

# ***Competence Profiles in Adventure Management***

## **Key Competency Development in Leaders and Participants**

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Dean, Faculty of Key Competencies

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**Adventure Management Conference (November 15, 2012)**



# Opening Questions

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**Please answer these two questions on a sheet of paper... submit (if you are willing):**

**Q1: Briefly describe a recent experience from which you learnt something significant.**

**Q2: What did you learn from the experience?**

**Q3: Do you think that you will remember this for a long time? Why or why not?**

**Q1: Briefly describe a recent ADVENTURE experience from which you learnt something significant.**

**Q2: What did you learn from the experience?**

**Q3: Do you think that you will remember this for a long time? Why or why not?**

# ***Adventure Tourism***

## **Market Highlights**

# 2010 Adventure Study: Brand Recognition

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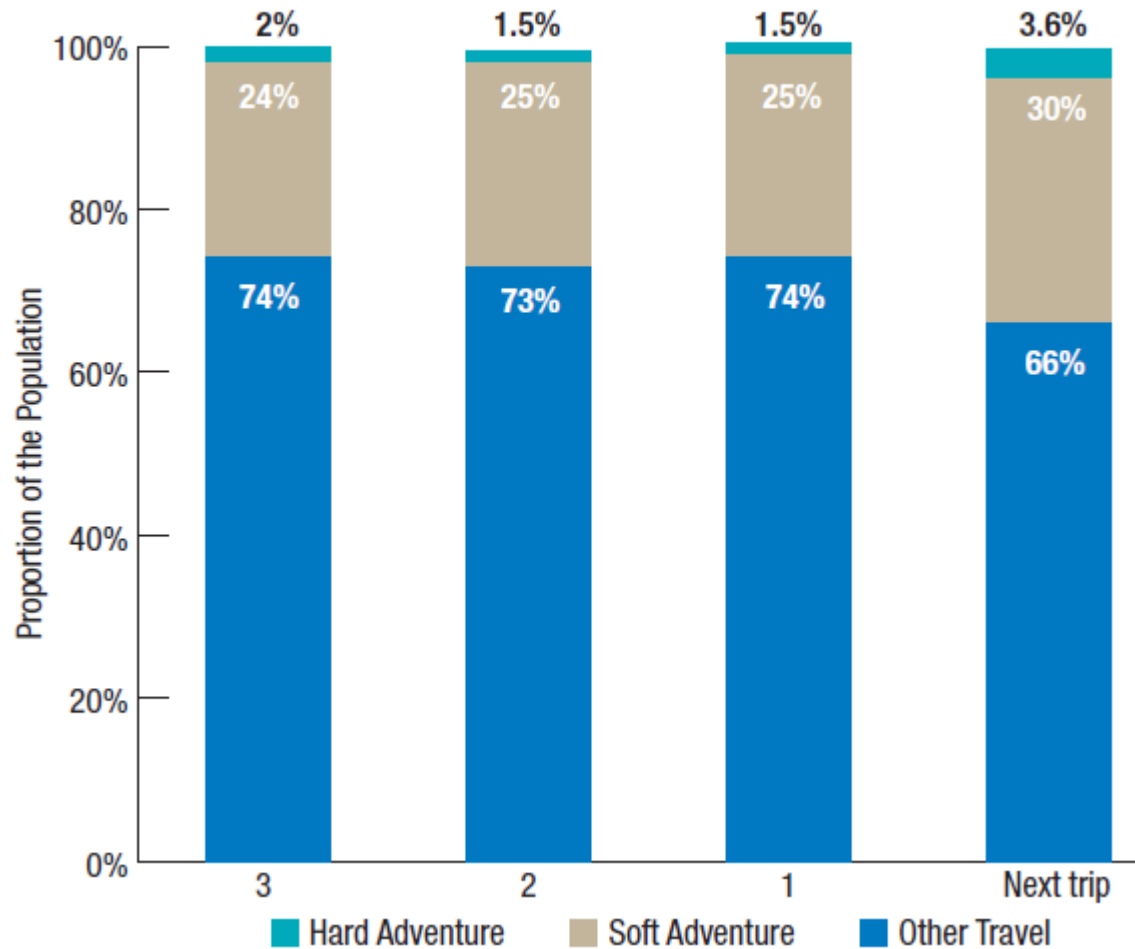
## Top Product Companies Recognized by Adventure Travelers

1. Timberland
2. Quicksilver
3. Gore-Tex
4. The NorthFace
5. Columbia Sportswear
6. Montagne
7. Eddie Bauer
8. Swiss Army Luggage
9. Salomon
10. LL Bean



# Hard & Soft Adventure Travel

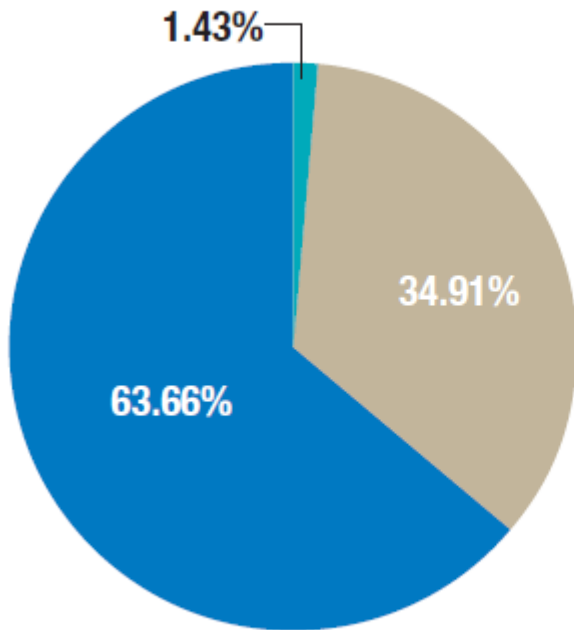
Types of Travel in Last Three Trips and Intention for Future Trips



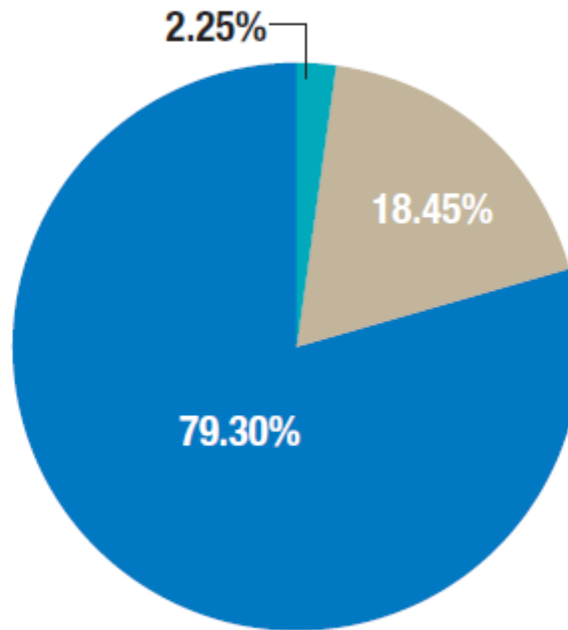
- **Soft-Adventure is increasing in N.America, Latin America & Europe**
- **43% of Europeans plan on a future Soft-Adventure trip**

# Adventure Travel Participation

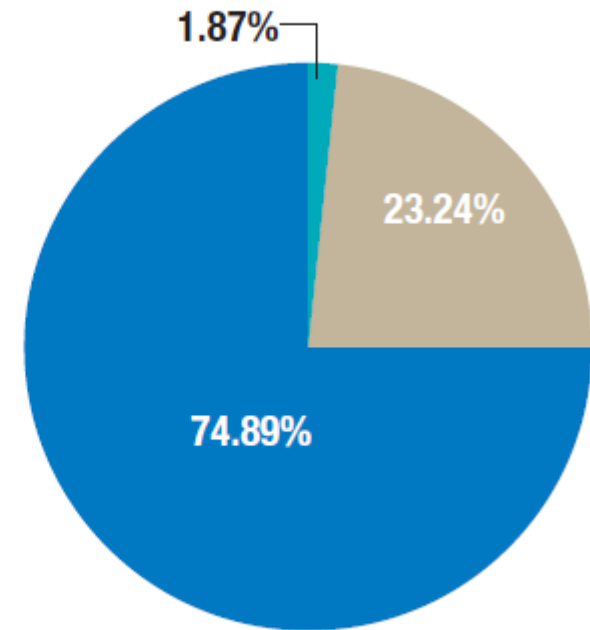
Latin American Travelers



North American Travelers



European Travelers



■ Hard Adventure   ■ Soft Adventure   ■ Other Travel

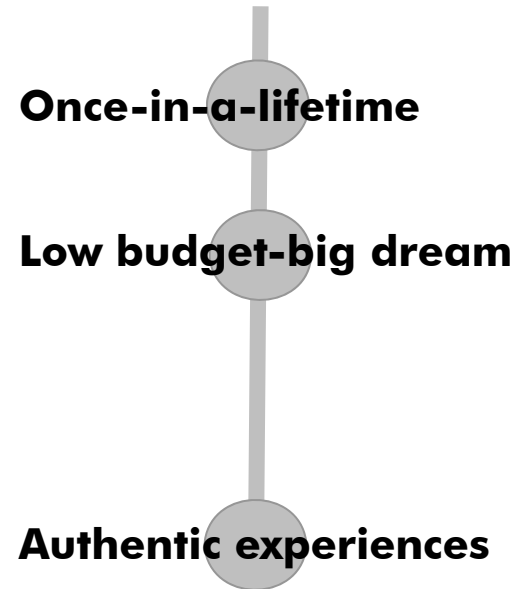
# Adventure Travelers (Segmentation)

- According to the 2010 study, there are two main types:

**Gen Y (18-30): High disposable income, but no time**  
**Gen X (31-44): Smaller budget, but extensive time**

**Baby-boomer (45-64): Extra time & money**

Experience Factor



# ***UAM: Interdisciplinary Adventure Forum (May 2012)***


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- **Forum of experts from industry, research and education discussed the current challenges and trends in Adventure Management**
- **Findings covered the following areas:**
  - Legal concerns
  - Resources
  - Qualifications
  - Target groups
  - Definitions



# Summary (Legal, Resources, Qualifications)

Code	Challenges	Trends
<b>Legal concerns</b>	Liability Risk, Safety Equipment (inappropriate) Environmental problems	Professional structures Multi-media evidence (take home, you-tube)
<b>Resources</b>	Cost Time Equipment Sustainability Nature Environmental problems	Gap year (?) Independence from weather Potential for adventure regions Terrain parks
<b>Qualifications</b>  	Participant skills Education, skills of employees DIN restrictions (lobby groups: Mountain guides vs. Adventure Educ.) Lack of qualified experts/providers Special ski areas Fitness level (Play Station, X-box culture etc.) Spider n' Web and ... (new methods)	All gear, no skill Professional structures University, research, training

# Summary (Target Groups, Definitions)

Code	Challenges	Trends
<b>Target groups</b>	"video games, text message" youth Enhance popularity (no mass movement) Marketing and sales management Authenticity and match/fit Fitness level (Play Station, X-box culture etc.)	Open access Changing motivations Across generations (and gender) Women only experience Outdoor vs. Web 2.0 Include all types of sports Cross-skiing, Free-skiing Terrain parks Adventure Therapy Multi-media evidence (take home, you-tube) Do it, wear it...
<b>Definitions</b>	Lack of definitions and common understanding Where does Outdoor/Adventure start? Nature Vision-quest, rituals People playing Tradition (old school attitude)	Expanding definitions (depth & breadth) Soft vs. Hard Adventure Traditional tourism and outdoor experiences Include all types of sports Drive for active/full experiences High-end (deeper, faster, higher) Experience economy Expedition life Experience travel Back to nature ("soft adventure") "Last Children in the Wood" (book, movement)



# Adventure Tourism Employee Success

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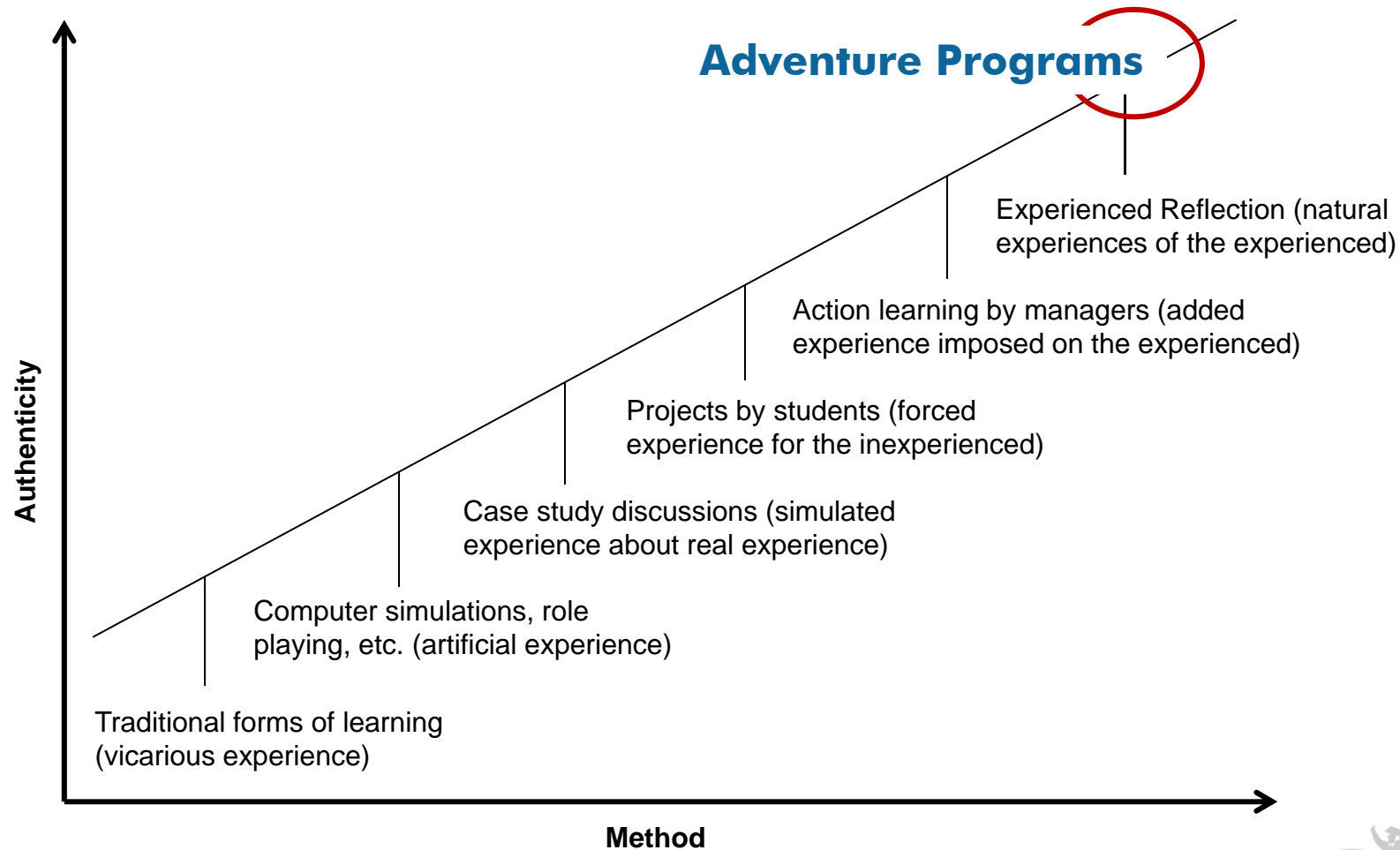
# ***Benefit of Adventure & Outdoor Training from an Educational Perspective***

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- **Meta-analysis (Hattie, Marsh, Niell & Richards, 1997) identified major outcomes:**
  - Academic
  - Leadership
  - Self-Concept
  - Personality
  - Interpersonal
  - Adventurousome
  
- **Key findings & future research areas**
  - Adventure programs have a lasting impact on the lives of participants
    - **Self-concept effects improve over time**
    - **Adventure programs provide participants with a lasting sense of self-regulation and control**

# Pedagogical Scale of Authenticity



(based on Mintzberg 2004, p266)

# Developing Leadership Competency

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- **Based on the NOLS Wilderness Leadership courses, leadership can be learned through experiential learning:**
  - Practicing leadership with freedom and responsibility (making decisions and facing consequences of decisions)
  - Understanding leadership roles (designated leader, active followers, peer leaders, self-leadership)
  - Communicating, behaving and managing conflict
  - Acquiring tolerance for adversity and uncertainty
  - Using feedback and reflection effectively (disconnect to connect)
  - Developing self-awareness

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(Kanengieter & Rajagopal-Durbin, 2012)

## ***Workshop Question (I)***

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- **What are important key competencies for Adventure/Outdoor Trainers?**
  - Discuss with neighbour
  - Write on cards (more cards are available...)

## ***Workshop Question (II)***

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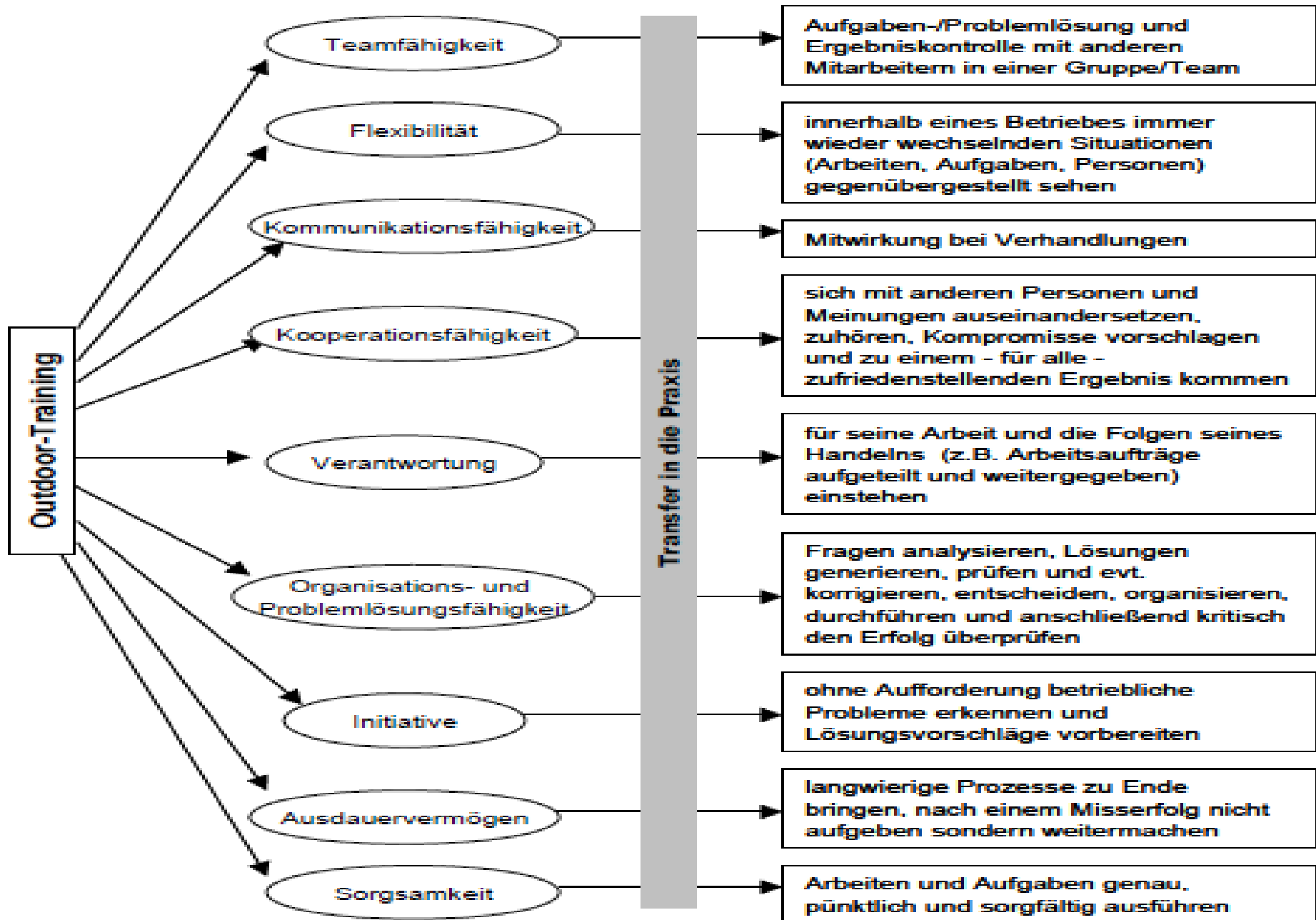
- **What are important key competencies that can be developed in participants of Adventure/Outdoor programs?**
  - Discuss with neighbour
  - Write on cards (more cards are available...)



- **What methods can be used to develop key competencies in Adventure/Outdoor programs?**
  - Discuss with neighbour
  - Write on cards (more cards are available...)

# ***Summary & Closing***

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# **Adventure Trainer Core Competencies**

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- 1. Technical Skills**
- 2. Safety Skills**
- 3. Environmental Skills**
- 4. Organizational Skills**
- 5. Instructional Skills**
- 6. Facilitation Skills**
- 7. Professional Ethics**
- 8. Flexible Leadership Style**
- 9. Experience-based Judgement**
- 10. Problem-solving Skills**
- 11. Decision-making Skills**
- 12. Effective Communication**

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(Priest & Gass, 2005)

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