The Adventure Leadership Institute offers intentional, purposeful and directed experiences that enhance learning and contribute to the scholarly development of Oregon State University students. These experiences arm the learner with habits to successfully adapt to situations they will encounter in the future. Awareness of the ways in which individuals process information and how they learn best direct us to construct well-designed, experiential learning climates that both support and challenge the diverse learning styles of students.

The Adventure Leadership Institute uses the following core theories to build knowledge and experience:

**EXPERIENTIAL LEARNING CYCLE**

Kolb’s Learning Styles

- Concrete Experience (Doing)
- Abstract Conceptualization (Thinking)
- Active Experimentalism (Trying)
- Reflective Observation (Watching)

Kolb’s Theory of Experiential Learning provides insight and understanding in the way people take-in and process information. It supports the value of direct experience and offers a construct for designing educative programs.

**ACIDENT POTENTIAL MODEL**

- Environmental Hazards
- Human Factor Hazards
- Accident Potential

Whether it’s physical or emotional, real or perceived, risk is inherent in everything we do. Moreover, risk assessment and mitigation is essential to a wide array of professions. Rick Curtis’ Accidental Potential Model gives framework to identify risk, and enables the responsible use of risk to achieve learning outcomes.

**SITUATIONAL LEADERSHIP**

The Adventure Leadership Institute uses a construct for designing educative programs. Kolb’s Theory of Experiential Learning provides insight and understanding in the way people take-in and process information. It supports the value of direct experience and contributes to the scholarly development of Oregon State University students. These experiences arm the learner with habits to successfully adapt to situations he or she will encounter in the future. Awareness of the ways in which students process information and how they learn best direct us to construct well-designed, experiential learning climates that both support and challenge the diverse learning styles of students.

**THEORY OF EXPERIENTIAL LEARNING**

Kolb’s Learning Styles

- Concrete Experience (Doing)
- Abstract Conceptualization (Thinking)
- Active Experimentalism (Trying)
- Reflective Observation (Watching)

Hershey and Blanchard’s Situational Leadership Model provides a focused study of the task and relationship needs confronting groups. This useful model gives additional framework to building self-efficacy and achieving outcomes for the group and organization.

**STAGES OF GROUP DEVELOPMENT**

- Morale
- Productivity
- Group Dynamics
- Orientation
- Disatisfaction
- Integration
- Production

Tuckman’s Stages of Group Development provides structure for understanding the essential dynamics of group interaction. It instructs leaders and facilitators in utilizing these dynamics to build healthy and productive communities.

**PROGRAM GOALS**

Closely aligned with the OSU Strategic Plan and the Baccalaureate Core Curriculum

- ALI programs are designed as student-centered endeavors that;
  - Create a compelling experiential learning environment
  - Increase the adaptive capacity of students to solve problems
  - Contribute to developing intellectual, physical and interpersonal competence
  - Employ robust reflective processes as core to the learning experience
  - Use the outdoor learning environment as a way to foster the development of self-identity
  - Contribute to the development of student leaders through opportunities to practice guiding and facilitation

**REFLECTION**

The Adventure Leadership Institute applies robust reflection in assessing the development of its students. The reflective process measures the accomplishments of learning, encourages individuals to find meaning in their experiences; and invites the learner along new pathways of personal and professional growth.

**“Follow effective action with quiet reflection. From the quiet reflection will come even more effective action.”**

Peter F. Drucker

**ADVENTURE LEADERSHIP INSTITUTE**

Oregon State University