees had the following to say from the pre-test and post-test interviews:

Table 4.5: Edible food collection (author’s own work)

Pre-test	Post-test
Interviewee 2: “2/10. I have never had to find anything that is edible in the bush and never learnt anything about it.”	Interviewee 2: “8/10. The 2 marks are gone as I did not pay much attention to it. They however taught us about the leaves, berries and everything that would be edible.”
Interviewee 3: “2/10. I don’t know what is poisonous and might even eat a poisonous food like berries when I am hungry.”	Interviewee 3: Did not complete the post-test.
Interviewee 4: “4/10. I love lizards. Big animals will kill me.”	Interviewee 4: “6/10. I don’t have much knowledge. At a beach area I would know more, like fish.”
Interviewee 5: “6/10. We were taught and they showed us edible plants etc. I know more about it. I was on Voortrekker camps where they explained some stuff about it.”	Interviewee 5: “6/10. During the survival about the berries. Check by rubbing at your skin, and if no reaction just take a little bite at first.”
Interviewee 6:	Interviewee 6: “6/10. I have a general idea of what to look for, but I am not 100% sure.”

"2/10. Don't have any clue what I can eat in the wild but gained a bit more knowledge on it now."	
Interviewee 7: "3/10. No knowledge. I know to go to Spar and buy the fruit."	Interviewee 7: "6/10. Not that good. There was a fruit that we ate, and I was paralyzed for a week on the toilet."
Interviewee 8: "5/10. General knowledge."	Interviewee 8: "8/10. It is a tough field to know everything you can eat, as there are so many things that are hazardous to your health. It depends on what area you are in. If it is the same as what we are in now, you would know what you can eat. If you go to a different place it would be an entire different environment and every environment is different with stuff that you can choose from."
Interviewee 9: "6/10. I know how to find out if plants are edible but don't know the plants very well. Maybe better than a person growing up in the city, but I don't know my plants very well. Don't know if a mushroom is edible or not."	Interviewee 9: "7/10. Depending on the wilderness I am in, if I know the wilderness I am in, I would do well and if I don't know the area maybe less so. I do have the basic knowledge how to test for edible foods so I know the basics."
Interviewee 10: "2/10. I don't know much about that."	Interviewee 10: "7/10. On the beach more, but I don't know a lot about stuff in other areas."
Interviewee 11: "1/10. They only taught us a few ways of gathering food in the wilderness but that have changed a bit since I was here."	Interviewee 11: "2/10. I only know a few bushes like the spekboom and the prickly pear, and not a lot of bushes and plants you can eat from, but I do know a few."
Interviewee 12: "4/10. I have never looked into that field in the wilderness."	Interviewee 12: "5/10. I don't know all the terrains but only some of it. They taught us one or two things I did not know, but father taught me quite a lot."
Interviewee 13: "2/10. I do know certain plants, but if I have to get stuck alone I would be a risk to myself."	Interviewee 13: "8/10. We have been taught a lot about the bush survival and what type of foods to look for, how to get to those types things as well as on beach type environments we have been taught about the different sea foods you can consume. How you should cook it and where you can find the food, basically whether or not to eat it."
Interviewee 14: "5/10. I don't know too much either but can distinguish some. I grew up on a farm and my dad taught me a lot about plants and I got information about them."	Interviewee 14: "5/10. Because I come from this area I know most of the edible things in this it is therefore knowledge that I have."
Interviewee 15:	Interviewee 15:

"5/10. It was because I have not been trained or have limited experience in it."	"8/10. The difference in the various environments exists so I would not say I have the same knowledge that we have obtained here."
Interviewee 16: "1-2/10. Maybe to be able to live on fruit."	Interviewee 16: Did not complete the post-test.

In the pre-test (Table 4.5), the researcher identified the following two themes: theme 1: having little knowledge of gathering food, and theme 2: interviewees had no knowledge of gathering food.

In the pre-test Interviewees 2, 6, 7, 10, 12 and 15 stated that they did not have any knowledge surrounding edible food in the wilderness, with Interviewee 2 stating:

"I have never had to find anything that is edible in the bush and never learnt anything about it."

Interviewees 8, 9, 11, 13, 14 and 16 stated that they had little knowledge about finding edible foods in the wilderness.

In the post-test (Table 4.5), the researcher identified only one theme, namely that participants learned a lot during the year. This was also confirmed with their rating out of ten on their proficiency in the activity in which all participants showed improvements in the skill, except for Interviewees 5 and 14 who maintained the same rating in the pre and post-test.

This agrees with Kellert and Derr (1998:76) who found slight increases regarding the ability to collect food in the wild with no decrease in the skills six months after the programme.

On completion of the programme Interviewees 6, 8, 9, 11, 12, 13, 14 and 15 all agreed that they had learnt a lot from BASAGYP, with Interviewee 13 stating:

"We have been taught a lot about the bush survival and what type of foods to look for, how to get to those types things as well as on beach type environments we have been taught about the different sea foods you can consume. How you should cook it and where you can find the food, basically whether or not to eat it."

Interviewee 8 explained that they gained a greater understanding of finding different foods in different environments, stating:

"It is a tough field to know everything you can eat, as there are so many things that are hazardous to your health. It depends on what area you are in. If it is the same as what we are in now, you would know what you can eat. If you go to a different place it would be an entire different environment and every environment is different with stuff that you can choose from."

Therefore, the respondents did learn how to identify edible food sources in bush and beach surroundings correctly.

4.4.1.1.4 First-aid skills

The interviewees had the following to say from the pre-test and post-test interviews:

Table 4.6: First-aid skills (author's own work)

Pre-test	Post-test
Interviewee 2: "4/10. No previous first-aid courses attended. Sister choked and had to perform the Heimlich method to assist."	Interviewee 2: "10/10. I just completed First-aid level 3. We did all our practicals however I have not treated anyone yet."
Interviewee 3: "9/10. I have the background already being first and second level of first-aid."	Interviewee 3: Did not complete the post-test
Interviewee 4: "6/10. If there is a cut I would know how to put pressure on it. Stop the blood and put my T- shirt on it."	Interviewee 4: "10/10. I am a certified level 3 First-aider."
Interviewee 5: "5/10. I never completed a first-aid course so I don't have knowledge about it."	Interviewee 5: "7/10. I am now qualified as a level 3 First-aider. We learnt all the basics for First-aid."
Interviewee 6: "3/10. I do not feel I have enough training or knowledge to deal with this situation."	Interviewee 6: "8/10. I have level 1 and level 3 certificates in First-aid. I cannot claim a 10/10 as I am not carrying a First-aid Kit with me. If there is a First-aid kit on hand during a situation it will be a 10/10."
Interviewee 7: "7/10. I have done a first-aid course. Asses how hurt they are and how bad the injury is and then carry to the closest available centre. Or if I have a medical kit with me, as I have been trained on first-aid."	Interviewee 7: "8/10. I do have a level 3 First-aid certificate, so I would be able to help."
Interviewee 8: "5/10. I have not done any medical or first-aid courses. Only from Biology at school."	Interviewee 8: "8/10. I would have first-aid level 3 at the end of the year but I still don't believe that I have enough confidence when there is a major injury and if I would be able to calm myself down and be able to help that person as an actual doctor would be able to."
Interviewee 9: "7-8/10. I have experience in treating wounds due to where we lived in a remote area in Mozambique. My mom was a nurse, and a lot of people came to us for medical help. I helped out a lot."	Interviewee 9: "9/10. I got the highest score for the First-aid level 3. I am quite confident about my first-aid abilities."
Interviewee 10: "8-9/10. I did life guarding and first-aid."	Interviewee 10: "10/10. I did First-aid level 3. I did do life guarding before Beyond, and I am also going to do it during this vacation to work as a life guard."
Interviewee 11: "6/10. I don't have the experience but would be able to figure out something."	Interviewee 11: "9/10. We have done First-aid 1, 2 & 3. They taught us how to clear wounds, handle fractures of injuries."

Interviewee 12: "7/10. Quite well as I had to attend to injuries i.e. torn muscles. How to treat wounds and cuts."	Interviewee 12: "6/10. I am first-aid level 1 qualified. With my qualification I will be able to assist them in first-aid in a lot of common injuries. If it is a step up like giving birth I would then not be able to assist."
Interviewee 13: "8-9/10. I did recently take first-aid level one, but also practice with healing entities."	Interviewee 13: "10/10. I have undergone First-aid level 3, and I feel more than qualified to assist almost anyone in that field."
Interviewee 14: "6/10. Being the eldest I needed to look after the younger siblings."	Interviewee 14: "8/10. Excellent because I have level 3. I do work well under pressure."
Interviewee 15: "8/10. I am a senior medic at school."	Interviewee 15: "10/10. I was a medic for 3 years at school, and I have done various courses on first-aid and I have the experience so I think I would do quite well in that situation."
Interviewee 16: "6/10. I have experience with it as I do au pair and needed to deal with it. I did not attend any classis on first-aid. I also needed to attend to myself when injured. My sister is a first-aider and I have observed her and seen what she does."	Interviewee 16: Did not complete the post-test.

In the pre-test (Table 4.6), the researcher identified the following two themes: theme 1: little first-aid skills, and theme 2: did have first-aid skills.

In the pre-test only interviewees 3, 7, 10, 13 and 15 had done a first-aid course, while the rest of the interviewees had helped before in a first-aid situation or had no first-aid experience.

In the post-test (Table 4.6), the researcher identified only one theme, namely that all interviewees had gained first-aid skills. All interviewees rated themselves as more proficient in their scores out of ten than in the pre-test, except for Interviewee 12 who rated themselves lower but stated they had attained a level one in first-aid after the post test.

On completion of the programme Interviewees 2, 4, 5, 6, 7, 9, 10, 11, 13, 14, and 15 were quite confident in their training, as Interviewee 6 stated:

"I have level 1 and level 3 certificates in First-aid. I cannot claim a ten out of ten as I am not carrying a First-aid Kit with me. If there is a First-aid kit on hand during a situation it will be a ten out of ten."

4.4.1.2 Environmental skills

This section was divided into 8 subsections (adapted from LNT Marion & Reid 2001) namely:

1. Trip planning and preparation skills

2. Travelling and camping on durable surfaces
3. Disposing of waste
4. Collecting souvenirs from nature
5. Starting a safe campfire
6. Encountering wild animals in the outdoors
7. Consideration of other visitors in the same outdoor area
8. Minimal impact skills

4.4.1.2.1 Trip planning and preparation skills

The interviewees had the following to say from the pre-test and post-test interviews:

Table 4.7: Trip planning and preparation skills (author's own work)

Pre-test	Post-test
Interviewee 2: "7/10. Previous experience only camping with my father and the family. Children had to pack their own stuff and we had to do a lot of it."	Interviewee 2: "10/10. They taught us how much we need and what to pack. For a short or longer trip. You don't need so much if you go for a five day trip which would make your pack lighter. We were taught about all the necessities for planning the trip."
Interviewee 3: "6/10. Depending on the outdoor trip. As a family go hiking and camping a lot. Skippers license and done a lot of diving too. Depend on what it is."	Interviewee 3: Did not complete the post-test.
Interviewee 4: "7/10. They teach a lot when I am there. I do not have a lot of experience, but I planned some trips with my Mom and little brother going to Durban and Cape Town."	Interviewee 4: "8/10. I will always do my best but there are certain things you cannot control, like the weather. We had facilitation games and they teach you how to plan as a facilitator for a team building game or an adventure."
Interviewee 5: "6/10. I am not a good planner. I would rather follow someone else's instructions."	Interviewee 5: "5/10. I am not a good planner and would rather give that to someone else to do. I will go with someone and do the activity."
Interviewee 6: "3/10. I have done it before but based on my previous experience, I am not confident in climbing or anything. I don't know enough."	Interviewee 6: "8/10. This year has given me a strong facility on planning. And I know better on what I need and what is needed to pack and no random ideas."
Interviewee 7:	Interviewee 7:

"6/10. I just pack the essentials to what I need. Before going out I would ask the questions to what is needed. Do my assessments as how the weather is going to look like and pack accordingly. We just did a hike in Nab; we left on Thursday and came back on Friday. It was an overnight thing. We were prepared and only packed one set of clothing. We did a hike and packed as light as possible and we survived."	"8/10. I just get the essentials that we need, and what to survive on. I just pack light. Beyond really taught me how to pack and how to prepare ourselves for a random hike."
Interviewee 8: "8/10. At school I was always great at planning stuff. As planning brought about success. I have planned trips with my friends which turned out to be a success."	Interviewee 8: "9/10. Based off experience as I have done it a few times now. Back home, me and my friends we love adventure so we would try to go to places and get to know that place and then get to a new environment and open our minds to use stuff."
Interviewee 9: "7-8/10. My father, while growing up, took me going out every weekend. I did a lot of research before coming to beyond. I have a lot of gear and equipment and I am prepared for that."	Interviewee 9: "8/10. We have done so many. We have a lot of practice from planning for outdoor trips. We have prepared for many, we have been on week long trips, we have been on hikes, overnight hikes, on cycle and hike back outings. So we have been on various scenarios where we had to prepare for, and done various outdoor activities."
Interviewee 10: "9/10. I did Voortrekkers and hiked a lot."	Interviewee 10: "10/10. On this they taught us very well. We had to pack our camping gear and feels like one million times, and we had to plan on the information we received. They would for example say "We are going on a four day hike" so we needed to pack accordingly."
Interviewee 11: "10/10. I have been travelling a lot for my whole life especially to various countries. My parents told me a lot how to pack and plan a route."	Interviewee 11: "10/10. My past experiences with camping, and going into the wilderness, I had the opportunity to go with my parents on adventures, i.e. going to the Game Reserve and looking at the animals and then camping. There we then needed to take care of yourself, and that taught me a lot. My parents also taught me a lot on how to prepare and how to be organized. I was also taught by Beyond and I cannot see how I would mess that up. Beyond also taught me to be on time and to prioritize."
Interviewee 12: "9/10. It depends on what information is given to me. If I know what I need, I know myself well and I can prepare and plan."	Interviewee 12: "9/10. Depending on the amount of information I have received. If I have all the information I need I would be able to. If I don't have all the information I need then maybe a 7/10. You cannot prepare for something you don't know anything about. If therefore you have all the information on the website you can prepare for anything."

	If however you don't have detail on it and the trip would be in the middle of nowhere it would be a different story."
Interviewee 13: "7/10. I do plan ahead when I have to do certain things and can pack in quite a rush and have it all there."	Interviewee 13: "10/10. We have gone on multiple camping trips as well as outdoor adventures in the past year, so I feel highly confident with set up, planning, knowing exactly what to take and how to be prepared for most of the things that are to come your way when doing outdoor camping."
Interviewee 14: "4/10. I do not have a lot of experience in the extreme activities."	Interviewee 14: "8/10. We have been doing it the whole year. We have done so many hiking and camping trips and it has become second nature because we had to do it so many times."
Interviewee 15: "9/10. I am strict when it comes to planning. I am equipped and prepared."	Interviewee 15: "10/10. Because I am a very organized person, I would in most cases ensure that I checked every area that should be checked."
Interviewee 16: "7-8/10. I have been camping before, and I know how to prepare for a trip"	Interviewee 16: Did not complete the post-test.

In the pre-test (Table 4.7), the researcher only identified one theme: having previously been on camping trips.

On the pre-test most of the interviewees mentioned that they had been on at least one camping trip before. Interviewees 7, 8, 9, 12, 13, and 15 stated that they were confident in preparing for outdoor trips, with Interviewee 8 stating:

"At school I was always great at planning stuff. As planning brought about success. I have planned trips with my friends which turned out to be a success."

From the post-test (Table 4.7), the researcher identified the following theme: BASAGYP taught participants a lot. Interviewee 5 was also the only interviewee who did not show improvement with regards to the rating scale out of ten. This would mean that the interviewees' trip planning and preparation skills have improved.

Most respondents reported far greater respect and appreciation for and spiritual connection with nature, and mentioned a stronger urge for conservation and good stewardship of the environment according to the study of Kellert and Derr (1998:1).

Interviewee 13 explained:

"We have gone on multiple camping trips as well as outdoor adventures in the past year, so I feel highly confident with set up, planning, knowing exactly what to take and how to be prepared for most of the things that are to come your way when doing outdoor camping."

4.4.1.2.2 Travelling and camping on durable surfaces

The interviewees had the following to say from the pre-test and post-test interviews:

Table 4.8: Travelling and camping on durable surfaces (author's own work)

Pre-test	Post-test
Interviewee 2: "7/10. Camping a lot with the family and a doing a lot of hiking."	Interviewee 2: "9/10. We hiked on all terrains here. Bush, beach and all different areas."
Interviewee 3: "6/10. Like to be with people. Rather would go into the bush area. Survival week and Vasbyt. On school camps but nothing else. Not before able to assess the area."	Interviewee 3: Did not complete the post-test.
Interviewee 4: "9/10. I would camp on the softness of the ground where it looks good. Check the area if there are any dangers around."	Interviewee 4: "10/10. We have been doing it for the whole year."
Interviewee 5: "7/10. For me it is fun and nice to hike and camp at such places where there it is in the bush."	Interviewee 5: "7/10. When you get to the camp site you can just find a nice flat spot and not in a low spot. For if it rains it would not flood, clean out the place and make it safe and where to build a fire."
Interviewee 6: "6/10. I would rather camp on bush area. I have done a lot of camping with my family. I have a better knowledge concerning that."	Interviewee 6: "10/10. Durable surfaces are not hard to find and difficult to work with. You can easily set up a tent and cook food on it. Definitely not a difficult terrain to work with."
Interviewee 7: "6/10. I would pitch my tent on a grassy area. Now after the experience we had I am more prepared and understand it is a mind over matter thing. My body can handle to what I have done so far. I can find the durable surface and camp out there."	Interviewee 7: "7/10. We can adapt to the environment we are given, like the beach hike. We survived on the sand and in the open air and wind and we built a shelter. When we did our survival here in Alicedale there were rocks everywhere, and we managed to sleep on the rocks comfortably. So we found a way to adapt to our environment."
Interviewee 8: "7/10. I would rather camp in the bush and on natural ground."	Interviewee 8: "9/10. Based on experience. My family, we go camping often, and at Beyond it has taken me a step further as usually we would have been camping with a caravan and here you have your own one man tent. You have to make sure it does not break, look after it and take care of it."
Interviewee 9:	Interviewee 9:

“9/10. I have experience in travelling and camping on durable surfaces. I do have some equipment.”	“7-8/10. Travel high, but the camping is more difficult and tent pegs have to be pegged in on various surfaces and can bend easily. Yes we have done a various camping on durable surfaces.”
Interviewee 10: “9/10. I don’t mind where to camp or travel.”	Interviewee 10: “10/10. I don’t care to sleep on hard surfaces and we did a lot of that as well.”
Interviewee 11: “8-9/10. I don’t mind camping anywhere either rough or easy surfaces.”	Interviewee 11: “10/10. My parents went out a lot and we have been camping since I was 5. Here at Beyond we have also camped a lot so I do have the experience.”
Interviewee 12: “8/10. Durable surfaces as it passed all the necessary inspections.”	Interviewee 12: “8/10. I have been doing it since I was little and something I know quite a lot about. I know what material to use and what wood to use for fires.”
Interviewee 13: “8/10. In the past I travelled with family on camping and fishing trips and had to camp on durable surfaces. I am used to it.”	Interviewee 13: “10/10. We have camped on various different types of terrain.”
Interviewee 14: “7/10. We camped a lot and I think I have a lot of experience in that aspect.”	Interviewee 14: “7/10. We did experience a lot of different ones here at Beyond. I cannot admit that I won’t be grumpy afterwards.”
Interviewee 15: “10/10. I have done a lot of camping trips in the past and one various different types of sites.”	Interviewee 15: “10/10. This is based off to what Beyond has taught us.”
Interviewee 16: “3/10. I would not know what to be looking for so I would not know what to look for.”	Interviewee 16: Did not complete the post-test.

From the pre-test (Table 4.8), the researcher identified the following two themes: Theme 1: had some experience, and theme 2: had no experience.

In the pre-test Interviewees 3, 10, 11 and 16 explained that they did not have experience in travelling and camping. Interviewees 9, 12, 13, 14 and 15 stated that they had been camping with their family but mostly in camping areas, like Interviewee 13 explained:

“In the past, I travelled with family on camping and fishing trips and had to camp on durable surfaces. I am used to it.”

From the post-test (Table 4.8), the researcher identified the following theme: participants were a lot more comfortable with camping. Only Interviewee 9 showed that they had a lower self-rated score out of ten for the post-test than the pre-test.

Kellert and Derr (1998:52) state that attendees of a the three-week programme mentioned that they rated camping skills as a lot more important after their programme as before their program.

In the post-test almost, all interviewees indicated that after this year at BASAGYP they were a lot more comfortable in camping, although Interviewees 8, 11, 12 and 13 had some previous experience with their family. Interviewee 8 explained it:

“Based on experience. My family, we go camping often, and at Beyond it has taken me a step further as usually we would have been camping with a caravan and here you have your own one-man tent. You have to make sure it does not break, look after it and take care of it.”

4.4.1.2.3 Disposing of waste

The interviewees had the following to say from the pre-test and post-test interviews:

Table 4.9: Disposing of waste (author’s own work)

Pre-test	Post-test
Interviewee 2: “4/10. Camping with the family and there was normally a place to go to the bathroom and disposing of the trash cans.”	Interviewee 2: “10/10. They taught us what to use, and to put all the items back into our bags. When you dig a hole for use, to fill it afterwards, and when making a fire to cover it completely. You try to leave the area much the same way as when you got there.”
Interviewee 3: “6/10. We needed to do it before and they showed us previously when we were camping.”	Interviewee 3: Did not complete the post-test.
Interviewee 4: “3/10. The best option to dig a hole and dump the waste there but I have no idea how.”	Interviewee 4: “6-7/10. I know you burn other waste but human waste you would dig a hole and bury the waste.”
Interviewee 5: “5/10. No experience at all”	Interviewee 5: “7/10. It is easy to dispose. You can get a group of people and pick up all the papers.”
Interviewee 6: “8/10. I don’t believe it requires a lot of skill.”	Interviewee 6: “10/10. It is very simple to dispose of waste. You dig a hole and other plastics you keep in a black bag and keep it with you. They taught us what to do but I think it is rather self-explanatory.”
Interviewee 7: “5/10. I would not know where to dispose but only to dig a hole.”	Interviewee 7: “10/10. Here at Beyond they taught us if you came to a spot and it was not there then it belongs to you. Any dirt you have to keep with you, or if it is bio-degradable you bury it.”
Interviewee 8:	Interviewee 8:

“9/10. Just dig a hole and dispose. I have a big love for nature and wild life. Seeing human waste would break my heart. I would go and pick up stuff. I know if I don’t pick it up and animal might pick it up, choke on it and die. My mindset allows me to be good at that skill.”	“7/10. It is difficult to dispose of waste that is not bio-degradable, if you keep it on you and if it is a long time it becomes a lot of waste. For human waste it is easy, you would just dig a hole and then afterwards close it up.”
Interviewee 9: “8/10. Burn it.”	Interviewee 9: “8/10. We were told how to dispose of them while we were on the hiking trips. Other waste you carry with you and dispose of it in an appropriate place you don’t throw it in the wilderness.”
Interviewee 10: “9/10. If you can carry most of the things I prefer to take it with me.”	Interviewee 10: “10/10. We don’t through it away if we are hiking and keep all waste in our bag and threw it away when we get to camp. Human waste we dig a hole and cover it with stones and gravel.”
Interviewee 11: “7/10. I have not done it before but I have an idea how I would do it.”	Interviewee 11: “8/10. Beyond they taught us how to dispose of waste. It is also a common sense thing and it is pretty natural to think about it and how to dispose of it.”
Interviewee 12: “6/10. You can always make a plan to carry it or dispose some things in the fire.”	Interviewee 12: “7/10. I am quite handy so I can make for something to carry the waste in, or re arrange items in order to make place for the items to dispose of.”
Interviewee 13: “10/10. I do effectively dispose of waste especially when I go camping. I do not like to deal with things that are not to be in my area.”	Interviewee 13: “10/10. We have been shown on various occasions and various ways of how we can dispose of human and other waste. We were taught in the first hike and navigation activity, in survival as well as recently during the beach survival activity.”
Interviewee 14: “7/10. I am from a farm and you can make a plan with a shovel.”	Interviewee 14: “8/10. I have been camping my whole life and my Dad taught me a lot of it, it is something you know how to do it and it is a human thing so most humans should know how to do it.”
Interviewee 15: “6-7/10. I did not have that much knowledge but I have common sense of how and where to dispose of waste. I was not fully equipped for that.”	Interviewee 15: “10/10. During all the experiences of camping and stuff that we did here at Beyond we learnt and that becomes naturally later on.”
Interviewee 16: “8-9/10. I have been camping while working at the company and have experience with that. It is also common sense to me, because I do take interest in the environment and know what things are good or bad for the environment. I do enjoy learning about things like that.”	Interviewee 16: Did not complete the post-test.

From the pre-test (Table 4.9), the researcher identified the following theme: participants had little experience.

On the pre-test Interviewees 4, 7, 8, 9, 10, and 12 mentioned to either burn, pick up, or dig a hole as disposal methods, but no-one had much experience doing this, as Interviewee 4 explained:

“The best option to dig a hole and dump the waste there but I have no idea how.”

From the post-test (Table 4.9), the researcher identified the following theme: participants learned how to dispose of waste. All interviewees showed improvement in their ratings out of ten in the post-test, except for Interviewee 8.

This agrees with Kellert and Derr (1998:51) who found participants to be more aware of the environment and having a greater sense of how to take care of it. They also found after the programme that most participants created less waste.

In the post-test Interviewees 2, 6, 7, 9, 10, 11, 13, and 15 mentioned that the BASAGYP gave them a lot of experience on how to dispose of waste while in nature, with Interviewee 2 stating:

“They taught us what to use, and to put all the items back into our bags. When you dig a hole for use, to fill it afterwards, and when making a fire to cover it completely. You try to leave the area much the same way as when you got there.”

Interviewee 13 also contributes:

“We have been shown on various occasions and various ways of how we can dispose of human and other waste. We were taught in the first hike and navigation activity, in survival as well as recently during the beach survival activity.”

4.4.1.2.4 Collecting souvenirs from nature

The interviewees had the following to say from the pre-test and post-test interviews:

Table 4.10: Picking up of souvenirs from nature (author’s own work)

Pre-test	Post-test
Interviewee 2: “7/10. It was cool to look at.”	Interviewee 2: “4/10. If it is really cool I would pick it up. They did however teach us that we can disturb the environment if we just remove things or dig around in animal areas and their territories.”
Interviewee 3: “8/10. I like having memories of where I have been before and what I have done before.”	Interviewee 3: Did not complete the post-test.

Interviewee 4: “7/10. I like to keep a remembrance of the time I had outdoor and want to bring something back like a memorial of I was there and I enjoyed the time out there.”	Interviewee 4: “7/10. For scuba diving I picked up shells under the ocean. If really something special I would pick it up.”
Interviewee 5: “6/10. I will pick up a stick or pretty rock to keep in a cabinet because it is beautiful.”	Interviewee 5: “7/10. On the beach hike there was a lot of nice rocks like in a heart shape. Easy to pick up and take it home and keep it for the beauty and to remember.”
Interviewee 6: “10/10. I love collecting things.”	Interviewee 6: “4/10. Not likely. I don't believe to take anything anymore but I would take something like a T-shirt but not something I have picked up.”
Interviewee 7: “7/10. Everywhere I go I like to pick up things to keep as memories.”	Interviewee 7: “10/10. I do it every time I go out as a remembrance of what I have done.”
Interviewee 8: “6/10. I prefer keeping the memories and not taking a thing from there. Unless it is a human made thing but otherwise only taking pictures and keeping the memories.”	Interviewee 8: “7/10. I don't really like souvenirs. I would like to keep it in my memory.”
Interviewee 9: “7/10.”	Interviewee 9: “8/10. I like my souvenirs and I have picked up a souvenir during most of my trips.”
Interviewee 10: “8/10.”	Interviewee 10: “9/10. I like to take a souvenir, especially where people have already walked. I would pick up a rock. I would not like to take something that would damage the environment, or where animals would live. I would take in the paths where we walk.”
Interviewee 11: “2/10. I don't find picking up things interesting. I rather look for a man made souvenir, only maybe a sea shell.”	Interviewee 11: “2/10. I would only pick up souvenirs for family members and if it really impresses me. Other than that I am not really interested in souvenirs.”
Interviewee 12: “7/10. It depends on the activity. To keep the memory and when I enjoyed what I was doing then I would like to keep the memory.”	Interviewee 12: “8/10. Very likely as I like to keep the memory if it is worth it. If it is something I do daily then I would not take a souvenir. If it is like skydiving, search or hiking which you don't do it often I would definitely take a souvenir.”
Interviewee 13: “10/10. I do enjoy taking things from where I go and keeping things.”	Interviewee 13: “10/10. I have collected a few souvenirs during the hikes that we have done as well as during the couple of adventures we have gone on like at the camp sites you

	always find one thing that catch your eye. You then think "Yes that is what I want."
Interviewee 14: "7/10. I do like to keep things."	Interviewee 14: "8/10. I did not do it a lot, but now during our beach survival, I collected a lot of shells, maybe a checkers bag full. I did not think I would enjoy it but I did."
Interviewee 15: "10/10. I always do it."	Interviewee 15: "10/10. I am a very sentimental person and I like little things."
Interviewee 16: "10/10. I like picking up things from every activity I do. When I hiked I would pick up a rock. If I go to the beach to scuba dive I would pick up a shell."	Interviewee 16: Did not complete the post-test.

From the pre-test (Table 4.10), the researcher identified the following theme: preference to collect souvenirs.

From the pre-test Interviewees 2, 3, 4, 5, 6, 7, 13, 14, 15, and 16 stated that they would pick up souvenirs. They liked to have memories of their adventures and where they had been as Interviewee 4 explained:

"I like to keep a remembrance of the time I had outdoor and want to bring something back like a memorial of I was there and I enjoyed the time out there."

Interviewees 9 and 10 did not have anything to say except for the scores out of ten that they had given.

From the post-test (Table 4.10), the researcher identified the following three themes: theme 1: participants were less likely to collect souvenirs, theme 2: some refrained from picking up souvenirs, and theme 3: some would still pick up souvenirs. The scoring of the interviewees showed that only two interviewees had improved in not picking up anything from nature while four of the interviewees' scores remained unchanged, and seven of the interviewees were more likely to pick up souvenirs after the programme than before.

Daniels and Marion (2005:12) also found that participants who completed a trainer course did not show much improvement regarding not taking souvenirs from nature. These results align with the interviewees of this study.

In the post-test Interviewees 6, 8, and 11 stated they would not remove anything from nature as Interviewee 6 stated:

"Not likely. I don't believe to take anything anymore, but I would take something like a T-shirt but not something I have picked up."

Interviewee 10 had explained that they would pick up a souvenir but only one that they feel is not damaging to the environment, as they stated:

“9/10. I like to take a souvenir, especially where people have already walked. I would pick up a rock. I would not like to take something that would damage the environment, or where animals would live. I would take in the paths where we walk.”

Interviewees 2, 4, 5, 7, 9, 10, 12, 13, 14, and 15 remained the same stating that they would still pick up souvenirs for memories and family as Interviewee 13 explained:

“I have collected a few souvenirs during the hikes that we have done as well as during the couple of adventures we have gone on like at the camp sites you always find one thing that catch your eye. You then think, yes that is what I want.”

4.4.1.2.5 Starting a safe campfire

The interviewees had the following to say from the pre-test and post-test interviews:

Table 4.11: Starting a safe campfire (author’s own work)

Pre-test	Post-test
Interviewee 2: “6/10. Camping with the family and hiking up the mountain and start a fire.”	Interviewee 2: “10/10. They taught us to protect the environment around us. If it is windy to dig a hole, use rocks around the fire to keep it to a closed and controlled fire, in the right area, like an open space.”
Interviewee 3: “6/10. Making a lot of fires at home.”	Interviewee 3: Did not complete the post-test.
Interviewee 4: “2/10. I have an idea how to start a fire but have never done it.”	Interviewee 4: “9/10. We completed the survival practice. They taught us how to do it.”
Interviewee 5: “8/10. It is easy as you should not make a fire under a tree or dry grass around. You should always clean the area before you start a fire.”	Interviewee 5: “8/10. Clean up the place and take away the flammables from the fireplace. Cut away where there are branches close to the fire.”
Interviewee 6: “6/10. I know the basics but do not see myself as good at it.”	Interviewee 6: “8/10. I understand the mechanicals for setting up a safe campfire. I still require the basic stuff to start the camp fire with like a lighter.”
Interviewee 7: “7/10. Dig a hole to the ground, have rocks around and have the fire in the middle as not to spread the fire.”	Interviewee 7: “9/10. I am not perfect, even though Beyond has taught us regarding the area. To dig a hole, put rocks around your fire and start your fire.”
Interviewee 8: “9/10. My family and I often go camping. Every night braai night and keep for the next day. My father would teach me how to	Interviewee 8: “9/10. We were taught here at Beyond Adventure. It is not difficult to contain a fire if you know what you are doing. We were

make a fire. Recently we have also been on a trip here at Beyond Adventure. We had to start a fire and it had to last through the night till the morning, so I kept it going.”	also taught how to put out a fire and prevent it that it does not grow exponentially. We camped one night and had to keep the fire going the whole night. We were not allow it to go to big, hence the reason why stating it is based on experience.”
Interviewee 9: “7/10. I grew up with fire.”	Interviewee 9: “9/10. If it is raining a lot more difficult, but I have been trained on safe ways to start a fire.”
Interviewee 10: “10/10. I like doing that.”	Interviewee 10: “10/10. They taught us that during survival, how to pack a fire and how to clean it around the fire and put stones around it.”
Interviewee 11: “7/10. I have had experiences building fires and learnt the hard way. Also to prevent it to spread when it is dangerous.”	Interviewee 11: “10/10. Before and during Beyond I have learnt how to make a fire. Beyond just taught me the safety precautions to take, like to dig a hole and put bricks around it, and having sand close by.”
Interviewee 12: “9/10. I was born and raised on a farm and my Dad taught me since I was little. Different techniques and in different situations.”	Interviewee 12: “9/10. I have done that quite a few times, and I succeeded every time. I know what materials to use, how to build a fire, the size of the fire and how to make it safe.”
Interviewee 13: “10/10. I do start fires and I do know the safety regulations thereof.”	Interviewee 13: “10/10. We were taught during the hike and navigation as well as during the beach survival activity.”
Interviewee 14: “8/10. My dad burns the veldt. He taught me how to clear it and what would potentially start a veldt fire.”	Interviewee 14: “9/10. I am usually very observant for the surrounding areas and Beyond taught us. I did however know that before coming to Beyond as my Dad taught me.”
Interviewee 15: “10/10. I have been trained how to safely do it and preserve the environment ever since I was very young.”	Interviewee 15: “10/10. We have been making fire for a while.”
Interviewee 16: “8/10. I have set a fire before. I have been taught before.”	Interviewee 16: Did not complete the post-test.

From the pre-test (Table 4.11), the researcher identified the following theme: knowing how to start a safe fire.

In the pre-test Interviewees 2, 8, 9, 11, 12, 14, 15, and 16 stated that they knew how to start safe campfires and have gathered their experience from camping with family, friends and camping activities such as ‘Voortrekkers’. Interviewee 12 stated:

“I was born and raised on a farm and my Dad taught me since I was little. Different techniques and in different situations.”

From the post-test (Table 4.11), the researcher identified the following theme: participants learned a lot. The scoring out of ten of the interviewees at the post-test were all the same or higher than in the pre-test meaning that they had improved.

Kellert and Derr (1998:52) also found that participants who went on a three week or more adventure excursion found fire-making an important skill that also improved in the post-test after their programme.

In the post-test Interviewees 2, 4, 7, 8, 10, 11, 12, 13, 14, and 15 agreed that BASAGYP has taught them a lot on how to start a safe campfire which they can control and will not damage the environment. Interviewee 2 explained:

“They taught us to protect the environment around us. If it is windy to dig a hole, use rocks around the fire to keep it to a closed and controlled fire, in the right area, like an open space.”

Even Interviewees 9, 11, 12 and 14 who stated that they had been trained before on making campfires also say that the BASAGYP had taught them more about starting safe campfires, as Interviewee 11 stated:

“Before and during Beyond I have learnt how to make a fire. Beyond just taught me the safety precautions to take, like to dig a hole and put bricks around it, and having sand close by.”

4.4.1.2.6 Encountering wild animals in the outdoors

The interviewees had the following to say from the pre-test and post-test interviews:

Table 4.12: Encountering wild animals in the outdoors (author’s own work)

Pre-test	Post-test
Interviewee 2: “5/10. Previous experience with snakes which we have at home in 2 instances.”	Interviewee 2: “7/10. I never dealt with anything like that here. They did tell us what to do when you are close to a snake or wild pig. They did teach us how to handle such a situation.”
Interviewee 3: “3/10. Depending on the animals. I have been hunting before so I know not to get into their comfort zones. I won’t get close to them.”	Interviewee 3: Did not complete the post-test.
Interviewee 4: “5/10. I will not panic but not know what to do.”	Interviewee 4: “3/10. I have not experienced it here so I have no experience and might have a panic attack when encountering a wild animal and I would not know.”
Interviewee 5:	Interviewee 5: “6/10. I don’t have experience with that and I have not been in a situation like that

"7/10. If I see a dangerous animal, I would walk back slowly and not turn my back to the animal and see what the animal does."	before. If it is a dangerous animal just to stand still and wait for it to move away but not run away."
Interviewee 6: "3/10. I don't really know the animals. Basic instinct would be to slow down so that the animals are not surprised by any movements but I don't know the animals so if to back away or move forward."	Interviewee 6: "7/10. They have given us some basic knowledge. We know that wild life is dangerous."
Interviewee 7: "4/10. I am not an outdoor person and this is my first time in the outdoor. If I would see a wild animal I would be inclined to run."	Interviewee 7: "5/10. I have encountered a wild animal and I did not handle it very well; I decided to run. Now they taught us not to run, to stand still and let it pass you are in its territory, you just be calm."
Interviewee 8: "8/10. I work a lot with animals. My knowledge on animals are quite good, I love them and study them. If a predator is dangerous I might know how to handle the situation. I don't feel fear as quickly as a normal person does. I know the animal is normally more afraid of me than I am afraid of it."	Interviewee 8: "8/10. Personally I like animals and I like learning about them. I know a lot about animals, so based on what the animal is, I generally know the behaviour of the animal. Here at Beyond we learnt a lot about wild animals, and to act accordingly."
Interviewee 9: "6-7/10. I have encountered a lot of snakes and monkeys in the wild and I have knowledge of wild dogs and leopards."	Interviewee 9: "7-8/10. We have been trained how to react. If it is a less dangerous animal, just to let it pass and if it is dangerous you have different practices depending on the animal."
Interviewee 10: "10/10. I love animals a lot."	Interviewee 10: "10/10. They taught us how scare wild animals and act around them. I also like animals and to study their different styles."
Interviewee 11: "6/10. Mostly my instinct will kick in. I am not experienced, I only swam with sharks. In the wilderness I would not really be experienced enough."	Interviewee 11: "6/10. I would not say I will be attacked by wild animals as half of them would not even attack you. If it does not attack me I would be pretty calm about it. If it however attacks me, I would not know what to do but I would depend on instinct."
Interviewee 12: "7/10. I have a lot of experience. Done a lot of hunting. Know what to do in difficult situations. It is nature and anything can happen"	Interviewee 12: "7/10. I know animals quite well and what to do in the situation of danger. If a wild animal chooses to attack or defend its territory so it would depend on the situation."
Interviewee 13: "3/10. I would not be able to assess the danger as I don't encounter wild animals where we travelled. Combating an animal maybe but I am unsure of that."	Interviewee 13: "8/10. We haven't dealt with a lot of wild animals but we have been taught on what procedures to take during hike and navigation. How to recognize the animals and how to avoid them and what to do in a situation that you encounter them."

Interviewee 14: "7/10. I am not a person that would panic. I would not freeze. I would observe the surroundings and find what I should do next without causing the animal to use defence against me. I have encountered snakes and buck."	Interviewee 14: "7/10. I do not get a fright easily and I love animals, so how to handle it would be second nature or instinct how I handle it and it is usually the right way."
Interviewee 15: "7/10. I had some knowledge from farm life and some wild life and how to react when encountering wild animals. I have not received any in depth knowledge prior to coming here."	Interviewee 15: "7/10. It would depend on the animal. I have not really encountered a wild animal. I will find out when it really happens."
Interviewee 16: "6-7/10. If I don't panic. I take a keen interest of nature and animals. I would know what to do, but not to the extent that I can say I am confident. I do know when to back up for an animal or when they get to close. The experience I gained on my grandfather's farm where I grew up and they taught us what to do from a young age."	Interviewee 16: Did not complete the post-test.

From the pre-test (Table 4.12), the researcher identified the following theme: limited experience with wild animals.

In the pre-test Interviewees 3, 4, 5, 6, 7, 9, 11, 12, 13, 14, 15, and 16 agreed that they had limited to no experience with animals in the wild. Interviewees 3 and 5 had some hunting experience while Interviewees 8, 9 and 10 loved animals and knew a bit about them as Interviewee 8 describes:

"I work a lot with animals. My knowledge on animals are quite good, I love them and study them. If a predator is dangerous, I might know how to handle the situation. I don't feel fear as quickly as a normal person does. I know the animal is normally more afraid of me than I am afraid of it."

From the post-test (Table 4.12), the researcher identified the following two themes: theme 1: gained theoretical knowledge but not practical experience, and theme 2: had practical experience but lacked theoretical training. The scoring of the interviewees out of ten in the post-test remained mostly the same with only five interviewees showing an increase in this skill, six remaining unchanged and Interviewees 4 and 5 scoring lower on this skill in the post-test.

Daniels and Marion (2005:14) found that visitors knew in the pre-test what to do when encountering dangerous animals like bears, but struggled to know what to do with less dangerous animals and did not leave them in peace.

In the post-test Interviewees 2, 7, 8, 9, 10 and 13 agreed that BASAGYP had taught them a lot like Interviewee 13 explained:

“We haven’t dealt with a lot of wild animals but we have been taught on what procedures to take during hike and navigation. How to recognize the animals and how to avoid them and what to do in a situation that you encounter them.”

Similarly, Interviewees 2, 4, 5 and 15 felt that they did not experience any encounters with wild animals in the BASAGYP. However, Interviewee 7 explained:

“I have encountered a wild animal and I did not handle it very well; I decided to run. Now they taught us not to run, to stand still and let it pass you are in its territory, you just be calm.”

4.4.1.2.7 Consideration of other visitors in the same outdoor area

The interviewees had the following to say from the pre-test and post-test interviews:

Table 4.13: Consideration of other visitors in the same outdoor area (author’s own work)

Pre-test	Post-test
Interviewee 2: "9/10. Camping, very busy with lots of campers and we were mindful of the people around us."	Interviewee 2: "10/10. I do not like it when people close to me disturb me. So when I am close to other people I am very considerate. I ensure to keep the noise down."
Interviewee 3: "8/10. Personally believe to take other people into consideration when you"	Interviewee 3: Did not complete the post-test.
Interviewee 4: "4/10. I feel like when going camping everyone is different and would try to survive. I would not hinder them for surviving but I would not go out of my way to harm myself in order to have them survive."	Interviewee 4: "10/10. We came to enjoy the place and I would keep the space clean and be considerate to others."
Interviewee 5: "7/10. It is not a big issue if there are other people in the same area. It is nice to have people around you that do the same thing you do and love the same things you love."	Interviewee 5: "8/10. At a campsite it is for everyone. You are in your own space where it is nice and quiet and do the same for other people."
Interviewee 6: "8/10. I really feel that areas are for everyone and enough space. Should be properly managed and to be considered. To keep it clean and that all enjoy and appreciate the time in the wild."	Interviewee 6: "8/10. I know how it feels not to be considered when in an outdoor area. I feel that there is some lee-way however I will not go out there and play loud music. You can play music but softly. You can still talk but not loudly, etc."
Interviewee 7: "7/10 Everyone would like to have a good time. You have to be considerate to others. If you don't like noise you do not have to make it difficult for them as there is a time and place for everything."	Interviewee 7: "10/10. I treat the guests the way I like to be treated. If I need some peace, I know they would also like some peace. We follow the rules, like we have our lights out at 10. We keep the noise level down and

	we keep the area clean for them. We display what we want also for them.”
Interviewee 8: "9/10. In my being I care more about others than myself. The welfare of others is more important than mine. In such a situation outdoors I would like others to enjoy it. I would work at it in order for them to enjoy it. I would also enjoy it helping them to enjoy the time. I find it pleasing to help others."	Interviewee 8: "9/10. I am very considerate. They also have the right to be there and they want to learn what they want to learn. I would not want to make their experience a bad one, just to please myself. I care a lot about other people and their welfare as well."
Interviewee 9: "8/10 I don't like, but I like to treat other people the way I like to be treated."	Interviewee 9: "7-8/10. We were taught how to be considerate. I don't really enjoy with a lot of other people. I like the solitude, but yes I can be considerate."
Interviewee 10: "10/10. I would consider them, if they want to sleep then be considerate. I understand people."	Interviewee 10: "10/10. I am very considerate and I don't like it when other people are not considerate about me and I bear that in mind all the time."
Interviewee 11: "5-6/10. When I face challenges or when I am participating and given challenges I normally focus on myself. I however keep other people in my perspective."	Interviewee 11: "8/10. I am very considerate. I put myself in their shoes if I am around other people."
Interviewee 12: "8/10. I know what is like when you are not considered. I don't want to be someone that does not consider someone else."	Interviewee 12: "8/10. I am very considerate as I know how it feels if someone else does not consider your situation. I don't want to wish that feeling for anyone else."
Interviewee 13: "8-9/10. In my day to day life I am considerate. I seek the opinions of others to make sure they are comfortable and in accordance to mine. I make sure what the best fit is for me and others."	Interviewee 13: "10/10. We had to spend a lot of time with each other so we had to be considerate of how our neighbours are. If it is late at night rather to be quiet, and let everyone get their rest as we all know we need it."
Interviewee 14: "7/10. I am a people's person; consideration is a priority on my list. If people are around I would consider them and if animals I would not do anything to scare them away."	Interviewee 14: "9/10. I am a people's person and I am considerate. If there are other people in the surrounding area I would be considerate. I would also make sure that they get the best experience as possible."
Interviewee 15: "8/10. I am by nature not always considerate but I would consider other campers in the neighbourhood like not to talk too loud or play the music too loud."	Interviewee 15: "10/10. It is basic manners and you should have it."
Interviewee 16: "8-9/10. If they disrupt my experience negatively then I might not be as considerate. They should not play music to loud and not be considerate, and then I might not be very welcoming."	Interviewee 16: Did not complete the post-test.

From the pre-test (Table 4.13), the researcher identified the following two themes: theme 1: considering other campers, theme 2: might be considered on certain conditions.

Pre-test showed that Interviewees 3, 6, 7, 10, 12, 13, and 14 agreed that they took others camping with them or after them into consideration, while Interviewees 4, 11, 15 and 16 stated that they didn't go out of there way for others. Interviewee 16 explained:

"If they disrupt my experience negatively then I might not be as considerate. They should not play music to loud and not be considerate, and then I might not be very welcoming."

From the post-test (Table 4.13), the researcher identified the following theme: very considerate towards other campers. The scoring out of ten on the post-test showed all interviewees have improved with only Interviewees 7, 9 and 15 that remained unchanged from the pre-test.

This agrees with Daniels and Marion (2005:14) who found that attendees of the trainer course also improved largely in the area of being mindful of other visitors in the same area as them.

In the post-test, all interviewees agreed that they were very considerate towards others in the same area as them, as Interviewee 7 explained:

"I treat the guests the way I like to be treated. If I need some peace, I know they would also like some peace. We follow the rules, like we have our lights out at 10. We keep the noise level down and we keep the area clean for them. We display what we want also for them."

4.4.1.2.8 Minimal impact skills

The interviewees had the following to say from the pre-test and post-test interviews:

Table 4.14: Minimal impact skills (author's own work)

Pre-test	Post-test
Interviewee 2: "7/10. Mindful of kicking the anthills as taught by our parents and not to disturb the environment."	Interviewee 2: "9/10. You should not cut down unnecessary bushes and you should only do what is necessary. During Amathola we were taught not to cut down "willy-nilly" just to have fun, and you should really stick to your path."
Interviewee 3: "5/10. Did not know the intricate things about nature. Not a lot of experience or knowledge about it."	Interviewee 3: Did not complete the post-test.
Interviewee 4: "8/10. I am cautious of nature. I would not litter and through dirt anywhere but rather	Interviewee 4: "7/10. I don't litter. If I am hiking I just walk, and I would keep all my dirt in a plastic.

look for areas where I can dispose of the dirt. Like taking care of nature.”	Bury the human waste and leave the place clean.”
Interviewee 5: “6/10. Sometimes it is difficult to throw away your stuff. Easier to throw your papers into the fire to let it burn than to carry it with you.”	Interviewee 5: “7/10. As with Amathola we had to carry everything and place whatever papers over back into your bag.”
Interviewee 6: “6-7/10. Do not believe in littering. If I see someone else littering I might even pick it up and dispose of it at a more suitable area.”	Interviewee 6: “7/10. I don’t believe they focused on that this year or trained us anything on that.”
Interviewee 7: “6/10. Try not to litter; try not to go off course.”	Interviewee 7: “6/10. Follow the path that you are on. Not to break any unnecessary plants or trees on the path you are following. My knowledge obtained from Beyond adventure.”
Interviewee 8: “6/10. Me being human and we tend to leave waste as per our human nature.”	Interviewee 8: “10/10. I am studying Bio-diversity and Preservation Ecology at University next year and it is all about saving the world. I don’t like to leave a carbon footprint behind and I really focus on preserving earth and keep it how it is supposed to be.”
Interviewee 9: “8/10. Other than my footsteps I can clean up after myself.”	Interviewee 9: “8/10. There would be some evidence of left over, like I would clear the spot for my tent. If it is a spot that is clear, I would also then look and clear sharp objects and then afterwards not just throw them back to where my tent was. For the campfire, I can kill it and disburse the materials. Other than a few items then I can make myself scarce.”
Interviewee 10: “6/10. We don’t do that. I try not to go out of the paths”	Interviewee 10: “10/10. They taught us not to go off the trails and pick up items where the animals live and to not damage the environment. No everyone would do that, but they trained us well.”
Interviewee 11: “7/10. They taught us a few things however from past experience how to dispose of waste.”	Interviewee 11: “8/10. I am considerate about the environment and do not intend to damage any natural habitat. I have been educated about that at school, as well as here at Beyond.”
Interviewee 12: “7/10. Before starting to pack I would make sure the things I would take along it would not be something I would stop using. I would need to be prepared to take with me all the time and not to damage things around me.”	Interviewee 12: “8/10. It is like cleaning up, leaving the place as you found it and don’t do damage to nature.”

Interviewee 13: “7-8/10. I usually buy degradable things and I try not to carry a lot of things that would not damage the environment.”	Interviewee 13: “10/10. We have been shown how to use things not to leave a carbon footprint, how not to litter. Everything that we take with us, stays with us, and or gets disposed of correctly.”
Interviewee 14: “8/10. I would be observing the moment and try to create the least problems, looking after the plants and looking where to step i.e. not tramping on anything that would be beneficial to the environment.”	Interviewee 14: “7/10. You look where you walk, and if a plant doesn’t kill the plant, and when you walk around be observant of the arias around you. You make sure everything is unharmed and you don’t go out and kill plants”
Interviewee 15: “9/10. I have been taught from a young age that you should not through anything away or damage nature for any reason. This is a common sense requirement that you have to leave nature better than you find it and not destroy anything.”	Interviewee 15: “9/10. You always tend to miss one thing; I don’t think you can ever not have an impact.”
Interviewee 16: “7-8/10.”	Interviewee 16: Did not complete the post-test.

From the pre-test (Table 4.14), the researcher identified the following theme: taking care of nature.

In the pre-test Interviewees 2, 11 and 15 explained that their parents taught them to take care of nature, while Interviewees 4, 5, 6, 7, 9, 10, 12, 13, 14 and 15 wanted to take care of nature and not trample on vegetation or litter, as Interviewee 14 stated:

“I would be observing the moment and try to create the least problems, looking after the plants and looking where to step for example not tramping on anything that would be beneficial to the environment.”

From the post-test (Table 4.14), the researcher identified the following two themes: theme 1: received sufficient training, and theme 2: not having received training.

This agrees to some extent with Kellert and Derr (1998:52) who found that participants rated camping and travelling with minimum impact as an essential skill to have and that it improved after completing an outdoor programme of three weeks or longer.

In the post-test Interviewees 2, 5, 7, 10, 11 and 13 agreed that BASAGYP taught them a lot regarding how to travel with minimum impact, as Interviewee 10 explained:

“They taught us not to go off the trails and pick up items where the animals live and to not damage the environment. No everyone would do that, but they trained us well.”

Interviewee 6, however, was the only interviewee who felt BASAGYP did not focus on minimising their impact on the environment, as the interviewee stated:

"I don't believe they focused on that this year or trained us anything on that."

Interviewee 8, even after not knowing what to study at the beginning of the year, stated that:

"I am studying Bio-diversity and Preservation Ecology at University next year and it is all about saving the world. I don't like to leave a carbon footprint behind, and I really focus on preserving earth and keep it how it is supposed to be."

4.4.1.3 Safety skills

The safety skills comprise two sections, namely dealing with environmental dangers, and dealing with client dangers. Both sections used pre- and post-tests that were compared.

4.4.1.3.1 Assessing and dealing with environmental dangers

The interviewees had the following to say from the pre-test and post-test interviews:

Table 4.15: Assessing and dealing with environmental dangers (author's own work)

Pre-test	Post-test
Interviewee 2: "6/10. Swam across a number of rivers and playing in them, mindful of how fast they were flowing and also of the thunderstorms."	Interviewee 2: "8/10. They did not really teach us but just told us not to go out during a thunderstorm. I do however know from previous experience how water moves, and how to hike during a thunderstorm, how to take cover and where i.e. not under trees."
Interviewee 3: "4/10. Never been in such a situation before."	Interviewee 3: Did not complete the post-test.
Interviewee 4: "4/10. Depends what is in the environment i.e. If high speed river, look or come out for a rope or find a place to shelter."	Interviewee 4: "1/10. I have not come in a situation like that and do not recall what to do in a situation like that."
Interviewee 5: "6/10. Safety first. Use a stick and see how deep it is before you cross the river and also use a stick to keep your balance."	Interviewee 5: "6/10. I think when you cross the river; someone must go in and tie a rope around the person. If the river takes you, you would know which direction it is moving. Also go in with a stick to know where it is shallow. Safety first."
Interviewee 6: "3/10. I do not know the environment and don't have the skills to deal with such a situation."	Interviewee 6: "7/10. They taught us how to handle a dangerous situation with a cool head. They have not given us specific training and these 2 dangerous situations, but I am calmer in stress now, and I will be able to assess the dangerous situation."
Interviewee 7: "5/10. If it comes to a river you have to see which way the current is. You can never trust water. So I have learnt if the current	Interviewee 7: "6/10. For the river crossing during our week of survival. We just had to look which way the current was going and we went

is to strong and you are waist deep in you rather turn back and try to find another path or another way. To a lightning storm I do not know and would not lie about that and say that I know about that."	parallel with it. The thunderstorm we experienced on our 100 km race. We had to call it a day as the thunder and the lightning was very high and the chance of being struck was quite high."
Interviewee 8: "6/10. I would be too afraid a scared and do not know what to do."	Interviewee 8: "8.10. We experienced that as well here. But with environmental disasters you never really have the full knowledge of what it is going to be. You can't really just go in and say that it is going to be like this. You go in and do it and it turns out differently. I am not over confident about that."
Interviewee 9: "5/10. I have never been in such a situation and can only guess."	Interviewee 9: "7-8/10. I am often at a place where we need to think on our feet. We would need to look out for what is happening and what we have and we need to go on. It is something Beyond teaches us. We are often placed in different groups and it adds a new dimension and we need to communicate with team members. There is also a lot more of ideas. The more people you have the more ideas exist. It can also make the task harder but also in some ways easier."
Interviewee 10: "4/10. I have not done this before."	Interviewee 10: "10/10. During our survival trip the storm came in, and we had to assess the situation, were we going to stay or not been blown away by the wind. We did get experience, and I also did Voortrekkers before I came here. It trained me, as we were placed in a lot of situations where we had to plan what we would need to do in that situation."
Interviewee 11: "7/10. I am relatively good at problem solving. I would probably know what to do."	Interviewee 11: "8/10. During Beyond Adventure they taught us to build shelters, make fires and take care of yourself and others. Before Adventure my parents taught me a lot on how to sort problems. The other 2 points not given is that I might panic but I might depend on instinct."
Interviewee 12: "6/10. It depends on the situations I find myself in. There are some situations that I would not be able to do anything about. I was able to handle rather well in situations before. My reactions to dangers are quick and it works out for the better. Safety is priority when it comes to those types of things."	Interviewee 12: "6/10. I have experienced a number of those situations, so I do know how to handle a lot of them but not all of them. It is unpredictable but I do know how to deal with most situations."
Interviewee 13: "8-9/10. I have done crises management courses before. This prior knowledge	Interviewee 13: "9/10. We have undergone a lot more of facilitation training, and how to look for

would help me assess the situation and how to tackle the different situations and when in crises.”	getting solutions and common problems have become a lot easier.”
Interviewee 14: “3-4/10. I can observe well and have common sense. I am not practical to dangerous situations and would always need someone else to point out the dangers in order to make a decision.”	Interviewee 14: “7/10. I can easily observe and spot a danger even if I don't always know how to overcome that danger. I would most probably need input from someone else. I can base this as such before I can say that this would be the safest way to overcome the danger.”
Interviewee 15: “6-7/10. I have not been in such severe circumstances and cannot rate myself. I do believe I have good instinct to react when danger cross my path.”	Interviewee 15: “7/10. I do not have the necessary experience for an extreme situation like that. I do believe am quite cool-headed for situations like that.”
Interviewee 16: “0/10. I have never ever been placed in such a situation and would not know how to handle it.”	Interviewee 16: Did not complete the post-test.

From the pre-test (Table 4.15), the researcher identified the following two themes: theme 1: no experience or knowledge, and theme 2: had enough instincts.

In the pre-test Interviewees 3, 6, 7, 9, 10, 14, 15 and 16 agreed that they had very little or no experience on how to handle such situations, as Interviewee 16 stated:

“I have never ever been placed in such a situation and would not know how to handle it.”

On the other hand Interviewees 4, 5, 7, 11, 12 and 15 stated that they thought they had good instincts, and would be able to use their common sense to deal with the environmental danger, as Interviewee 11 explained:

“I am relatively good at problem-solving. I would probably know what to do.”

Only Interviewee 13 stated that they had some prior knowledge in crises management:

“I have done crisis management courses before. This prior knowledge would help me assess the situation and how to tackle the different situations and when in crises.”

From the post-test (Table 4.15), the researcher identified the following two themes: theme 1: received theoretical training, and theme 2: did not receive theoretical training. Only Interviewee 4 stated that their rating out of ten was lower on the post-test, the rest of the interviewees showed an increase in this skill or maintained their skill level.

This agrees with what Kellert and Derr (1998:182) found namely that participants had renewed respect for the environment and how it needed to be respected. The researcher could not find any research that had been done on the assessment of dealing with environmental dangers.

In the post-test Interviewees 7, 8, 9, 10, 11 and 13 said that BASAGYP taught them how to assess and handle dangerous situations, as Interviewee 7 explained from their experience:

“For the river crossing during our week of survival. We just had to look which way the current was going and we went parallel with it. The thunderstorm we experienced on our 100 km race. We had to call it a day as the thunder and the lightning was very high and the chance of being struck was quite high.”

Interviewees 6 and 15 explained that they did not feel they received specific training for such situations at BASAGYP, although they did feel that they were a lot calmer and more open-minded in general. Interviewee 6 explained:

“They taught us how to handle a dangerous situation with a cool head. They have not given us specific training and these two dangerous situations, but I am calmer in stress now, and I will be able to assess the dangerous situation.”

4.4.1.3.2 Assessing and dealing with client dangers

The interviewees had the following to say from the pre-test and post-test interviews:

Table 4.16: Assessing and dealing with client dangers (author’s own work)

Pre-test	Post-test
Interviewee 2: “4/10. Never been in the situation where I was watching and facilitating it but always mindful to do it for myself.”	Interviewee 2: “10/10. Especially on the abseiling, we were taught how to handle a situation if anything goes wrong. The three ways to let a person down, if anyone get caught we can handle it ourselves, lower them down or lift them back up. On the wild animal side you should tell them never to do it. If the danger is close we know to handle the situation. I have previous experience but we were taught here as well.”
Interviewee 3: “6/10. Approach them in the right way. I don’t however have a lot of knowledge and experience about that.”	Interviewee 3: Did not complete the post-test.
Interviewee 4: “6/10. I would go talk to them. If they are feeding a wild animal. I go up to them and would tell them how tough the situation is and they might lose their head.”	Interviewee 4: “8/10. Every single activity we were taught how to handle a difficult situation and how to act when someone is in danger.”
Interviewee 5: “7/10. I will know what to do. I am not good to communicate with others in that situation but will just help them right.”	Interviewee 5: “7/10. With Abseiling and when everyone get their harnesses, you go through everything i.e. your hair must be tight, the rules for the clothes and like for shoes your lace must be tight. All the jewellery must be removed and all of these for safety.”
Interviewee 6:	Interviewee 6:

"4-5/10. I don't have the skills to do much to the situation, but I do feel I have the skills to talk to the person and manage the situation at a more personal level."	"7/10. I am a lot more comfortable to deal with people and I feel I will be well able to handle it. My people skills have improved."
Interviewee 7: "3/10. I have never experienced it. If it is a dangerous animal it is never wise to feed it. You or others. For the other matter you stop the client from coming down, loosen the rope but hold them up there and wait for them to untangle their hair. If they can't then I have to go up there and help the clients."	Interviewee 7: "10/10. With our client's hair getting caught in the harness, we were taught that if that happens to you, to immediately stop the decent and to help the client to get their hair loose. As for feeding the wild animals, and it is a strictly no feeding zone, you brief them and if you are on the road you make sure that they don't feed the animals."
Interviewee 8: "7/10. I am not too confident to talk to people. I will evaluate the situation and make a decision. I do not have the confidence to approach the person. I first have to gather confidence. If it is a really dangerous situation I will do it a.s.a.p."	Interviewee 8: "8/10. I don't know how people act and how they would respond to me telling them what to do and telling them it is wrong what they are doing. Even if my confidence has grown a lot, I feel that it is still lacking a little. If a person is feeding an animal and they should not, I would try to tell them but if they continue then there is nothing I can do."
Interviewee 9: "7/10. I am good with people and can tell when a situation is going to go south."	Interviewee 9: "8-9/10. We were taught on a number of dangerous situations clients can get into. We were not just trained to do the training, but how to be an instructor also. You should pay attention which I did, and you would then be able to assess the situation and deal with it appropriately. There is a way to deal with it un-appropriately."
Interviewee 10: "10/10. I like to talk to people and tell them to be careful and fasten your hair."	Interviewee 10: "10/10. They taught us during our abseiling on how you should stop and tell them in a friendly way but they should know you are serious about them and how all should do the precautions before doing the action."
Interviewee 11: "/10. I would step in and do something. I would not let people hurt themselves."	Interviewee 11: "10/10. If I see danger of harm coming a person's way, I would do whatever I can to stop it. If I could get into trouble I would definitely do something about it"
Interviewee 12: "7/10. My reactions are quick when it comes to dangers."	Interviewee 12: "7/10. You can't always do something about it as you cannot reach them. If however you are capable and can get to them, I do react fast and my reactions are quite good. I would be able to manage the situation properly."
Interviewee 13: "7-8/10. I am conscious to what happens around me, I believe I would be able to assess things quite well. Crises management that when the situation occur	Interviewee 13: "9/10. We have been shown how to ensure our clients are in safe hands and that we brief them correctly. We would always

on how to handle it. Situations would differ; I would try to make it as hasty as possible to find a solution for it.”	keep them under constant surveillance when we are doing activities as abseiling.”
Interviewee 14: " 7/10. I am a people's person and observe people better than I do nature. I something goes wrong with people I am quick to see the dangers and what could go wrong"	Interviewee 14: "9/10. I am all about people safety and I look at people observantly. If it is a client you would be more observant than what you usually are, and then to act on the situation. You are also trained in what to do in such a situation."
Interviewee 15: "8/10. I am by nature tend to be observant to things. I would notice it and I would stay calm and be able to handle this appropriately at least."	Interviewee 15: "10/10. We have been trained how to act in such situations."
Interviewee 16: "4/10. I have never been placed in such a situation before but I would be able to tell the person what to do and what not to do."	Interviewee 16: Did not complete the post-test.

From the pre-test (Table 4.16), the researcher identified the following two themes: theme 1: no knowledge regarding client challenges, and theme 2: being able to assess situations.

In the pre-test Interviewees 2, 3, 6, 7 and 8 stated that they had no knowledge or experience regarding assessing dangerous situations arising from a client's actions, as Interviewee 3 stated:

"Approach them in the right way. I don't however have a lot of knowledge and experience about that."

Interviewees 5, 12, 14, 15 and 16 stated that they would know what to do in the situation, as Interviewee 13 explained:

"I am conscious to what happens around me, I believe I would be able to assess things quite well. Crises management that when the situation occurs on how to handle it. Situations would differ; I would try to make it as hasty as possible to find a solution for it."

From the post-test (Table 4.16), the researcher identified the following two themes: theme 1: learned a lot, and theme 2: self-confidence had improved. The interviewees score on the post-test indicated that all interviewees increased their rating in the post-test or remained the same as in the pre-test.

This correlates with what Kellert and Derr (1998:22) and Galloway (2000:79) found, namely that participants had an increase in self-confidence and felt that they could act better on their instincts and feelings when dealing with other people in situations.

In the post-test Interviewees 2, 4, 5, 6, 7, 8, 9, 10, 13 and 15 agreed that they had learnt a lot from BSASGYP, as Interviewee 7 explained:

“With our client’s hair getting caught in the harness, we were taught that if that happens to you, to immediately stop the decent and to help the client to get their hair loose. As for feeding the wild animals, and it is a strictly no feeding zone, you brief them and if you are on the road you make sure that they don’t feed the animals.”

Interviewees 6 and 8 also stated that their self-confidence had improved, as interviewee 6 explained:

“I am a lot more comfortable to deal with people, and I feel I will be well able to handle it. My people skills have improved.”

4.4.2 Soft skills

In this next section, the researcher will discuss the answers of the interviews regarding the development of soft skills, which can be divided into three categories, namely facilitation techniques, instruction methods, and organisational skills. These skills were also measured by the semi-structured interview with a pre- and post-test to determine what changes took place with regard to soft-skill development.

4.4.2.1 Facilitation techniques

Facilitation techniques were evaluated by using four questions using a pre- and post-test technique to evaluate if any changes occurred in the interviewee.

This section was divided into four subsections namely:

1. Debriefing skills
2. Clear explanation skills
3. Making decisions under pressure
4. Handling stress

4.4.2.1.1 Debriefing skills

The interviewees had the following to say from the pre- and post-test interviews:

Table 4.17: Debriefing skills (author’s own work)

Pre-test	Post-test
Interviewee 2: “3/10. No previous experience, and never to speak in front of anyone but never confident when needed to do it before.”	Interviewee 2: “9/10. They taught us how to do it and what to say. I believe I lose one mark because of my confidence or lack of confidence when speaking to groups.”
Interviewee 3: “3/10. Not really dealt with this before.”	Interviewee 3: Did not complete the post-test.
Interviewee 4:	Interviewee 4:

"2/10. I could try it but have never tried it before."	"8/10. We have done facilitation over and over. With practice we come closer and closer to perfection."
Interviewee 5: "5/10. It is easier to go on my own. Not much experience with this. I am very shy and difficult to talk in front of a lot of people."	Interviewee 5: "6/10. I was always the shy guy in the group and not always good with a lot of people. With Beyond adventure it changed a bit. We created a what's up group and I am feeling free to chat and talk with everyone and in front of everyone."
Interviewee 6: "2/10. I have never done that before and have no idea of how to do it."	Interviewee 6: "7/10. My people skills have improved, but I am still skittish to talk to a large group of people. I will improve in time."
Interviewee 7: "5/10. It just comes to me to explain to everybody and having to ensure that everybody complete the task the task ahead."	Interviewee 7: "7/10. I get to the point, I give them all the need to knows, and what is expected."
Interviewee 8: "7/10. I have not really done that before. Based on how I would think I would do it, I gave myself the score."	Interviewee 8: "9/10. This year we had to do it a lot. I have learnt to do it this year and how to substantiate everything that you do. It is based on experience and as I have done it before I feel like I can do it again and improve every time I do it."
Interviewee 9: "6/10. I have no problem talking to a group especially in that context but I never did that before."	Interviewee 9: "7-8/10. I have successfully debriefed the various activities we have done. We practiced debriefs and have been scored by our facilitators on all the activities we have done."
Interviewee 10: "7/10. I like working in groups. We talk about it, but don't really debrief."	Interviewee 10: "9/10. We did not do it, as the facilitators mostly did it. They did however ask us how we would be doing this or that, and we had to give us our opinion. They taught us, and put us on the spot by asking us what to do."
Interviewee 11: "7/10. I have enough confidence but have not done that before."	Interviewee 11: "8/10. I do tend to mumble and stutter sometimes. It is not a big thing but I am confident in speaking front of other people. It does not really bother me."
Interviewee 12: "8/10. If I take leadership in an activity I would be open to feedback. I enjoy constructive criticism. I get along with people well and like to talk to them after an activity. I like to get feedback to better the activity for future references."	Interviewee 12: "7/10. It is really straight forward and you don't need any extra talents for it. It depends on how you read the group, you are focused on their reactions and reply to the questions asked. Making a summary of every individual and what then to ask them and not to offend them in any way. To keep their emotions in mind."
Interviewee 13: "1/10. I would not know where to start."	Interviewee 13:

	"10/10. We had to undergo a lot more briefings and debriefings in the past year so we have been shown how to handle these briefings in a way so that the clients feel a lot more satisfied and that they have enjoyed the experience."
Interviewee 14: "3/10. I don't enjoy talking in front of people. Debrief would cause a lot of nerves and I don't get my words out. If I have to debrief it is all inside and I don't always want to come out the way I want it."	Interviewee 14: "8/10. Beyond has taught us how to do that, and we had a lot of exercises to practice and I have first-hand experience. It was part of a camp for Beyond I gained the experience, yes with a focus group like a school camp."
Interviewee 15: "3/10. I have never done it before."	Interviewee 15: "8/10. I think I communicate well at the end of the day and with the overall message communicate good."
Interviewee 16: "3/10. I have never done it before or needed to debrief a group."	Interviewee 16: Did not complete the post-test.

From the pre-test (Table 4.17), the researcher identified the following three themes: theme 1: no prior experience, theme 2: lacking confidence, and theme 3: lacking expertise.

In the pre-test Interviewees 2, 3, 4, 5, 6, 8, 9, 10, 11, 13, 15 and 16 stated that they had no experience in debriefing an exercise with a group, as Interviewee 6 explained:

"I have never done that before and have no idea of how to do it."

Interviewees 2, 5 and 14 also added that they lacked confidence in explaining exercises to groups, as Interviewee 5 stated:

"It is easier to go on my own. Not much experience with this. I am very shy and difficult to talk in front of a lot of people."

Interviewees 7, 9, 11 and 12 said that they were confident to explain exercises to a group, like Interviewee 11 stated:

"I have enough confidence but have not done that before."

From the post-test (Table 4.17), the researcher identified the following two themes: theme 1: gained a lot of confidence, and theme 2: some interviewees were still reserved. All of the interviewees except for Interviewee 12 also showed in their ratings out of ten that they had improved in their debriefing skills. This showed that overall there most of the interviewees improved this skill.

The researcher could not find any literature on the improvement in debriefing skills but as mentioned in earlier Kellert and Derr (1998:22) and Galloway (2000:79) found that participants had an increase in

self-confidence and felt that they could act more on their instincts and feelings when working with other people in situations.

In the post-test Interviewees 2, 4, 6, 8, 9, 13, 14 and 15 agreed that the year at BASAGYP had taught them how to facilitate a group, as Interviewee 13 explained:

“We had to undergo a lot more briefings and debriefings in the past year so we have been shown how to handle these briefings in a way so that the clients feel a lot more satisfied and that they have enjoyed the experience.”

Interviewees 2, 5 and 14 also explained that they were still slightly shy to speak in front of groups, but that this year had helped them a lot. In the words of Interviewee 5:

“I was always the shy guy in the group and not always good with a lot of people. With Beyond adventure it changed a bit. We created a what’s up group and I am feeling free to chat and talk with everyone and in front of everyone.”

4.4.2.1.2 Clear explanation skills

The interviewees had the following to say from the pre-test and post-test interviews:

Table 4.18: Clear expectation skills (author’s own work)

Pre-test	Post-test
Interviewee 2: “4/10. Not confident of myself and in front of other people.”	Interviewee 2: “7/10. Due to a lack of confidence and when speaking to a group I get a little bit mixed up. They did tell us how to explain to a group and be clear about every rule. There will always be one person who would say you were not clear when you explained this rule.”
Interviewee 3: “7/10. I have worked with this during in various Church and school activities.”	Interviewee 3: Did not complete the post-test.
Interviewee 4: “4/10. I get nervous when talking in front of people and when having to explain to people. I might forget some things.”	Interviewee 4: “7/10. We have the experience and it also depend on the game. I might need to look up some items and I am not perfect.”
Interviewee 5: “6/10. I am shy and sometimes difficult. My tongue feels like having glitches.”	Interviewee 5: “6/10. Sometimes it is difficult to remember all the rules and terms.”
Interviewee 6: “4/10. I do feel that I am clear to speak to someone. That said I would need to work it out beforehand, but I definitely need to learn more before I can say that I am anything better than a 4.”	Interviewee 6: “8/10. I have definitely improved this year. My public speaking skills have become way better. I would like to give the people here the credit. I have been given a lot of opportunities here.”
Interviewee 7:	Interviewee 7:

“6/10. When it comes to explaining I will talk about it first what is needed and then demonstrate to what needs to be done.”	“7/10. I will explain to the point as I understand and if there are any further questions I will elaborate further.”
Interviewee 8: “7/10. I have not really done it but in my mind I think I would be good at it.”	Interviewee 8: “8/10. There are a lot of different people and people understand things in a lot of different ways. It is difficult to explain something that everyone understands it. I try to explain and make an effort to explain until everyone understands.”
Interviewee 9: “7-8/10. I have never done some of these items before. I can however explain soccer to someone else well.”	Interviewee 9: “7-8/10. We have done a lot of activities and we were scored by our facilitators and also given pointers on what to look for. We have also been trained during group activities on clear communication.”
Interviewee 10: “8/10. I have not explained it before.”	Interviewee 10: “10/10. I had to do it before this year as well, and this year they gave us exercises where we had to explain to other people and to grow personally and expand their comfort zone.”
Interviewee 11: “8/10. If something I am passionate about it I would score well.”	Interviewee 11: “10/10. Very clear. I am very specific when speaking in front of other people, it is my personality and I don't tend to leave anything out.”
Interviewee 12: “8/10. If I understand all the aspects of the exercises, I am good at explaining it to other people. I normally use methods that I understand rather well and that other people do as well. There are sometimes that I don't know the best but try to explain the best I can.”	Interviewee 12: “6/10. I only explain items when I have had the experience or the authority and I do not explain something if I don't understand it myself. I am quite good at explaining things to people in a way that they understand it. I am not the best but I have done fairly well in the past.”
Interviewee 13: “2-3/10. Most of the time like for my past exam I know that stress get to me quite easily.”	Interviewee 13: “10/10. We have been shown how to be extremely clear and we portray that we know what we are doing so that we ensure the clients know that they are in good hands. We show them all the steps, and we show them what we will be doing; show them the activities, and what the client has to do.”
Interviewee 14: “5/10. Having to talk in front of a group and to explain something to have the self-confidence, but you know what is going to happen so you can explain to the group.”	Interviewee 14: “7/10. Depends on how complicated the group is as well as the age of the group. I like rules and I like to know what to do, I would then make sure that everyone knows and everybody understands what is happening. So explaining the activity is easy for me as I want something very specifically.”
Interviewee 15:	Interviewee 15:

“9/10. I thought I was good at it, but in the past week I have noticed that I was not as effective and have to work on it. I had various leadership positions whilst in school but it seems to have been more in commanding ways.”	“9/10. You might make a human error and forget one little thing. I don't believe you can get a 10/10.”
Interviewee 16: “3/10. I never had to do this before.”	Interviewee 16: Did not complete the post-test.

From the pre-test (Table 4.18), the researcher identified the following theme: no previous experience.

In the pre-test Interviewees 8, 9, 10, 11 and 16 all stated that they had no previous experience in explaining an exercise to groups. Interviewee 16 stated:

“I never had to do this before.”

Interviewees 8, 9, 11, 12 and 14 did think that they would be good at explaining an exercise, as Interviewee 8 stated:

“I have not really done it but in my mind I think I would be good at it.”

From the post-test (Table 4.18), the researcher identified the following two themes: theme 1: improved a lot, and theme 2: gained self-confidence. All of the interviewees rated themselves higher on the scale out of ten in the post-test than in the pre-test except, for Interviewee 12. This shows that overall there was improvement in most of the interviewees.

Greffrath and Roux also found that communication skills improved among participants after completing the ATKV gap year with selected adventure activities. As mentioned earlier, Kellert and Derr (1998:22) and Galloway (2000:79) found that participants had an increase in self-confidence and felt that they could communicate more clearly when working with other people.

In the post-test Interviewees 2, 4, 6, 9, 10, 13 and 14 stated that the BASAGYP taught them a lot about explaining certain exercises to groups, as Interviewee 6 explained:

“I have definitely improved this year. My public speaking skills have become way better. I would like to give the people here the credit. I have been given a lot of opportunities here.”

Interviewees 7, 8, 13 and 14 also stated that they were very confident in clearly explaining an exercise to the group, as Interviewee 14 explained:

“Depends on how complicated the group is as well as the age of the group. I like rules and I like to know what to do, I would then make sure that everyone knows, and everybody understands what is happening. So explaining the activity is easy for me as I want something very specifically.”

4.4.2.1.3 Making decisions under pressure

The interviewees had the following to say from the pre-test and post-test interviews:

Table 4.19: Making decisions under pressure (author's own work)

Pre-test	Post-test
Interviewee 2: "4/10."	Interviewee 2: "7/10. I don't like to disappoint people. It has however improved. They did teach us how to make decisions under pressure and they do try to get us through that stuff."
Interviewee 3: "7/10. Had to do this a number of times. I think school teaches you to make decisions under pressure. No other experience."	Interviewee 3: Did not complete the post-test.
Interviewee 4: "8/10. I have been under pressure. I have been captain of a basketball team for a few years and it taught me to make decisions under pressure and with limited time. It has benefitted me the last few years and taught me to make decisions under pressure and I have made right decisions over the last years."	Interviewee 4: "5/10. I am not too comfortable but I can make a decision under pressure. Facilitation games provided experience as it put you under a lot of pressure."
Interviewee 5: "4/10. When I am under pressure I zone out. I cannot think that fast for an idea."	Interviewee 5: "6/10. Under pressure I feel the pressure and sometimes feel that blank feeling and want to do nothing."
Interviewee 6: "6/10. Based on previous experience I am comfortable doing it."	Interviewee 6: "9/10. The activities we have done here is more or less dangerous, and it allowed me to be calmer during stress. I am more focused and more capable to handle it."
Interviewee 7: "7/10. I enjoy being under pressure, I do the best performance and I like to be challenged and meet the targets."	Interviewee 7: "8/10. I thrive under pressure and enjoy it, I enjoy taking leadership. Beyond has taught us to take charge of a situations, even if you have not been placed to take charge, and if you feel your input can help the group to take charge."
Interviewee 8: "8/10. I think fast. I am organized and planned I don't really experience stress. In a situation where there is stress I think I would cope as I normally do. I do my best when I am under pressure."	Interviewee 8: "9/10. Ever since I am small, I had to make decisions under pressure, and I can also say it is based on experience and even if I say that all the time during the time here and also learnt from the past."
Interviewee 9: "6/10. I am not comfortable however I believe I can make a decision."	Interviewee 9: "7/10. I do not enjoy pressure but I have been trained how to handle it correctly. I can make a decision under pressure and I

	will stick to it and it also may not be the right decision."
Interviewee 10: "6 /10. I struggle with making fast decisions and I struggle with that."	Interviewee 10: "10/10. This year we continuously had to make decisions under pressure. I would say after this year everyone must be good. They put us under pressure a lot"
Interviewee 11: "6/10. I would sometimes stress about it a bit, and sometimes not even want to do it. Most of the time I would pull myself together and figure something out."	Interviewee 11: "7/10. There are some cases where I do feel some pressure. I would need silence to think on my own. Most of the time I can handle pressure, it just depends on what it is."
Interviewee 12: "9/10. My decisions making skills have surfaced when I have been put under pressure. I do act well if I have been under pressure if I take the previous sports I played, where there was a lot pressure and of intensity and not a lot of time to make a decision. The decisions I made ended well for me."	Interviewee 12: "7/10. Every situation is different and the situations will differ. I handle it well and keep calm when the pressure becomes more. I am used to those types of situations."
Interviewee 13: "4-5/10. Under pressure I do tend to strain a bit."	Interviewee 13: "9/10. We have been put under a lot of pressure situations, so we have been hard trained how to think under pressure and don't get pressurized. Making decisions quickly and it comes much more naturally now because of the training we have undergone."
Interviewee 14: "4-5/10. With stress comes adrenalin and you don't always know how to deal with it if you have to make quick decisions. So I would need more guidance in those types of aspects and when I have time to think about it."	Interviewee 14: "5/10. I am not always comfortable making them but I do make them. Beyond taught us how to make decisions under pressure. I do them well but not always as comfortable."
Interviewee 15: "7-8/10. I cope well under pressure. Previous experiences taught me that I maintain a cool and calm head during stressful situations."	Interviewee 15: "9/10. I am talking because of experience. I have been in situations where pressures in a sport environment and you have to make decisions. I really think I will be able to do it. The situations definitely come from before Beyond Adventure."
Interviewee 16: "6/10."	Interviewee 16: Did not complete the post-test.

From the pre-test (Table 4.19), the researcher identified the following two themes: theme 1: could not make decisions under pressure, and theme 2: comfortable making decisions under pressure. All interviewees showed in their rating out of ten that they felt they had improved in their decision-making

skills, except for Interviewees 4 and 12 rating themselves lower on their post-test score than on their pre-test. This shows that overall there was improvement in most of the interviewees.

Kellert and Derr (1998:26) found that more than forty per cent of respondents viewed their outdoor programmes of at least three weeks as having substantially influenced their decision-making skills and helped them to remain calm in emergency situations. Decision-making skills were also found to be improved in a study from Hollenhorst's (1989) cited in Le Roux (2014:24) where hundred and fifteen students from Ohio State University enrolled in an outdoor programme for one year.

In the pre-test Interviewees 5, 9, 10, 11 and 14 all stated that they were not comfortable or not good at making decisions under pressure. Interviewee 5 elaborates:

"When I am under pressure, I zone out. I cannot think that fast for an idea."

On the other hand Interviewees 3, 4, 6, 7, 8, 12, 13, 14, and 15 explained that they were comfortable making decisions under pressure with Interviewee 7 even explaining that they enjoy it:

"I enjoy being under pressure, I do the best performance, and I like to be challenged and meet the targets."

Interviewees 2 and 16 did not have any additional comment other than giving their ratings out of ten.

From the post-test (Table 4.19), the researcher identified the following theme: improved.

In the post-test Interviewees 2, 4, 6, 7, 8, 9, 10, 13, 14 and 15 all agreed that the BASAGYP had improved their decision-making skills, as Interviewee 10 explained:

"This year we continuously had to make decisions under pressure. I would say after this year everyone must be good. They put us under pressure a lot."

Only Interviewee 5 remained unchanged stating that after the BASAGYP:

"Under pressure I feel the pressure and sometimes feel that blank feeling and want to do nothing."

4.4.2.1.4 Handling stress

The interviewees had the following to say from the pre-test and post-test interviews:

Table 4.20: Handling stress (author's own work)

Pre-test	Post-test
Interviewee 2: "7/10. Only focus on other stress which I don't stress about and only focus on what meant to do at the time."	Interviewee 2: "9/10. If it is stress on myself I handle it well. I do not know how I do it but I don't get stressed so easily or get frustrated. During the facilitation games they taught us what to do when you get frustrated and what you should focus your energy on instead of turning onto other people."

Interviewee 3: "5/10. Depending on the situation. Not always easy to evaluate the situation and to do things under pressure, it stresses me more."	Interviewee 3: Did not complete the post-test.
Interviewee 4: "5/10. Whenever I get stressed out I tend to have pains, I tend to stress eat and I eat a lot and it results has caused me to have ulcers."	Interviewee 4: "6/10. I usually play games or use a stress ball. It depends on the level of stress. Sometime I even smoke."
Interviewee 5: "6/10. When I stress about a test. I would stand up and just run around to calm myself down and get my head sorted. I don't deal well with stress."	Interviewee 5: "7/10. I always try to calm myself down and handle the situation."
Interviewee 6: "4/10. It is not something I feel that I matured enough to manage it well and something that I am working on this year."	Interviewee 6: "8/10. This year has given me better knowledge of myself. What I respond to and what I don't respond to, how to manage my stress, and how to come back more focused."
Interviewee 7: "4/10. When it comes to stress I tend to explode. I like to be on my own and I also like my opinion to be heard."	Interviewee 7: "10/10. I love stressful situations and thrive on it. That is where you see your full potential."
Interviewee 8: "9/10. I don't experience stress that I would be concerned and occurred to me. I have never experienced a situation where I felt really stressed or influenced the task that I was busy with."	Interviewee 8: "10/10. Me as a person I have never really experienced stress to its full extent. Even at school during exams I was always prepared. So I never really stressed. Here where we have been placed in a situation we have never been placed before, I would not allow the stress to get to me, I always try to face it head on first."
Interviewee 9: "6-7/10. Academic stress I handle very well. Physical stress OK."	Interviewee 9: "7/10. I do not enjoy stress and am rather chilled there, but we have been placed under various stressful situations and learned how to handle them appropriately."
Interviewee 10: "7/10. Sometimes when I have to talk in front of people, I struggle."	Interviewee 10: "9/10. Stress is sometimes difficult but I have learnt to deal with it this year. In the beginning of the year I battled with stress, but now I would only stress sometimes, but in a good way. You get good and bad stress. Bad stress would make you do things wrong, but good stress push you and make you think better, it is more like adrenalin."
Interviewee 11: "10/10. Maybe unconsciously but never experienced it."	Interviewee 11: "9/10. I do not really experience stress but when I do I do handle it well."
Interviewee 12:	Interviewee 12:

"7/10. There are many forms of stress and depend on the situations. There are some of the situations and did not handle as well but most of the situations I handled well."	"9/10. I had some experience which caused a lot of stress and I learnt to deal with it and dealt with it in manners that my father and my mother taught me. And because of what they taught me, I am able to handle it very well."
Interviewee 13: "2-3/10. I do tend to stress."	Interviewee 13: "8/10. I have learnt to handle stress a lot better, especially because we have been put under a lot of stressful situations. It makes you numb to the situation and it makes it a lot easier to handle."
Interviewee 14: "6/10. I get emotionally attached to a certain situation so when stress come, it would then be an emotional thing and I would not handle it well."	Interviewee 14: "8/10. I am a person that do not get stressed easily, anything can happen and I am not really a stressed person or get phased."
Interviewee 15: "8/10. I can cope with stress quite well and under the right circumstances and if I have and outlet I can work out something. Sometimes I go off the track but I always get back at it."	Interviewee 15: "7/10. I tend to handle it at first, but if it gets too much, it could get the better of me, but not for a long time."
Interviewee 16: "2/10. My body gets sick the moment I get stressed."	Interviewee 16: Did not complete the post-test.

From the pre-test (Table 4.20), the researcher identified the following three themes: theme 1: did not handle stress well, theme 2: handled stress well, and theme 3: rarely ever felt stressed.

On the pre-test Interviewees 3, 4, 5, 6, 7, 10, 13, 14 and 16 all stated that they do not handle stress well, as Interviewee 6 explained:

"It is not something I feel that I matured enough to manage it well and something that I am working on this year."

Only Interviewees 8 and 11 never felt stressed, and Interviewees 12 and 15 felt that most of the time, they handled stress well. Interviewee 12 stated:

"There are many forms of stress and depend on situations. There are some of the situations I did not handle as well but most of the situations I handled well."

From the post-test (Table 4.20), the researcher identified the following theme: interviewees learned to manage stress.

At the post-test Interviewees 2, 6, 9, 10, 12 and 13 felt that the year at BASAGYP had taught them a lot in handling stress, as Interviewee 6 explained:

"This year has given me a better knowledge of myself. What I respond to and what I don't respond to, how to manage my stress, and how to come back more focused."

Interviewee 7 changed from becoming frustrated and withdrawing in the pre-test to loving stress, as they explain:

“I love stressful situations and thrive on it. That is where you see your full potential.”

4.4.2.2 Instruction methods

Instruction methods was determined using four questions in the pre- and post-test method to determine what influence the BASAGYP had on instruction methods of the interviewees.

This section was divided into four subsections, namely:

1. Comfortability in explaining an activity
2. Designing effective programmes
3. Communicating effectively with a group
4. Motivating others and yourself

4.4.2.2.1 Comfortability in explaining an activity

The interviewees had the following to say from the pre-test and post-test interviews:

Table 4.21: Comfortability in explaining an activity (author’s own work)

Pre-test	Post-test
Interviewee 2: “7/10. Through passed experience of doing activities and knowing how to do it and explain to the person how to do it. At school camps the team building activities.”	Interviewee 2: “7/10. If it is a bigger group, I would have a little difficulty. If however, for a one on one or one on three, I would do it easily and with confidence. Not that I don’t know what to do, I do know exactly what to do. They told us, but it is just my personal side that will affect it.”
Interviewee 3: “7/10. Put me into something I know. Working and leading with a lot of groups in Church, had to explain to them regarding the activities.”	Interviewee 3: Did not complete the post-test.
Interviewee 4: “ 8/10. It is the same. Captain of the basketball team. Able to see which roles are needed and which person is suitable for what role and then able to tell them if you do this you will benefit the team and reach the objective of the activity.”	Interviewee 4: “9/10. I am just OK to tell people how to do what, especially when I know the game.”
Interviewee 5: “5/10. I am shy and it is difficult to explain to people what I mean. When I have	Interviewee 5:

something in my head I cannot explain it very good."	"7/10. Instructing people is still a little difficult for me, but being part of the activity is more my style."
Interviewee 6: "2/10. I am not used to and confident teaching people anything. I am not very good with people."	Interviewee 6: "7/10. My people skills have improved, but I am not extra ordinarily patient and would not be comfortable teaching somebody something."
Interviewee 7: "7/10. I am the type of person that when I know what to do, I can explain it to the "T" and you just have to listen to me to know how to do everything step by step."	Interviewee 7: "10/10. I believe I am fairly good at it. We have our RO 2 qualifications in rock climbing so I can help clients ascend and descend. I can also assist in rock climbing or bungee jumping."
Interviewee 8: "7/10. I don't really know how to and I lack a little confidence. I am not sure if I am placed before a lot of people that I would have enough confidence to tell them in a confident way. I think I would still manage to tell them what to do but it might not be as effective as someone who is being used to it and been doing it for lots of years."	Interviewee 8: "9/10. If I have a passion for something, I would also like to give that passion over to someone else. I always try my best to explain in the best possible way so they would also pick it up and also enjoy it. And not just to do it in order to do it."
Interviewee 9: "8/10. I am comfortable teaching. In Mozambique where I grew up, I needed to explain to the other kids how to proceed and explained activities."	Interviewee 9: "9/10. I am very comfortable in a roll like that. I have taken a roll like that since I was very young, even before Beyond. I like teaching people about activities, especially the ones I like, like rock climbing."
Interviewee 10: "9/10. I like teaching people things."	Interviewee 10: "10/10. They taught us how to do it, like in the ARA's where you had to tell the people how to do it. You were the facilitator, we did it a lot, and we did it with every activity. We had to learn how to do it, and to teach someone else to do it."
Interviewee 11: "9/10. I really like working with people. When having to instruct people it is not something I would do but I believe I would be good at it."	Interviewee 11: "10/10. I am competent. I would not say I am over competent and in some cases I get very passionately some things like rock climbing, it is one of my favourites, I could over explain it and would go the extra mile."
Interviewee 12: "9/10. If I have done the activity and know it well I can explain it well. Where I have been placed in situations where I needed to explain it the people also got it right because of the way I have explained it to them."	Interviewee 12: "6/10. I have been placed in such positions like that quite a few times, I do think I handled it correctly and everybody handles it differently. What I learnt during the time at Beyond is difficult to say and maybe I have not learnt anything. As I said before I don't believe in coincidences. I came here also for the spiritual side so I believe God had a plan for me. I have maybe not seen it yet. I cannot say I have learnt anything, but I must have as you

	cannot not learn anything in a year, but I cannot say I can see it yet."
Interviewee 13: "7-8/10. I have instructed people in the past and do tend to teach people."	Interviewee 13: "10/10. I have also become a lot more comfortable with giving an instruction and trained on clear ways how to do the activities during the facilitation games we played. Also through a few of the refreshers we had like the ARA skills."
Interviewee 14: "4/10. I have not taught anyone and do not have any experience teaching something so extreme to someone. I would first have to do it before I would be able to teach someone. So it is more because of lack of experience."	Interviewee 14: "8/10. If I am instructing, I am passionate about it. Rock climbing I really enjoy so I would love teaching people how to do it. If you are passionate about what you do, you will be comfortable doing it."
Interviewee 15: "9/10. In this instance the commanding aspect I have is well. Working with people I am commanding a difficult task like this, how and what you have to do in a step by step format."	Interviewee 15: "9/10. If it is something like especially rock climbing which I love to do, I then love instructing someone to do it."
Interviewee 16: "8/10. I have been rock climbing before and enjoyed it very much. I would be able to explain to someone else. Any other activity I have done before, I am equipped and would be able to explain it to them."	Interviewee 16: Did not complete the post-test.

From the pre-test (Table 4.21), the researcher identified the following three themes: theme 1: good at explaining activities, theme 2: some prior experience in explaining activities, and theme 3: lacking the necessary experience.

In the pre-test Interviewees 7, 10, 11, 12, 15 and 16 stated that they were good at explaining exercises to people and Interviewees 2, 3, 4, 9 and 13 expressed that they had experience from school and church camps in doing so, as Interviewee 9 explained:

"I am comfortable teaching. In Mozambique where I grew up, I needed to explain to the other kids how to proceed and explained activities."

Only Interviewees 5, 6 and 8 expressed that they were not good at explaining exercises to people and that they lacked experience, as Interviewee 8 explained:

"I don't really know how to and I lack a little confidence. I am not sure if I am placed before a lot of people that I would have enough confidence to tell them in a confident way. I think I would still manage to tell them what to do but it might not be as effective as someone who is being used to it and been doing it for lots of years."

From the post-test (Table 4.21), the researcher identified the following two themes: theme 1: gained a lot of knowledge on how to explain activities, and theme 2: more comfortable in explaining activities, but not confident

In the post-test Interviewees 6, 7, 10, and 13 all explained that BASAGYP had taught them a lot in the year. Interviewees 8, 9, 11, 14, and 15 all mentioned that they liked to explain the activities that they enjoy doing. Interviewee 4 seemed to be comfortable in explaining an exercise, but not entirely confident, as they state:

“I am just OK to tell people how to do what, especially when I know the game.”

Interviewee 2 mentions that they are more comfortable in explaining the exercise to smaller groups:

“If it is a bigger group I would have a little difficulty. If however for a one on one or one on three I would do it easily and with confidence. Not that I don't know what to do, I do know exactly what to do. They told us, but it is just my personal side that will affect it.”

Interviewee 5 states that they would prefer to be part of the exercise rather than to instruct the group:

“Instructing people is still a little difficult for me, but being part of the activity is more my style.”

Only Interviewee 12 mentioned that they could not recall having learnt anything, but also stated that they cannot believe that the entire year they did not learn anything:

“I have been placed in such positions like that quite a few times, I do think I handled it correctly and everybody handles it differently. What I learnt during the time at Beyond is difficult to say and maybe I have not learnt anything. As I said before, I don't believe in coincidences. I came here also for the spiritual side so I believe God had a plan for me. I have maybe not seen it yet. I cannot say I have learnt anything, but I must have as you cannot learn anything in a year, but I cannot say I can see it yet.”

4.4.2.2.2 Designing effective programmes

The interviewees had the following to say from the pre-test and post-test interviews:

Table 4.22: Designing effective programmes (author's own work)

Pre-test	Post-test
Interviewee 2: “4/10. Never had an experience in that and don't think I am confident in it.”	Interviewee 2: “9/10. We had to prepare our own facilitation games, explain it and make a lesson out of it, This would be for teamwork, or this would cause frustration and then to see how you would deal with it. They taught us that.”
Interviewee 3: “8/10. Director for the Gr 4 and 5 plan various group sessions, games and lessons teaching them about the Bible.”	Interviewee 3: Did not complete the post-test.
Interviewee 4:	Interviewee 4:

“6/10. As the basketball captain was given the job of organizing training sessions of the teams and it gave me practice and experience in given an activity to benefit the team and to getting stronger in all the areas of what is required of the sport.”	“7/10. Facilitation games. They made us plan a game and teach people how to play it. Mine will be used here at Beyond next year.”
Interviewee 5: “5/10. I am not very creative person and can only explain a very simple exercise.”	Interviewee 5: “6/10. I am not a good planner, but more to do the activity. We had a session where we had to invent a game and I did not learn much out of it.”
Interviewee 6: "2-1/10. Based on my climbing skills I am horrible. I don't know enough to design such activities. I don't have any previous experience of it."	Interviewee 6: "8/10. I have always been creative."
Interviewee 7: “6/10. I have done that in facilitation so I have to know what everybody in the group is about, what is their likes and dislikes and what is their breaking point and then design the game accordingly so everybody can be involved.”	Interviewee 7: "8/10. We did design a facilitation game, we got on every ones nerves but in the end everybody passed it."
Interviewee 8: “7/10. I am good at planning and creative and I can think of lots of fun activities. Maybe the activities I think of might not be as much fun for other people.”	Interviewee 8: "8/10. I feel that I am good at planning but if it is to plan for the group to learn something from it for the future I don't know. I am then maybe not as capable as planning for an event."
Interviewee 9: “6/10. I do not have not a lot of experience.”	Interviewee 9: “8/10. We had to come up with facilitations games that had some purpose or points, where people can learn and grow through some of it.”
Interviewee 10: “6/10. I have never done that before.”	Interviewee 10: “10/10. During facilitation we had to make our own game and invent it. We could have taken it from another game, and change it, or could have put different games together. We also did it during our Youth leadership group and we also did it during Voortrekkers.”
Interviewee 11: "6/10. I don't really have experience, with time I can progress and do better. At this time I am not really confident."	Interviewee 11: “7/10. It is not really my thing to do, but I do sometimes enjoy it. I am very creative sometimes but it is really not my thing. If it were to happen, I would be able to. Other than the Facilitation games I played here at Beyond, anything else not much experience.”
Interviewee 12: “7/10. I have done that in a few instances. In situations I have been placed before, it	Interviewee 12: "7/10. If it is my idea, I can construct it in a way and explain it so that others can make

has worked out for the better. Not in all situations I would be able to do everything."	sense out of it. I will always do my best in being reasonable and in instructing."
Interviewee 13: "7-8/10. When it comes to activities I do a lot of planning and consider others actions and ways of learning throughout that activity. I do feel that I am rather good so that everyone can get the best out of it."	Interviewee 13: "9/10. We have been given a few more opportunities to plan things and ensure we can provide the most for the people we facilitate."
Interviewee 14: "4/10. The fear of the group not enjoying the activity, the planning part would be fine it would just be the presenting part that would get to me."	Interviewee 14: "6/10. I have not done it a lot. We did do it here at Beyond during a team building but I cannot say that I have of experience to do it."
Interviewee 15: "7/10. I am a creative person but not always in a sense that I can plan it as well, as to show it how to do. I cannot turn on my creativity, if I think of something it is spontaneous."	Interviewee 15: "7/10. I have not done much of it. If it is for theory then why the score else I would not really know."
Interviewee 16: "7/10. I enjoy planning things and plan it well. I am good at it and can structure it well and can build up the plan to do it and it will be effective. I gained experience during my time at the university while I had to plan things for my house or for my class while I was in my first year."	Interviewee 16: Did not complete the post-test.

From the pre-test (Table 4.22), the researcher identified the following three themes: theme 1: no prior experience in designing an activity, theme 2: some previous experience, and theme 3: had done facilitation work before entering the BASAGYP.

At the pre-test Interviewees 2, 6, 9, 10, 11 and 15 referred to the fact that they had no previous experience regarding setting up an activity so that a group might learn the most out of it, as Interviewee 6 explained:

"Based on my climbing skills I am horrible. I don't know enough to design such activities. I don't have any previous experience of it."

While only Interviewees 3 and 4 had previous experience from church and sport and only Interviewees 7 and 12 claimed to have done facilitation before, as Interviewee 12 explained:

"I have done that in a few instances. In situations I have been placed before, it has worked out for the better. Not in all situations I would be able to do everything."

From the post-test (Table 4.22), the researcher identified the following two themes: theme 1: learned a lot, and theme 2: didn't get enough experience.

In the post-test Interviewees 2, 4, 7, 9, 10, 11 and 13 said that BASAGYP had taught them a lot with regard to planning activities so that a group might get the most out of it as Interviewee 2 explained:

“We had to prepare our own facilitation games, explain it and make a lesson out of it, This would be for teamwork, or this would cause frustration and then to see how you would deal with it. They taught us that.”

Interviewee 10 also stated that BASAGYP contributed to these planning skills along with other programmes, as stated below:

“During facilitation we had to make our own game and invent it. We could have taken it from another game, and change it, or could have put different games together. We also did it during our Youth leadership group and we also did it during Voortrekkers.”

Only Interviewees 14 and 15 claimed that although they had done some planning of activity exercises at BASAGYP, they did not feel they had enough experience in this area, as Interviewee 14 explained:

“I have not done it a lot. We did do it here at Beyond during a team-building, but I cannot say that I have of experience to do it.”

4.4.2.2.3 Communicating effectively with a group

The interviewees had the following to say from the pre-test and post-test interviews:

Table 4.23: Communicating effectively with a group (author’s own work)

Pre-test	Post-test
Interviewee 2: “3/10. Low self-confidence and don’t enjoy speaking in front of groups.”	Interviewee 2: “6/10. A lack of confidence to communicate with a group. It has improved as I am sure it started as a 3/10. They do try to get to you do it more and more. They pick on you when you are shy, and they really try to get you out there.”
Interviewee 3: “7/10. Working and leading with a lot of groups in Church, had to explain to them regarding the activities”	Interviewee 3: Did not complete the post-test.
Interviewee 4: “7/10. Some people just don’t listen and they stress you out. As captain had to talk to the group and inspire them, tell them the goal and be a leader. Not feeling the best but doing the best.”	Interviewee 4: “8/10. I love people and are not afraid of people.”
Interviewee 5: “5/10. Sometimes when I get used to the people around me then I will be more comfortable to talk to them and completing the task.”	Interviewee 5: “7/10. Now after Beyond Adventure during an ARA about facilitation where we had to tell the group your life story and you had to talk in front of everyone.”
Interviewee 6:	Interviewee 6: “8/10. I believe I am very clear and I don’t see that it would be a problem.”

"5/10. Not as effectively as I could be however I am comfortable to communicate with people and explaining something."	
Interviewee 7: "5/10. My problem is if people don't listen to my opinion, I just let it happen and I watch them if they have issues or problems. If they don't take my opinion I wait for them to fail and then I try again. I step out of the situation."	Interviewee 7: "8/10. I like to get to the point and explain to what I understand to my knowledge."
Interviewee 8: "7/10. Lack of confidence I have. I would be able to explain it but not as effectively."	Interviewee 8: "8/10. A slight lack of confidence, especially if it is a new group. I would still be a little anxious; I still try to do it to the best of my capabilities."
Interviewee 9: "6/10. I am not very comfortable but at the moment would just deal with it."	Interviewee 9: "7-8/10. I am inexperienced still maybe need one year of practice. I can get a little nervous still but we have been taught how to handle that."
Interviewee 10: "8/10."	Interviewee 10: "10/10. You don't always know and other people should tell you that. You know what you want, but you don't always know if other people understand what you want. I don't care to talk to people and love to talk to other people. During this year we had to give our facilitation game over to other people in the group, and they had to understand the game. No one else knows the game. It is only you that know it, as you had to make it up."
Interviewee 11: "8/10. I normally get my point across straight away. I like talking to people and working with them. I am not too confident to work with certain people. I don't have experience to talk to all types of people."	Interviewee 11: "8/10. You always get the bunch of people that would not concentrate or listen when you are explaining and that puts me off. Other than that, I don't see a problem with doing that."
Interviewee 12: "8/10. Sometimes when the people in my group press the wrong buttons and my communication skills lack a bit. When everybody works well together it is easy."	Interviewee 12: "8/10. I have dealt with a lot of people and with different languages and cultures and I have done fairly well in the past."
Interviewee 13: "7-8/10. I am more comfortable in a one on one dynamic."	Interviewee 13: "10/10. We have been given a lot more chances to lead groups of students as well as been put into situations where we had to get comfortable as an example giving spiritual lectures and leading activities throughout the week."
Interviewee 14: "4/10. Speaking in front of groups has never been something that I enjoyed or that I am always comfortable with or enjoy it."	Interviewee 14: "7/10. Communication is a key component of group work, and I really enjoy people. I enjoy interacting with them as well, and during the time here at Beyond we were

	forced to work in small groups. You then needed to interact with new people all the time, and it stretched my limit.”
Interviewee 15: “9/10. That has changed as I thought I could, but I need to work on it as I have noticed my patience gets tested.”	Interviewee 15: “7/10. I maybe vague sometimes.”
Interviewee 16: “4-5/10. I often get distracted and stray from the topic.”	Interviewee 16: Did not complete the post-test.

From the pre-test (Table 4.23), the researcher identified the following three themes: theme 1: not comfortable speaking in front of groups, theme 2: little experience, and theme 3: comfortable speaking in front of groups.

In the pre-test Interviewees 2, 8, 9, 13, 14 and 16 all stated that they did not have a lot of confidence in talking in front of groups, as Interviewee 2 explained:

“Low self-confidence and don’t enjoy speaking in front of groups.”

Only Interviewees 3 and 4 had previous experience, while only Interviewees 6 and 11 stated that they were comfortable in communicating with a group, as Interviewee 6 explained:

“Not as effectively as I could be however, I am comfortable to communicate with people and explaining something.”

From the post-test (Table 4.23), the researcher identified the following theme: gained more confidence.

In the post-test Interviewees 2, 5, 9, 10, 13 and 14 all agreed that BASAGYP had helped them a lot to become more confident in front of people and groups, as Interviewee 14 stated:

“Communication is a key component of group work, and I really enjoy people. I enjoy interacting with them as well, and during the time here at Beyond we were forced to work in small groups. You then needed to interact with new people all the time, and it stretched my limit.”

4.4.2.2.4 Motivating others and yourself

The interviewees had the following to say from the pre-test and post-test interviews:

Table 4.24: Motivating others and yourself (author’s own work)

Pre-test	Post-test
Interviewee 2: “9/10. Motivating myself, I have always strived to do my best and when to support others to succeed in what they are doing. It is a passion for me.”	Interviewee 2: “10/10. If I see a body battling or someone wanting to give up, it is in my personal nature to help them and get them motivated and moving faster. If they are meant to be winning they must win. I will try as much as I can to get them to do it.

	Beyond has given a lot of opportunity to motivate other people."
Interviewee 3: "6/10. Mom says I am a good motivator. Sometimes difficult when you are tired, but it is nice for me to see when other succeeds and to see myself succeed."	Interviewee 3: Did not complete the post-test.
Interviewee 4: "9/10. Seen over the years if a person can't finish the objective or gives up or cannot achieve their goal I talk to them, share my experience of the activity. It motivates them and me to push harder and finish the goal. For myself I would talk to God and ask for strength from God and I would always get it. I think I am good at motivating others and myself."	Interviewee 4: "8/10. The longest day proved this to me. For 8 hours you are alone and you have to motivate yourself to complete it. I also had to motivate my friends who wanted to quit. I believe I am a pretty good motivator."
Interviewee 5: "7/10. When I see someone struggle I will remind them and say come on let us do it. I would talk to them to be positive about it."	Interviewee 5: "8/10. During the races we had this year. My sister was in the race. I already completed the race, but then joined her to motivate her and telling her to remain positive. I provided her with water and told her she should not quit. When motivating myself I always talk to myself, lift myself and remind myself that I can get 80% and to focus on the positive."
Interviewee 6: "6/10. Depending to the size of the group whether 1 or 20. More comfortable to motivate a smaller group. Motivate myself a lot and do a lot of motivation to others and to self."	Interviewee 6: "7/10. I struggle to motivate other people but I have become better at motivating myself."
Interviewee 7: "7/10. I don't want to see people giving up on themselves and for myself. I always believe if you push each other, we can succeed in anything."	Interviewee 7: "7/10. I love cheering people on as I see the potential in them. I like to motivate them and push them further. As for myself, yes I can push myself unto certain points until I break."
Interviewee 8: "9/10. I love motivating other people and I love seeing them doing their best. I think they can only do it when motivated by others. Always wonderful for me when people strive to be their best with confidence with other people."	Interviewee 8: "9/10. I sometimes struggle to motivate myself but I love motivating others. I know it I motivate them then they don't have to rely so much on their own motivation. And they can also achieve better heights. I struggle a little to motivate myself, but this year I have learnt to motivate myself in ways that I never thought was possible. Some of the activities we do here, I thought I would never be able to do that, but when you are faced with it and you do it, and get through it, you then in the end realise you are your own worst enemy. And you are the only limit that is stopping you from achieving great heights."

Interviewee 9: "7/10. It is in my nature and I like to encourage people. I don't want to sound arrogant. Mostly self-driven and self-motivated. I was home schooled and had to work hard. To others I was often encouraging and motivating other people."	Interviewee 9: "7-8/10. Fairly good. I always try to motivate others around me as I myself have struggled a lot this year, and I have empathy for them. I try to motivate and try to encourage them to do the best they can. Myself, I can motivate myself and have been a self-motivator even before Beyond. I do enjoy external motivation, and if it needs to be done I can motivate myself to do it."
Interviewee 10: "9/10. I love making other people feeling better. Sometimes I need to motivate myself more."	Interviewee 10: "10/10. With longest day we had to do it and it was hectic. It was the hardest thing I had to do in my life. I motivated myself a lot; I came first under the girls group. I can honestly say I am not the fittest so I really needed to motivate myself. It was all mentally and I had to push myself and motivate myself. I also had to motivate other people, telling them they can do it and that they are strong. My partner, I was pushing him a lot as he wanted to stop or go slower. I enjoy motivating other people, it is fun, and it makes your more motivated at the same time."
Interviewee 11: "6/10. I am good at motivating myself but I am not so confident as to motivate others. Motivation for myself is very good but to motivate others, is a bit more difficult."	Interviewee 11: "9/10. For myself I do motivate myself a lot as with the endurance races. For others, I am always there and my friends I like motivating them."
Interviewee 12: "9/10 I had to motivate myself a lot in the past and I know how my mind worked. 8/10 in motivating others. I have been motivating other people for a while no in some instances it worked out well."	Interviewee 12: "7/10. I am very good at motivating myself and motivating others not very good. I know myself better than everybody else, what motivates me, what de-motivates me, what inspires me and get me to reach my goal. I have motivated a lot of people but maybe not in the best way, or as good as I can motivate myself. Not for those I don't know very well, but the people very close to me, I can motivate well."
Interviewee 13: "8-9/10 On others and a 9-10/10 on self. I was a leader during my school years and can motivate other people to get the best out of their abilities. I find ways to motivate myself well in the day to day activities."	Interviewee 13: "9/10. I got a lot better at motivating the people around me, and learning new techniques in motivating during a lot of the facilitation games we played and the activities we had to do."
Interviewee 14: "6/10. I think I am not bad at motivating others, it is just motivating myself if I come to struggle to find that inner motivation."	Interviewee 14: "9/10. The longest day took a lot of motivation, every time someone came past to motivate them. The girl this morning said "You were cool and if you did not motivate me I would not have continued". And looking back you needed to also motivate yourself. I also like

	motivating other people as I like to see other people succeed.”
Interviewee 15: “8-9/10. You will never wonder where you stand with me. I will be clear in my communication.”	Interviewee 15: “9/10. People have told me I am a good motivator and I think I can motivate myself.”
Interviewee 16: “4/10. I struggle with self-motivation but love motivating other people. I tend to want to give up when I struggle myself, but if someone else struggles, I like to help them.”	Interviewee 16: Did not complete the post-test.

From the pre-test (Table 4.24), the researcher identified the following three themes: theme 1: good at motivating themselves and others, theme 2: not good at motivating themselves or others, and theme 3: needed to motivate themselves more than others.

From the pre-test Interviewees 2, 3, 4, 8, 9, 12 and 13 stated that they were comfortable in motivating themselves and others, as Interviewee 9 explained:

“It is in my nature and I like to encourage people. I don’t want to sound arrogant. Mostly self-driven and self-motivated. I was home schooled and had to work hard. To others I was often encouraging and motivating other people.”

Interviewees 11 and 15 stated that they were not good at motivating others, while Interviewee 10, 14, 15 and 16 all said that they needed to motivate themselves more. In the words of Interviewee 16:

“I struggle with self-motivation but love motivating other people. I tend to want to give up when I struggle myself, but if someone else struggles I like to help them.”

From the post-test (Table 4.24), the researcher identified the following two themes: theme 1: improved on motivating themselves and others, and theme 2: motivate themselves better, but still struggled to motivate others.

In the post-test Interviewees 2, 4, 5, 7, 8, 9, 10, 13 and 14 all agreed that BASAGYP had given them many opportunities to motivate themselves as well as others. As Interviewee 13 stated:

“I got a lot better at motivating the people around me and learning new techniques in motivating during a lot of the facilitation games we played and the activities we had to do.”

Only Interviewees 6 and 12 stated that they improved on self-motivation but still struggle to motivate others, as Interviewee 12 explained:

“I am very good at motivating myself and motivating others not very good. I know myself better than everybody else, what motivates me, what de-motivates me, what inspires me and get me to reach my goal. I have motivated a lot of people but maybe not in the best way, or as good as I can motivate myself. Not for those I don’t know very well, but the people very close to me, I can motivate well.”

4.4.2.3 Organisational skills

The organisational skills of the interviewees were measured using four questions, which used the pre- and post-testing method to determine which changes occurred during the BASAGYP.

This section was divided into 6 subsections namely:

1. Searching and exploring for new outdoor adventure trips
2. Prioritizing tasks when working with groups
3. Delegating tasks to a group
4. Planning adventure activities or trips for others
5. Equipped to work with groups
6. Equipped to do tasks alone

4.4.2.3.1 Searching and exploring for new outdoor adventure trips.

The interviewees had the following to say from the pre-test and post-test interviews:

Table 4.25: Searching and exploring new outdoor adventure trips (author's own work)

Pre-test	Post-test
Interviewee 2: "8/10. For the family camping trips my Dad allowed me and my sister to plan the trip for our family."	Interviewee 2: "9/10. This place has given me a much bigger adventure side, and I would love to explore random places now, like forest bushes and everything. Everything outdoors I would love to go exploring and finding new places to go to."
Interviewee 3: "7/10. Quite comfortable with technology and the internet. I have planned a few trips before for the family."	Interviewee 3: Did not complete the post-test.
Interviewee 4: "1/10. I don't spend my time looking for any outdoor activities. I never actually willingly wanted to do anything outdoors; it was always an idea of my Mom or any other family members to do."	Interviewee 4: "4/10. I love adventure but it is tiring. I don't go and look for adventure unless someone ask me to and would not actively plan it for myself."
Interviewee 5: "8/10. I love the outdoors. I love to go to new places I have never seen before and to find new places to go to and to see new stuff."	Interviewee 5: "7/10. When I go on holiday I like to get a group of friends to go a climb a mountain, or go to the beach for a fun day."
Interviewee 6:	Interviewee 6:

"6/10. I am very comfortable. It is more of a single thing. I can do it on my own and I love exploring and doing this and feeling very comfortable doing that."	"9/10. I have become a lot more confident with myself and would go out and explore."
Interviewee 7: "6/10. If I am not comfortable with my environment I would explore other things like build shelters. I am excited for the outdoor."	Interviewee 7: "6/10. If I am not used to the environment or if it is new to me, I would not go as far as I could here in Alicedale where we know the environment and know what to expect. So I would play it safe."
Interviewee 8: "10/10. I love going on adventures and love to go on new excursions and adventures that is in my passion."	Interviewee 8: "8/10. I like adventure and I like exploring and I like to arrange adventures and exploring with friends and I like to explore and tell others and people I don't even know and I like to carry that passion over to them as well."
Interviewee 9: "7/10. I enjoy the activity but I do not like the internet."	Interviewee 9: "7/10. If it is something I am interested in I am comfortable in doing it. I am very much on my own so I am not extremely comfortable in doing it."
Interviewee 10: "10/10. I love doing new things."	Interviewee 10: "10/10. I really love that. I have already searched for more. I want to go on a road trip with my friends next year during our vacation. Like this year we did a lot of adventure like sky diving, scuba diving advanced."
Interviewee 11: "5/10. I am not familiar with that."	Interviewee 11: "8/10. I am very keen to experience different adventures and that are more exciting than the ones I experienced here. I do like to sometimes just be at home and relax."
Interviewee 12: "8/10. I normally do know where to search whether on the internet or contacts through friends. I have been doing planning for family outings and have some experience in that field."	Interviewee 12: "7/10. I know a lot of people that work in the Industry, especially now after Beyond. I can get a lot of references, so planning and event such as that, I believe fairly good."
Interviewee 13: "2-3/10. When searching for outdoor and adventure I do not know what I am looking for and do not have a lot of experience. I would diminish how well I would be able to asses them."	Interviewee 13: "9/10. Now that I am done with the Gap year I know a lot more of the activities that are available and I can actually put together a plan of something that I have a broad overview of."
Interviewee 14: "6/10. I always enjoyed finding new ways and new trails especially on the farm. I enjoy exploring but don't have lots of experience doing for other people so I cannot say if I have to do it for real."	Interviewee 14: "8/10. I love nature and I want to be outdoors. I get frustrated inside buildings all the time. Beyond made it easy to see new things and to experience new places and to go and look to explore. Especially when going rock climbing or abseiling it took you to different places to explore."

Interviewee 15: "10/10. I love the outdoors and love discovering as well as danger. Exploring I know even if it seems dangerous. I love doing things like that."	Interviewee 15: "10/10. I enjoy doing something new and to explore, wanderlust is what I believe they call it."
Interviewee 16: "6-7/10. I often plan with my family, I would Google the outdoor activities and I quite like doing that."	Interviewee 16: Did not complete the post-test.

From the pre-test (Table 4.25), the researcher identified the following two themes: theme 1: love to explore new places, but had no prior experience, and theme 2: did not enjoy outdoor activities and had no experience in organising trips.

From the pre-test Interviewees 5, 7, 8, 10, 14 and 15 all said that they love to go to new places while Interviewees 4 explained that they did not like to do outdoor activities. Interviewees 2, 3, 12 and 16 reported to have previous experience organising family trips, while Interviewees 4, 11, 13 and 14 did not have any experience with searching for new adventure trips as Interviewee 13 stated:

"When searching for outdoor and adventure, I do not know what I am looking for and do not have a lot of experience. I would diminish how well I would be able to assess them."

Interviewee 14 also explained that they love going outdoors and planning trips but do not have any experience as Interviewee 14 stated:

"I always enjoyed finding new ways and new trails, especially on the farm. I enjoy exploring but don't have lots of experience doing it for other people so I cannot say if I have to do it for real."

From the post-test (Table 4.25), the researcher identified the following two themes: theme 1: gained more confidence, and theme 2: would only organise such a trip if specifically asked to do so.

From the post-test Interviewees 2, 6, 8, 10, 12, 13, 14 and 15 all agreed that Beyond Adventure's SAGYP had given them a lot more confidence and eagerness to go into nature and plan more outdoor adventures, as Interviewee 13 explained:

"Now that I am done with the Gap year I know a lot more of the activities that are available and I can actually put together a plan of something that I have a broad overview of."

Interviewee 4 stated that they would not go and look for outdoor adventure unless specifically asked as the interviewee explained:

"I love adventure, but it is tiring. I don't go and look for adventure unless someone ask me to and would not actively plan it for myself."

4.4.2.3.2 Prioritising tasks when working with groups

The interviewees had the following to say from the pre-test and post-test interviews:

Table 4.26: Prioritising tasks when working with groups (author's own work)

Pre-test	Post-test
Interviewee 2: "6/10. Semi good but not to good especially with the middle tasks. The important and the least important, however the middle I get confused to what should come first."	Interviewee 2: "10/10. You need to make very sure that each task you have been set and not just prioritize other ones. You should not slack but focus on the priorities otherwise you will get punished for it."
Interviewee 3: "6/10. It is easy for me but sometimes difficult especially to what is more important and what is less important."	Interviewee 3: Did not complete the post-test.
Interviewee 4: "7/10. We look at the important and urgent tasks and work your way down; starting with the most important ones."	Interviewee 4: "7/10. Facilitation taught me that; break down everything to small sections. There was a module which taught us on planning."
Interviewee 5: "7/10. For me it is easier to work in a group on task as is not just my idea but all the interviewee' ideas in the group. Not very good to prioritize the different tasks."	Interviewee 5: "6/10. I am not a prioritiser and it is easier when you work in a group."
Interviewee 6: "3/10. Another thing I need to work at is prioritizing. I am not good at it."	Interviewee 6: "8/10. I have learnt to prioritise this year very well and my people skills have improved but I am not always very sure of myself when dealing with a large group."
Interviewee 7: "7/10. I will look at the tasks. If it is a group thing I would divide all according to the various tasks needed and would break it down so that everybody has a chance to participate. We also do what is needed to be done and everybody is in charge of a different thing."	Interviewee 7: "8/10. I will find out what is the main task to be done urgently and then to start breaking it down, so it is like the rock, sand and water effect."
Interviewee 8: "9/10. Prioritizing is one of my most important skills in life. I focus on doing that well. If your life is prioritized you get to everything and you get to the stuff that really needs to be done."	Interviewee 8: "8/10. The tasks I prioritise is not necessarily the tasks that the groups would prioritise and it is difficult to get a group to focus on something that you want them to focus on, and it is not what they are prioritising. You first need to understand the group and establish their needs and then what they want. After that to then prioritise accordingly, and then eventually get to what you want to do."
Interviewee 9: "5/10. I have not encountered before."	Interviewee 9: "7-8/10. We have been place in this kind of activities where someone would be put as a leader. No one must criticise and just accept the leader, and no one can say a word except the leader. That put a lot of pressure on the leader to prioritise and

	figure what needs to be done first. A leader depends on input from his team, especially if the leader don't know everything and need to figure the stuff out. We have been put in enough situations where you needed to figure out yourself and be comfortable."
Interviewee 10: "7/10."	Interviewee 10: "10/10. I would give people certain tasks to do and they did do it. We had to practice this often during this year. We are currently busy with decorating for our graduation function and we are in groups and have to tell and arrange what to do and organise it between ourselves."
Interviewee 11: "9/10. I love prioritizing. It is something I do a lot, especially when I am on my own. I just don't know how it would go with a group. I would need to experience it first before I can give you a clear answer."	Interviewee 11: "10/10. Beyond Adventure taught me a variety of different skills as well as my parents."
Interviewee 12: "9/10. I find it obvious to do prioritizing. It is normally easy for me to see what is more important and just arrange to what is the most important."	Interviewee 12: "7/10. I have been placed in a number of leadership positions, which I was then required to and I did, and I do believe I did a fairly good job."
Interviewee 13: "8-9/10. Most of the time I would prioritize for my day to day life. Especially with group dynamics, I do prioritize, especially with a group and tend to let the most important things to be done first and ensure that the project gets completed within the specified time. I feel I can prioritize quite well."	Interviewee 13: "9/10. We have been shown a lot more of how to prioritise now, especially since we had to do a lot of things in a short time we had, and prioritising has become an important skill that we have learnt."
Interviewee 14: "6/10. I enjoy procrastinating on certain tasks, but in a group it is different as you have other people looking up to you. It comes to leadership and showing ownership and doing the most important things first."	Interviewee 14: "8/10. I am a very logical person and would set priorities in my mind. I would definitely set priorities as it is very important to me."
Interviewee 15: "8-9/10. I am organized and don't like things on the side. I need to know what will happen and I prioritise which would be the most important so that I can do that first. I could even change my score."	Interviewee 15: "8/10. I am still learning how to delegate, but this year helped me to delegate as I used to only want to do everything myself, but I do believe this has improved."
Interviewee 16: "4/10. I get distracted. I struggle to understand what is more important than the rest. I really struggle with prioritizing."	Interviewee 16: Did not complete the post-test.

From the pre-test (Table 4.26), the researcher identified the following two themes: theme 1: was good enough, and theme 2: interviewees struggled.

In the pre-test Interviewees 8, 13 and 15 stated that they are good in prioritizing their everyday life while Interviewees 4, 12, 14 and 15 explained that they would start with the most important tasks and work their way through to the least important as Interviewee 4 stated:

“We look at the important and urgent tasks and work your way down, starting with the most important ones.”

Interviewees 9 and 10 explained that they did not have any experience while Interviewees 5, 6 and 16 stated that they were not good at prioritizing tasks, as Interviewee 16 explained:

“I get distracted. I struggle to understand what is more important than the rest. I really struggle with prioritizing.”

From the post-test (Table 4.26), the researcher identified the following theme: learned to prioritise tasks.

In the post-test Interviewees 2, 4, 6, 8, 9, 10, 11, 12, 13 and 15 all said that BASAGYP helped them a lot with prioritizing tasks as Interviewee 13 explained:

“We have been shown a lot more of how to prioritise now, especially since we had to do a lot of things in a short time we had, and prioritising has become an important skill that we have learnt.”

Only Interviewee 5 remained unchanged in that they still feel a lack in prioritizing as Interviewee 5 stated:

“I am not a “prioritise” and it is easier when you work in a group.”

4.4.2.3.3 How comfortable are you with delegating tasks to a group?

The interviewees had the following to say from the pre-test and post-test interviews:

Table 4.27: How comfortable are you with delegating tasks to a group? (author’s own work)

Pre-test	Post-test
Interviewee 2: “3/10. Low confidence and don’t enjoy speaking to groups.”	Interviewee 2: “6/10. I do not like to put things on other people; I would rather like to do it myself. If someone argues or says no I don’t have an answer. During our time here we were put into team leader positions and you had to decide what to do and who gets what. IT was during the Recce week and we had to tell different people what to do and what games to play.”
Interviewee 3: “8/10. Working in leadership positions in various groups.”	Interviewee 3: Did not complete the post-test

Interviewee 4: "7/10."	Interviewee 4: "8/10. I just do it. I am not afraid to people. If I feel you would be good in doing something I would just ask you to do it."
Interviewee 5: "5/10. It is difficult to get the ideas from my head and to show it to the group."	Interviewee 5: "6/10. I am not always the one giving the orders so I don't have a lot of experience in that. It is not easy for me to give people orders to do tasks."
Interviewee 6: "4/10. I don't like ordering people around. Learnt when I was working a few months ago and feel more comfortable delegating but the group still intimidates a little bit."	Interviewee 6: "7/10. Surprisingly I find it easy to delegate to people once I am assured of my control where before I was very unsure."
Interviewee 7: "7/10. I can break it down and give to people to do. Everyone has the potential to be a leader, but you have to step up to the plate and show what can be done. So when it comes to me delegating, I give it to people to see if the job can be done."	Interviewee 7: "7/10. I get to the point, I breakdown the task and give each person an activity to do."
Interviewee 8: "7/10. The lack of confidence in front of a group. If I don't have all the confidence I would not do it as effectively."	Interviewee 8: "8/10. I don't really like to be controlling and telling them what to do. I will do it if it is required of me, but I am not generally a person that likes to do that."
Interviewee 9: "8/10."	Interviewee 9: "9/10. I love delegating especially if I don't have to do everything by myself. I do however struggle to let go of the task completely. If it however needs to be done in a specific time then maybe not something I would need to hang onto."
Interviewee 10: "8/10. I can tell them what to do."	Interviewee 10: "10/10. I am comfortable now with all of these people. In normal situations where you don't know the people it is not that difficult for me. After this year I am very comfortable. This year really pushed you outside your comfort zone and removed the mental blocks of "what are they going to think of me." All the stuff that pops into your head you now knows it is nothing. I am over that and I am just going to be myself and that is fine."
Interviewee 11: "7/10. I have learnt how to do it through the last few weeks."	Interviewee 11: "9/10. Here at Beyond they put you in a leadership positions and you get to delegate tasks to others. The other 1/10 where your friend comes in the way and you don't want to give him a specific task, because your friend might not do it properly and because he is your friend he might joke around."
Interviewee 12:	Interviewee 12:

“10/10. I love delegating tasks to other people. I am mostly lazy and like to give tasks to other people according to their capabilities. It normally works out quite well.”	"I love delegation and I see which person has what strengths and apply those tasks which require that strength to that person."
Interviewee 13: “6-7/10. I do tend to delegate from time to time but I do tend to do things myself.”	Interviewee 13: “8/10. We had to do a lot of activities especially with facilitation games we had, and we learnt to delegate as well and not just take everything upon our own hands.”
Interviewee 14: “4/10. I am not a bossy person and I don't like telling people what to do and I am not a bossy person.”	Interviewee 14: “6/10. I don't like being bossy and giving orders to people and would rather do it myself than to give it to someone else to do. I am not very good at that.”
Interviewee 15: "7/10. I am good at organizing my things and I am good at barking out commands and I tend to see what people are good at and what their strong points are. I think I would be good at it but not excellent and would need more experience."	Interviewee 15: “8/10. I would say the same reason still.”
Interviewee 16: "8/10. When I get a picture in my head, I find it easy to delegate to someone else that would be good at it. It would then be more effective."	Interviewee 16: Did not complete the post-test.

From the pre-test (Table 4.27), the researcher identified the following three themes: theme 1: did not have enough confidence, theme 2: lacked experience, and theme 3: mostly did tasks themselves.

In the pre-test Interviewees 2, 5, 6, 8 and 14 all stated that they have low confidence while Interviewee 15 also explained that they think they just need more experience as they state:

“I am good at organizing my things and I am good at barking out commands and I tend to see what people are good at and what their strong points are. I think I would be good at it but not excellent and would need more experience.”

Interviewee 10, 11, 13 and 16 agreed that they could tell people what to do but mostly does the tasks themselves, as Interviewee 13 explained:

“I do tend to delegate from time to time, but I do tend to do things myself.”

Only Interviewee 3 expresses that they have previous experience as they explain:

“Working in leadership positions in various groups.”

From the post-test (Table 4.27), the researcher identified the following two themes: theme 1: interviewees had learned to delegate, and theme 2: interviewees still struggled to delegate tasks.

In the post-test Interviewee 2, 6, 10, 11, 13 and 15 all expressed that Beyond Adventure has helped them a lot in their delegation of a task as Interviewee 10 explained:

"I am comfortable now with all of these people. In normal situations where you don't know the people, it is not that difficult for me. After this year I am very comfortable. This year really pushed you outside your comfort zone and removed the mental blocks of what are they going to think of me. All the stuff that pops into your head you now know it is nothing. I am over that and I am just going to be myself and that is fine."

Interviewee 5 and 8 expressed that it is not easy for them to delegate, as Interviewee 5 explained:

"I am not always the one giving the orders, so I don't have a lot of experience in that. It is not easy for me to give people orders to do tasks."

4.4.2.3.4 How well can you plan adventure activities or trips for others?

The interviewees had the following to say from the pre-test and post-test interviews:

Table 4.28: How well can you plan adventure activities or trips for others? (author's own work)

Pre-test	Post-test
Interviewee 2: "5/10. Hard to identify where they would enjoy going. If I, however, know what and where they would like to go, then it is easy to plan the trip."	Interviewee 2: "9/10. We have done some family trips and I had to pick the place and where to camp. I will be good to plan when I know the place. Here at Adventure with every hiking trip, we have to plan ourselves. I would then just put that knowledge into someone else."
Interviewee 3: "5/10."	Interviewee 3: Did not complete the post-test.
Interviewee 4: "4/10."	Interviewee 4: "5-6/10. I can plan for an adventure where you can get the most out of it. I don't really know what other people will always like to do."
Interviewee 5: "6/10. I don't really organize a lot of stuff and difficult to plan what you need."	Interviewee 5: "6/10. As I am not a good planner, I find I difficult to get information about the hike,"
Interviewee 6: "2/10. Horrible at planning."	Interviewee 6: "7/10. I have not really done that before. I am not very sure how I would handle it but I do believe that I might handle it well, I am a good planner."
Interviewee 7: "5/10. I would need to know what everybody's likes and dislikes are. I would plan it to myself and everybody would not agree to what I find to what is adventurous or outdoorings."	Interviewee 7: "7/10. We love going on the outdoors, we love playing around and we love to come up with new games and activities to do even if it is just a random hike to the top of the mountain to watch the sun rise. Simple things!"

Interviewee 8: "7/10. I have done it before. I am good at planning and I concentrate on it quite a lot. I have planned previous outdoor events which turned out great."	Interviewee 8: "7/10. If have to plan it for other people, I won't be able to do it whole heartedly as I will not be there, and I would rather not. The experience I obtained here would allow me to be capable to do it."
Interviewee 9: "7/10. I don't have difficulty planning and researching stuff online. If I have done the activity before I believe I would be good in explaining it."	Interviewee 9: "7/10. I am confident in this however we have not done a lot of it during this year. It is the same as planning for yourself but you have to keep the other person in consideration and they may have different priorities for their trip. It is an added layer of being considerate."
Interviewee 10: "8/10. I plan my family's vacation sometimes."	Interviewee 10: "10/10. I am planning one for my friends in my group for where we are going next year. I have planned before for my parents."
Interviewee 11: "7/10. I love activities and especially planning and prioritizing. I would try to focus on what they would want to do."	Interviewee 11: "8/10. I don't really don't know what other people seek in adventures. If I plan for other people I would plan as if I am planning or myself so that I can get the best experience out of it."
Interviewee 12: "8/10. I have been doing this for quite a long time. I am not the best for it as it is not my field of expertise but I can put in a good effort."	Interviewee 12: "6/10. For others, I have not really done that where I have not been included. I think I would do a good job, but I cannot speak from experience."
Interviewee 13: "3/10. Other activities I have knowledge about a bit more."	Interviewee 13: "We now have a broad overview and it is a lot easier to understand what people are looking for, and how to get the most out of activities for them."
Interviewee 14: "5/10. Lack of experience."	Interviewee 14: "5/10. I never planned for other people but we learnt how to."
Interviewee 15: "6/10. I am good at planning because I am organized. You never know when you plan for someone else and to what they would prefer to do or what they would want to do first or what they would like to spend more time on."	Interviewee 15: "7/10. I think depending on what it is, where it is rather. I think it takes a while for you to be very good at it. I don't think people always realise how much it takes for your to do it."
Interviewee 16: "6-7/10. I am organized and have planned for my family even when I don't go with them. Activities that they can do while away."	Interviewee 16: Did not complete the post-test.

From the pre-test (Table 4.28), the researcher identified the following three themes: theme 1: able to organise a trip, theme 2: no experience, and theme 3: experience in organising trips for others.

From the pre-test Interviewees 2, 9, 11, 13 and 15 all agreed that it would be easy if they knew what the group of people were interested in as Interviewee 2 stated:

“Hard to identify where they would enjoy going. If I, however, know what and where they would like to go then it is easy to plan the trip.”

While Interviewees 5, 7 and 14 all said that they do not have any experience in planning trips for others, Interviewees 8, 10, 12 and 16 all explained that they have previous experience planning trips for others. As Interviewee 8 stated:

“I have done it before. I am good at planning, and I concentrate on it quite a lot. I have planned previous outdoor events which turned out great.”

Interviewees 3 and 4 did not have anything to say except for their rating out of ten.

From the post-test (Table 4.28), the researcher identified the following two themes: theme 1: learned how to organise trips for others, and theme 2: did not gain any practical experience.

In the post-test Interviewees 2, 8, 10 and 13 all agreed that they had learnt a lot from their BASAGYP as Interviewee 13 explained:

“We now have a broad overview and it is a lot easier to understand what people are looking for, and how to get the most out of activities for them.”

While Interviewees 6 and 9 stated that they have not really had any experience doing it in BASAGYP, as Interviewees 9 stated:

“I am confident in this; however, we have not done a lot of it during this year. It is the same as planning for yourself, but you have to keep the other person in consideration, and they may have different priorities for their trip. It is like an added layer of being considerate.”

4.4.2.3.5 How well do you work with groups, or are you well equipped to work with groups?

The interviewees had the following to say from the pre-test and post-test interviews:

Table 4.29: How well do work with groups, or are you well equipped to work with groups? (author’s own work)

Pre-test	Post-test
Interviewee 2: "7/10. Always willing to listen to the leader and do my part as well as I can."	Interviewee 2: "9/10. I work well in a group, maybe not always as the leader. I just pull my part and do what I am supposed to do. Here are a lot of group activities and you do as best you can as you do not want to disappoint your leader."

Interviewee 3: "8/10. Worked with a lot of groups in Church and in my school so I am used to delegating tasks and working with other people. Taking all into consideration."	Interviewee 3: Did not complete the post-test.
Interviewee 4: "9/10. I love working with people. We communicate and get the job done as a team."	Interviewee 4: "9/10. I work well with groups. During the Facilitation and also during all the other sports I played. I really never have a problem."
Interviewee 5: "8/10. It is not just my ideas but the group's ideas and we can work better on the ideas."	Interviewee 5: "8/10. For me it is easier to work in groups than working alone. It is not just your view in the group, but it is the view of everyone in the group. If your plan is not the best there is always someone else's whose plan could be better. So you can get the best out of the situation."
Interviewee 6: "3/10. Not well equipped to work with groups and look forward to learning this year."	Interviewee 6: "6/10. My confidence has improved but I am not very comfortable to work with large groups."
Interviewee 7: "4/10. I am not equipped to work with groups; I am more equipped to work on my own."	Interviewee 7: "7/10. Not all the time we work with groups, but when we work with groups we get on well. We take on the task that is given to us individually and we make it work."
Interviewee 8: "7/10. My friends and I joined other friends. I had to arrange everything and it worked out great."	Interviewee 8: "8/10. The slight lack of confidence I feel it lets me down a little, but I generally like working with groups and allowing the group achieve their main objective, allowing them to go to higher heights."
Interviewee 9: "6-7/10."	Interviewee 9: "8-9/10. We did a lot of this during this year, different groups and different activities. Sometimes during the activities, you would be picked as a leader other as a follower and different activities. Some of the activities even you cannot step in to assist the leader even as the leader is struggling."
Interviewee 10: "7/10."	Interviewee 10: "10/10. This year we worked in groups most of the time, so we practiced it a lot. In everything we did, we were in groups. Everyone should be good at working with groups after this year."
Interviewee 11: "6/10."	Interviewee 11: "5/10. Don't necessarily like working with groups. It is something of a personal thing, but when I work with groups it is not really

	a problem, I don't enjoy it as much as when I do it on my own."
Interviewee 12: "7/10. I have not been doing this for a long time at all."	Interviewee 12: "7/10. Depending on my position and my role in that, and I can do fairly well. I do have quite a lot of past experiences like sports teams and academic or facility teams as well as facilitation teams."
Interviewee 13: "8/10. The leadership back in school where I lead a group and find ways to get them to do what they needed to do."	Interviewee 13: "8/10. I have learnt to work with groups a lot easier now, especially through a lot more of the facilitation games, and ARA activities. We had to learn to work in groups a lot more so it definitely taught a lot more skills that would hop out when working with groups."
Interviewee 14: "3/10. I don't enjoy bigger groups but only enjoy smaller groups."	Interviewee 14: "7/10. Here at Beyond we were taught so much about people skills and people communication so I do believe I know how to work well in groups."
Interviewee 15: "6/10. I found my weakness and I need to work on it when working with groups. I could lose my patience but I do not have outbursts. I would not lose my patience; I would isolate and calm myself."	Interviewee 15: "8/10. Another improvement from this year, previously have not worked with a lot of groups but it has improved a lot this year."
Interviewee 16: "4/10. Except with my family and work, I do not have a lot of experience and not equipped to do. During the time I was an au pair or even when I needed to drive the family."	Interviewee 16: Did not complete the post-test.

From the pre-test (Table 4.29), the researcher identified the following two themes: theme 1: no experience, and theme 2: had the experience. From the pre-test Interviewees 7, 12, 15 and 16 all claimed to have limited to no experience. While Interviewees 3, 12 and 13 all claimed to have previous experience with school or church groups, as Interviewee 3 explained:

"Worked with a lot of groups in Church and in my school so I am used to delegating tasks and working with other people. Taking all into consideration."

Interviewees 9, 10, and 11 had nothing to say except for their scoring out of ten.

From the post-test (Table 4.29), the researcher identified the following three themes: theme 1: gained a lot of exposure, theme 2: increase in confidence, and theme 3: still lacks in confidence.

In the post-test Interviewees 2, 4, 7, 9, 10, 11, 13, 14 and 15 all agreed that they had a lot of experience and exposure to working with groups while at BASAGYP as Interviewee 13 explained:

"I have learnt to work with groups a lot easier now, especially through a lot more of the facilitation games, and ARA activities. We had to learn to work in groups a lot more so it definitely taught a lot more skills that would hop out when working with groups."

Interviewees 6, 10, 13 and 15 all stated that their self-confidence grew in working with groups and different people as Interviewee 10 explained:

"This year we worked in groups most of the time, so we practised it a lot. In everything we did, we were in groups. Everyone should be good at working with groups after this year."

Only Interviewees 6 and 8 stated that they still feel they slightly lack in confidence, as Interviewee 8 explained:

"The slight lack of confidence I feel it lets me down a little, but I generally like working with groups and allowing the group achieve their main objective, allowing them to go to higher heights."

4.4.2.3.6 How are you equipped to work on tasks alone?

The interviewees had the following to say from the pre-test and post-test interviews:

Table 4.30: How are you equipped to work on tasks alone? (author's own work)

Pre-test	Post-test
Interviewee 2: "9/10. Not having to depend on others, knowing that I have to do the work. It helps my work ethic."	Interviewee 2: "10/10. I am used to work alone. Here are a lot of group activities; however, you get time to do your own thing, like washing your bike. I am very good at working on tasks on my own."
Interviewee 3: "7/10. Easy to do things on my own and also enjoy it."	Interviewee 3: Did not complete the post-test.
Interviewee 4: "6/10."	Interviewee 4: "8/10. I can do anything on my own as long as I have music. I don't mind doing a task on my own or in a group."
Interviewee 5: "7/10. It is good but sometimes difficult to get information from the different sites like the internet."	Interviewee 5: "6/10. It is more work to work on your own than to work in the group. You have to get all the information on your own and it takes more time."
Interviewee 6: "4-5/10. I am full in control of self. I don't need to order anyone else to do something. It is not a different conscience. I have to learn the skills but much more comfortable to motivate self than to motivate others."	Interviewee 6: "8/10. I am very comfortable to work on my own and by myself. I can focus better when there is no one talking to me and distracting me."
Interviewee 7: "8/10. I love to do things on my own. When I work on my own I believe there is nobody holding me back and I can focus on purely	Interviewee 7: "10/10. I enjoy working alone, I am OK with it, and I know I can do it my way to where I understand, and I get it done."

on the task and to do it as soon as possible.”	
Interviewee 8: “9/10. I would do it well as it is only my responsibility. I don’t always know what I have to do and other has to do when not working alone. Working in a group is a bit more difficult in order to achieve goals when it needs a group to achieve the goal. When I work alone, I work with a lot of concentration, I stay to the point and I get it done as soon as possible because of prioritising.”	Interviewee 8: “10/10. I prefer to work alone.”
Interviewee 9: “7/10.”	Interviewee 9: “8/10. I have done it a lot. This year we have done a lot of group tasks but before this year I have done a lot of working on tasks alone as I have grown up in a durable area.”
Interviewee 10: "9/10. I like to finish my tasks."	Interviewee 10: “10/10. They also leave us alone where they dedicate a task to you and advise that they will see you in an hour and your task should be finished or mostly finished. It taught me to work on my own and to do it properly and not to do it half-heartedly, even if no one is watching.”
Interviewee 11: "10/10. It is nice to work on my own. When I fail it is my fault and I would need to deal with it. If someone else does it and fails there is not much you can do about it. It is really nice for me to do things on my own."	Interviewee 11: “10/10. When I work alone there is silence, nothing bothers me and nothing takes my attention away to what I am supposed to be doing. I think I get the job done way easier.”
Interviewee 12: “9/10. If I am in charge and have to do it in my own way I do it much better that when I have to give it to someone else to do.”	Interviewee 12: “8/10. I am better individually than in a team. Previously when I did sports and it is an individual sport and it was a solo act like swimming, athletics or tennis, I would do a lot better. The results only come from my side and I don’t wait for other people, and I would do very well when work alone.”
Interviewee 13: "10/10. I am very equipped when I need to work alone. I tend to work on tasks on my own."	Interviewee 13: "10/10. We had do a lot of things we had to do on our own, building self character. A lot of the goals that we set for ourselves during the year, the only way to achieve them we had to go ahead and do it by yourself and ensure and that you can motivate yourself to do it, and plan ahead to do it. So it is a lot of self effort to make it work and possible to achieve."
Interviewee 14: “5/10. Procrastinating and a lack of motivation would prevent me from doing the task. I am dedicated when I want to be	Interviewee 14: "8/10. It comes in with self-motivation and being an excellent person. Excellence is key."

and would let me get the tasks done eventually.”	
Interviewee 15: “7-8/10. I work effectively on my own. I know what has to be done and what is done. I know how to pace myself and plan ahead on how to go about doing a task. I used to do my school tasks ahead of time.”	Interviewee 15: “10/10. I used to love doing all things on my own.”
Interviewee 16: “8/10. If I like an activity, I tend to do it by myself and I can do it well. If someone else does it with me it sometimes distracts me especially if we are not at the same level.”	Interviewee 16: Did not complete the post-test.

From the pre-test (Table 4.30), the researcher identified the following two themes: theme 1: good at working on tasks alone, and theme 2: not good at completing tasks alone.

In the pre-test Interviewees 2, 3, 6, 7, 8, 10, 11, 12, 13, 15 and 16 all expressed that they were good at working on tasks alone, as Interviewee 16 explained:

“If I like an activity, I tend to do it by myself and I can do it well. If someone else does it with me it sometimes distracts me, especially if we are not at the same level.”

Only Interviewees 5 and 14 indicated that they are not good at completing tasks alone, as Interviewee 14 stated:

“Procrastinating and a lack of motivation would prevent me from doing the task. I am dedicated when I want to be and would let me get the tasks done eventually.”

Interviewees 4 and 9 had nothing to add to their rating out of ten.

From the post-test (Table 4.30), the researcher identified the following theme: good at working on tasks alone.

In the post-test Interviewees 2, 4, 6, 7, 8, 9, 11, 12, 14, and 15 stated that they were good at working on tasks alone, while Interviewees 10 and 13 indicated that they have improved a lot in this at the BASAGYP, as Interviewee 10 explained:

“They also leave us alone where they dedicate a task to you and advise that they will see you in an hour and your task should be finished or mostly finished. It taught me to work on my own and to do it properly and not to do it half-heartedly, even if no one is watching.”

Only Interviewee 5 shared in the post-test that it was difficult to complete tasks on your own.

4.5 The most and least influential activities contributing to hard and soft skills development

The researcher will now focus on what interviewees felt was the activities that helped most to hone their hard and soft skills. These results only make use of the post-test because the interviewees can reflect

back after the BASAGYP over the year to see what they have learnt. This will be divided into two categories, namely hard skills and soft skills.

4.5.1 Hard Skills

These are the activities that the students felt helped the most and the least towards the improvements in their hard skills. This will be divided into two sections: The most helpful activities in developing hard skills and the least helpful activities in developing hard skills.

4.5.1.1 The most and least helpful activities in developing hard skills

The interviewees had the following to say from the post-test interviews:

Table 4.31: The most helpful and least helpful activities in developing hard skills (author's own work)

Most helpful	Least helpful
Interviewee 2: "Abseiling, Hike and Nav. and Amathola" Why: "We were trained on the safety, wild animals, survival and how to plan, how to walk up and down a hill."	Interviewee 2: "Bungee jumping and sky diving." Why: "Those I believe were more for the fun and not for the learning."
Interviewee 3: Did not complete the Post-test	
Interviewee 4: "Hike, Nav and Beach survival." Why: "That is where they taught us everything and empowered us. They taught us about the environment and animals."	Interviewee 4: "Kayaking and Facilitation." Why: "That had nothing to do with any hard skills."
Interviewee 5: "Rock climbing" Why: "We were also taught different knots and these to hold you during the rock climbing."	Interviewee 5: "Hike and navigation" Why: "I was in the Voortrekkers and during this session we did not learn new skills. I already knew the stuff they wanted to teach me."
Interviewee 6: "The ARA and the scuba week." Why: "It was very informative and taught me a lot of technical skills especially around scuba diving. The person at scuba diving was very good at teaching. Others are here for a year and they do pass on knowledge but they are not teachers and not exceptionally good at it."	Interviewee 6: "Bungee jumping" Why: "It was do-able and it contributed to my confidence. It did not have any influence on my hard skills. Only taught me to trust the people there as well as myself."

Interviewee 7: "Scuba diving" Why: "Scuba diving you are in the unknown dark water you do not touch the fish or the coral, you just have got to monitor your air. There is a buddy system, so what happens to your buddy happens to you. You are not just responsible for yourself but for him a well."	Interviewee 7: "Bungee jumping." Why: "You had to attach yourself to a rope and jump off the edge."
Interviewee 8: "The Amathola" Why: "We were faced with surviving, we were faced with living in an area we are not familiar with, and faced with people getting injured and help them through it. We were faced with everything in that one week that we hiked a 100 kilometres."	Interviewee 8: "Vasbyt" Why: "We were without food and we only wanted to get back and we did not want to focus on learning anything new."
Interviewee 9: "Survival beach survival and the hikes." Why: "During the survival courses we learnt the most of the technical skills and we also practiced it. And during the hikes the hard skills."	Interviewee 9: "Facilitation. Mountain biking" Why: "It did not teach me much about the technical skills."
Interviewee 10: "Survival week." Why: "They taught us a lot, like to survive and how to do all the skills, they gave us so much information during that week that would help you one day if you want go into that direction. It really helped us a lot. Everyone understood more of those skills after that week."	Interviewee 10: "Recce week" Why: "I really feel everything we did contribute to the skills. Recce week was more like an army week to show you how it would be in the army and make you mentally stronger."
Interviewee 11: "Scuba diving" Why: "It taught us a lot about protecting the reefs, how to help each other under water when something goes wrong. There is a lot of technical skills you need and need to know in order to dive."	Interviewee 11: "Mountain biking" Why: "Since I was very young I learnt how to ride a mountain bike since I was about seven years old and I did not learn anything new besides having to learn the parts of the bike during that time."
Interviewee 12: "The fitness" Why: "To improve your body in strength and endurance. The majority of the others I knew but the fitness added onto that and improved me in that area."	Interviewee 12: "The way they arranged the activities. Building fires and outdoors and survival." Why: "I did not learn anything new from it."
Interviewee 13:	Interviewee 13:

"The ARA activities and First-aid for Safety skills."	"The Enduro weeks." Why: "The main focus was to test our fitness for the longest days that were to come and most of it compromised of running and cycling."
Interviewee 14: "Rock climbing." Why: "We climbed the rocks and did not have any ropes. We had to explore the rocks and we had to go on our own. We did have facilitators with us but we had to go out and explore and be in nature."	Interviewee 14: "I cannot say anything now." Why: "They all contributed something."
Interviewee 15: "The camping." Why: "It teaches you a lot of things like the environment, how to respect the environment, how to make fires, how to organize yourself so that everything works out, about clothing and what and how to pack."	Interviewee 15: "Facilitation" Why: "According to them it is the most important activity but according to me it was just a waste of time. I am sure I might get it later on."
Interviewee 16: Did not complete the Post-test	

The post-test (Table 4.31) revealed the four most mentioned activities that helped the interviewees develop their hard skill were namely: rock-climbing, hiking and navigation, the survival course and scuba diving.

4.5.2 Soft skills

These are the activities that the students felt helped the most and the least towards the improvements in their soft skills. This will be divided into two sections: the most helpful activities in developing soft skills, and the least helpful activities in developing soft skills.

4.5.2.1 The most and least helpful activities in developing soft skills.

The interviewees had the following to say from the post-test interviews:

Table 4.32: The most helpful and least helpful activities in developing soft skills (author's own work)

Most helpful	Least helpful
Interviewee 2:	Interviewee 2:

“The facilitation, The ARA and the Monday room checks and Recce week. Extra facilitation in groups.” Why: “It taught you the best way to work in a group and to put yourself in a leadership position. Helped with team building and teamwork. If you are not a team player you will really be frustrated. Prioritising during the Recce week. Organisational skills during the room checks as you realized what they will be checking first.”	“The Bungee jumping, sky diving and scuba diving.” Why: “Those are just for fun.”
Interviewee 3: Did not complete the Post-test	
Interviewee 4: “Facilitation skills, High ropes and Kayaking.” Why: “Facilitation really taught usually our soft skills.”	Interviewee 4: “Hike and Nav” Why: “They really focused on the hard skills and did not do much for the soft skills.”
Interviewee 5: “Facilitation” Why: “We started to talk in front of a number of a group of people, and getting comfortable with that.”	Interviewee 5: “I cannot name an activity.” Why: “I feel everything contributed.”
Interviewee 6: “ARA s and then Bungee and Sky Diving.” Why: “They did not teach a lot of skills but they taught a lot of confidence which contributes to working with groups and several soft skills. You can’t influence without confidence.”	Interviewee 6: “Missions week” Why: “We did missionary work but were not taught any soft skills.”
Interviewee 7: “The Beach survival” Why: “They left us on the beach and put me in the leadership role. They left us for 48 hours and taught us to survive with what is on the land, so we had to get our own food, build our own shelter, build a fire and ensure it was not harmful to the environment and that it was safe.”	Interviewee 7: “Sky diving” Why: “They told us to jump out the plane, to push your chest forward and enjoy the ride. There was not any input what anyone could do”
Interviewee 8: “Facilitation games.” Why: “We learnt a lot of facilitation games and we learnt that the facilitation game is not just the game but the idea that you learn from the game. I feel like when we played the facilitation games we learnt from other	Interviewee 8: “I can’t think of anything but maybe PT.” Why: “They require a lot from us but we just don’t want to do it, they then think they are in the wrong but they are in the right.”

people and how to facilitate them as well. We get that mindset from the facilitations.”	
Interviewee 9: “Facilitation and also the team efforts in the races.” Why: “It is huge in the soft skills. We were trained in the different methods, as to facilitate as leaders and we worked through a lot of different exercises and group activities. We have been placed in a lot of situations where we had to practice and use the soft skills. Hiking, a lot of group dynamics, you get very tired and frustrated with team members and then how to handle that. Team races you have to motivate each other to keep going and how to work as a team when you are dead tired.”	Interviewee 9: “Mountain biking, self-defence” Why: “Self-defence you defend against one other and there was no form of communicating or group dynamics. Those were hard skills and this is what you do. Mountain biking we did a lot of cycling and it is more of a solo sport and not getting frustrated with some of the people from the group.”
Interviewee 10: “Facilitation and High ropes.” Why: “They basically all contributed to my soft skills. They teach you all the skills, like how to be and act in groups.”	Interviewee 10: “Recce week” Why: “It was hard, they woke us in the middle of the night; make us to push-ups while they were showering us with water. It does not give you skills but it makes you mentally stronger.”
Interviewee 11: “All the activities combined.” Why: “We were put into the leadership positions and we had to make plans, delegate and also during the Amathola.”	Interviewee 11: “Scuba diving” Why: “We were unorganised; we did not care about time but luckily were on time. We had Pastor Pete there, and he took us there every time and brought us back every time. If here was not there we would have been on our own mission and we did not have much responsibility.”
Interviewee 12: “All the activities combined.” Why: “You can take a bit out of every activity and if you combine that it gives you the big lesson in the end. If you see the big picture and you can specify and focus on it, you can learn a lot more. If you see how the other people see it, and what they said you can learn a lot more from it as from the teaching only. That is how I found it here at Beyond.”	Interviewee 12: “Couples Counselling” Why: “According to everything I learnt about couples and relationship counselling before, they were wrong at more than 60% of what they taught us. A lot of things they maximize way too much.”
Interviewee 13: “The Recce week and the Facilitation games.” Why: “Recce week puts us in a mindset that we really had to think both in the box and out	Interviewee 13: “The Enduro week” Why: “It did not focus on skills only on testing and solving endurance.”

the box and take the things from a different perspective. The facilitation games helped us to see how to handle groups, how to take charge when you need to and to develop skills you need to in the time that you are allocated. How to see solutions to problems that you would not have normally seen.”	
Interviewee 14: “Sports week.” Why: “I was the leader of our team. We divided into three different teams and I was the leader of our team. It took a lot of leadership skills, communication, planning and delegating tasks to the team.”	Interviewee 14: “Facilitation” Why: “It was more being part of the group and getting to know your group. Not much of communication or skills that developed.”
Interviewee 15: “Various ones” Why: “Through the year you learnt to work together, and how to delegate and to do everything you do as a group. You learn how to work together because everything you do have to complete will never work. An example as during the Recce week, we had to work together as a team need to find things, then to camp and you had to delegate. You have to do everything and you had to work together, when one other get frustrated, you have to remain calm, even if some were fighting.”	Interviewee 15: “The physical aspect.” Why: “They don’t focus on any of that but only on the physical side”
Interviewee 16: Did not complete the Post-test	

From the post-test (Table 4.32), the researcher concluded that all the mentioned activities contributed to their soft skills development.

4.6 Conclusion

In this Chapter the researcher set out to display and analyse the findings of the semi-structured interviews. This was done by examining the answers to each of the questions.

The first part of the data focused on the demographics of the interviewees, this indicated: the gender; where the interviewees came from; home language; schooling of the interviewees; and participation in extracurricular activities. These findings all correlated with that of Greffrath and Roux (2012) on their study done to determine the effect of a gap year with selected adventure related activities that found that gap year participants are between the ages of eighteen and nineteen.

The second part of the data focused on the motivations for participating in the gap year programme. In general the motivations aligned with that of Greffrath and Roux (2012) that found participants wanted to gain experience and had indecision in career paths. Two of the interviewees were sent by their employers. Cremin (2007:527), found in his work on the commodification of the gap year, and Brown, Hesketh and Williams (2003) also found that the employability of candidates in a knowledge-driven society, claims that these 'soft skills' taught in gap year programmes are increasingly sought after by employers and that the employability of the participant is improved after the acquisition of these skills. Most of the interviewees mentioned that holistic growth with emphasis on spiritual growth was one of the purposes of the BASAGYP as well as to prepare them for life. This was also found to be true by Nieman (2010) that mentioned some of the benefits for gap year participants are gaining experience and being better prepared for life.

The third part of the data focussed on plans and expectations after the BASAGYP and was found that most of the interviewees changed their minds from the pre-test to the post test. All of the interviewees were a lot more confident in what they wanted to do after the post-test. Interviewees were a lot more open to the idea of being part of the adventure industry after the BASAGYP with a few of them already deciding on where to go and work mostly as counsellors in camps. One of the interviewees is staying on at BASAGYP as a facilitator for the next year, which agrees with Stott and Hall (2003:167) that found facilitators are often participants of the previous year.

The fourth part of the data showed the hard-and soft skill development of the interviewees. All of the tested hard skills were developed both with what the interviewees had to say and their rating system out of ten. The hard skill that was found to be the most improved on was navigation, survival and first-aid skills where most of the interviewees knew very little of or had no experience of before the programme but were a lot more confident in after the programme and all attained a first-aid level three certificate except for Interviewee 12 who only attained a level one first-aid course. The area that showed the least improvement in the hard skills was the collection of souvenirs and 'leaving what you find' skills which is part of *Leave No Trace's* fourth principle (Martin et al., 2006:220; Marion & Reid 2001). However, the results did match that of Daniels and Marion (2005:12) who also found that participants who completed a trainer course did not show much improvement regarding not taking souvenirs from nature.

The soft skills were also developed in all of the tested areas. The most significant change in the soft skills the interviewees had developed during the BASAGYP was confidence in themselves and improvement in communication. Greffrath and Roux (2012) also found that communication skills improved among the participants after completing the ATKV gap year programme with selected adventure activities. This correlates with Shokri, Lin, Radzi, Mokhtar, Ghazali, Muslimen and Tarmizi (2014:593) who found that participants who took part in an outdoor trip also improved in their

communication skills. Kellert and Derr (1998:22) and Galloway (2000:79) found that participants had an increase in self-confidence and felt that they could act more on their instincts and feelings.

The soft skills that showed the least amount of development was the exploring of new outdoor trips and the designing of effective programmes, which agrees with Cacioppe (1998:196) who explained that leaders learned best by doing. So if the students did not have enough time to practice it would make sense that they would not feel completely capable.

Overall the questionnaires pointed out that interviewees showed overall improvements in all the hard and soft skills that were tested in the post-test.

The next chapter will provide a summary of the findings and conclude with recommendations for the BASAGYP and future research to be done.

CHAPTER 5 CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The main goal of this study as set out in Chapter one was to determine the hard and soft skills development of BASAGYP participants. This was done by focussing on the following objectives:

Objective 1: To introduce the study and to state the research problem and how the researcher aimed to solve the problem. This was done by providing background to the research problem and elaborating on how the researcher intended to solve the problem.

Objective 2: To take an in-depth look at gap year programmes; this was achieved in chapter two by means of a literature study based on gap year programmes and ended with a description of BASAGYP.

Objective 3: To determine the hard and soft skills required by the adventure industry; this was achieved in chapter three by means of a literature study into the hard and soft skills required by the adventure industry.

Objective 4: To present the empirical results and findings of the study; this was achieved in chapter four by means of figures and tables to best discuss the development that took place during the BASAGYP.

Objective 5: To conclude the study by summarising the findings and providing recommendations. This will be achieved in this chapter by giving a summary of the findings from the literature in Chapter 2 and 3, as well as the findings on the empirical results from Chapter 4. The researcher will then conclude with the recommendations for the BASAGYP, limitations of the study and future research that needs to be done.

5.2 Conclusion

The conclusion will be presented in two parts: conclusions from literature (Chapter 2 and 3) and conclusions from the empirical results (Chapter 4).

5.2.1 Conclusion from literature

This is a summary of the literature conclusions pertaining to Chapters 2 and 3.

5.2.1.1 Chapter 2—Conclusions from the literature analysis of gap year programmes

This section provides the conclusion to the findings in the literature study on gap year programmes.

Gap year programmes originated in Europe as the grand tour (c.f.2.2).

A gap year can be any time spent away from normal life trajectory and can be up to twenty-four months in duration (c.f.2.2).

Motivations for participating in gap year programmes in South Africa are slightly different than internationally but have the following in common: gaining Life experience and searching and exploring what to do next in life (c.f.2.2).

Advantages of gap years are: stronger religious beliefs, appreciation of the community around them, becoming culturally more mature, growing intellectually and wanting to further their education, enhanced self-awareness and independence, and soft skills (c.f.2.3.1).

Disadvantages of gap years: parents of the gap year participants fearing they will not finish tertiary studies, participants are not allowed to make their own choices, gap year participants are struggling to adapt to tertiary education, and indecisiveness in future studies (c.f.2.3.2).

Different classifications of gap year programmes: main difference is between structured and unstructured programmes, structured gap years can be local or international, can include paid work, volunteering adventure, or religious and self-development (c.f.2.4).

Some gap year programmes make use of adventure activities in order to develop their participants (c.f.2.5).

Beyond adventure focusses on the development of their participants through adventure experiences developing their hard and soft skills (c.f.2.6).

Less than a third of structured adventure gap year programmes are successful in the development of their participants (c.f.2.6.3).

5.2.1.2 Chapter 3—Conclusions from the literature analysis in hard and soft skills development.

This section provides the conclusion to the findings in the literature study on hard and soft skills required by the adventure tourism industry.

Adventure tourism falls under a category called alternative tourism, as opposed to mass tourism (c.f.3.1).

Adventure tourism can be used to achieve certain goals by programming. There are four types of adventure programming: recreational, educational, developmental, and therapeutic (c.f.3.3).

Adventure leaders have a key role in the adventure industry as they largely determine the experience and outcome of an excursion (c.f.3.4).

There are many different skills that different researchers deem necessary for outdoor leaders to have, but mainly all agree on basic hard and soft skills (c.f.3.5).

The hard skills that outdoor leaders are required to have fallen under three main categories, namely (c.f.3.5.1):

- Technical skills, which are activity-specific but can include general skills like: weather interpretation, body temperature regulation, navigation, survival skills, life-saving and first-aid, and search and rescue (c.f.3.5.1.1).
- Safety skills are one of the key aspects of outdoor leaders as they are responsible for the safety of the group. Safety skills include: leader dangers, environmental dangers and client dangers (c.f.3.5.1.2)
- Environmental skills look to preserve the environment and to enjoy the environment responsibly. Environmental skills consist of the following skills: leave no trace, and minimal impact skills (c.f.3.5.1.3).

Soft skills that outdoor leaders are required to have fallen under the following three main categories, namely (c.f.3.5.2):

- Facilitation techniques, which consists of: nondirective facilitation, appreciative facilitation, activity facilitation, group facilitation, and directive facilitation (c.f.3.5.2.1).
- Instruction skills, which consists out of: best to instruct, instruction and teaching combinations, design effective lessons, and setting goals and objectives (c.f.3.5.2.2).
- Organisational skills, which consist of: dream, plan the trip, reserve for the trip, travel on the trip, share the trip with others, and remember the trip (c.f.3.5.2.3).

Training programmes for outdoor leaders should be standardised. Although in-house training will always be needed, standardised competency training should be implemented (c.f.3.6).

Adventure gap year programmes have been used in order to develop life skills in students (c.f.3.7).

5.2.2 Conclusion from the empirical results.

This section provides the conclusion based on the findings on the empirical results in Chapter 4.

The objective of Chapter 4 was to present the empirical results and findings of the study. This was achieved by discussing the four parts of the interview, namely, demographics of the interviewees, motivations for participation in the BASAGYP, expectations for the BASAGYP, and the development of hard and soft skills.

The first part of the results found that most of the interviewees were Afrikaans speaking, most interviewees were male, and most of the interviewees were the age of nineteen and between the stage of secondary and tertiary education (c.f.4.2).

The motivations for participation in the BASAGYP were: gaining more life experience, finding direction in life and participating in adventure activities (c.f.4.3.1).

The purpose of the BASAGYP was: to prepare for life choices, to grow holistically through mental, physical, and spiritual growth and development. (c.f.4.3.2).

The expectations at the end of the BASAGYP was to improve fitness and to make lifelong friends (c.f.4.3.3).

Interviewees' plans for the following year changed during the BASAGYP with interviewees being clearer on what to do next in their lives (c.f.4.3.4).

Interviewees became a lot more open to the idea of working in the adventure tourism industry after the BASAGYP (c.f.4.3.5).

The development of hard skills has been divided into three sections, namely: technical skills, environmental skills, and safety skills (c.f.4.4.1).

- The technical skills of the interviewees have improved during the BASAGYP through: navigational skills, survival skills, edible food collection, and first-aid skills (c.f.4.4.1.1)
- The environmental skills of all the interviewees were improved during the BASAGYP through trip planning and preparation skills, travelling and camping on durable surfaces, disposing of waste, picking up souvenirs from nature, starting a safe campfire, encountering wild animals in the outdoors, consideration of other visitors in the same outdoor area, and minimal impact skills(c.f.4.4.1.2).
- The safety skills of all the interviewees were improved during the BASAGYP through: Dealing with environmental dangers, and dealing with client dangers (c.f.4.4.1.3).

The development of soft skills has been divided into three sections, namely: facilitation techniques, instruction methods, and organisational skills (c.f.4.4.2).

- The facilitation techniques of all the interviewees have improved during the BASAGYP through Debriefing skills, clear explanation skills, making decisions under pressure, and handling stress (c.f.4.4.2.1).

- The instruction methods of all the interviewees have improved during the BASAGYP through Comfortability in explaining an activity, designing effective programmes, communicating effectively with a group, motivating others and yourself (c.f.4.4.2.2).
- The organisational skills of all the interviewees have improved during the BASAGYP through Searching and exploring for new outdoor adventure trips, prioritising tasks when working with groups, delegating tasks to a group, planning adventure activities or trips for others, equipped to work with groups, and Equipped to do tasks alone (c.f.4.4.2.3).

5.3 Recommendations to BASAGYP

The following recommendations are made regarding gap year programmes in general and regarding BASAGYP in specific:

- BASAGYP need to present South African Qualification Association (SAQA) accredited skill courses that can be used in the adventure industry.
- BASAGYP need to empower and train participants to present activities that they engage in and not just participate in the activities for fun.
- BASAGYP need to be affiliated with universities in order to provide students to the universities that are more goal oriented and focused on what they want to achieve and study, especially in the tourism faculty.
- The BASAGYP can discourage the picking up souvenirs.
- Include material, which will allow participants to explore for new outdoor adventures to do.
- Students should get more lessons and practical experience on how to design effective outdoor programmes.
- BASAGYP can improve their programme through the incorporation of lifesaving courses for water-based exercises.
- The current programme lacks search and rescue techniques and evacuation skills.
- The BASAGYP can include material on different facilitation styles for example: Letting the experience speak for itself, speaking for the experience, debriefing the experience, directly frontloading the experience, framing the experience, and indirectly front loading the experience.
- Best to instruct skills can be included by teaching the participants the most effective ways of explaining skills and activities.

- BASAGYP can help students who are interested in the adventure tourism industry by introducing possible opportunities and placement the adventure industry.

5.4 Limitations of the study

The following was found to have had a possible negative impact on the study.

The hard and soft skill development was only tested on one SAGYP and is therefore case-specific. Funding had an impact and made it possible for the researcher to only gather conduct interviews on one SAGYP.

This study was a broad view of hard and soft skill development, but not specific to hard and soft skill development within each activity.

The following hard skills: technical skills (navigational skills, edible food skills, survival skills and first-aid skills), environmental skills (trip planning and preparation, travelling/camping on durable surfaces, disposing of the waist, picking up souvenirs, starting safe camp fire, encountering of wild animals, consideration of other visitors in the outdoors and minimal impact skills) and safety skills (environmental dangers and client dangers) were only tested in the beach and bush environments, meaning that the results are specific to the environments.

The study did determine that many of the interviewees wanted to continue in the adventure industry in the post test, but failed to determine how many actually succeeded in their endeavours.

The study did not focus on the SAGYPs content but rather on the development of the hard and soft skills in the participants. More in-depth analysis of the programs could help SAGYPs become more efficient in training of hard and soft skills.

5.5 Future research

As stated by Priest (1988:46):

Today, conditions are ripe to take our collective bank of competency-based knowledge and venture into the realm of unknown preparation procedures so that we will reap the benefits of leaders who are truly effective in the powerful medium of the outdoors.

The researcher concludes that further research needs to be done in the following areas:

- More SAGYPs need to be investigated to confirm the results of this study.
- This studies results could be backed up using a quantitative methodology.
- More in-depth analysis of the hard skills within each activity should be conducted for a PhD study.

- More in-depth analysis of the soft skills within each activity should be conducted for a PhD study.
- The possibility of using SAGYP's for training of outdoor leaders should be further investigated.
- The retention of the hard and soft skills developed during this SAGYP.

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APPENDIX

APPENDIX 1 SEMI-STRUCTURED INTERVIEW

Beyond Adventure 2019 survey

Interview 1

The purpose of this research is to determine the development of hard and soft skills that take place in an attendee of the Beyond Adventure gap year programme. This questionnaire will be handed out at the end of each term. It is made up of 5 sections: section A concerns personal information, section B, educational background, section C and E consist in a few open-ended questions, and section D is an assessment of the level of hard and soft skills obtained through the programme. For accurate results, please:

1. Answer all questions honestly,
2. Refrain from discussing any of the questions or answers,
3. Reply based on how you are currently feeling about yourself and the Beyond Adventure Gap Year programme.

Please note that all answers will be kept confidential and no names will be associated with any of the answers provided. Each participant will be assigned a unique number which can in no way be traced back to their identity. All answers will strictly be used for research purposes and programme development. Thank you for your participation and the information you are providing for this research project. Your participation is highly appreciated.

Thank You.

Mr. P. Vosloo

Prof. P. van der Merwe

North-West University of Potchefstroom

SECTION A – Personal information

1. Interviewee no. _____

2. Year of birth: _____

3. Sex:

Female	Male
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4. Position in family (e.g. second youngest of 4 children):

5. Town or city of residence:

6. Home language:

Afrikaans	English	Zulu	Xhosa	Other
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If other, please specify _____

SECTION B – Educational background

1. Year of matriculation: _____

a. If not applicable, what is your highest qualification? _____

2. If you matriculated before 2018, what did you do between then and now?

3. In which town/city was your school located?

5. Was this school private or public?

Private	Public
----------------	---------------

4. Did you participate in any sport at school?

Yes	No
-----	----

5.1 If yes, which one(s)?

5. Did you hold any leadership positions while at school?

Yes	No
-----	----

6.1 If yes, which one(s)?

6. Did you participate in any cultural activities at school?

Yes	No
-----	----

7.1 If yes, which one(s)?

7. How many learners were at your school?

Less than 500 learners	500-1000 learners	More than 1000 learners
------------------------	-------------------	-------------------------

SECTION C – Open-ended questions

Please answer each question with as much detail as possible

1. What motivated you to participate in the Beyond Adventure gap year program 2019?

2. What would you say is the purpose of the Beyond Adventure gap year program?

3. What are you expecting to achieve by the end of 2019 through the Beyond Adventure gap year programme?

4. What are you planning on doing after the GAP year?

5. When finishing your Beyond Adventure gap year programme, how likely are you to become involved in the adventure tourism industry (e.g. become an adventure guide or facilitator)?

SECTION D

This is not a test. There are no right or wrong answers.

Assess yourself in the following skill areas by rating yourself on a scale from 1 to 10 (1 being the lowest/worse and 10 being the highest/best), then explain your choice.

Hard Skills

Technical Skills

1. How well can you navigate through a wilderness area?

2. If stranded, how well would you be able to survive in the bush or in a beach area?

3. How much knowledge do you have regarding edible food to be collected in the wilderness?

4. If a person is injured, how well would you be able to provide first aid?

Environmental skills

5. How well can you plan and prepare for an outdoor trip?

6. Would you be able to travel and camp on durable surfaces?

7. When in the outdoors, how well can you effectively dispose of human and other waste?

8. How likely are you to pick something up during an outdoor trip (e.g. a souvenir)?

9. Are you able to start a safe campfire which is not damaging to the environment?

10. If encountering a wild animal in the outdoors, how well would you handle a situation?

11. How considerate are you of other visitors in the same outdoor area as you?

Minimal impact skills

12. When travelling in nature, how well can you minimize your impact on the environment?

Safety skills

13. How well are you able to assess an environmental danger and deal with it (e.g. a fast-moving river that needs to be crossed or a thunder storm that is moving in while climbing a mountain)?

14. How well are you able to assess a dangerous situation arising from a client's actions (e.g. while abseiling you see that a client's hair is loose and might get caught in the descending device, or a client trying to feed wild animals that might harm them), and deal with it appropriately?

Soft Skills

Facilitation techniques

15. How good are you at debriefing an exercise with a group?

16. How clear are you when explaining an exercise to a group?

17. How comfortable are you with making decisions under pressure?

18. How well do you handle stress?

Instruction methods

19. How comfortable are you with instructing people on how to participate or engage in an activity (e.g. teaching someone how to rock climb)?

20. How well are you able to design and plan an activity so that the group may learn the most out of it?

21. How comfortable are you in communicating effectively with a group?

22. How good are you at motivating others and yourself?

Organisational Skills

23. How comfortable are you at searching and exploring for new outdoor adventure trips to do?

24. How good are you at prioritizing different tasks when working with groups?

25. How comfortable are you with delegating tasks to a group?

26. How well can you plan adventure activities or trips for others?

27. How well do you work with groups, or are you well equipped to work with groups?

28. How are you equipped to work on tasks alone?

SECTION E

1. During your first term, which adventure ACTIVITIES contributed to the above-mentioned (Section D) Hard and Soft Skills:

Hard Skills

a. The most?

Explain why:

b. The least?

Explain why:

Soft Skills

c. The most?

Explain why:

d. The least?

Explain why:

Thank you for your participation!

APPENDIX 2 PERMISSION FOR THE STUDY



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Email: peet.vandermerwe@nwu.ac.za

Peter Brits

Dear Mr Brits

POSSIBLE RESEARCH AT BEYOND ADVENTURE

As discussed on the phone and e-mail, I would like to conduct a study at Beyond Adventure Gap Year programme as part of my master's dissertation in tourism management.

The study aims to determine the skills development of attendees to your adventure training programme. It will focus on the following: hard skills, soft skills and life skills.

This study will require that we conduct a pre- and post- test on the participants regarding the just mentioned skills in the beginning of 2018 (pretest) and at the time of completion of the course (end 2018). At this stage, we are planning to conduct structured interviews with the respondents, which will be done by myself. The testing instrument will be sent for your approval before it is given to the students.

Further to this, we will also send you the research proposal as soon as that is completed, which will share more light of what is planned in the study. At completion of the research, you will receive a written report regarding the results of the study.

Thank you in advance for your support with this research.

Yours sincerely

Philip Vosloo

Student of

Prof Peet van der Merwe
Senior Lecturer

Original details: (10219382) C:\Users\NWUUSER\Documents\Toerisme\11. Departement spesifiek\Dosente\Peet\2017\ABC.docm
17 July 2017

APPENDIX 3 LANGUAGE EDITTING

Dr Helena C Kruger-Roux

Senior language practitioner: Editing, translation, subtitling

CERTIFICATE OF PROFESSIONAL LANGUAGE EDITING

This letter certifies that the dissertation *DETERMINING THE DEVELOPMENT OF HARD AND SOFT SKILLS OF ADVENTURE GAP YEAR PARTICIPANTS* by Mr P Vosloo has been professionally edited for examination by Dr H C Kruger-Roux.



09/12/2020

Dr H C Kruger-Roux

Date

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APPENDIX 4 ETHICAL CLEARANCE



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Economic and Management Sciences Research
Ethics Committee (EMS-REC)

24 April 2020

Prof P van der Merwe
Per e-mail
Dear Prof van der Merwe

EMS-REC FEEDBACK: 24042020 **Student: Vosloo, P (EMS16/11/25-02/21)(Old number)**

After verifying the application documentation as received from the Scientific Committee the new EMSREC number **(NWU-00657-20-A4)** was granted for one year of ethic clearance.

Due to the Covid-19 lock down ethics clearance for applications that involve data collection or any form of contact with participants are subject to the restrictions of the South African government.

Kind regards,

Mark
Rathbone

Digitally signed by Mark Rathbone
DN: cn=Mark Rathbone, o=North-West
University, ou=Business management,
email=mark.rathbone@nwu.ac.za, c=ZA
Date: 2020.05.05 14:54:16 +02'00'

Prof Mark Rathbone
Chairperson: Economic and Management Sciences Research Ethics Committee (EMS-REC)

APPENDIX 5 PLAGIRISM REPORT

21068690:Turn_It_In.docx

ORIGINALITY REPORT

7%	6%	4%	4%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

etd.ohiolink.edu 1 Internet Source	1%
www.tandfonline.com 2 Internet Source	1%