



CHARACTER GUIDE

Leveraging Character
Development Opportunities

Purpose of this Guide:

The Character Guide can help Outward Bound Schools reflect on their strengths and identify areas for growth across five **key levers** that researchers observed to positively impact character development.

What is Character Development?

This project focused on four types of character development: moral, civic, performance, and intellectual.

See **this link** for a full overview of how this project defines character.



What is a Lever?

A lever (we chose the word lever because these program elements can be adjusted to impact outcomes) is an intentional action or experience that creates conditions for developing key character strengths. *Examples:*

- *Giving students a leadership role can be a lever for building confidence and responsibility.*
- *Working through a group conflict can be a lever for developing empathy and social competence.*
- *Reflecting on a personal failure can be a lever for growing resilience.*

For some Schools, particular levers might be easier or more difficult to adjust, depending on the Context.

Self-Assessment:

Descriptions below allow for self-assessment across three practical categories:

A Green–Yellow– Red (Pink) spectrum is used to help Schools identify their current practices—highlighting areas of strength (Green) as well as opportunities for development (Yellow and Pink).

Key Levers:

Observed to have a positive impact on character development:

EDUCATIONAL PHILOSOPHY: clarity of purpose, alignment of mission and practice.

AUTHENTIC ADVENTURE: consequential, challenging experiences that demand courage and decision-making.

SERVICE: contributions to others and meaningful social engagement.

EDUCATIONAL MODELS: approaches that guide how teaching and learning are designed, delivered, and assessed.

INSTRUCTOR BEHAVIORS: how instructors model values, give feedback, and create culture.

COURSE DELIVERY: for instructors, with a focus on direct student engagement and course implementation.

STAFF TRAINING: for senior staff, involved in training, mentoring, or designing courses.

SCHOOL OVERSIGHT: for School leadership, addressing structural elements such as staffing models, course venues, and strategic priorities.

Context:

Each of these levers operates within—and is influenced by—the unique **Context of the School**. Recognizing and working within **Context** is essential for making intentional, meaningful changes that strengthen impact.

ASPECT OF CONTEXT

SCHOOL LOCATION:

- Schools in or near natural locations allow for more accessible opportunities for authentic adventure.
- Schools in urban locations may utilize educational models and expert instruction to create impactful OB experiences with less authentic adventure characteristics.

TARGET CLIENT BASE:

- Many School's philosophies are informed by who they aim to serve (e.g., youth groups vs. professionals).
- Youth-focused clients may want outcomes that align with formal school curriculum or complement academic achievement, such as resilience (performance character) or curiosity (intellectual character).
- Other clients may see more value in work-oriented outcomes development (sometimes referred to as workforce development) such as teamwork, trust, communication and/or compassion.

FUNDING MODELS:

- Schools with industry or government support, collaborate on outcomes that are beneficial to local society, workforce, and citizenship development.
- Schools funded through a combination of grants, donations, and participants' families directly, find funding interests are more variable, and thus desired outcomes less consistent.

ALIGNMENT:

- Context factors above should inform and align with a School's philosophy.

A group of students in blue jackets and red life vests are gathered around a campfire on a rocky shore. One student is lighting sticks of wood in a metal pot. A white bucket with a red lid and the text 'SAND SH' is visible in the foreground. The background shows a body of water and a cloudy sky.

EDUCATIONAL PHILOSOPHY

EDUCATIONAL PHILOSOPHY

Researchers observed that Outward Bound Schools with a clear, shared, and consistently applied educational philosophy were more effective in supporting character development among participants.

- When staff and programs are guided by a well-defined set of values and learning principles, the overall impact on students' personal growth is strengthened.
- An Educational Philosophy provides a set of principles, values, and beliefs that shape every aspect of the School's approach to learning and development.
- Some common Kurt Hahn inspired philosophies observed include, "There is more in you than you know" which aligns well with the belief in self-discovery (performance character). Or "To serve, to strive, and not to yield" which aligns more with the value of service (civic character).

School Spotlight

Based on site visits conducted for the Templeton research project, the following case studies highlight Outward Bound Schools that researchers identified as having a strong Educational Philosophy that informed programming and organizational culture.

OUTWARD BOUND OMAN >

OUTWARD BOUND SINGAPORE >

OUTWARD BOUND UNITED KINGDOM >

OUTWARD BOUND HONG KONG >

OUTWARD BOUND ROMANIA >

PREFERRED CHARACTERISTICS

SOURCE OF PHILOSOPHY IS KNOWN:

The educational philosophy is generally:

- Explicit and based on Hahn's principles
- Or, implicit and culturally developed within the School
- And/or, connected to the broader social, political or cultural context

SINGULAR:

There is one clearly understood educational philosophy guiding decisions and vision at the School.

CONSISTENCY:

The educational philosophy is used by staff as a framework for delivering consistent courses and student experiences.

INTERNAL GUIDANCE:

The educational philosophy provides the 'north star' or 'guiding principle' for all decisions made around practices or policies.

EXTERNAL GUIDANCE:

The educational philosophy is used as an expression of values when communicating with outside organizations and potential clients.

EDUCATIONAL PHILOSOPHY Self-Assessment and Discussion Questions

In action

COURSE DELIVERY

- Staff deliver course in line with the educational philosophy, they understand the “why” behind programming at the School.

STAFF TRAINING

- Staff are introduced to and trained through the lens of the School’s philosophy, all trainings connect to one central “why”.
- Senior staff coach and mentor staff with feedback that is rooted in the shared philosophies language.

SCHOOL OVERSIGHT

- A School philosophy has been intentionally chosen and is widely shared
- The philosophy is part of the School’s culture and easily seen in the programming.

How to Refine
an Existing
Educational
Philosophy*

- Staff deliver aspects of various OB philosophies on course, but these don’t always connect to a consistent “why”.

- Staff are introduced to the School’s philosophy but may not understand how it connects to programming.
- Senior staff provide useful feedback that may be misaligned with the School philosophy.

- A School philosophy has been chosen and is understood.
- The philosophy seems to sit apart from the School’s culture or programming.

How to Start
Developing an
Educational
Philosophy

- Staff do not deliver courses through a consistent, underlying philosophy.

- Staff are not introduced to a specific School philosophy.

- The School does not have a single guiding philosophy.

*Read more on
following page



EDUCATIONAL PHILOSOPHY Self-Assessment and Discussion Questions

How to Start Developing an Educational Philosophy

Based on your self-assessment above, if your School is on the lower end (Pink) of Educational Philosophy descriptions, below are some guiding questions to develop an Educational Philosophy for your programming. These are just suggestions which may or may not fit with your School.



Questions to Guide Discussion

- What core values currently guide our programming, even if not formally stated?
- What elements of our School culture and courses should help shape this philosophy?
- Should we adopt a broader or existing OB philosophy or develop one unique to our School?
- How can we articulate a clear, shared educational philosophy that fits our School's context?
- How might defining our philosophy improve student outcomes?
- What changes could help align courses with a stronger guiding philosophy?
- How can we improve training, so all staff understand and apply a shared philosophy?

How to Refine an Existing Educational Philosophy

Based on your self-assessment descriptions above, if your School is in the middle (Yellow) of Educational Philosophy descriptions, below are some guiding questions to refine the Educational Philosophy for your programming. These are just suggestions which may or may not fit with your School.



Questions to Guide Discussion

- Is our educational philosophy clearly defined and consistently communicated across the School?
- How well does our philosophy align with our School's core values and mission?
- Are there gaps in how our philosophy translates into practice at different levels (course delivery, staff training, etc.)?
- How can we refine course design to better align with our philosophy?
- Do staff feel confident in articulating how the philosophy informs their work?
- What is one concrete step we can take to further embed our philosophy into training and programming?

AUTHENTIC ADVENTURE



AUTHENTIC ADVENTURE

Researchers observed that when the “preferred characteristics” of authentic adventure were present on course, opportunities to positively impact character development also increased.

- Authentic adventure refers to immersive, challenging, and meaningful experiences (not activities) that push individuals to work near the edge of their capabilities (not comforts).
- Authentic adventure is rooted in real-world environments with natural consequences for the group, including instructional staff.
- Authentic adventure is recalled as experiences that are memorable and rewarding.

School Spotlight

Based on site visits conducted for the Templeton research project, the following case studies highlight Outward Bound Schools that researchers identified as particularly effective in integrating Authentic Adventure into their programs.

OUTWARD BOUND NEW ZEALAND >

OUTWARD BOUND OMAN >

OUTWARD BOUND CROATIA >

OUTWARD BOUND VIETNAM >

OUTWARD BOUND HONG KONG >

OUTWARD BOUND BRAZIL >

PREFERRED CHARACTERISTICS

IMMERSIVE:

- The experience immerses students in the environment, both the physical and social environment.
- There are limited distractions outside the group process (e.g., no technology).
- Learnings come directly from the experience.

CHALLENGING:

- The experience presents challenges (physical, emotional, social) which are approaching the edge of student’s capabilities.
- Challenges are progressive and supported, staff use their judgment to assess the appropriate level of challenge and support for each student and the group as a whole.

NATURAL CONSEQUENCES:

- Often facilitated by the natural environment but not required, natural consequences impact all students and staff in the same way.
- Consequences are a natural biproduct of decisions made as opposed to logically imposed by staff (e.g., getting caught in the rain without a rain jacket versus not being able to find your rain jacket on a sunny day and having to do dishes).

GOAL-ORIENTED:

- The course experiences move toward a common goal. This could be physical (summitting a mountain) or emotional/social (working through a conflict) and the goal is understood by everyone in the group.

MEMORABLE:

- In hindsight, the experience is memorable and rewarding. This can be facilitated through reflection and debriefing.

AUTHENTIC ADVENTURE Self-Assessment and Discussion Questions

In action

How to Refine School's Approach to Authentic Adventure*

How to Start Incorporating Authentic Adventure*

*Read more on
following page

COURSE DELIVERY

- Staff are able to appropriately incorporate most or all preferred characteristics of authentic adventure in course.

- Staff are able to appropriately incorporate some characteristics of authentic adventure. Immersion may be limited, consequences may be logical, challenges and goals may not be shared.

- Staff struggle to incorporate characteristics of authentic adventure. Immersion may not be possible; consequences and challenges may be contrived.

STAFF TRAINING

- Staff are introduced to and trained how to appropriately increase authentic adventure.
- Senior staff coach and mentor staff with feedback that is rooted in the shared language of authentic adventure.

- Concept of authentic adventure, but may not understand how they can use it to influence course impact. Senior staff provide useful feedback that may be misaligned with the level of authentic adventure.

- Staff are not introduced to the concept of authentic adventure or trained on how to change the level of authentic adventure.

SCHOOL OVERSIGHT

- Courses are designed in venues which allow each characteristic of authentic adventure to be scaled as appropriate.
- Schools risk tolerance and appetite match the level of authentic adventure available.

- Courses are designed in venues which allow some characteristic of authentic adventure to be scaled as appropriate but others are not able to change.
- Schools risk tolerance and appetite match the level of authentic adventure available.

- Courses are designed in venues which do not allow each characteristic of authentic adventure to be present.
- Schools risk tolerance and appetite may limit authentic adventure characteristics.



AUTHENTIC ADVENTURE Self-Assessment and Discussion Questions

How to Start Incorporating Authentic Adventure

Based on your self-assessment above, if your School is on the lower end (Pink) of Authentic Adventure descriptions, below are some guiding questions to incorporate more Authentic Adventure for your programming. These are just suggestions which may or may not fit with your School.



Questions to Guide Discussion

- What do we currently define as “authentic adventure” at our School? Do all staff share that understanding?
- Are our programs consistently immersive (free of distraction, rooted in real environments)? What gets in the way?
- How often do students encounter real, meaningful challenge—physical, emotional, or social—on our courses?
- Do staff understand and use natural consequences in the learning process? Or do we tend to create artificial ones?
- Do our courses move toward a common goal that students understand and invest in?
- What moments do students remember most from our programs? Are those moments intentionally designed or just incidental?

How to Refine Authentic Adventure Use

Based on your self-assessment above, if your School is in the middle (Yellow) of Authentic Adventure descriptions, below are some guiding questions to refine the use of Authentic Adventure for your programming. These are just suggestions which may or may not fit with your School.



Questions to Guide Discussion

- Which elements of Authentic Adventure (Immersive, Challenging, Natural Consequences, Goal-Oriented, Memorable) are strongest in our current programming? Which are underused?
- How do we support staff to gauge and adjust the right level of challenge and support for each group?
- Are our venues and course designs intentionally chosen to support immersive, high-consequence learning? If not, how can we evolve them?
- How do we help students understand the goals of the course (beyond logistics) and reflect on their personal or group progress toward them?
- Do our debriefs and reflections help students recognize the “memorable” value of their challenges and choices?
- Where is there inconsistency between staff in how they understand and deliver authentic adventure? How can we close that gap?

A group of four hikers is seen from behind, walking through a field of low-lying green plants with small white flowers. They are carrying large, full backpacks in shades of green, orange, and grey. The hiker on the far left is wearing a patterned long-sleeved shirt and a red water bottle is visible on their pack. The second hiker from the left is wearing a dark long-sleeved shirt. The third hiker is wearing a grey hooded sweatshirt. The fourth hiker on the right is wearing a red shirt. The background shows a grassy hillside with scattered trees under a clear blue sky. The word "SERVICE" is overlaid in large white capital letters across the center of the image.

SERVICE

SERVICE

Researchers observed that when Service is meaningfully and thoughtfully woven into a course, it positively impacts students' character development.

- Service should cultivate empathy, civic-mindedness, and a sense of responsibility toward others and the environment.
- While Service was historically rooted in helping a local community, some Schools have successfully reframed group processes inherent in an OB course as “acts of service.”

School Spotlight

Based on site visits conducted for the Templeton research project, the following case studies highlight Outward Bound Schools that researchers identified as particularly effective at incorporating Service into programming.

OUTWARD BOUND NEW ZEALAND >

OUTWARD BOUND BRAZIL >

OUTWARD BOUND CROATIA >

PREFERRED CHARACTERISTICS

INTEGRATED:

- Service is embedded in the structure of course, in daily roles and group responsibilities, in the School's and course culture.
- Any external projects are well connected to the course content and structure.

MEANINGFUL:

- Service experiences are meaningfully connected to the course experience.
- The experiences have a clear positive impact on the group, the community, or the natural environment.
- Students are able to see and understand this impact at the end of the experience.

TRANSFERABLE:

- Service experiences give students tangible skills and knowledge of how to serve others in life beyond course.
- Experiences are framed and debriefed with a lens toward the future and how students can be of service to others post course.

SERVICE

Self-Assessment and Discussion Questions

In action

COURSE DELIVERY

- Staff recognize meaningful opportunities to incorporate service into course and embed service in course structures.
- Staff meaningfully frame service opportunities consistently with other course learnings.

STAFF TRAINING

- Staff are introduced to and trained how to appropriately incorporate and frame service.
- Senior staff coach and mentor staff with feedback that is rooted in the shared language of service.

SCHOOL OVERSIGHT

- Service opportunities are coordinated to maximize meaningful connections to course and student experiences.
- Service is part of the culture and aligns with the School's philosophy.

How to Refine Service Use*

- Staff may miss opportunities to incorporate service into course and rely on scheduled/external service projects to emphasize service.
- Staff meaningfully frame service opportunities consistently with other course learnings.

- Staff are introduced to and trained on service but may not understand how they can use it to impact course.
- Senior staff provide useful feedback that may be misaligned with meaningful service opportunities.

- Service opportunities are coordinated and sometimes feel disconnected to course experiences.
- Service is not a large part of the culture and may not align with the School's philosophy.

How to Start Incorporating Service*

- Staff rely on scheduled/external service projects to introduce service.
- Staff are not sure how to frame service opportunities consistent with other course learnings.

- Staff are not trained on how to meaningfully incorporate or frame service.

- Service opportunities are coordinated but feel disconnected to course experiences.
- Service is not a part of the culture and does not align with the School's philosophy.

*Read more on following page



SERVICE

Self-Assessment and Discussion Questions

How to Start Incorporating Service Use

Based on the description above, if your School is on the lower end (Pink) of Service application, below are some guiding questions to start incorporating Service into your programming. These are just suggestions which may or may not fit with your School.



Questions to Guide Discussion

- How do we currently define “service” at our School—and is that understanding shared by all staff?
- Are there opportunities in our courses (formal or informal) where students could meaningfully contribute to others or their environment—but aren’t currently?
- Do we explicitly talk about compassion, empathy, or care for others in our staff training or student programming? If not, why might that be?
- How do we frame roles like group “chores” (e.g., cooks and cleaners) or environmental care (picking up trail trash)—as logistics or as meaningful acts of service to the group or the natural environment?
- Are instructors equipped to facilitate reflection on empathy and social responsibility during course, not just at the end?
- What barriers—cultural, logistical, or philosophical—might be preventing us from doing more with service or compassion on our programs?

How to Refine Service Use

Based on your self-assessment above, if your School is in the middle (Yellow) of Service application, below are some guiding questions to refine your approach to Service into your programming. These are just suggestions which may or may not fit with your School.



Questions to Guide Discussion

- Where does service show up consistently in our programs—and where is it still an add-on or missed opportunity?
- Are our service moments meaningfully connected to course outcomes, or do they feel separate from core learnings?
- How do instructors frame service or acts of compassion so that students see their relevance and impact?
- Do our students experience service as something that builds empathy, or as something they do to meet a course requirement?
- What tools or reflection methods are we using to help students process their service experiences?
- Where could we go deeper with service—through stronger partnerships, daily rituals, or embedded responsibilities?

A group of people, mostly young adults, are gathered in a circle outdoors in a grassy area with trees in the background. They are all reaching their hands up towards the center, with some hands pointing upwards and others forming a human pyramid shape. The scene is brightly lit, suggesting a sunny day. The text "EDUCATIONAL MODELS" is overlaid in the center of the image.

EDUCATIONAL MODELS

EDUCATIONAL MODELS

Researchers observed that intentional application of appropriate educational models increases meaningful learning and character development opportunities.

- Educational Models serve as guides for designing teaching and learning of programs.
- An appropriate model is one that matches the student needs and aligns with context.
- Commonly utilized models across Schools include FFART (Frame, Frontload, Action, Review, Transfer), the **Comfort Zones model**, the **Experiential Learning Cycle**, and the **Training/Main/Final (TMF) phases**.

School Spotlight

Based on site visits conducted for the Templeton research project, the following case studies highlight Outward Bound Schools that researchers identified as particularly effective at incorporating Educational Models into programming.

OUTWARD BOUND UNITED KINGDOM >

OUTWARD BOUND SINGAPORE >

OUTWARD BOUND VIETNAM >

OUTWARD BOUND GERMANY >

OUTWARD BOUND CHESAPEAKE BAY USA >

PREFERRED CHARACTERISTICS

EXPERIENTIAL ENGAGEMENT:

- Models structure activities that require students' active participation, decision-making, and reflection.
- Learning happens primarily by doing versus lecturing, students practice skills hands-on.

PROGRESSION:

- Models support a structured progression, such as phases (e.g. Training/Main/Final) or cycles (e.g. Experiential Learning Cycle),
- Structure allows for gradual development of both practical skills and personal character traits.
- Student autonomy increases throughout course as appropriate.

COMMON LANGUAGE:

- The model(s) used provide staff and students with a common language, which helps them discuss learning outcomes and processes in shared understanding.

RELEVANT:

- Models used help participants connect their actions and decisions to real consequences.
- Students apply lessons learned to their own lives back home.

EDUCATIONAL MODELS Self-Assessment and Discussion Questions

In action

COURSE DELIVERY

- Staff effectively apply the educational model(s) based on the course type and student needs.
- Model application increases student learning.

STAFF TRAINING

- Staff are trained on preferred educational model(s) which aligns with Schools philosophy.
- Senior staff coach and mentor staff with model language and with a focus on the student learning.

SCHOOL OVERSIGHT

- The School has intentionally chosen an educational model (or models) that aligns with its philosophy. The chosen model(s) are matched to staff autonomy, activity types, and course length, and this alignment is clearly articulated.

How to Refine the Use of Educational Models*

- Staff know how to effectively apply an educational model but the model may not align with the Schools philosophy or with student needs.

- Staff are trained on educational model(s) but may not know when to appropriately apply their use.

- Use of an educational model is expected to enhance student learning.

How to Start Incorporating Educational Models*

- Staff are not aware of a preferred educational model.
- Staff do not know how to effectively apply an educational model to enhance learning,

- Staff are not trained on explicit educational model(s).

- Use of educational model(s) is not something the School is designing for.

*Read more on following page



EDUCATIONAL MODELS

Self-Assessment and Discussion Questions

How to Start Incorporating Educational Models

Based on your self-assessment above, if your School is on the lower end (Pink) of Educational Models descriptions, below are some guiding questions to incorporate Educational Models for your programming. These are just suggestions which may or may not fit with your School.



Questions to Guide Discussion

- Do we have a shared understanding of what an educational model is and why it matters?
- Are we currently using any models (e.g. FFART, Comfort Zones, Experiential Learning Cycle), even informally? If so, how?
- How are staff introduced to educational models, and do they feel confident applying them on course?
- How could a consistent model help improve student learning and character development?
- What small steps could we take to introduce or trial a model in our training or course design?

How to Refine Educational Model Use

Based on your self-assessment above, if your School is in the middle (Yellow) of Educational Models descriptions, below are some guiding questions to refine the use of effective Educational Models in your programming. These are just suggestions which may or may not fit with your School.



Questions to Guide Discussion

- Are we consistently applying our preferred educational model(s) across programs and staff teams?
- How well do our chosen models align with our educational philosophy and character development goals?
- Do staff know when and how to use different models to support learning on course?
- Are senior staff reinforcing model use through coaching and feedback?
- What parts of our course design could be strengthened by clearer use of a model (e.g., framing, reflection, transfer)?
- What one action could we take this season to deepen or standardize our use of educational models?



INSTRUCTOR BEHAVIORS

INSTRUCTOR BEHAVIORS

Researchers observed the behaviors outlined below frequently. Appropriate use of these behaviors seemed to strengthen character development opportunities.

- Behaviors fell into three categories: Course Culture, Structures for Learning, and Adaptability.
- While some behaviors should be used more frequently, others are context and group-specific, and judgment must be used by staff to appropriately adjust.
- For any instructor behavior, finding the right balance is essential. Overusing or underusing a behavior can reduce its effectiveness or even have unintended negative effects

School Spotlight

Based on site visits conducted for the Templeton research project, the following case studies highlight Outward Bound Schools that researchers identified as particularly effective at incorporating Instructor Behaviors into their programming.

OUTWARD BOUND ROMANIA >

OUTWARD BOUND GERMANY >

OUTWARD BOUND CHESAPEAKE BAY USA >

COURSE CULTURE:

These behaviors enable Instructors to build rapport with individuals, help guide group culture formation, and establish routines and expectations.

Specific behaviors include:

Instructor-Student Engagement - Building rapport and fostering meaningful interactions.

Shared Mealtimes - Facilitating community and connection through group meals.

Program Culture - Establishing traditions and routines that enhance a sense of community and continuity.

STRUCTURES FOR LEARNING:

These behaviors enable Instructors to intentionally frame and debrief experiences, encourage exploration, and spark transference of learnings to life after course.

Specific behaviors include:

Student Roles and Chores - Encouraging responsibility and teamwork through assigned tasks.

Solo Experiences - Offering participants time for personal reflection.

Reflective Activities - Integrating structured group reflection to deepen learning.

Use of Framing and Metaphors - Making learning relatable based on previous experience or context.

ADAPTABILITY:

These behaviors enable Instructors to assess and adapt to the needs of the group, make appropriate changes to course delivery and activities, and fine tune learning opportunities in response to how the course *Specific behaviors include:*

Facilitation Style - Employing various roles (leader, coach, teacher, mentor) to meet student needs.

Time management - Keeping activities on an appropriate schedule to maximize program effectiveness.

Instructor Autonomy - Allowing instructors flexibility to adapt their approach.

INSTRUCTOR BEHAVIORS Self-Assessment and Discussion Questions

In action

How to Refine Instructor Behaviors*

How to Start Increasing Instructor Behaviors*

*Read more on
following page

COURSE DELIVERY

- Staff understand how certain behaviors impact student learning
- Staff select and use appropriate behaviors based on the course type and student needs.

- Staff know when to use some behaviors but sometimes default to habits or familiar tactics instead of assessing student needs

- Staff tend to use their default behaviors when working with students.

STAFF TRAINING

- Staff are trained on behaviors and understand how these align with educational models.
- Senior staff help instructional staff connect how chosen behaviors result in intended learning outcomes.

- Staff are trained on instructor behaviors but may not know when to use them appropriately

- Staff are not trained on specific behaviors or how to assess when certain behaviors are appropriate.

SCHOOL OVERSIGHT

- The School intentionally trains and encourages behaviors that align with educational model(s) in use. The chosen behaviors match staff autonomy, activity types, and course length, and this alignment is clearly articulated.

- The School trains and encourages behaviors that appear effective at developing student outcomes. The chosen behaviors are not always matching other programmatic decisions.

- The School encourages behaviors that appear effective at developing student outcomes.



INSTRUCTOR BEHAVIORS

Self-Assessment and Discussion Questions

How to Start Increasing Instructor Behaviors

Based on the description above, if your School underutilizes certain Instructor Behaviors or Instructors are less involved with several behaviors, below are some guiding questions to start identifying behaviors to target in your programming. These are just suggestions which may or may not fit with your School.



Questions to Guide Discussion

1. Which instructor behaviors are already part of our programs—and which are missing or underused?
2. Do instructors receive clear training and coaching on how to use these behaviors to intentionally support character development?
3. How do we currently support instructors in adapting their facilitation style (leader, coach, mentor, etc.) to meet student needs?
4. What simple strategies could help staff integrate more meaningful reflection (e.g., framing, debriefs, use of metaphor) into everyday course moments?
5. Are there specific behaviors (like shared mealtimes or chores) that we could reframe as intentional learning opportunities, rather than logistics?
6. How can we better balance structure and instructor autonomy to allow creative, student-centered facilitation without losing consistency?

How to Refine Instructor Behaviors

Based on your self-assessment above, if your School could benefit from bolstering certain Instructor Behaviors, below are some guiding questions to refine your approach to Instructor Behaviors in your programming. These are just suggestions which may or may not fit with your School.



Questions to Guide Discussion

1. Which instructor behaviors are consistently used across our programs—and which vary from course to course or staff to staff?
2. How confident are our instructors in why and how these behaviors contribute to character development?
3. Are instructors supported in adapting their style (leader, coach, teacher, mentor) based on student needs and course dynamics?
4. How do we currently coach and mentor staff on the quality and timing of reflective practices (e.g., framing, metaphors, solo, debrief)?
5. What moments in the program (e.g., shared meals, chores) could be better framed or used more intentionally to build responsibility and community?
6. Where is there room to enhance instructor autonomy without compromising program consistency or safety?

