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# Perceived effects of family status changes on male collegiate outdoor recreation coordinators

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PERCEIVED EFFECTS OF FAMILY STATUS CHANGES ON MALE COLLEGIATE
OUTDOOR RECREATION COORDINATORS

An Abstract of a Dissertation

Submitted

In Partial Fulfillment

Of the Requirement for the Degree

Doctor of Education

Approved:

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Dr. Kathleen Scholl, Chair

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Dr. April Chatham-Carpenter, Dean of the Graduate College

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University of Northern Iowa

May 2015

ABSTRACT

A career as a collegiate outdoor recreation professional is both a challenging and rewarding occupation. It is a position that consists of inconsistent hours as well as extended periods away from home. This qualitative study identified how changes in family status affect an individual's perception of the position as a collegiate outdoor recreation coordinator. More specifically, the perceived benefits or challenges that occur throughout the family status changes, and what effect, if any, these perceptions had on the individual's work performance, job satisfaction and career longevity.

Using a phenomenological approach, semi-structured interviews were conducted with eight individuals who were employed as collegiate outdoor recreation coordinators through each of the family status changes that included single, committed relationship without children and committed relationship with children. Based on the demographics of collegiate outdoor recreation coordinators and the understanding that family status changes typically impact females differently than males, only males were selected for participation in this study.

The findings of this study suggest that changes in family status affect collegiate outdoor recreation professionals for a variety of reasons with the most prevalent being stress related to travel, role pressures, job perception, and enrichment, and to a lesser degree levels of engagement, guilt, family/work balance, and support systems. The findings also indicate that these categories are interrelated and most frequently influence one another.

The results of this study can benefit individuals considering a career in collegiate outdoor recreation, those currently employed as collegiate outdoor recreation professionals and those who supervise these individuals.  Understanding the perceived challenges and benefits could serve to help better prepare future coordinators to remain positive throughout their career, reassure current coordinators that their experience is normal, and assist supervisors in maintaining a positive working environment for outdoor coordinators.

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Dr. Dianna Briggs, Committee Member

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Dr. Peter Neibert, Committee Member

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Dr. Heather Olsen, Committee Member

Andrew Kinman Martin

University of Northern Iowa

May 2015

DEDICATION

This dissertation is dedicated to my best friend and wife Abby, and my two children Gaige and Carlie. Thank you for your support throughout this process and for bringing joy into my life each and every day. I am truly fortunate and look forward to a lifetime of adventures together. I love you!

To my parents, Robert Lee Martin and Elizabeth Ann Martin.  Thank you for showing me the spirit of adventure throughout my childhood. You have not only been the compass throughout my life, you have given me the support to succeed, and the wings to fly. I am fortunate to have had you as parents. Mom, thanks for all the support throughout my changes in family status. Dad, always know that there is not a river I paddle, a trail I hike, or a mountain I climb that you are not still with me.

Finally, I would be remiss if I did not mention my brother Beck, who has not only been my travel partner for many adventures throughout my life, but an inspiration to me. Thanks for all your support. A person could not ask for a better brother than you.

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To Greg Hawkins who showed me what true courage is and that life is short, so "go big or go home".

To Wayne "WT" Taylor, a wonderful mentor, who took a chance on me as a Graduate Assistant and showed me how to walk a different path.

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CHAPTER I

INTRODUCTION

When the career of a collegiate outdoor recreation professional is mentioned, the

perception might be of an individual who has a fun work environment, low stress and the

ability to travel to exotic destinations; while being paid to do so.  If this perception met

reality, this profession might be considered the greatest job an individual could have.

Although the above scenario may be applicable at times, it is a position that requires a

combination of human relationship, management, outdoor and educational skill, risk, and

a considerable emotional investment (Harrison & Erpelding, 2012).  Professional

responsibilities of an outdoor administrator and/or a coordinator typically encompass

managing today's collegiate outdoor programs, which in many cases include components

such as a climbing wall, challenge course, outdoor equipment rental, instructional skills

clinics, summer adventure camps and freshman orientation programs (Guthrie, Cavins, &

Gabriel, 2012).  Although most collegiate programs have at least one outdoor recreation

coordinator on staff, it is not unusual for academic institutions to also employ two or

three additional staff.  This need for support staff is in part due to the expansion of the

coordinator's role.

During the 1970's and 1980's, a collegiate outdoor recreation coordinator position

was to essentially provide adventure outings to participants (Guthrie et al., 2012). An

example of the basic adventure programing opportunities typically included:

backpacking, paddling, climbing, spelunking, cycling and skiing.  Today, the collegiate

outdoor professional's role and responsibilities have expanded to include ropes courses

and climbing walls oversight, equipment rental management, and in some cases, bike repair shops, outdoor retail sales, youth adventure camps and freshman orientation programs. Therefore, it is imperative that these collegiate coordinators possess a diversified knowledge base as well as acquire and practice the technical skills related to adventure programming.  Today's collegiate outdoor recreation coordinator must manage a budget, retain an array of related certifications, and possess risk management and liability knowledgeable while having the competence to manage and train a revolving student staff.  Furthermore, outdoor recreation at the collegiate level requires scheduling special events and implementing training programs that align with the academic calendar and meet the various demands of the university community. The position also requires frequent weekend hours and extended time away from the home.  In essence, being a collegiate outdoor recreation professional is a specialized position requiring both effective and technical outdoor adventure skills outside the office, and effective management and administrative skills for working within a university system.

One facet of the outdoor recreation coordinator's life to consider is the effect of these work responsibilities on the outdoor professional's spouse/partner.  While the coordinator is either working late or gone for an extensive amount of time, this leaves the other to handle the home tasks as a single parent.  In addition, the outdoor professional can experience anxiety while away due to limited communication in remote areas and the dual role responsibility between work and family.  Being away on trips in a backcountry setting with limited communication can have a negative impact on a work/family relationship (Shultis, 2012). Therefore, individuals interested in this profession must take

into account the sense of life balance needed to maintain a positive relationship between work and non-work involvements throughout their career (Greenhaus, Callanan, & Kaplan, 1995). Work-life balance means the individual has the skills and ability to negotiate between personal desires, family, and professional obligations. For example, does a coordinator view trip leader training more or less important than their wedding anniversary or their child's birthday party? Does a coordinator's attendance on a Thanksgiving break trip take precedent over a holiday spent with their family? Do personal funds needed to attend a professional conference or training supersede the desires of the family to spend that money elsewhere? These are just a few decisions that need to be navigated by a collegiate outdoor recreation professional which could have an effect on their work-life balance. The outdoor recreation professional must prioritize what is most important in each domain of work and family, and make decisions accordingly regarding which work-life demand will receive their attention. Furthermore, how does this work-life balance decision making process change as one's family status changes?

It is suggested that a healthy life balance between work and non-work responsibilities is important (Sturges & Guest, 2004). This can be difficult to achieve whether one is trying to establish a career as a single individual or has a family to raise. An individual's personal life requires a significant emotional investment as he or she transitions through adult life's stages. Life role priorities particularly change as a result of a committed relationship, and in many cases, the addition of children, which adds a dimension of new responsibilities (Burack, 1984), causing one to examine his/her

individual responsibilities between job and family. For most people, career and family

constitute the most demanding roles within their lives (Friedman & Greenhaus, 2000).

Each role responsibility transition requires time and emotional involvement, which can

have an impact in both the work and family arena of an individual. Burack's (1984) life

transitions include:

1. Early adult transition: reduction of family dependency, college, first job (ages 18-22),
2. Movement into the adult world: structure building (ages 23-28),
3. Transition #3: personal instability, reexamination of personal and occupational achievements (ages 28-32)
4. Settling down and further structuring (ages 33-40),
5. Transition #5: greater focus on the here and now (ages 38-42),
6. Initiation, middle adulthood (mid-40s).

<div align="center">Statement of Problem</div>

Individuals enter the collegiate outdoor recreation field because they have a

passion for both outdoor education and travel. As a young adult embarking on a career

path, this particular job offers both the ability to educate and the grandeur of seeing the

world, while being paid to do so.  These career decisions are typically made when an

individual is single and usually a student in college. During an early stage in an

individual's career, one may fail to recognize the challenges that can occur professionally

as they journey through the life stages with family status changes, and how these family

status changes can affect work performance, job satisfaction, and career longevity.

In the twenty-first century, balancing work and family has increasingly become a

challenge in an adult's life. Irregular and unstructured hours combined with extended

time away from home can have a negative effect on an individual's personal life. This is

amplified when an individual's family status changes. Prior research has found that being

married or in a committed relationship leads individuals to give their personal life priority over their work lives (Blau, Ferber, & Winkler, 1998; Jang, Zippay, & Park, 2012; Sturges & Guest, 2004). Similarly, being a parent also increases the importance an individual places on involvement within their family roles (Edwards & Rothbard, 2000; Singh, Greenhaus, Parasuraman, & Collins, 1998). As an individual gives greater priority to their family roles once they marry and/or have children, they may be more likely to experience internal and/or external conflicts when their work roles interfere with their family roles compared to individuals who are not in a committed relationship and/or do not have children (Blau et al., 1998). If these added relationship roles are combined with a career that requires travel, then work conflicts among their various roles can be magnified. For example, Fisher (1998) found that two-thirds of individuls who travel for work are more likely to be dissatisfied with their work overall due to being away from home, particularly when there are children under the age of 8. In addition, 59% of those with children in the 8-17 range indicated that they also had work dissatisfaction. When compared to individuals without children, however, work dissatisfaction drops to 13% (Christy, 1998). Therefore, when the job demands of a collegiate outdoor professional are outlined, a "perfect storm" is created when the individual attempts to devote the same energy to his/her profession even though his/her family status might be changing as he/she matures. In essense, as the outdoor professional's family status changes, their desire to be in the backcounty might decrease even though their professional obligation to be in the backcountry has not altered.

<u>Purpose of Study</u>

The purpose of this phenomenological study is to understand how changes in family status affect an individual's perception of their job as male collegiate outdoor recreation coordinators. More specifically, what perceived benefits or challenges occur throughout the family status changes, and what effect, if any, do these perceptions have on the individual's work performance, job satisfaction and career longevity.

<u>Research Questions</u>

The following questions have been formulated to assist the researcher in this study.

1. When an individual is single and enters the field of collegiate outdoor recreation, what are some of the benefits and challenges they encounter?

2. When a spouse/partner enters into an individual's life, what changes, if any, occur in their career as a collegiate outdoor recreation coordinator? More specifically, what are the new challenges that may affect the individual's job satisfaction?

3. When an individual becomes a parent, what changes, if any, occur? More specifically, what are the new challenges that may affect the individual's job satisfaction? How do these challenges impact their career?

4. What new challenges, if any, occur if an individual has a change in family status, such as dissolution of parental rights, divorce, or domestic partnership/civil union? How do these challenges affect the individual's job satisfaction?

By interpreting the responses to the above questions, the researcher will be identify the effects of changes in family status on the career of a collegiate outdoor recreation coordinator.

<div align="center">Significance of Study</div>

The defined roles within families has changed greatly over the course of time. The greatest single change has been the drastic decrease in the traditional family which formerly consisted of two parents with one working outside of the home and the other staying at home to care for the children and perform domestic tasks (Harrington, Fred & Humberd, 2010) Today, the reality is most working individuals will have a working spouses or partners which can make it increasingly challenging when they have children if one or both parents have professional careers that require traveling. (Hoffnung & Williams, 2013).

The findings of this study can serve as a foundation for individuals who are considering the career choice of a collegiate outdoor recreation professional. The results could provide a long-term view of how future family status changes might impact their job satisfaction within their career choice. In essence, it would provide knowledge regarding how their job performance might change as they journey through the life stages of being single, in a committed relationship, and then in a committed relationship with children. Research indicates that when choosing a career path, if an individual has a clearer picture of both themselves and their chosen profession, they are more likely to be successful in both arenas (Greenhaus, et al., 1995). Therefore, by projecting into the future and understanding the true impact changes in family status have on collegiate

outdoor recreation professionals, this research may allow for increased job satisfaction, job performance and improved retention levels for those who choose to walk this path.

This research will also benefit those who are currently employed as a collegiate outdoor recreation professional determine how changes in family status impact the career of collegiate outdoor recreation professionals. By gaining insight into both the personal and professional feelings and commitments that remain consistent throughout one's career, although the individual's family life may not remain so. For example, the collegiate outdoor recreation professional can understand what challenges others in the same field have had, determine if they are the same challenges or different, recognize possible ways to cope with these challenges, and identify to what extent an individual's supervisor or family structure create these challenges.

This study can assist the supervisor of collegiate outdoor recreation professionals better understand how changes in family status affect their employee's performance of their job responsibilities. Anafarta (2011) suggested employers can have a difficult time coping with the demands of their employee's family obligations, thus making it more difficult to be both compassionate and effective in maintaining a productive supervisor/employee relations. Having advanced knowledge in this arena could lend itself to a healthier employee/supervisor relationship (Beauregard, 2007).

Finally, this study could be vital within the vocation of a collegiate outdoor recreation professional because the knowledge gained from this research could provide valuable insight for the industry into the effects changes in family status have on collegiate outdoor recreation coordinators. The data collected can help prepare collegiate

outdoor recreation professionals in the balancing of their work and family obligations as they transition through their respective life stages. In addition, the data will provide a window into the emotional feelings the professional encounters when he/she has to be away from his/her family for extended periods of time. Although studies have been conducted on the relationship between work and family in other vocations (DeFrank, Konopaske, & Invancevich, 2000; Zvonkovic, Solomon, Humble, & Manoogian, 2005), very few have been done that specifically target collegiate outdoor recreation professionals. By providing research into this specific vocation, a road map for better success can be laid out to assist individuals in their journey through their life stages.

<u>Conceptual Model</u>

Several conceptual models exist that generalize both an individual life cycle and/or career cycle. These models create a foundation for what occurs as an individual journeys through each stage of their professional or personal lives. For the purpose of this study, the researcher chose to use the conceptual model that best fits the collegiate outdoor recreation profession. Burack's Adult Career Stages Model (1984), was selected as it blends both an individual's career and lifecycle stages. Burack's Adult Career Stages Model is an adaptation of Levinson's 1978 Male Life Cycle Model which depicts the nine stages of a man's life. In addition, using Burack's adaptation mitigates gender bias, as Burack's model is gender neutral. Furthermore, Burack's adaptation allows the researcher to omit the childhood and adolescence periods while allowing for the adult stages to be highlighted. Finally, Burack's model details the relationship between an individual's career and personal life. Burack's model guided the researcher throughout

the study, serving as a timeline reference for the collegiate outdoor recreation professional's life stages throughout their career. It is important to understand each stage as the research was predicated on examining how family-status changes affect the job of collegiate outdoor professionals.

<div align="center">Definition of Terms</div>

For the purpose of this study, the following definitions provide a common language and basis for understanding.

*Collegiate Outdoor Program Administrator*—Individual who provides outdoor adventure programs to participants in a university setting (Guthrie et al., 2012)

*Family*—A dynamic group of two or more people that is characterized by a bond between family members that include sharing values, goals, and dependence on one another (Carmon, Miller, & Basher, 2013)

*Family Status*—Relationship identification of an individual being single, in a partnership or married relationship while living in the same household without children, in a partnership or married relationship while living in the same household with children or divorced/separated

*Job Satisfactio*n—A positive perception as a result of one's job experience that includes positive attitudes in regards to job characteristics, compensation, future opportunities, and relationship with colleagues (Carmon et al., 2013)

*Life Cycle*--Intended to convey the double tendency of an individual's life to round itself out as a coherent experience and at the same time form a link in the chain of

generations from which it receives and to which it contributes both strength and weakness (Erikson, 1997)

*Life Role Priority*—A measure of the relative priority or focus attached to work, family, and other roles (Friedman & Greenhaus, 2000)

*Role Blurring*—The overlapping of work and family demands (Glavin & Schieman, 2011)

*Role Pressures*—Competing demands between work and family (Bhowon, 2013)

*Spillover*—The effects of work and family on one another that generate similarities between each (Edwards & Rothbard, 2000)

*Work-Family Conflict*—A form of interrole conflict in which the role pressures from the work and family domain are mutually incompatible in respect to each other (Greenhaus & Beutell, 1985)

CHAPTER II

LITERATURE REVIEW

The purpose of this phenomenological study was to understand how changes in family status affect an individual's perception of their job as male collegiate outdoor recreation coordinators. More specifically, what perceived benefits or challenges occur throughout the family status changes, and what effect, if any, do these perceptions have on the individual's work performance, job satisfaction and career longevity. Many studies have examined work performance, job satisfaction, and career longevity in the university setting (Kaltenbaugh, 2009; Sweeney & Barcelona, 2012; Zhang, DeMichele, & Connaughton, 2004), but few have focused on collegiate outdoor recreation professionals. This literature review presents an overview of the work-family relationship in general, and then moves into the specific areas of working fathers, life cycles, outdoor recreation programs, and outdoor recreation coordinators.

<u>Working Families in the United States</u>

Research during the latter part of the 20th century and the early part of the 21st century sought to explore and understand the numerous ways in which family and work roles impact one another (Parasuraman, Greenhaus, & Granrose, 1992). This in part has to do with the changing landscape of the family make-up. It was estimated that by the end of the twentieth century, 65% of all women, 70% of all married women, and 72% of all unmarried mothers with children under the age of 18 were employed at some point during the year (Gerstel, Clawson, & Zussman, 2002). This phenomenon is in direct contrast to the first three quarters of the 20th century. Previously, career paths were

developed with the expectation that the job would be filled by the man, while the wife managed the household (Nieva, 1985). For many years, the cultural thinking was that if a man had both a job and a family, he had a life, where a women wanting to have a career and a family would be considered wanting to have it all (Bravo, 1995). Compound this with the fact that some jobs require odd hours and extended time away, the balance between work and family becomes increasingly challenging. In the work-family literature, there has been a disproportionate amount of attention paid to the negative impact of simultaneously managing work and family roles (Glavin & Schieman, 2011; Greenhaus & Powell, 2003; Parasuraman & Greenhaus, 2002). This is partly due to the understanding that today's societal make up is different than it was in the past.

The changes in family structure in the United States over the past quarter century have been profound. Notably, "the greatest single change has been the drastic decrease in the traditional family consisting of two parents where one works and the other stays at home to care for the children and perform domestic tasks" (Harrington et al., 2010, p. 3). Today, the family dynamic has changed for the first time since the industrial revolution where most families don't have a spouse/partner/significant other at home full time. According to the latest census data, 59.1% of all couples with children under the age of 18 both work full-time (U.S. Bureau of Labor Statistics, 2013).

From 1950 through the end of the twentieth century, the number of married women with paying jobs has more than tripled (Bravo, 1995). This increase in dual-role couples combined with single-parent households and the decrease in traditional single-earner families means the responsibilities for work, housework, and childcare are no

longer confined to traditional gender roles (Byron, 2005). This is not only the norm for families with limited resources struggling to make ends meet, it has become a predominant pattern amongst middle class families as a whole (Schneider & Waite, 2005). Working mothers and fathers are now splitting three jobs between two people as they attempt to divide family responsibilities while carving out time to manage their own professional careers or jobs (Schneider & Waite, 2005). To complicate matters, occupations that were once based on a 9-to-5 workday, now blend into an individual's home life; and as technology becomes increasingly more prominent and accessible, a concept known as role blurring can occur (Sexton, 2005). Role blurring exists when there is an overlapping of work and family demands typically caused by the electronic technologies of today that can make it increasingly difficult to avoid working from home (Jang et al., 2012). When this interference occurs between work and home life, it can make it difficult for parents to balance their work-family relationships creating a theoretical phenomenon known as spillover (Edwards & Rothbard, 2000).

<div align="center">Spillover</div>

Integrating work and family presents challenges for dual-income families as they navigate their daily lives. Competing demands for a parent's time and energy can lead to compromises due to spillover (Devin et al., 2006). Spillover is the effect that work and family have upon one another that generate similarities between the two domains (Edwards & Rothbard, 2000). Thus, spillover contributes to the feelings, attitudes, and behaviors that carry over from one life role to another (Diworth, 2004). On one hand, an individual can experience a positive association between job and family satisfaction and

work and family values.  On the other hand, when work fatigue is displayed at home or vice versa, and work-family interactions are rigidly structured, then spillover in terms of time, energy and behavior is generally perceived to be negative (Edwards & Rothbard, 2000). However, if work-family interactions provide flexibility, which enables individuals to integrate and overlap work and family responsibilities in time and space, then a positive spillover may be experienced (Hill, Ferris, & Martinson, 2003). Work-family spillover typically means that if the work-related mood and/or tasks are not mitigated, work-family conflict can occur (Ilies, Wilson, & Wagner, 2009).

<u>Work-Family Conflict</u>

For the past two decades, work-family conflict has received increasing attention from both researchers and practitioners with a specific focus on the modern family unit (Dixon & Bruening, 2005; Grandey, Cordeiro, & Crouter, 2005; Greenhaus & Powell, 2003). With the increase of dual-career couples, the challenge of balancing work and family simultaneously has become increasingly difficult and can lead to conflict (Hill, 2005; Parasuraman et al., 1992).  The majority of employed adults and parents who report work-family conflict have increased in recent years as the number of workday hours has risen. Work-family conflict is defined as a form of interrole conflict in which the role pressures from the work and family domain are mutually incompatible in respect to each other (Greenhaus & Beutell, 1985). Thus role conflict is an opposing pressure arising when an individual cannot successfully manage multiple life roles simultaneously (Greenhaus & Beutell, 1985). Interrole conflict can occur when one attempts to fulfill responsibilities as an employee, student, parent, spouse, and partner, etc. It is assumed if

an individual has difficulty developing a balance between work and life roles, conflict will exist.

This conflict can escalate when a spouse/partner are separated due to travel demands. A study by Diamond, Hicks, & Otter-Henderson (2008) indicates that the partner who is left behind to manage the household is more likely to experience resentment than the partner who is traveling.  This is a result of attachment theory, which suggest that the traveling partner has outside simulates to occupy their time, while the partner left behind feels the disruptive effects from being separated. This is echoed Van Breda (1999) who researched military families and concluded that the non-active duty spouse experiences emotional turbulence as a result of their separation which can lead to conflict within the family.

Models of work-family conflict indicate that work-family conflict occurs when demands of participation in one domain are incompatible with demands of participation in the other domain, and this can affect both work and family life (Adams, King, & King, 1996). In addition, Adams et al. (1996) recognized that "the relationship between work and family are bidirectional and that work can interfere with family and family can interfere with work" (p. 411).  Outcomes between the relationship of work-family and family-work can be both positive and negative.  In addition, there are many factors, in which work-family and family-work interference happens. One indicator might be the priority one places on work versus family or vice versa.

According to the Families and Work Institute (2002) there are three character traits within working parents that could lend credence to the notion that it is the

individual's priorities that contributes to their role pressures. These traits include: work centric, dual centric and family centric. As the names suggest these traits indicate whether an individual's priorities center on work, family, or in some cases both equally. Furthermore, an individual's personality, age, family structure, and support systems might also be an indicator of whether work-family and family-work conflict occurs as well. The next three sections will highlight the importance of age, family structure, and support systems within the arena of work-family and family-work conflict.

Age

Families and Work Institute (2002) concluded that individuals between the ages of 38-57 are more likely to be work centric while individual's ages 23-37 tend to be either family or dual centric. They argue that this is more a function of lifestyle. For example, younger individuals might be either more focused on social activities, starting a family, or in the process of raising small children. Older individuals' priorities, on the other hand, tend to shift back to the workforce as their children age. These individuals are now focused on excelling in the workplace in an effort to position themselves comfortably as they attempt to save for retirement. This is an important distinction in that the average age of a collegiate outdoor recreation professional is thought to be around 38 while the average age of an individual entering the profession tends to be 26 (Poff & Webb, 2007). According to the Families and Work Institute younger collegiate outdoor recreation professionals would experience greater work-family and family-work conflict due to competing role pressures (Families and Work Institute, 2002).

Family Structure

The differences in the way a family is structured can have an impact on the degree of work-family conflict with children being at the epicenter. According to Dixon and Bruening (2005), children may significantly impact family structure. When children are added into one's life stage, family obligations grow and can create a scenario in which the family interferes with work. Mennino, Rubin and Brayfield (2005) suggested there is a correlation between the increase in work-family conflict and work-family stresses to the increase of the number of children in the family. Child care obligations may include, but are not limited to: finding affordable childcare, participating in school related activities, caring for a sick child, scheduling doctor's appointments, attending birthday parties, or participating in extra-curricular activities. For example, if an individual has planned and arranged mandatory trainings for his/her staff to attend, it presents a difficult challenge if they must cancel or postpone these trainings due to a sick child. This situation can convey a message that trainings are mandatory for staff but not necessarily for the supervisor. Therefore, it is important to have social support of a spouse, partner, friend, co-worker, administration, or all of the above for one to have work-family balance.

Support Systems

Support systems that occur from both work and non-work sources can provide either emotional support (e.g., listening and providing empathy) or instrumental support such as tangible assistance aimed at solving problems (Adams et al., 1996). Although social support from any source is valuable, research indicates that it is most effective when it comes in the form of a family member. In most cases this constitutes a spouse or

partner (Beehr, 1995; Martins, Eddleston, & Veiga, 2002). For instance, the spouse or

partner might offer assistance with the housework, financial assistance or simply

emotional support. Furthermore, they have a better understanding of the individual's

situation, and they can provide a unique perspective outside of the work environment.

This specific type of support has been shown to play a role in the reduction of

work/family conflict (Beehr, 1995).  In addition, this support has also been associated

with general health and well-being (Families and Work Institute, 2002).

<div align="center">Enrichment</div>

Research that focuses on the relationship between work and family has typically

done so with a lens toward conflict; but at times this work-family relationship can be

positive, which can lead to enrichment. Enrichment is considered the positive effects

work has on family or family has upon work (Tement & Korunka, 2013). According to

Harrington et al. (2010), work can impact family life either negatively (conflict) or

positively (enrichment); and similarly, family life can have an impact on work either

negatively or positively. According to a recent study that highlighted work-to-family

enrichment, 60% of working fathers indicated that work provided them with a sense of

success, which in turn helped them become a more confident husband and father (Wayne,

Casper, Matthews, & Allen, 2013). That said, only 29% of fathers suggested that work in

general made them feel happy. When enrichment is applied to the family-to-work

relationship, however, an overwhelming 82% of fathers suggested the happiness derived

from their family life helped make them become a better worker (Harrington et al., 2010).

Appreciating what the individual has at home leads them to be more gratified that they

are employed in a professional position that affords them the opportunity to provide for their families. In essence, the Harrington study suggested that a successful work environment translates to confidence at the home, but it does not necessarily lead to work-to-family happiness.  While a harmonious family life, on the other hand, can enhance an individual's work-to-family relationship.

<u>Working Fathers</u>

According to the 2010 Census data, there are approximately 68 million working fathers in America, and of those, an estimated 26 million of them have children under the age of 18 (US Census Bureau, 2010). Many of these fathers are choosing to engage in a more active parenting role today than at any other time (Harrington et al., 2010).  For generations, a good father was considered being a productive member of the workforce. Today, however, that also includes having a good relationship with their children and spouse/partner (Sallee, 2012).  Most working fathers indicated that they want to be more involved in their family life, and 56% of these fathers share equal household responsibilities with their spouses/partners (Armour, 2007). To fully understand the new generation of fathers in the workplace, the researcher examined whether these family-oriented fathers are a trend or the new norm, as well as the challenges that occur when these ideals are applied to the workforce.

The changes in the family structure throughout the past half-century have been profound.  The greatest single change has been the drastic decrease in the traditional family which is comprised of two parents where one works and the other stays at home to care for the children and perform domestic tasks (Harrington et al., 2010). Today, the

reality is that most working fathers will have working spouses or partners. For the first time in 2008, men's and women's views about appropriate work and family roles have converged to a point where they are virtually identical and not significantly different (Galinsky, Aumann, & Bond, 2009). According to Harrington et al., (2010)

> Their wives are likely to be at least as well if not better educated, just as ambitious as they are, and make more money than they do. More importantly, these men feel that being a father is not about being a hands-off economic provider. It's about paying attention, nurturing, listening, mentoring, coaching, and most of all, being present. It's also about changing diapers, making dinner, doing drop-offs and pick-ups, and housecleaning. And if that seems as if we are redefining dad, that's correct. (p. 4)

It could be argued that being a working father is a "forced choice" in that there are more women in the work force today than at any other time. This is in part due to the fact that throughout the past 30 years women have been awarded approximately 57% of the bachelor's degrees, 60% of the master's degrees and nearly half of all Ph.D.'s (Mason, 2009). Combine this with the fact that women currently dominant 75% of the jobs with the greatest growth; it is indeed evident the new generation of working fathers is here to stay (Boushey, 2009).

With the current generation of working fathers being the new norm, many employers are providing family friendly policies to accommodate these individuals. Although these policies exist to help parents balance their home and work demands, the underlying expectation is that they are primarily in place for females (Sallee, 2012). For example, although polices such as paternity leave for fathers might be in place, research indicates that many working fathers felt uncomfortable using these policies (Reddick, Rochlen, Grasso, Reilly, & Spikes, 2011). A recent study on fathers working within a

university revealed that many males declined use of available family friendly policies because their departments looked at them with suspicion if they utilized this benefit (Sallee, 2012). Therefore, working fathers would take advantage of informal rather than formal arrangements provided by their employer in order to prevent thier commitment level from being questioned (Bureau of National Affairs Inc., 2013). Acccording to Harrington et al. (2010), there are still many societal obstacles that remain asscociated with these policies because there is a lack of recognition by employeers that fathers also play an important role in caring for a child. Some of these obstacles include the traditional expectations that the working father should be the family's primary breadwinner, that the working father's significant other should be the primary caregiver, or that working fathers should prioritize work obligations ahead of familiy obligations (company man). Although the American family has changed, the expectation is that a working father's primary focus needs to be his job, and that dedicating too much time to their families can have a negative impact on their careers (Harrington et al., 2010). In order to negotiate these obstacles, working fathers have to use different coping strategies.

Family-relation studies indicate that fathers play an important role in order for positive outcomes to occur within the family structure (Sarkadi, Kristiansson, Oberklaid, & Bremberg, 2008). A recent study conducted by Graham and Dixon (2014) indicated that a healthy work-family intereaction is essential for working fathers, as it can have a postive influence on job satisfaction, organizational commitment, and career commitment. By taking advantage of the opportunities most employers now offer working fathers, a healthy balance can be achieved that will benefit both employer and

family. Although Lamb (2010) indicates it's not the amount of time fathers spend with their children, it's what they do with that time that is important. Fathers today are beginning to restructure  their lives to meet their family needs so this quality time can be achieved.  In some cases however, fathers today are even prioritizing family time ahead of work time which appears to be a trend that is here to stay (Reddick et al., 2011)

<u>Life Cycle</u>

Research indicates that there are various life and career cycle models.  For example, in the Psychosocial Stages of Development Model, Erikson (1997) considers the external factors, parents, and society in which we live as contributing factors for personality development from childhood to adulthood. According to Erikson's theory, every person must pass through a series of eight interrelated stages over the entire life cycle. Erikson's Stages of Development includes: infancy, early childhood, play age, school age, adolescence, young adulthood, adulthood and old age (Erikson, 1997).  These eight stages, which span from birth to death, describe the development that occurs throughout an individual's lifespan.  While these eight stages in essence suggest that an individual's life is affected by one's upbringing and surroundings, Donald Super's Career Stage Cycle (Super, 1957; Super, 1980) suggested that life experiences could change a person's perception over time as a result of their careers.

Super's approach to career development emphasized the importance of the development of self-concept, while departing from a rigid belief that stages are linked to chronological age (Smart, 1998; Smart & Peterson, 1997). Super's Theory depicts four stages of career development: exploration, establishment, maintenance, and

disengagement. Super (1980) emphasized that a worker could be at any of these four career stages at any age because "a career is defined as a combination and sequence of roles played by a person during the course of a lifetime" (p. 282), and the "worker role changes when the individual changes jobs and occupations, as may be done throughout the course of a lifetime" (p. 285).

The adult life stages, as outlined by Levinson, Darrow, Klien, Levinson, and McKee (1978) is a theory titled "Seasons of a Man's Life." At the center of Levinson's theory is life structure, with structure being the pattern in which an individual lives their adult life at any given point and time (Levinson et al., 1978). Much like Erikson, Levinson's theory suggested that an individual's social and physical environment help shape a person's life structure and involves primarily family and work. Levinson's theory suggested that we move through altering developmental periods during our life cycle with each period representing tasks to be mastered and problems to be solved (Kanchier & Unruh, 1988). These life stages include: early childhood transition, early adult transition, entering the adult world, thirties transition, settling down, mid-life transition, entering middle adulthood, fifties transition, late adult transition (Levison et al., 1978).

Throughout these stages, however, Levinson et al. (1978) indicated that certain events may cause these patterns to be adjusted. For instance, "marriage, the birth of a child, the death of a parent, serious illness, travel, divorce, or job dissatisfaction may precipitate and intensify the reappraisal associated with a transition" (Kanchier & Unruh, 1988, p. 128). Within Levinson et al's stages, however, there are certain flaws. The data collected for his study was shortly after the Great Depression ended. Due to the time

period, the men used for this study had three things in common: They came from stable families, they had realistic goals for their life, and they became adults in an expanding economy (Rachel, 2010). Men who have grown up in the last several decades have had to deal with less stable families due to high divorce rates, dual role couples, a modern set of traditional gender roles, and a tendency to have goals which are much more difficult to achieve. They have also had to deal with a fluctuating economy; and because of these differences, it is difficult to apply Levinson's studies to today's generation (Rachel, 2010). In addition, this theory focused only on the male gender, which by design, fails to examine societal female demographics. Recently, however, Burack (1984) modernized Levinson et al's. adult life stages by creating a model known as the Adult Career Stages.

Burack's adaptation is important as it not only modernizes Levinson et al.'s model, but it is also gender neutral while continuing to combine the relationship between an individual life and career or vice versa. In using the model as a template, Burack continued with the transition aspect throughout the stages. Although Levinson et al.'s model ranges through the full cycle of an individual's life which includes nine stages, Burack's adaptation begins and ends during an individual career timeline, which encompasses six stages. Table 1 identifies these six stages and highlights the Adult Career Stages according to Barack (1984). These stages include: Early Adult Transition, Movement into Adult World, Structure Building, Transition #3, Settling Down and Further Structuring, Transition #5, Initiation, and Middle Adulthood. Included are the approximate ages of individuals categorized within each stage.

Table 1

*Adult Career Stages* (Burack, 1984)

| Stage | Name | Approximate age | Highlights |
|---|---|---|---|
| 1 | Early Adult Transition | 18 -22 | • Leave childhood family<br>• Reduce dependence on childhood family<br>• Peer support critical<br>• Traditional mechanisms come into play, e.g., college, military, first job |
| 2 | Movement into adult world; structure building | 23-28 | • Attempt to establish secure work position<br>• Search of self-examination<br>• Tentative commitments to adult roles, responsibilities, and relations<br>• Erect occupational and social structures<br>• Mentoring critical<br>• Guides for planning and future actions are provided by one's vision of future possibilities and one's desires |
| 3 | Transition #3 | 28-32 | • Incomplete development or flaws from other periods recognized<br>• Reworking or restructuring to correct shortcomings.<br>• Great personal instability with job and marriage changes common<br>• Reexamination of personal and occupational achievements<br>• Major occupational changes are not common |
| 4 | Settling Down and Further Structuring | 33-40 | • Seek deeper relationships and commitments with family, work, organization and other valued group<br>• Desire for greater orderliness and control of factors affecting personal and professional life<br>• Attempts to (further) realize the dreams, visions, and idealizations of past periods<br>• Push to achieve career highs, become one's own person<br>• Search for tangible signs of recognition |

| Stage | Name | Approximate age | Highlights |
|---|---|---|---|
| 5 | Transition #5 | 38-42 | • Movement form young to middle adulthood stage.<br>• (Re)assessment of accomplishments and shortfalls in terms of ambitions and the future visualized in earlier stages.<br>• Confrontation with one's finite span and realization of ageing.<br>• Challenge to get in touch with one's self, start on path of self-acceptance in light of realities of accomplishments and shortfalls or inadequacies.<br>• Greater focus on the here and now. |
| 6 | Initiation, middle adulthood | mid-40's | • Crystalizing of individuality.<br>• Greater sense of reality about what one possess and less emphasis on competition or occupational hill climbing.<br>• Greater desire to enjoy one's own life and work.<br>• Further manifestations of self-acceptance and internal rather than external values.<br>• Assumption of mentoring job.<br>• Successful combination of attachment and concern for others with potential for improved capabilities as the need for the latter arises. |

Travel Stress Model

It is an expectation for collegiate outdoor recreation coordinators to travel for

their job. The Travel Stress Model presented by DeFrank et al. (2000) can be used to

understand the stressors that can occur when traveling for work. This model refers to the

stressors a business traveler experiences prior to, during, and after a business trip.

DeFrank's model best represents the trip stages and perceived stresses in which a

collegiate outdoor recreation coordinator experiences during his/her job. Many times the outdoor recreation coordinator distances themselves from his or her family during the time leading up to an excursion due to the heavy workload and last minute planning required for proper preparation. This becomes their focus as identified in the three stages of a business trip by DeFrank et al. (2000). DeFrank et al., compartmentalized the three phases of a business trip as follows: pre-trip; trip; and post trip, with each of them characterized by different demands (2000). It is suggested that family stressors are more salient before and after a trip because of the inability to spend time with the family due to a heavy workload in the pre-trip stage and the conflicting needs of a tired and overloaded traveler and the family demands in the post trip stage (DeFrank et al., 2000). Furthermore, there is some evidence that business travel is more stressful on those who are married and have young children. Fisher (1998) indicated "nearly 75% of married travelers feel it is difficult to be away from home for extended periods, compared with 50% of their non-married counterparts" (p. 45).

In gaining insight into the above four models, the researcher intends to achieve a time-line knowledge base that will allow for a better understanding of when life status changes might occur and how these changes might affect the career of a collegiate outdoor recreation coordinator. Furthermore, these models allow for an intimate picture into the mindset of individuals as they pass through their respective career cycle and life cycle stages, in addition to the travel stresses that occur.

<u>Outdoor Recreation Programs</u>

Since the mid 1980's, recreation has rapidly evolved within the collegiate environment (Zhang et al., 2004). According to Schneider, Stier, Haines, Kampf, and Wilding (2005), campus recreation organizations have a mission of providing a variety of programs, open to all students, regardless of the participants' abilities. The primary purpose of campus recreation programs includes enhancing students' learning experiences and improving the quality of campus life. In addition, the integration of recreation services within the overall student experience has led to an increase in importance of recreation programming throughout college campuses (Kozechian, Heidary, Saiah, & Heidary, 2012). In an effort to meet the needs of "all" students, it has become increasingly important to diversify programming options. What was once referred to as the intramural program has been expanded and currently encompasses an array of recreational pursuits.  These pursuits include formal and informal recreational opportunities, such as traditional intramural sports, fitness programs, sports clubs, aquatic programs, aerobic dance classes and outdoor recreation. Although campus recreation has been prominent since the early part of the 20th century (Mueller & Reznik, 1979), the outdoor recreation component did not emerge until the last quarter of the century.

Long before collegiate outdoor recreation programs existed, students with an adventuresome spirit would participate in outing clubs such as Harvard's Mountaineering Club or the Hoofers' Outing Club (Watters, 1984). Clubs such as these have been in existence since the turn of the 20th century and were usually run with the help of a faculty adviser or club officer. While in the late 1960's, a few universities established

student union-centered outdoor programs—the first by an individual named McKinney at Portland State University. McKinney would orchestrate sign-ups out of the student union in order to take those interested on an informal trip into the wilderness.  These trips were typically unstructured, as McKinney had only two rules: The first one was that there were no rules, and the second was that women couldn't wear curlers on trips (Watters, 1984). Throughout the 1970's more student union sponsorship of outdoor programs emerged, and by the mid 1980's over 80 universities had established outdoor recreation programs. Today there are an estimated 400+ such programs throughout the country, many of which fall under the umbrella of campus recreation (Poff & Webb, 2007).

Today, collegiate outdoor recreation programs provide unique programming opportunities to the university community.   These programs typically afford students the opportunity to participate in adventures beyond those found within the confines of the university campus.  Backpacking, paddling, climbing, spelunking, cycling and skiing into wilderness areas are just a few of the adventures typically offered.  Collegiate outdoor recreation programs may also include programming components such as a climbing wall, challenge course, outdoor equipment rental, instructional skills clinics, summer adventure camps and freshman orientation programs (Guthrie et al., 2012). With a few exceptions, collegiate outdoor recreations programs are offered for non-credit purposes.

<u>Outdoor Recreation Coordinator</u>

Unlike other careers, a career in outdoor recreation has no direct path or instruction book that would qualify an individual to become an outdoor program administrator (Guthrie et al., 2012). Many times individuals who aspire to be in this

position gain their qualification from personal experience, self-taught skill sets, and from a motived passion for the outdoors.  If you add academic and competency-based training alongside vocational, personal experience and adventuring, however, the ingredients are in place for a career as a collegiate outdoor recreation coordinator (Harrison & Erpelding, 2012).

Although research studies in the area of the work and family relationship are numerous, this is not the case as it pertains to the vocation of outdoor recreation, and in particular collegiate outdoor recreation.  The closest comparisons would be vocations such as airline pilots, truck drivers or coaches. Not having a structured schedule can make it difficult to meet the needs of life outside the workplace. This in turn can have an effect on the individual's job-performance. The potential stresses that arise from the work and family domain that exist in most occupations are even more apparent for people whose jobs require travel (Westman, Etzion, & Gattenio, 2008).  These stresses are many times bi-directional, meaning that work can cause stress at home, and/or home pressures can do the same at an individual's job, possibly affecting job satisfaction (Frone, Russell, & Cooper, 1992). A study of commercial fisherman and long haul truck drivers indicated that families felt pressure to manage both the chores and the household while the spouse was away.  They also felt additional pressure to assure family cohesiveness once their spouse returned. The individual that was gone, on the other hand, felt the pressure to go the extra mile in order to be the breadwinner so that their time away is justified. They also expressed a feeling of guilt and anxiety when away (Zvonkovic et al., 2005).  These

feelings may create dissatisfaction with their job and perhaps even their career choice as well.

An individual's occupational choice can have a tremendous effect on his/her life. Occupational choice is the primary medium in which a person's dreams for the future are defined, and the vehicle used to pursue those dreams. At best, a person's occupation permits the fulfillment of basic values and life goals, and at worst, contributes to the alienation from self, work, and society (Levinson et al., 1978). Thus, an individual would be wise to view their career as a catalyst to achieving one's dreams, while having the understanding of how changes in their personal life may affect not only their occupation, but their self-worth as well. People change and develop over the course of their lives, not only through dramatic events such as family crises, family-status change and health concerns, but in more subtle and evolutionary ways as well (Levinson, 1986). In essence, values that might have been perceived as important in one's early twenties might seem less important in one's mid-forties.

Before embarking on a particular career path, it is advised that individuals engage in various forms of career exploration in order to enhance their awareness of both themselves and their preferred work environment. Greenhaus et al. (1995) indicated that the forms of career exploration to examine are as follows: values, interests, talents, preferred lifestyle, occupations, jobs, career paths, organizations, industries and family constraints. This heightened awareness of self and environment should allow individuals the insight to choose a career that is compatible with their personal qualities.

Greenhaus, Callanan and Godshalk (2010) identified the four stages of career development as occupational and organizational choice, early-career, mid-career and late-career. Of these four career development stages, they identified the occupational and organizational choice stage as perhaps one of those most influenced by family concerns. This is no different for a collegiate outdoor recreation coordinator. When young professionals choose a career path as a collegiate outdoor recreation coordinator, they typically do so during or immediately after college. This tends to be a time in an individual's life when he/she is single and transitioning from being a college student to becoming a professional.  Typically, young professionals in this position are concentrating on building a solid career foundation in the industry (Kirk, 2012). Although they might have some thoughts to the future, they typically live in the moment and don't consider the effects their eventual change in family status might have upon their career.

<div align="center">Summary</div>

This chapter has provided an overview of the literature in regards to working families in the United States, spillover theory, work-family conflict, enrichment, working fathers, life cycles, outdoor recreation programs, and outdoor recreation coordinators. A review of pertinent literature reveals that there is a need to gain additional information on the effects changes in family status have on collegiate outdoor recreation coordinators and more specifically, the challenges that occur throughout these family status changes. In the following chapter, the researcher will detail the methodology that was utilized to garner information to identify the effects of changes in family status on collegiate outdoor recreation coordinators.

CHAPTER III

METHODOLOGY

The purpose of this phenomenological study was to understand how changes in family status affect an individual's perception of their job as collegiate outdoor recreation coordinators. Specifically, what perceived benefits or challenges occur throughout the family status changes, and what effect, if any, do these perceptions have on the individual's work performance, job satisfaction and career longevity. Family status is a cultural occurrence within the fabric of society; therefore, it is important that the effects of these changes are identified. This chapter is organized into the following five sections. Section 1 gives credence for the use of qualitative methodology. Section 2 explains the selection of the research participants. Section 3 outlines both the interview process and research questions while section 4 clarifies the data analysis of the study. Section 5 concludes by focusing on the research implementation. Additionally, research protocol outlining the study was submitted to the university's Institutional Review Board (IRB).

Qualitative Methodology

A qualitative study was conducted using a phenomenological approach. Strauss and Corbin (1990) posited that qualitative methods can be used to better understand any occurrence about which little is yet known. Qualitative analysis can also be used to gain new perspectives on things about which much is already known, or to gain more in-depth information and data that may be difficult to convey quantitatively. Additionally, qualitative research has been defined in a variety of ways. One definition provided by Strauss and Corbin (1998) stated:

any type of research that produces findings not arrived at by statistical procedures or other means of quantification. It [qualitative research] can refer to research about persons' lives, lived experiences, behaviors, emotions, and feelings as well as about organizational functioning, social movements, and cultural phenomena. (p.10-11)

Phenomenology is "a study of people's conscious experiences in their life-world, that is, their everyday life and social interaction" (Schram, 2003, p.71). A phenomenological approach was chosen because it is well suited to studying affective, emotional, and often intense human experiences (Merriam, 2009). In essence, a phenomenological approach is concerned with an individual "lived experience" thus making it an appropriate design for the researcher to garner an understanding into how changes in family status impact career satisfaction for collegiate outdoor recreation coordinators.

<u>Participant Overview</u>

Male research participants who have been or who currently are employed as collegiate outdoor recreation coordinators were selected for this study. Convenience sampling was used in candidate selection via the Association of Outdoor Recreation and Education (AORE) membership portal. Convenience sampling is the use of subjects that are easy to reach, while still meeting the research criteria (Creswell, 2007). Criterion samples consist of individuals who "fit predetermined criteria" (Hatch, 2002, p. 90). Thus, subjects who met a predetermined criteria of being male, employed as an outdoor collegiate coordinator while single, in a committed relationship, and in a committed relationship with children, and were an AORE member were selected for the study. The AORE is a national association whose mission is:

to provide opportunities for professionals and students in the field of outdoor recreation and education to exchange information, promote the preservation and

conservation of the natural environment, and address issues common to college, university, community, military, and other not-for-profit outdoor recreation and education programs. (AORE, 2013)

Consequently, much of AORE's membership is comprised of collegiate outdoor recreation professionals. From this membership, the researcher contacted individuals initially by email with a follow up by phone with individuals who responded positively. The phone conversation described the research and invited them to participate in the study. After the initial conversation with possible participants, the candidates who were available and willing to participate in the study were selected.

There are no strict criteria for sample size; therefore participation numbers were predicated on the discovery of reoccurring themes or until the data was saturated (Merriam, 2009). Furthermore, the data collection should be done to the point in which it becomes counter-productive and concluded when new data collected no longer adds to the framework of the study (Strauss & Corbin, 1998). It is suggested that sometimes the problem of developing a conclusion within a study is not necessarily the lack of data, but an excess of it (Mason, 2010). As a result, this study included eight male individuals who had been employed as an outdoor recreation coordinator while he was single, in a committed relationship, and in a committed relationship with children, and agreed to participate in the study.

Ideally, the participant pool would consist of non-gender specific participants. However, because of the demographics of collegiate outdoor recreation coordinators and the understanding that family status changes typically impact females differently than males, the researcher chose to use male participants only (Gornick & Meyers, 2003;

Thompson & Walker, 1989). According to the Membership Directory available to members via the AORE web page, of the 598 collegiate outdoor recreation coordinators that are AORE members 413 are male and 185 are female. Basically, 70% of all coordinators are male in gender. Furthermore, the National Intramural-Recreation Association (NIRSA) directory confirms a similar ratio with a roughly 67/33 percent male/female split (2011).

Where gender is concerned, mothers, more than fathers, tend to be the binding presence in their kids' lives, in that they are more frequently the care givers, and they tend to protect, hold, soothe, and comfort more than fathers (Thompson & Walker, 1989). Although "traditional roles" have changed recently (Gornick & Meyers, 2003), female mothers devote more of themselves to parenting and have less of a desire to be away from their children for extended periods of time. While most men, on the other hand, typically come and go with the belief that being a good father means first and foremost being a good provider (LaRossa & LaRossa, 1981). In essence, mothers devote more of themselves to the needs of their children, while fathers devote more of their energy to providing for their families. Based on this knowledge ascertained both demographically and culturally, the researcher chose to focus solely on the male gender in an effort to better compare "apples to apples."

The selection of the male dual collegiate outdoor recreation coordinators was done in a manner that protected their confidentiality. Each participant was assigned a number and assured that his identity will remain confidential. The individuals were chosen after a criterion sample frame was created. Criterion samples are made of

individuals who "fit particular predetermined criteria" (Hatch, 2002, p. 90). This method of sampling is "very strong in qualitative assurance" (Patton, 2002, p. 44). As highlighted in the following paragraphs the determined criteria for this study included the following:

1. Gender is male

2. Individuals employed as a collegiate outdoor recreation coordinator or similar when they were single, in a committed relationship, and in a committed relationship with children.

3. The research participants do not need to have remained in the same position, but need to have been employed in the same vocation throughout the three family status phases of their life.

4. Individuals who are divorced or separated from their spouse/partner will meet the researcher's criteria for a research participant provided they were still in a committed relationship during the time they were in the position as a collegiate outdoor recreation coordinator in all three aforementioned phases, and might provide additional insight into the dichotomy of the work and family relationship within the scope of the study.

By using the criterion sample method from the convenience sample, eight individuals were selected as potential participants to provide the researcher sufficient data. As Kvale (1996) stated, "Interview as many subjects as necessary to find out what you need to know" (p. 101). If the sample size is too large, then it is not possible to make probing interpretations of the interviews. The eight individuals selected provided the sufficient data needed without content over saturation.

Interview/Research Question

To understand how changes in family status affect an individual's perception of their job as collegiate outdoor recreation coordinators, two prevailing forms of data collection techniques associated with qualitative inquiry are interviews and observation were conducted. The interview allows the interviewer to probe and explore while allowing for individual variations (Patton, 2002). For the purpose of this study, the semi-structured approach was chosen for the interviews.  Semi-structured interviews provided participants the opportunity to express their opinions without any constraints while giving them the flexibility to provide as much detail as needed. In essence, semi-structured interviews allowed for greater detail while providing the opportunity for increased depth. The interviewer asked identical questions of each participant but pursued more in-depth responses that emerged for each interviewee (Hill, 1997).

An interview guide was used during the semi-structured interviews for each participant.  The interview guide provided focused subject areas within which the interviewer probed and asked questions that clarified particular research issues. The interviewer remained free to build upon or explore a conversation within a particular subject area, and to establish a conversational style, but still focus on a particular subject that has been predetermined (Patton, 2002). The following questions were used as an interview guide for this study:

Interview Questions

The following are the interview stem questions used for each interview.

1. Describe the events that led you to choose a career as an outdoor recreation coordinator.

2. Could you describe your first job as an outdoor recreation coordinator?

3. You were single when you started in this profession. Tell me about how you felt about your job and its associated responsibilities.

4. How long were you a collegiate outdoor recreation coordinator before you were married?

5. I want you to think about the timeframe when you were married but before children. Did you notice any differences in your work performance from when you were single? If yes, what were the differences and how did you feel about them?

    a. Did you notice any differences in your work satisfaction from when you were single?

        i. If yes, what were the differences and how did you feel about them?

        ii. If no, why do you think there was no change in your work satisfaction?

    b. While you were married but still without kids did your career goals change?

        i. If yes, describe these changes?

        ii. If no, why were there no changes?

6.  Once children entered the picture, did you notice any changes in your work performance?

    a.  If yes, what differences did you encounter?

        i.  If no, why do you think there were no differences?

    b.  Did you notice any differences in your work satisfaction?

        i.  If yes, what were the differences and how did you feel about them?

        ii. If no, why do you think there was no change in your work satisfaction?

    c.  Once children entered the picture did your career goals change?

        i.  If yes, describe these changes?

        ii. If no, why were there no changes?

7.  There are times when we cannot do it all and choices need to be made between work and home, could you talk about a specific situation when you had to negotiate your responsibilities as a collegiate outdoor recreation coordinator with your responsibilities as a spouse/partner/parent?

    a.  How did it affect your relationship with your spouse/partner?

    b.  How did it affect your relationship with your children?

    c.  How did this influence your work performance,

    d.  How did it affect your relationship with your job satisfaction

    e.  How did it affect your career goals?

8. Next I want to focus on support systems. Support systems could be individuals or resources that help you balance work and home. Could you describe how your support system with your spouse/partner has influenced your job as a collegiate outdoor recreation coordinator? Please provide examples?

   a. Could you describe how your support system with your immediate family has influenced your job as a collegiate outdoor recreation coordinator? Please provide examples.

   b. Could you describe how your support system with your co-workers has influenced your job as a collegiate outdoor recreation coordinator? Please provide examples.

   c. Could you describe how your support system with your friends has influenced your job as a collegiate outdoor recreation coordinator? Please provide examples.

   d. Could you describe how your support system with the Institution has influenced your job as a collegiate outdoor recreation coordinator? Please provide examples.

9. Travel is important for the job; now that you are in a committed relationship with children I am going to ask you to focus on times when you have traveled for work. How has the amount of travel changed from when you started as a collegiate outdoor recreation coordinator until now?

10. Describe the emotions you feel when leaving on a trip from the perspective of each of your family status changes, let's start when you were single?

  a. Describe the emotions you feel when leaving on a trip and if these

   emotions differed once you were in a committed relationship?

  b. Describe the emotions you feel when leaving on a trip and if these

   emotions differed when you were in a committed relationship with

   children?

11. How does being away on a multi-day adventure affect your relationship with your

 spouse/partner?

  a. How did this influence your work performance?

   i. How did this affect your job satisfaction?

   ii. How did this affect your career goals?

  b. How does being away on a multi-day adventure affect your relationship

   with your children?

   i. How did this influence your work performance?

   ii. How did this influence your job satisfaction?

   iii. How did this influence your career goals?

12. Describe the relationship you've had with your supervisor(s).

  a. Did this relationship change when you began balancing a family with your

   job responsibilities? If so, what does this change look like?

13. Describe how having a family has affected/changed your career goals?

   Each interview was conducted in person or via an online media source depending

on the proximity of the participant to the researcher. The length of each interview lasted

approximately 50-60 minutes. With consent from the participants, all interviews were

audio-taped and transcribed (see Appendix A). Patton (2002) "stated that an audio-taped recorder is indispensable in that they have the advantage of capturing data more faithfully than hurriedly written notes might, thus making it easier for the researcher to focus on the interview" (p. 348). Additionally, notes made by the interviewer during the interviews were used to ensure accuracy and understanding of the information the interviewee conveyed. To ensure that the results of the data analysis accurately reflected the interviews, the participants had an opportunity to comment on the extent to which the themes extracted accurately reflected their thoughts and true meanings. According to Creswell (2007), this is referred to as respondent validation and is a method used to improve the thoroughness of qualitative research methods.

The data collected through the interviews can provide a unique lens to those who are seeking a career in collegiate outdoor recreation and might not have the foresight into how eventual changes in family status might affect their job satisfaction levels. In addition, the data can offer an industry perspective to those currently employed as a collegiate outdoor recreation coordinator who may believe they are alone in what they are experiencing. Finally, this information could assist supervisors of outdoor recreation coordinators to better understand the benefits and barriers experienced by their employees.

<div align="center">Research Instrumentation</div>

For this study, standardized, open-ended, personal interviews were conducted until redundancy in the responses provided no new raw data. The standardized, open-ended interviews were structured so that each participant was asked identical questions,

but the questions were worded so that responses were open-ended (Gall, 2003). This allowed the participants to contribute as much detailed information as they wanted, while permitting the researcher to ask probing questions as a means of follow-up. This resulted in the addition of new questions that was not a constant with the all research participants.

<div align="center">Data Analysis</div>

Analysis began by first reading the transcripts of the interviews to gain a global understanding of the data. The transcripts were then reread to identify emerging themes and categories using a process known as open coding (Strauss & Corbin, 1990). Open coding is what is done at the beginning of data analysis and identifies any relevant data (Merriam, 2009). Within the open coding process, the researcher analyzed and identified the categories into which the occurrences where observed or reported. The goal was to create descriptive groupings from which a preliminary framework for analysis occurred. The coding and analysis helped define and develop more descriptive categories, themes, patterns and possible concepts within the research subjects' transcripts.

<div align="center">Researcher's Background</div>

As a child and young adult, traveling and adventure were instilled in me at an early age by my parents. When many of my friends were embarking on family vacations to places such as Disneyland or water parks, my parents would load my brother and me into the car to go visit the nation's national parks and historic sites. During these vacations it was a rare day that we stayed in a hotel and enjoyed swimming pools, as we would camp almost every night. On one particular vacation, I remember driving from Texas to Montana to visit Little Big Horn Battlefield National Monument, also known as

Custer's Last Stand. At nine years of age, this was a long way to travel to visit a monument I cared nothing about seeing. Now that I have children of my own, however, I can only imagine how long it must have seemed for my parents. Although Big Horn Battlefield National Monument was our destination goal, what I remember most is everything we saw driving to and from. In route we visited Yellowstone National Park, Grand Teton National Park, Devils Tower National Monument and the Cody Wyoming Gun Museum, just to name a few. Although I was stubborn, and did not want to have a good time, or at least show it on what I deemed my father's vacation, that vacation made an imprint on my life.

Growing up I was fortunate enough to have involved parents who would support my interests. One of the defining moments during my youth was when my father took my brother and me to a Boy Scout recruiting fair at a local elementary school. My brother was 13 months older than me, so the meeting was primarily for him since he was 11 years of age, which is the age you join the Boy Scouts. I knew at that time, however, that I would soon follow in his footsteps. This moment helped shape my life, as the rest of my adolescence was spent with scouting at the forefront. I remember weekly scout meetings, weekend camping trips, yearly summer camps and so much more. During each of these events my father would always join us as he became an Assistant Scout Master. As an adolescent I sometimes grew frustrated because I viewed his presence on a trip as a sign that I was not capable of doing things on my own. However, on the rare occasion that he could not make a trip, I secretly missed his presence. As the years have passed and I now have kids of my own, what I have come to realize is how important his

presence was for not only my brother and me, but for him as well. These events made an imprint on my life.

During young adulthood, like many of us, I did not know what I wanted to do with my life. Both my parents were government employees working for the United States Postal Service, so I was influenced to take steps in obtaining a stable job such as theirs. Upon graduating from high school I began majoring in Criminal Justice for two reasons. One, I had an interest in this vocation. Two, and more importantly, I knew this career path would land me a stable state/government job. Throughout college I found my classes interesting, but my passion lied elsewhere. This passion, which was instilled in me growing up, was that of travel and adventure. I remember on several occasions loading up my daypack with my studies and biking deep into the woods of Davey Crocket National Forest, located a short distance from my undergraduate college at Sam Houston State University in East Texas. This was a location where I felt at peace and could do my best thinking. It was during one of these study sessions that I began exploring other ways to quench my passion for the outdoors without losing sight of why I was in college. That day I decided that I would sign up for a weekend adventure trip through the University, and that instead of going back home for the summer, I would take a chance and apply to all four of the Boy Scouts High Adventure Bases located throughout the U.S. in the hopes of getting offered a job at one of the four. Later that semester I attended a University sponsored rock climbing trip to Enchanted Rock State Park, Texas, and received a job offer for a guide position for the Boy Scouts at Maine National High Adventure, located in Seeboomook, Maine. Throughout the rest of my

undergraduate career, I obtained my degree in criminal justice, went on several more university sponsored adventures, and worked for Maine National High Adventure each summer-all three of which made a profound imprint on my life.

After graduation, I obtained a job as a probation officer in a small east Texas town. My goal of a stable job had finally been reached, and I was ready to settle down, raise a family, and live a life much like my parents before me had. I had the steady job, a girlfriend, and was looking to the future when a phone call changed my life. The former Outdoor Recreation Coordinator at Sam Houston State University was on the phone and indicated that he had just taken a job at Middle Tennessee State University, and needed a Graduate Assistant in outdoor recreation to start as soon as possible. He wanted to know if I was interested. Years later I would find out that I was not his first or even second choice for the position, but when he called others who could not take the position for various reasons they all recommended me. After that phone call I began to think about my future and what I wanted it to look like, not what others thought it should look like. I rationalized that if someone was willing to pay for my education, even if I hated it, after two years I would have a Master's degree, and I could always reenter the criminal justice arena. If I liked it, however, this could be an avenue for me to combine both passion and career. Three weeks after that phone call, I was assisting with a 12 day Appalachian Trial backpacking trip, and a little over two years later I had my Master's degree and was employed full-time as a collegiate outdoor recreation coordinator.

When entering in the collegiate outdoor recreation field I had my sights set on working with young adults, travel and countless days in the backcountry. Early on in my

career this depiction was accurate.  As time passed and my personal life changed, however, the career I envisioned became more complicated.  Throughout my 15 years of professional experience in the field of collegiate outdoor recreation, I have personally experienced the effects that changes in family status have had on my professional position as a collegiate outdoor recreation coordinator.  Some of the challenges experienced included guilt from missing significant occasions such as holidays and special occasions while others include the stark realization that I have had to sacrifice parts of the job that were once the highlights for me. Traveling most weekends and developing a bond with the students with whom you travel with, and thus mentor is just one example of a consequence to delegating certain aspects of my responsibilities. I can imagine this will only escalate as my children get older and their extracurricular activities increase.   For example, if my son becomes involved in scouting, I would want to spend my weekends camping with him, much like my father did with me.  There is also the feeling of selfishness when traveling without the family.  The fact remains that I may be engaging in exciting activities or traveling to an exotic destination, while knowing that my spouse is not only acting as a single parent, but that there may be no way I can even communicate with her while I am gone.  Sacrificing time in the backcountry can be a double-edge sword.  Spending less time in the backcountry means spending fewer hours with the young adults that both work for me and participate in the adventure programming I offer.  These sacrifices are not limited to the weekends; they can lead to being less visible at instructional clinics, pre-trip meetings, or other evening programming activities that occur during the weekdays. This lack of regular attendance

has the capacity to compromise my mentorship capabilities and increase my nervousness that accompanies allocating more responsibilities to students.  As a result, there is a decrease in the bond I once had with students that was enhanced throughout a multi-day adventure, thus affecting job performance levels.

This full disclosure of personal experience is to clarify the researcher's bias that needs to be balanced in this research methodology. To bring trustworthiness to the data and results, the participants were asked to verify the accuracy of the data.  In addition, peer review of the results provided external grounding.

CHAPTER IV

FINDINGS

This chapter includes a brief description of research participants and the results of the data collection. Data analysis is organized around the emergent themes within the interviews to understand how changes in family status affect an individual's perception of their job as a collegiate outdoor recreation coordinator. The qualitative method allowed the researcher the opportunity to explore the perceived benefits or challenges that occur throughout family status changes, and what effect, if any, these perceptions have on the individual's work performance, job satisfaction and career longevity. The questions addressed through this study were:

1.  When an individual is single and enters the field of collegiate outdoor recreation, what are the job benefits and challenges they encounter?

2.  When a spouse/partner enters into an individual's life, what changes, if any, occur in their career as a collegiate outdoor recreation coordinator? More specifically, what are the new challenges that may affect the individual's work performance, job satisfaction, and career longevity?

3.  When an individual becomes a parent, what changes, if any, occur? More specifically, what are the new challenges that may affect the individual's work performance, job satisfaction, and career longevity? How do these challenges impact their career?

4.  What new challenges, if any, occur if an individual has a change in family status, such as dissolution of parental rights, divorce, or domestic

partnership/civil union? How do these challenges affect the individual's

work performance, job satisfaction, and career longevity?

<div align="center">Profile of Participants</div>

Participants in this study were current collegiate outdoor recreation coordinators

or served in that capacity while they were single, in a committed relationship without

children, and in a committed relationship with children.  Each male participant ranged in

age from 31 - 62.  The length of employment as a collegiate outdoor recreation

coordinator was 8 – 34 years.  Table 2 provides a brief overview of the participants in this

study.

Table 2

*Participant Demographics*

| Coordinator | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|
| Age | 37 | 42 | 38 | 39 | 44 | 62 | 31 | 44 |
| Years in Profession | 14 | 8 | 11 | 13 | 16 | 34 | 8 | 14 |
| Years Single | 2.5 | 2 | 5 | 9 | 2 | 6 | 1.5 | 6 |
| Years in a Committed Relationship Without Children | 3 | 1.5 | 4 | 2 | 4 | 3 | 3 | 3 |
| Years in a Committed Relationship With Children | 8 | 5 | 2 | 2 | 11 | 16 | 3.5 | 5 |
| Number of Children | 2 | 2 | 1 | 1 | 3 | 3 | 2 | 2 |

Coordinator 1

Coordinator 1 is employed as the Director of Outdoor Recreation—a position he

has held for 14 years and has never been employed as an outdoor recreation coordinator

for a different institution. Coordinator 1's family status throughout his employment includes the following: single 2.5 years, in a committed relationship without children for 3 years, and in a committed relationship with children for 8 years. Coordinator 1 has a spouse and two daughters ages 3 and 7.

Coordinator 2

Coordinator 2 is employed as the Director of Outdoor Recreation—a position he has held for 8 years. Coordinator 2 has never been employed as an outdoor recreation coordinator for a different institution. Coordinator 2's family status throughout his employment includes the following: single 2 years, in a committed relationship without children for 1.5 years, and in a committed relationship with children for 5 years. Coordinator 2 has a spouse, a 5-year-old son and a 2-year-old daughter.

Coordinator 3

Coordinator 3 is currently employed as a Campus Recreation Director—a position he has held for 1 year. Prior to his employment as a Campus Recreation Director Coordinator 3 was employed for 11 years as an Outdoor Recreation Coordinator. Coordinator 3's has never held the same position at a different institution. Coordinator 3's family status throughout his employment as an Outdoor Recreation Coordinator included the following: single 5 years, in a committed relationship without children for 4 years, and in a committed relationship with children for 2 years. Coordinator 3 has a spouse and a 2-year-old daughter.

Coordinator 4

Coordinator 4 is currently employed as an Outdoor Recreation Coordinator—a position he has held for 9 years.  Prior to his current employment, Coordinator 4 served in a similar capacity at a different university for 4 years.  Coordinator 4's family status throughout his employment as an Outdoor Recreation Coordinator includes the following:  single 9 years, in a committed relationship without children for 2 years, and in a committed relationship with children for 2 years.  Coordinator 4 has a spouse and a 2-year-old son.

Coordinator 5

Coordinator 5 is currently employed as an Assistant Director of Outdoor Pursuits—a position he has held for 2 years.  Prior to his current employment, Coordinator 5 served as the Outdoor Recreation Director for 17 years.  Coordinator 5's family status throughout his employment as an Outdoor Recreation Coordinator includes the following: single 2 years, in a committed relationship without children for 4 years, and in a committed relationship with children for 11 years.  Coordinator 5 has a spouse and 3 children ages 11, 8 and 6

Coordinator 6

Coordinator 6 is currently employed as an Outdoor Recreation Coordinator—a position he has held for 2 years.  Prior to his current employment, Coordinator 6 served as the Outdoor Recreation Coordinator capacity at four different universities. His total tenure as a collegiate outdoor coordinator totals 34 years.  Coordinator 6's family status throughout his employment as an Outdoor Recreation Coordinator include the following:

single 6 years, in a committed relationship without children for 3 years, in a committed relationship with children for 16 years, divorced with children for 9 years. Coordinator 6 is currently divorced and has 3 sons ages 24, 19, and16.

Coordinator 7

Coordinator 7 is currently employed as the Director of Outdoor Recreation—a position he has held for 8 years. Coordinator 7 has never been employed as an outdoor recreation coordinator for a different institution. Coordinator 7's family status throughout his employment includes the following: single 1.5 years, in a committed relationship without children for 3 years, and in a committed relationship with children for 3.5 years. Coordinator 7 has a spouse and two daughters ages 1 and 3.

Coordinator 8

Coordinator 8 is currently employed as the Outdoor Recreation Coordinator—a position he has held for 14 years. Coordinator 8 has never been employed as an outdoor recreation coordinator for a different institution. Coordinator 8's family status throughout his employment includes the following: single 6 years, in a committed relationship without children for 3 years, and in a committed relationship with children for 5 years. Coordinator 8 has a spouse, a 5-year-old son and a 3-year-old daughter.

<div align="center">Primary Themes</div>

The effects due to changes in one's family status as a collegiate outdoor recreation coordinator are varied. Studies have examined employees within the university setting (Kaltenbaugh, 2009; Sweeney & Barcelona, 2012; Zhang et al., 2004), but none have focused on the effects family status changes of a collegiate outdoor recreation

professionals. When analyzing the transcriptions, four primary themes stand out in the

responses from the participants in this study.  These four themes include (a) stress related

to travel, (b) role pressures, (c) job perception, and (d) enrichment.  Although these

categories are interrelated and most likely influence one another, for clarity, the

researcher will offer an independent analysis of each. Each of these four categories will

be explained and supported by using direct quotes from the participants.

Table 3

*Primary Themes Resulting from Family Status Changes*

| Themes |
| --- |
| Travel Related Stress |
| Role Pressures |
| Job Perception |
| Enrichment |

Travel Related Stress

It is an expectation that collegiate outdoor recreation coordinators travel as a job

requirement. This is no secret to those who choose the career path of a collegiate outdoor

recreation coordinator. However, it is worth noting that every one of the collegiate

outdoor recreation professionals who participated in this study listed travel related

stresses as their biggest challenge when adapting to family status changes. In addition,

these travel stressors are interwoven within the fabric of each of the findings throughout

the study.  This mimics DeFrank's Travel Stress Model in which he refers to the stressors

a business traveler experiences prior to, during, and after a business trip (DeFrank et al.,

2000). In essence, DeFrank talks about the pre-trip, trip, and post trip stressors and how

each is characterized by different demands. Furthermore, he indicates that business travel

is more stressful on those who are married and have young children (DeFrank et al.,

2000). This is conveyed through the lens of Coordinator 1 when he stated:

> When traveling I experience a lot of anxiety. I already have anxiety when I travel with groups. I always get that way. It is hard to walk out the door. Adding family and kids on top of that, it is hard for me. Once I get into the field, I open a new chapter, and I am fine. I created more stress than needed to before going out. I compare it to the stress people have before a marathon or a race or something like that. It never really goes away. When you throw in the fact that the house is a little chaotic before I left on top of worrying about participants, safety, checking everything, and having all your ducks in a row for 10 other people to travel internationally, across the country, or driving in winter weather. I have stresses.

Fisher (1998) indicated "nearly 75% of married travelers feel it is difficult to be

away from home for extended periods, compared with 50% of their non-married

counterparts" (p. 45). To further illustrate the effects travel has on collegiate outdoor

recreation professionals throughout their family status changes, the researcher will

examine the findings within each family status stage.

Single Status

As a single collegiate outdoor recreation professional, stresses related to travel are

less complex to coordinators who are in a committed relationship or those who are in a

committed relationship with children. In regards to traveling, when the researcher asked

the coordinators to reflect back to when they were single, each mentioned they had trip

related stress but none had competing stressors that have since resulted from having a

family. Some of the trip stressors mentioned included items in the arenas of risk

management, environmental, permitting and participant interaction. As Coordinator 8

mentioned:

> It was a simpler time; yes there were your typical preparatory, trip, and post trip stresses because you wanted the trip to be perfect. As you know it will be a reflection on you if it's not. But your focus is singular, meaning you don't have many competing stressors such as a wife and kids.

In a similar tone, Coordinator 3 felt the same because during this time in his life he had

no competing interests.

> It was awesome, you are single and your weekends are all about doing what you love to do. You have no other commitments, you have no competing interests at that point in time, and it's all about you, your ambitions and refining your skills. Putting into practice all the stuff that you learned in class and in the field was probably the best and most efficient way to get good at what you did because you got to do it seven days a week, and not only that, when you came back, you got to do it again the next week and again the week after that. You could spend a 100 days a year in the field, no questions asked with without any competing interests, none whatsoever.

When asked to describe some of the challenges associated with travel while single as it

related to the profession, several participants elaborated that although traveling for work

as a young professional meant fewer stresses, in hindsight there were indeed challenges.

For example, Coordinator 5 stated:

> When single, I mean, you are living a healthy lifestyle, and you probably didn't even think about the big picture that much. Yes, you need to worry about participants, permitting, environmental concerns, etc. but probably the biggest stress there is just you had to be careful of burn out.

In addition, Coordinator 7 mentioned "being single allowed me to cut my teeth as a

young professional, with little outside distractions.  The stress I had, was trying to do too

much because I wanted to make a name for myself."

In essence, being a single young professional in the field of collegiate outdoor recreation allows the individual to hone his skills without as many competing distractions. This allows the coordinator the ability to have a more focused approach to his craft as he establishes his career footprint. It is only during a time of reflection, once they had matured both personally and professionally, did they identify the stresses and challenges that were present while single.

Committed Relationship without Children Status

When an individual's family status changes from single to a committed relationship, the transition was not as noticeable professionally but more so personally. Without exception, each coordinator felt the same pre-trip, trip, and post trip stressors as a function of their responsibilities, but additional trip stressors rarely occurred as a result of a spouse. As Coordinator 3 explained, "When you are married without kids, it's somewhat the same thing, as long as she is going to go on your trip or she is buying into it when you are away." Each indicated that their spouses enjoyed the outdoors and they were supportive of their careers. In each instance, the spouse had gone on at least one work-related adventure with their partner, while some spouses participated in multiple adventures. It is in the arena of personal compromises that caused the stress.

When a collegiate outdoor recreation professional enters into a committed relationship, he does not lose his passion for outdoor related activities, even if they are not job related. As Harrison and Erpelding, (2012) indicated, many times individuals who aspire to be in this position gain their qualification from personal experience, self-taught skill sets, and from a motivated passion for the outdoors. With this passion comes

the desire and opportunities to recreate outdoors, even when not at work. This can be a

difficult transition as indicated by Coordinator 5.

> As much as I was already traveling for work, I couldn't do as many personal trips
> anymore because I needed to invest in this relationship and my marriage. And
> you know I can always think back of big personal trips that I had to turn down.
> There was an internal tug-of-war there on me personally to consider. And I don't
> know if I always made the right decision.

Coordinator 1 echoed these sentiments when he stated:

> It has always been a difficult transition. I love my wife and also, as odd as it
> sounds, I love some of these other things that I do that are a big part of me. Some
> of my professional life, my hobbies that relate to my professional life, and then
> also my hobbies that do not. They are still a difficult balance but then I think they
> were a challenging balance because it was dynamic, and trying to establish the
> new norm, and that was hard.

All but one of the coordinators interviewed spoke of how adding the ingredient of

traveling for personal leisure without their spouse combined with traveling for work,

resulted in stress within their relationships. Coordinator 2, who did not mention stress,

indicated, "Since marriage, I do not have an interest in traveling outside of work unless

my wife accompanies me." Therefore, it could be surmised that if he had a similar

conversation with his spouse/partner regarding leisure travel, stress might occur.

Committed Relationship with Children Status

Within the scope of travel stressors, each coordinator spoke at length regarding

their increased stress once kids were added to their family status. They indicated that now

the stressors were increasingly bi-directional, meaning that they had as much stress in the

workplace prior to a trip as they did at home. In the 4th stage of Burack's (1984) model,

he alluded to a period of settling down, which is typically accompanied by being in a

committed relationship that includes children. Combine this with the research that

indicates that fathers are choosing to engage in a more active parenting role today than at

any other time, makes being away multiple times each year stressful (Harrington et al.,

2010). Coordinator 4, who is in a committed relationship with 1 child, expressed his

thoughts now that he has a family:

> I did start to see the enjoyment level of trips decrease. When you are in the
> moment, it is not so bad. But all the stuff leading up to it, knowing that you are
> going to be gone, preparing, accountability, etc., definitely lead to stress and did
> reduce the enjoyment considerably.

Coordinator 1 echoed similar sentiments by stating:

> I have stresses. My wife is not happy when I am leaving. She is going to be
> stressed out. It is hard. I cannot blame her. You want the support of having to
> walk out the door because it is my job, selfishly I guess, but then at the same time
> you have the other half going on, and it is crazy. It is hard to balance.

> In addition, each coordinator interviewed expressed that the stresses that

accompany a trip, combined with family responsibilities, has indeed affected their

performance in the backcountry. Proper preparation, participant interaction and general

focus are a few of the examples garnered throughout the interview process. That said,

every coordinator indicated that these stressors in no way affected their sound technical

skills or compromised safety. As Coordinator 4 described:

> To some extent having a family has affected my performance in the backcountry.
> As a professional, when you are there and know that you are dealing with
> people's lives and stuff in your hands; you are definitely technically sound and
> you have to know your stuff, but does that mean you are always going to have
> your same exuberant personality and all that? You would hope so, but sometimes
> I am sure it doesn't come through. And I am sure that people can read in on that.
> So that can hinder your performance.

Coordinator 1 and a father of two echoed similar sentiments by stating:

> My perception toward traveling has changed. For me, turning on those switches, it
> is harder for me to get 100% into that mode as quickly as I used to. I used to

almost live in that mode and turned it on and off so often, so you made it happen. You got immersed as the group got immersed in the experience. I am now colder to the group. I don't want the group to feel like I am working, I want them to think I am having the same experience as they are. It is harder to mask that sometimes with the group. It is harder to be as all in with the group.

In addition to the stressors associated with travel, each coordinator interviewed also indicated they felt increased pressures to perform at a high level within their job/family roles as their family status changed.

<div align="center">Role Pressures</div>

Every job comes with the pressure for its employees to perform at a high level. This is no different for a collegiate outdoor recreation coordinator who manages comprehensive activity programs that may include a climbing wall, challenge course, outdoor equipment rental, instructional skills clinics, summer adventure camps and freshman orientation program, in addition to adventure trips program (Guthrie et al., 2012). Therefore, when a spouse and/or children change the coordinator's family status, it is anticipated that work duties and family roles will become divided, thus creating pressures to navigate both areas effectively. The following section will illustrate the role pressures as identified by the research participants throughout each of their family status changes.

<u>Single Status</u>

When a collegiate outdoor recreation coordinator is single, the role pressures that occurred were typically not only tied to the success of their adventure trips programs, but also to the expectation from others that they live their life as an outdoorsman. In essence, they are expected to spend their leisure time engaging in outdoor activities. Of the eight

outdoor recreation coordinators interviewed, all spoke passionately about their

adventures, both personally and professionally. In addition, each indicated they would

actually prefer to be in the backcountry rather than stay home on the weekends.   This

was supported by Coordinator 6 "Oh yeah, well, of course if you are single, you are

excited being out. I mean it's like what am I going to do this weekend? Hey, I got another

trip; let's do it!" You can sense the passion in Coordinator 3 when he stated:

> I think back to a three week New Zealand trip. For two weeks before the trip I
> was packing gear, stacking gear, prepping, charting maps. It was sole undivided
> attention for that trip, for two weeks before the trip even started. Right then the
> trip couldn't come fast enough. I wanted to get to the airport, get out of the plane,
> meet the participants and get there and then the trip shouldn't have ended, I didn't
> want it to end. It was New Zealand, it was a whitewater rafting trip; it was a
> Grand Canyon trip; it was an Alaska trip. I knew… it was always better in the
> field when I was single, it was just better, it was better being with the participants,
> it was where the magic was happening, it was the right place to be.

> While all reveled in the adventure opportunities, two coordinators indicated that

the only pressure they had was living up to the stereotyped outdoorsman. Coordinator 8

indicated:

> If I were not on a work trip, I would still leave for the weekend because all my
> friends had the same interests as I did. So at times it felt that being the outdoor
> professional meant living up to that expectation each and every day. That is what
> defines you, and there is pressure there, but I loved it.

 Coordinator 4 reaffirmed this when he stated, "Outdoor recreation is my passion,

and when I was single I did it each and every weekend. But there is more to me than just

biking and climbing."  Coordinator 5 had another take on the role pressures on being

single. "If you're single and you don't have kids, I think more things are passed onto you

by your supervisor, because you are viewed to have more free time than your non-single

coworkers."

Committed Relationship without Children Status

When an outdoor recreation coordinator enters into a committed relationship, they

begin to have competing interests and demands for their time.  This is a time in the

coordinator's life that challenges him to take on a new role with an entirely new set of

responsibilities that can have an effect on their personal and professional life.  These new

responsibilities can be "bidirectional" since work can interfere with family and family

can interfere with work (Adams et al., 1996).  Each coordinator interviewed mentioned

that they became more diligent about time management and more cognizant on the

amount of time they spent in the backcountry.  Yet only three of them reduced the

amount of time they spent in the backcountry, while seven of the eight coordinators

expressed the difficulty of making a conscious decision on how they spent their leisure

time.  Coordinator 1 explained:

> Just learning to create the time, I think, is the most challenging thing for any
> outdoor recreation professional. Our hobbies are passionate.  I am super
> passionate about the things I do on my own and a lot of those were closely tied to
> my job.  At the time, it was climbing.  I wanted to travel and climb.  My wife
> doesn't climb.  Running, cycling, skiing, all of those things I am trying to do that
> do help me as a professional because I am becoming more proficient at them
> rather than teaching them.  To do all of those things, I am leaving out time and
> was rapidly realizing I am using all the time in the day right now.   When I have
> extra time, it was extremely challenging personally to decide, because do I want
> to spend the extra time; hours or weekend with my wife or do I want to spend it
> climbing with my friends? Those were much more challenging decisions than I
> thought they would be.

A similar sentiment is collaborated by Coordinator 3:

I now have this partner, our compatibility and our relationship depended on how much time we could spend together, and the time we spent together was more meaningful if it was outdoors, so I have to make a decision, am I going to spend my weekends with her where it is so much more meaningful, or am I going to spend my weekends with work where you know I did need money and it was a requirement of my job, and how do I make these work right. And that's probably the first time in my life where the term work, life, balance became clear to me. How do I tell certain people no, so that I can tell other people yes and fulfill the needs of the people in my life and the requirements of my life.

Coordinator 5 who used to go on trips with his significant other explained how he had to define boundaries based on his dual roles as a collegiate outdoors professional and a spouse.

I met my spouse traveling on the university style of trip, and we shared the passion for the outdoors together. But I think, you know, being a professional then and being a professional and running a program that I think it became evident really early in our marriage is that it was my job and it didn't really work for us to travel together on these program trips because I had to be that professional. And it wasn't really time for us to spend together because my time was so much distracted in the group. And risk management or instruction that I couldn't give that time to my spouse while I was working. We agreed that she would not join me on work-related trips anymore.

In addition to trips, Coordinator 2 explained how he had to refocus his daily priorities to accommodate this new role:

When I was single, I was fully dedicated to solving every problem at any time of the day. I think as I got married, I would still try to solve those problems, but I would compartmentalize when I would put the energy into doing that.

Supporting this, Coordinator 8 stated:

For many years I was a father figure and friend to many of my student staff, and would also prioritize my schedule based on their needs. Having a spouse has changed that. Work is important, but I made a commitment to her, and need to prioritize that when possible.

After entering into a committed relationship, each coordinator indicated that they had to make both personal and professional compromises in regards to the role pressures they felt. While some indicated that they still went on as many work related trips as before, others made adjustments in regards to spousal participation. In addition, time management began to become more of a priority.

Committed Relationship with Children Status

When a collegiate outdoor recreation coordinator adds children within their family structure, they add the responsibility of father onto an already crowded schedule. Furthermore, when you consider the job's travel demands and the fact that fathers are choosing to engage in a more active parenting role today than at any other time, increased pressure within work and family roles can occur (Harrington et al., 2010). Coordinator 7 explained:

> Oh yeah, I still have a love for the outdoors, but my focus has shifted, I really want to get my children outside and hangout with them and do different activities. But working in collegiate recreation and running a trip every weekend or so makes it difficult, they block each other. So it cuts down the amount of time that I can be with my wife and kids, and that's definitely one of the challenges.

Coordinator 1 indicated that since having children he has had to make compromises to his university sponsored Thanksgiving and spring break offerings. He feels an obligation to his family to be with them when they are on breaks from school. Due to this role pressure; he made the decision to eliminate the university's Thanksgiving trips all together, in addition to decreasing the number of spring break trips offered to students. Coordinator 1 explained:

> Holidays, I have been able to miss a lot less of. Thanksgiving I missed for a long time, and I have made the decision not to program during that holiday anymore.

Now I basically employ more staff and train them effectively with qualifications
so I will not have to go on as many trips anymore, including spring break.

Coordinator 2 voiced a similar sentiment on how the role of being a father affected the

university's outdoor recreation program:

Once kids arrived into my life, it changed some of the dynamics in the program.
The university hired an additional coordinator, and structured that position's
responsibilities as the person responsible for spending time in the field.   My
responsibilities were then adjusted to be more of the administrative, financial
personnel.

This scenario was unusual in that Coordinator 2 was the only individual interviewed that

was afforded the organizational support to allow for the creation of a new position.  The

other coordinators within the study either had to make adjustments in the area of trip

offerings or find a way to accommodate both roles with minimal compromise. This is not

to say that coordinators with children do not still have a desire for enjoyment of the trip

experience.  Coordinator 5 explained:

I have to admit I still get enjoyment from the longer trips, which are the hardest
ones to go on because of my household responsibilities and family obligations.
That said, I don't enjoy the weekend and the quick trips as much as I used to
because I am not rewarded with the in-depth relationship building that
accompanies the longer trips.  So I guess I try to be more conscious of my time
away from home for sure.

Coordinator 8 reaffirmed this when he stated:

My role as a father and husband have not lessened my work enjoyments, it has
just made me more aware of what is important in my life; and yes, sometimes that
is a work related trip, but it is to a location I damn sure want to be at.

Each coordinator, however, indicated that they had to make conscientious

decisions in regards to time management to effectively accommodate their new role as a

father. Coordinator 7 best summed up this sentiment by stating: "Whenever I am away, I

now have to plan around day care, my wife's schedule, etc. as far as when I can leave, and when I need to be back." Greater responsibility and increased demands of the coordinator's time, both personally and professionally, can lead to a change in job perception.

<div align="center">Job Perception</div>

Job perception is another notable area in which family status changes affect a collegiate outdoor recreation coordinator's satisfaction.  Job perception is the result of how an employee views the important aspects of their job including personal satisfaction, security, and benefits (Carmon et al., 2013).   According to each coordinator, they initially chose this particular career because it provided for personal satisfaction by combining passion with work. The following highlights the changes in job perception that occurred as the family status changed for the collegiate outdoor recreation coordinator.

Single Status

A single collegiate outdoor recreation coordinator typically has a singular focus in terms of how he perceives his job with personal satisfaction being at the epicenter. This perception is framed around the assumption that he has chosen a career that encompasses both his passion and hobby.  In essence, although a job by definition, the position of collegiate outdoor recreation coordinator when single is not necessarily perceived in that light, as Coordinator 7 explained:

> Gosh it's just so exciting. It's getting paid to do what I like to do, you know. If you love your job, then you are not really working, and so I did enjoy that a lot. The people I worked for never minded me going out for days on end, taking students out, because I think that's one of the best ways for them to grow in the

> outdoors. It's also a very fun thing for me. Plus, I didn't even have a dog, so I didn't have a reason that I had to get home and take care of business, so to speak.

Coordinator 1 echoed similar sentiments when he talked about his job perception compared to that of his friends who entered the workforce in different professions.

> I was employed at that time and felt as though I had not worked a day in my life. My friends who chose different career paths would always tell me how lucky I was, that I did not understand the real world. You know, they were right, I was lucky, and although I was not getting wealthy, in many ways I was richer than all of them.

## Committed Relationship without Children Status

When the collegiate outdoor recreation coordinators entered into a committed relationship, their job perception remained relatively unchanged. Of the 8 coordinators interviewed, 6 of them indicated personal satisfaction remained the priority. This occurred because for the first time they had a significant other to share this passion with, or someone who understood and accepted their role as a collegiate outdoor recreation coordinator. Having a significant other who understands what their spouse/partner does, combined with a belief in the organization their spouse/partner work for, is essential for that individual to have a positive perception of their job (Wayne et al., 2013).

Coordinator 6 described this when he stated:

> When I got married, my spouse obviously knew what I did for a living, and that is part of what created the special bond between us. Although she would not join me in the backcountry often, she was accepting of my role and responsibilities to the university. Looking back on it, that support combined with my love for the outdoors more than anything else kept the perception of my job unchanged.

Coordinator 4 mentioned the same traits in regards to why his job perception remained unchanged once he became married:

After marriage, I still did not feel like I was really working. Yes I had a job to do, and yes, I had a spouse to answer to, but she was all aboard with my career choice. After the initial adjustment of marriage, I actually felt as though I had the best of both worlds. At work I was doing what I loved to do, and at home I was with the one I loved.

On the other hand, Coordinator 1 described how his job perception began to change once he entered into the realm of marriage.

Whether mountain biking or climbing, I needed to challenge myself on a personal level, because when I am working professionally, I am working well below my challenge level. When I was single I would recreate during the perceived workday because of the blurred lines between my job and my personal time, as they appeared to be one in the same. Once I got married I had to tighten up these blurred lines and carve out defined work and personal time for my own sanity. Plus I wanted to be fair to my marriage. So yes, the perception of my job did change slightly.

Coordinator 3 mentioned that after marriage his overall perception of his job also began to change:

I never was married before, but I already was envisioning a future with kids and what that would look like. I realized that I want to be part of events, competitions, etc. that might occur on the weekends and understood that working in the outdoor field would create limitations. Upon marriage I began to road map the future knowing that eventually I would have to leave my true passion behind. So yes, that realization made it more of a job for me.

Committed Relationship with Children Status

Each coordinator interviewed spoke of passion, and how this passion created a foundation upon which they built a career. They also indicated that they did not perceive their job as work in the traditional sense because of the enjoyment derived from their work experiences. This view began to change, however, when their family status included children. Coordinator 6 alluded to this as he took a broader view of his position:

Before children I was all about the experience. I wanted to go to cool places, see cool things and share that experience with students. I was 100% focus driven toward my program. With children I began to look at things differently. Income, benefits, flexibility became the priority. Looking back on it that is the time when my job started to become work.

Coordinator 2 echoed similar sentiments about how children caused him to reevaluate his career choice:

I am looking to head into a direction that will provide a little more stable structure. So I am also looking to remove myself or allow somebody else to be in my position that can be fully dedicated. I feel a sense of obligation to the students and the program. If it is not working for me to be in that position, and if I am not helping the program grow, and I am not giving that program what it needs, then it is time for me to move on. I am kind of experiencing that right now.

Coordinator 3 experienced similar concerns as Coordinator 2 as he explained why he recently made the transition away from collegiate outdoor recreation:

Once I had a family of my own, my job perception did change. I knew what I needed, and to do and to get where I needed to go meant I needed more responsibilities which meant more salary, which meant possibly moving, relocating, to go get those things. I'm proud to say that I've gotten all the things that I needed to get and I feel very fulfilled, but it certainly was a decision that I had to make consciously because I knew the profession in and of itself, the outdoor program coordinator wasn't going to get me where I needed to go.

Perhaps Coordinator 1 summed it up best when he described how the perception of his job is different today than it was when he was single:

I think easily the biggest change is that I still love what I do, but it has become more of a job and a little less of a passion. The people that I see flourish, they come in, contribute to the field as a whole, and unfortunately, move on because they outgrow it. Do I think some outgrow it because they have 2 kids and a wife that demands more of their time and they want soccer games on the weekends? Yes, absolutely.

At times however, the coordinators did indicate that although they did not enjoy being apart from their families, it was during this absence that made them appreciate what they were leaving behind even more.

<div align="center">Enrichment</div>

As mentioned earlier, enrichment is considered the positive effects work has on family or family has upon work (Tement & Korunka, 2013). When the position of collegiate outdoor recreation is mentioned, the same holds true. Interestingly, however, it was in a backcountry setting where each of the coordinators expressed the positive relationship between work and family.  It was during this time, in an environment less hectic than society typically offers, that they provided insight on what was truly important to them. Throughout this section the researcher will examine the enrichment felt by the coordinators as their family status changed from single, to a committed relationship, to a committed relationship with children.

Single Status

When a collegiate outdoor recreation coordinator is single, the enrichment expressed mainly concentrated on career validation and travel.  For example, Coordinator 3 stated: "As a single professional, once I got into the backcountry and everything was rolling, I definitely got enjoyment out of it as it reminds me why I chose this career. You know, kind of a validation." Coordinator 1 was more specific when he spoke about the validation of his career and why he felt fortunate to have the job he does:

> In the front country I am constantly forced to multi task, but on trips, when the day is done, I like to reflect. I am extremely fortunate to do something I love, and I love it when I sit back and give myself the time to think about the positive things that I get to do: the positive things I get to provide to people, the positive work

environment that I am really fortunate to have, the flexible schedule, the opportunities in my life.

Coordinator 4 echoed similar sentiments while highlighting the importance of travel:

Going on different trips is still new and exciting for me. Back then I selfishly wanted to see the whole country before I got married. My job was a way to accomplish this. I began to realize, however, that it was not so much about location; it was about being in nature. This is where I got my energy; it allowed me to clear my mind while inspiring other people.

Committed Relationship without Children Status

As the outdoor recreation coordinator enters into a committed relationship without children, travel and validation remain pertinent, but a shift toward the importance of family begins to occur. During the interviews the coordinators indicated that there was a fine line of being gone too much, but admitted that traveling for work during this life stage was important in regards to their relationship with their spouse. In essence, this interaction many times mirrored their relationship prior to marriage. Coordinator 3 explained:

I still loved going on trips, but once I got married, the one thing that really stands out is I was much happier to get home; you know what I'm saying? Because there was somebody else there, whereas before when a trip was over I was sad in that I missed the interaction with the students.

Similarly, Coordinator 5 expressed his desire to still travel and educate students because that continued to validate his career choice, but admitted he was surprised by the positive effect being away had on his relationship with his spouse.

Yeah. In a strange way, it strengthens the relationship with my wife. While away, you start to miss them and I think she misses me. And you know it is just a heightened level of appreciation.

Committed Relationship with Children Status

When children entered into the equation of a collegiate outdoor recreation coordinator's family status, a greater appreciation for his career and family was evident. The good fortune to be in a career they are passionate about, as well as one that provided stability with good benefits became increasingly important. So did the desire to spend more time within the family structure. Coordinator 2 explained:

> If I am on a backpacking trip and I am at the end of the day, I am not with students anymore. I am not turning on the TV. I am not preoccupied with a lot of other stuff. So I just start to think about, okay take a kind of an inventory of where I am at in my life and I just start to appreciate all the good things in my life. And that usually always comes back to my wife and kids and job.

What is unique to the collegiate outdoor recreation profession is that individuals are placed in situations on trips without any social media outlets and have reflection time with Mother Nature as a backdrop. According to Coordinator 8, "This provides the perfect venue for reflection." Coordinator 5 further illustrated this when he stated, "Traveling gives me clarity on my role as a father. There's no doubt that these trips always give me time to reflect on how I need to invest in my children and more." Coordinator 3 mentioned how he probably took his wife and kids for granted because he is with them every day, but that changes when he is in the backcountry.

> Do I want to be away? No. But being in the backcountry, helps add perspective on what and how much your family means to you. Because when you come back and you see them after being gone for such a long, extended period of time; those emotions and stuff are very evident. And you get that kind of rush again on why you mean so much to each other.

Coordinator 7, on the other hand, offered another view on how the appreciation about what he does for a living increased after having a family.

I love my family and would do anything for them, but because I spend more time with my family and less time with my students than when I was single, I get most of my enjoyment these days from seeing my students interact, grow, being challenged, and having fun.

Coordinator 4 probably captured the essence of enrichment best when he stated:

After children I still did not feel like I was really working. Yes, I had a job to do, and yes, it's not all exciting, but those moments are short lived and overpowered by memorable moments experienced through the places you go and the lives you enrich. This not only includes the students I mentor, but also the children I am a father to. I am very fortunate indeed.

It is evident that as family status changes to include a spouse, than a spouse with children, being apart enhances the appreciation a collegiate outdoor recreation coordinator has toward their family and job. It is not only because of the time they spend away, but also the naturalistic environment in which they work that allows them the opportunity to reflect on what they are missing and how important their significant other, children, and career choice are to them.

<div align="center">Relevant Secondary Themes</div>

Travel-related stress, role pressures, job perception, and enrichment were the four main categories that presented themselves as primary themes for collegiate outdoor recreation coordinators experiencing changes in family status. However four secondary themes emerged and are worthy of discussion (see Table 4). These secondary themes include: levels of engagement, guilt, family/work balance, and support systems. The researcher in this study opted to refer to these four themes as secondary because they were mentioned by enough of the participants to be considered relevant, but not mentioned by enough to be considered primary.

Table 4

*Secondary Themes Resulting from Family Status Changes*

| Themes |
| --- |
| Levels of Engagement |
| Guilt |
| Family ↔ Work Balance |
| Support Systems |
| Priority Shift |

Levels of Engagement

What differentiates collegiate outdoor recreation professionals from other

professionals that require traveling is the lack of communication with spouse while in the

backcountry.  Traveling into the backcountry means leaving reliable communication

technology behind. For example, if an individual is on a six-night seven-day spring break

river trip, communication with an individual's work place, family, and friends can be

challenging or impossible. This can lead to stressors as a result of a lack of engagement.

Each of the coordinators interviewed indicated that they felt like they were missing out

on crucial times within their family's lives by not being present in the moment.

Coordinator 1 stated:

> It is really hard to walk out the door and know what you are leaving behind.
> When I travel, I think what makes it worse is that I am not in a hotel room making
> a phone call or Skype every night. I am literally gone for 5, 6, 8, or 10 days.  I
> cannot make phone calls or Skype my kids.  I am off the grid.

In addition to being off the grid, it is the disengagement that occurs from missing

a special moment in a child's life that can magnify this perceived level of engagement as

Coordinator 5 mentioned:

> I notice that when I come home from a trip, my kids definitely show emotion that they understand I was gone and they're glad I'm back, which is a great feeling. But at the same time, you know that you're being missed which is a great feeling, but then you don't want to be missed. You know you missed out on important things in their life; you wish you were there with them.

Coordinator 6 expressed the same sentiments when he stated:

> With being away, the hardest thing was once they started playing ball and that sort of a thing, not going to all the games. You know that makes it hard, and so therefore, they are talking about it, and you are not. You are living vicariously but not from having been there.

Guilt

The experience of guilt combines feelings of distress over another person's wellbeing with a sense of personal responsibility (Nelissen, 2014). The findings from this research echoes this definition as the coordinators interviewed expressed guilt due to the additional burden they placed on their spouses and because they sometimes missed engagements that are important in their kids' lives. These burdens not only include issues related to childcare, but according to the interviewees, missing out on crucial times within their family's lives by not being present in the moment can induce feelings of guilt. Travel-related guilt can occur several months prior to departure as Coordinator 1 detailed:

> The guilt for me is when I am planning a trip six to eight months out. Knowing that I am committing to this, and I don't know where everything else in life will be when it gets here. For me, managing all the things that lead up to it, I have to put it on the back burner, the week up to leaving. The commitment is the challenge to me. As a family, you have no idea what life is going to be dealing us when this trip shows up. I cannot cancel it. It is not like, hey we were going to go to the zoo but now both kids are sick, we are just not going to go. I have to leave. No matter what is happening, I have to leave.

Coordinator 3 expressed his thoughts toward travel-related guilt this way:

> When I am gone, let's say a week. With little kids, a week is a long time. It is a long time for my wife to manage 2 kids on her own and go to work. It is really hard to walk out the door and know what you are leaving behind you. It is going to be hard on her. It is going to be hard when I return on her. She is going to be tired and worn out. I cannot come home from a 10-day expedition worn out. It used to be I would come home from a trip kind of tired and was afforded the opportunity to spend several days catching up. I have to come home and be rested or figure out how to be rested. It is just not an option. Obviously, when you have kids, you require less rest. I do not get time to rest anyway. You learn to walk in the door energetic after a hard day of work; it is obviously not over at 5. It's when they go to bed.

While being away from home is perceived to be difficult for an individual's spouse, it can be even more challenging for their children as they sometimes lack clarity on why their father is gone. Coordinator 7 reflected on the challenges of leaving his daughter behind by stating:

> Generally, as I'm loading my stuff in the car, my daughter is up. It doesn't matter what time it is, she'll ask where I'm going and if she can come with me, which you know is going to invoke some sadness. When she knows I am going to miss something fun with her, she gets extra sad.

The difficulty of being away is not only a challenge for an individual's family; saying good-bye is also difficult for the coordinator as depicted by Coordinator 3.

> So I am on a trip. The day before my daughter and I were dancing in the kitchen, she was closing her eyes and she was just spinning in circles with a smile on her face and it's amazing I can't believe I'm saying bye to this. How could I leave this, this is as good as it gets. So yeah, it's definitely harder now when I am gone, but I know this is where I need to be for my job, but I also know I'm giving up something really-really important, more important than I've ever thought it can ever be. And you know what else I'm learning? That she's two and a half, but at three and a half, it's going to be even harder than it is now. And at four and a half it's going to be even harder than it was at three and a half. So I don't anticipate it getting any easier, and if we ever even have a second child, that difficulty will multiply.

In essence, the coordinator's absence as a result of adventure travel has an effect on all parties within the family structure. Knowing that this absence places an extra burden on his spouse and elicits sadness in his children causes increased guilt sensations for the coordinator.

Family/Work Balance

Individuals, regardless of occupational choice, have the desire to give adequate attention to both their job and family (Beauregard, 2007). This is true for collegiate outdoor recreation professionals as well, but the inconsistent hours and weekend commitments can make balancing work and family expectations a challenge. Of the 8 coordinators interviewed, each alluded to the increased difficulty they had balancing their personal and professional lives as their family status changed. Initially, the balance was a non-issue but as their dual-role responsibilities increased, so did the challenges of balancing work and family. Coordinator 7 indicated this by stating:

> Initially, balancing my work life with my personal life was easy, because I was alone and I did not have anyone to work my schedule around. Once I got married, and really, after I had a child, that's when the balancing act began.

Coordinator 3 echoed similar sentiments:

> When I was single, and even married, I had no problems. When kids arrived, however, everything changed. Doctor appointments, birthday parties, swim lessons, school events, ball games, sick days, you know. Wow, I could not keep up! I had to find a way to balance each before I lost them both.

To maintain the balance between work and family, each coordinator deliberately decreased their weekend commitments to some degree, and evening commitments when possible. In doing so, many times they would work at home instead. When they were not

on the trip, they were in essence "on call" or they would research forecasts, answer e-

mails, process timesheets, etc. in order to catch up.  Coordinator 2 expressed this best.

> You would think not going on as many trips would allow for more free time. In reality it causes me more work during the day by meeting with students and making sure they are prepared for trips, clinics, etc. So yes, I do bring work home, because that is when I can do all the administration stuff on my computer.  When possible, I typically work after the kids go to bed in order not to infringe on my time with them.

Coordinator 8 offered a similar account when he alluded to his dual role responsibilities

and the effect it has on his mental presence.

> For professionals in our field to be effective, I think you have to mesh work and family together. If I have a trip out, which is almost every weekend, I have to be in tune to where they are and the weather.  I also have evening activities going on each night like our wall, clinics, and special events. I don't like working during my family time, but that stuff is always on my mind. I am not sure if I balance work and family well, because my focus is often on the area I am not with.

By consistently bringing work home, they have in essence engaged in role blurring.

Support System

A social support system is assistance accessible to an individual through family,

individuals, groups, and/or the larger community.  According to Ozbay, Fitterling,

Charney, and Southwick (2008) this support is essential for maintaining good physical

and mental health, in addition to a way to mitigate stress. For the collegiate outdoor

recreation coordinator, this may include professional organizations, supervisors and

peers.  For the coordinator's family, however, this may include local family, friends,

spiritual outreach, etc.   Whatever forms of social support that occurs, half the

coordinators identified it as important when it comes to alleviating role pressures.

Coordinator 3 explained, "A good support system is extremely valuable when I am away.

My wife has found a Mom and Tots group and they program things all week long, and I think that's exceptionally important to them." Interestingly, the coordinators who did not identify this as an important resource were individuals who did not have family in close proximity. Coordinator 5 provided an example of this by stating:

> At this point it is really important, we don't have any extended family. So due to the lack of extended support and limited ability to afford full daycare, it has definitely adjusted my schedule and my wife's schedule. You know, I will stay home in the morning and then work late. So just making sure that the kids are supervised and cared for during the workweek becomes a big challenge, because it is only my wife and I.

Through a similar lens, Coordinator 1 supported this example.

> I do not have family where I live. We are on our own anyway. There is no mom to stop up or stop over in the afternoon to make a meal. We do it on our own everyday. That makes it harder. I have friends that have the luxury of grandparents that come over for an hour or take the kids for a night of sleep. We do not have that. That makes it even more challenging for me to walk away from it. I am walking away and leaving her alone. She doesn't have support unless we can arrange for family to come up.

In addition to the challenges that occur by not having an immediate support system in proximity, it was interesting to note that all 8 coordinators listed a supportive spouse and supervisor as the key component to managing their role at the workplace. Coordinator 3 shared an example of this.

> Yeah, well we really don't live near any immediate family or anything like that. So we kind of run on our own, which does cause problems if a child gets sick and my wife has to teach. We have to find daycare and things like that. On top of that though, my wife's support is very important to my happiness. But she's always been supportive. I am lucky that she understands what's happening, and that I do work that involves unpredictable hours.

Coordinator 7 stated something similar.

My job would be much harder if my wife wasn't supportive. If a kid gets sick or something changes throughout the week and I would have to leave on a trip, if she was like "no you have to stay here," obviously that would not be fun.

Coordinator 4 echoed the importance of having a supportive spouse. "My wife is extremely supportive of my position, which is important to my job success and family happiness." This does not mean that having a supportive spouse is free of challenges, however, as Coordinator 1 provided this insight.

Although my spouse is supportive, I am not sure if it is always genuine. When I am on a trip, there is a blurred line of: I am going on vacation versus this is my job. It is not like I am traveling across the country and building a building and working 12-hour days. I am working 24 hours a day. Some people see it as I am getting to go backpacking. In the back of my wife's head, I am getting to travel and wash my hands of the daily challenges of 2 kids for 10 days.

Even though he had a supportive spouse, Coordinator 5 relocated to a different university in order to be closer to his spouse's family to provide additional support.

I know as we had children, my traveling was more stressful on my spouse because I was leaving her alone with one, two, and now three children. And I know that definitely played a role in our transition back to where she grew up. By making the move, that relieved some of that stress on our relationship because she had more of a support network when I traveled.

When asked about the importance of their relationship with their supervisor, Coordinator 1 explained:

She [his supervisor] knows in the summer when it is slow, I am going to go ride my mountain bike at 2 and get an hour or 2-hour ride in and then go spend time with my family. I used to do that ride after work, and I cannot do that after work anymore. All of those pieces are what make me work efficiently. If I am exercising and I feel good about myself and I can balance home and work, I am more successful. If I am more stressed out trying to balance my family, I work inefficiently. Pressure doesn't make me work faster. Stress tends to bog me down.

This was supported by Coordinator 2 when he stated:

> My supervisor has been extremely supportive and understanding with my need for a flexible schedule.  There is a certain element of trust of the work ethic and the workload and the quality of the work that he just trusted. This is important.  I could not do my job without my supervisor's support and understanding.

Priority Shift

As family status changes, it's not uncommon for an individual's priorities to change in regards to work and family.  For many these include a shift from prioritizing work to the prioritization of family. In relation to the collegiate outdoor recreation profession, this may mean a change in work devotion or even a career change. Coordinator 1 described how his priorities changed in relation to his job once his family status included children.

> As my kids get older, and my family continues to be more of a priority my work becomes more of a job.  I do not push myself to go as above and beyond.  I used to go above and beyond for no other reason than myself wanting to provide the best trip for the university community or to get everything done exactly right at the climbing wall.  This is something my supervisor isn't going to see or my participants are not really going to see a difference in, but it was me wanting the best.  I am going to do it perfect because I want to be better than anybody else. With kids, now I simply strive to do programming at a safe level. I can't spend a Saturday setting rock climbing routes for a competition anymore, even though I used to love that and had a lot of pride in being able to do it really well.  That is something I can give up, and my program is still exactly the same to everyone who sees it.  It has to be more of a job.  I just don't have time.  I don't have time to spend on projects that create more work for me right now.  My plate is full, and I just have to deal with it.

Coordinator 7 on the other hand, explained why a shift in his priorities contributed to his decision to change careers.

> Having a family, kids in particular has changed my priorities. Now I will intentionally space out those travel opportunities so that they are manageable to my family and myself and then I will also choose the opportunities that are the

most impactful for me. I have become more selfish in regards to my priorities. Although my students may want me to offer certain programs, there are some offerings just don't make the cut anymore, it doesn't trump my family, so these program initiatives get pushed down or simply don't happen. A change in my personal priorities definitely played a part in my leaving collegiate outdoor recreation.

Although Coordinator 5 is currently employed as a collegiate outdoor recreation coordinator, he echoes similar sentiments as he looks toward the future.

When I started, outdoor recreation was definitely my focus, but over time I found myself still very much enjoying campus recreation but thinking about maybe heading towards the associate director or director position, so I would have that more normal Monday through Friday. There will still be some weekend stuff, but not you know consistently. That goal has kind of sped up since a wife and kids were added to my portfolio. Therefore, I have made a concentrated effort to position myself professionally in order to take the next step.

In essence, when an individual's family status included children a shift toward family prioritization became evident among the coordinators and lens toward the future began to come into focus.

This chapter introduced a profile of the research participants and presented the results of the data collected. The participant responses provided four primary and four secondary themes regarding the effects family status changes have on collegiate outdoor recreation coordinators. The four primary themes, travel-related stress, role pressures, job perception, and enrichment, were the most obvious ones shared by the participants, while the relevant secondary themes, levels of engagement, guilt, family-work balance, support systems, and priority shift, elicited enough responses to merit mentioning as well.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This phenomenological study was to understand how changes in family status affect an individual's perception of their job as a collegiate outdoor recreation coordinator. The qualitative design of this study provided the researcher with an opportunity to gain a greater appreciation of the particular changes experienced by the participants as their family status changed over the course of their career.

Understanding a life cycle model was an important research framework for categorizing what occurs during each phase of an individual's work and home life. Burack's model was useful because it depicts the relationship between an individual's personal life and career. In addition, Burack's model begins and ends during an individual career timeline that best represents that of a collegiate outdoor recreation coordinator. Typically a collegiate outdoor recreation coordinator begins his professional career single upon graduating from college and continues into his mid 40's, which is precisely where Burack's model begins and ends.

When individuals begin a career as a collegiate outdoor recreation professional, they are typically single and may not, or cannot, conceptualize the effect family status changes might have on their future job satisfaction. Therefore, this study focused on three categories of family status: single, committed relationship without children, committed relationship with children. Each family status change was impactful and represented by Burack's model that depicts these stages of one's career/life cycle.

This chapter provides an overview of the study and is divided into four sections. The first section is a brief summary for each of the themes identified in chapter four, including their effect on collegiate outdoor recreation coordinators during each family status change. The second section describes potential implications of the research findings. The third section provides discussion of the study's limitations. The final section offers suggestions and recommendations for future research.

<u>Summary of Findings</u>

Four primary and four secondary themes emerged from the detailed data analysis of the interview transcriptions. Although each is described independently, these themes and the impact they have on collegiate outdoor recreation coordinators as their family status changes from single, to committed relationship without children, to a committed relationship with children, are influenced by each other. The four primary themes identified from the interview transcripts included travel-related stress, role pressures, job perception and enrichment. The secondary themes consisted of: levels of engagement, guilt, family/work balance, and support systems. Figure 1 provides a visual of the perceived effects on an outdoor recreation professional due to changes in family status. The primary themes (above) and the secondary themes (below) indicate the pressures on the outdoor recreation coordinator, which can be perceived as normal and have minor impact on job satisfaction or as extreme and have a major impact on job satisfaction.
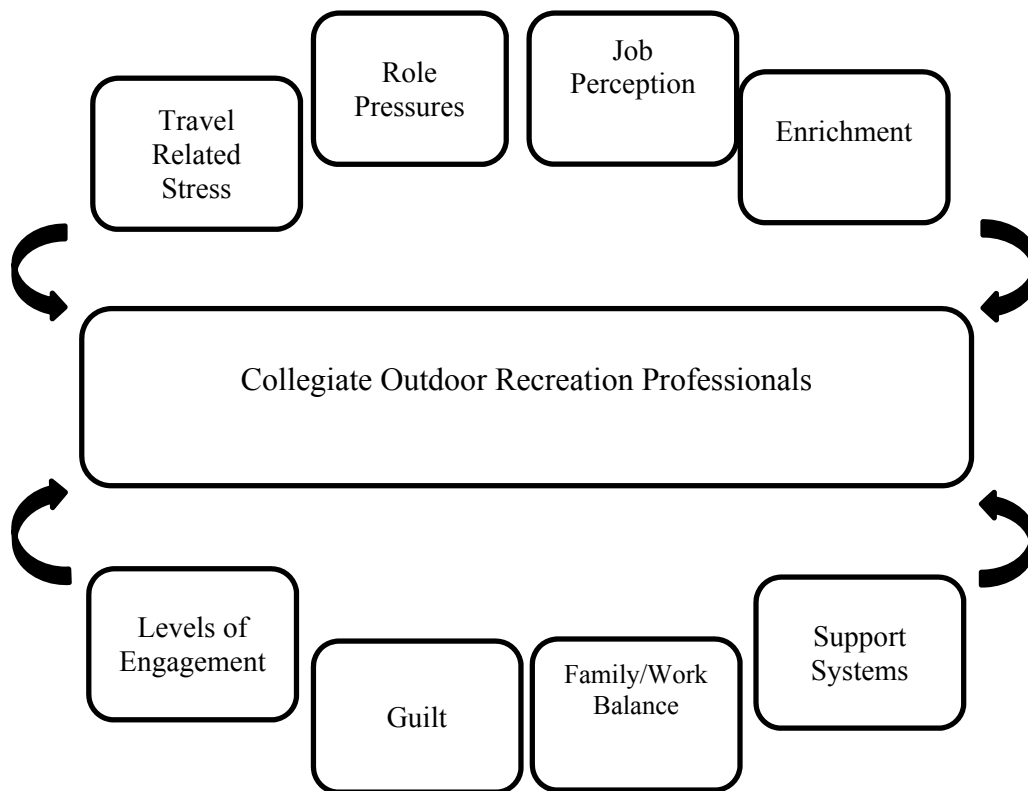
Role
Pressures

Job
Perception

Travel
Related
Stress

Enrichment

Collegiate Outdoor Recreation Professionals

Levels of
Engagement

Support
Systems

Guilt

Family/Work
Balance

*Figure 1.* Overview of Perceived Issues Due to Family Status Changes

Status: Single

Research question 1 asked: When an individual is single and enters the field of

collegiate outdoor recreation, what are some of the benefits and challenges they

encounter? The data revealed that when an individual employed as a collegiate outdoor

recreation coordinator is single, he does not have many of the dual-role stressors that

accompany those who have families. The challenges faced by a single professional are

more singular since they typically do not impact others. Individuals in this family status

phase are concerned with honing their skills as well as making a name for themselves in

their chosen profession. In the arena of travel, they not only do not mind it, they cherish

it as an important part of their job.  Individuals in this category prefer to be on a trip

every weekend as they view their profession as a hobby they happen to get paid for.

When leading a trip, they are fully engaged with the participants and many times are sad

to see an adventure end.

Young professionals in this category tend to work extensive hours because their

competing interests are typically minimal. In doing so, not only do they work most

weekends in the backcountry as previously mentioned, they also spend their weekdays in

the office facilitating other aspects of their programs. When the coordinator does have a

free weekend however, many times he feels pressure to fulfill the image of an

outdoorsman through adventure recreation. As a result this can lead to burnout.

Figure 2 provides a visual of the balance between benefits and challenges for the

single individual.  There are more benefits than challenges at this stage of family status.
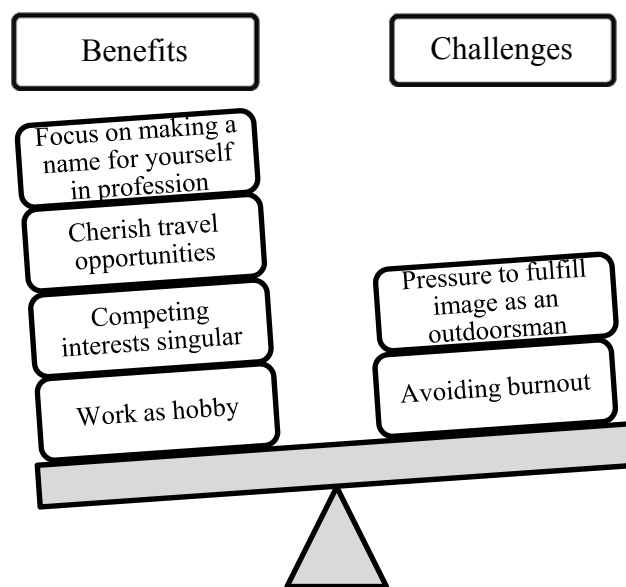


*Figure 2.*  Single Individual, Benefits vs. Challenges

Family Status: Committed Relationship without Children

Research question 2 asked: When a spouse/partner enters into an individual's life, what changes, if any, occur in their career as a collegiate outdoor recreation coordinator? More specifically, what are the new challenges that may affect the individual's job satisfaction?

When an individual enters into a committed relationship, many of the components that accompanied them while single remained unchanged, but a few new challenges/stressors emerged. Job/career satisfaction and travel stressors changed little as the coordinators indicated that they still relished the opportunity to be in the backcountry. Some indicated their travel enjoyment was heightened because their spouse would accompany them while others set boundaries on spousal participation. Regardless, it was evident that because their relationship was in its infancy, the coordinators' spouses supported their career choice and understood their travel commitments, thus emphasizing the importance of spousal support.

Coordinators in a committed relationship also indicated that they became more cognizant of the importance of time management. Although they would still log considerable hours, each became more conscientious about when they worked and made an effort to schedule meetings during the workday. They also indicated that they began to spend less time with their peers outside the workplace and became more reluctant to embark on personal adventures with their friends unless their spouse was included. Appreciation for family began to occur as the coordinators indicated they began to look forward to being back from adventures, because now they had a reason to be home.

Figure 3 is a visual representation of the balance between benefits and challenges faced by an outdoor recreation coordinator who is in a committed relationship without children.
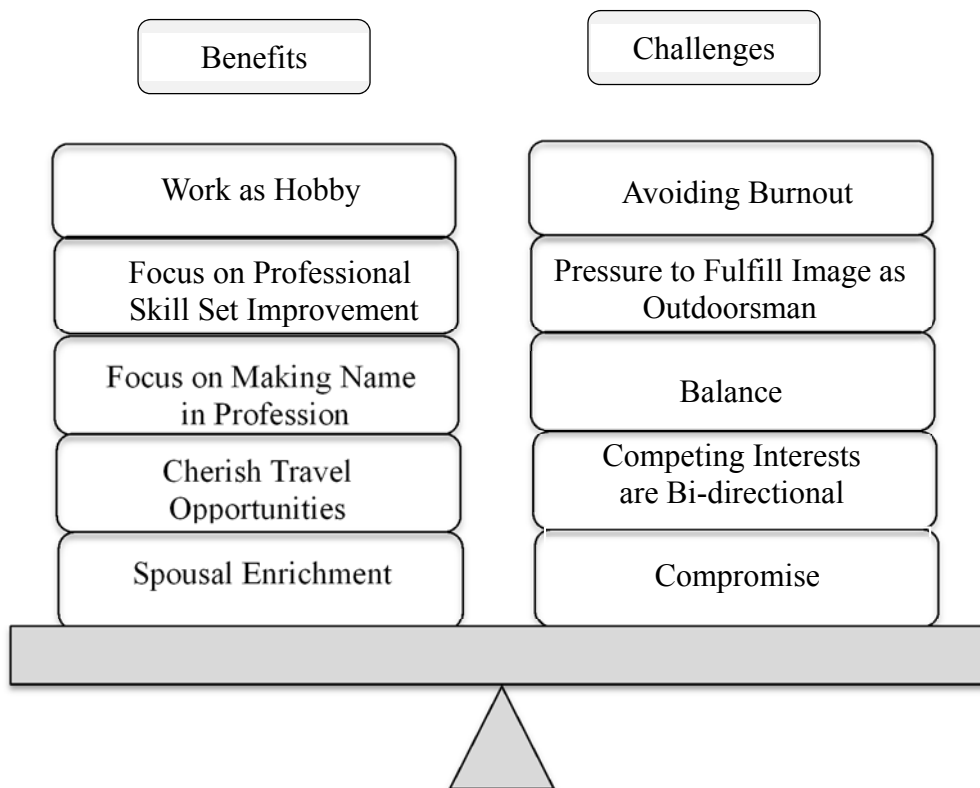


*Figure 3.* Committed Relationship without Children, Benefits vs. Challenges

Family Status: Committed Relationship with Children

Research question 3 asked: When an individual becomes a parent, what changes, if any, occur? More specifically, what are the new challenges that may affect the individual's job satisfaction? How do these challenges impact their career?

When children entered into the equation of the family status of a collegiate outdoor recreation coordinator, a profound impact occurred. This impact was evident in both of the coordinators' personal and professional life. Personally, they had to begin advanced planning in all aspects of their life so that childcare, kids activities and birthdays could be accommodated if possible. Professionally, the coordinators had to learn to balance the job demands of an inconsistent workweek, with the most challenging aspect being in the area of travel.

Travel became less desirable as a result of having children due to the bi-directional stresses placed upon the coordinator. These stressors not only occurred while the coordinator was in the backcountry, but many times it occurred weeks or months prior to an adventure. Once a trip has been planned and marketed, there is an understanding that a commitment has been made on behalf of the coordinator. Projecting months in advance is difficult for the coordinator who is in a committed relationship with children, because he must be ready to lead the adventure regardless of the impact it has on the family. This reality caused coordinators with families to program fewer trips, plan shorter adventures, eliminate or reduce holiday adventure offerings, or many times rely on their student staff to lead the trips.

When the coordinator does travel, however, a decrease in enjoyment of the experience occurs as a result of having children. This decrease is a direct result of their dual-role responsibilities as a father and professional. Not only was the coordinator focused on the adventure and the preparation that accompany that responsibility, they were concerned about their family, household chores, and events that they would be

missing out on. This experience frequently manifested itself into a sense of guilt as a result of placing an extra burden on their spouse to act as a single parent while away, and for missing important moments in their child's life. The coordinators reported that once they had children, travel was viewed as more of a job and less as a hobby. Although this sometimes reflected adversely on participant interaction, as the passion of being in the moment was not as evident as it once was, it did not affect the risk management and safety aspects of the trips.

Another aspect of adventure travel that became evident when children were added into the family structure was that of enrichment. Enrichment took place as a result of the unique and often pristine environments in which the coordinator traveled and because of the barriers in communicating with their spouse and children while away. Without the capability to communicate with one's family, the coordinators mentioned that they had the opportunity to reflect on both their personal and professional life. From a personal standpoint, this time gave them a heightened appreciation toward their role as both a husband and father that is often taken for granted. From a professional standpoint, although this reflection time increased one's appreciation toward their job, being away also made individuals consider alternative career opportunities primarily due to their increased desire to be at home.

Figure 4 is a visual representation of the balance between benefits and challenges faced by an outdoor recreation coordinator who is in a committed relationship with children.
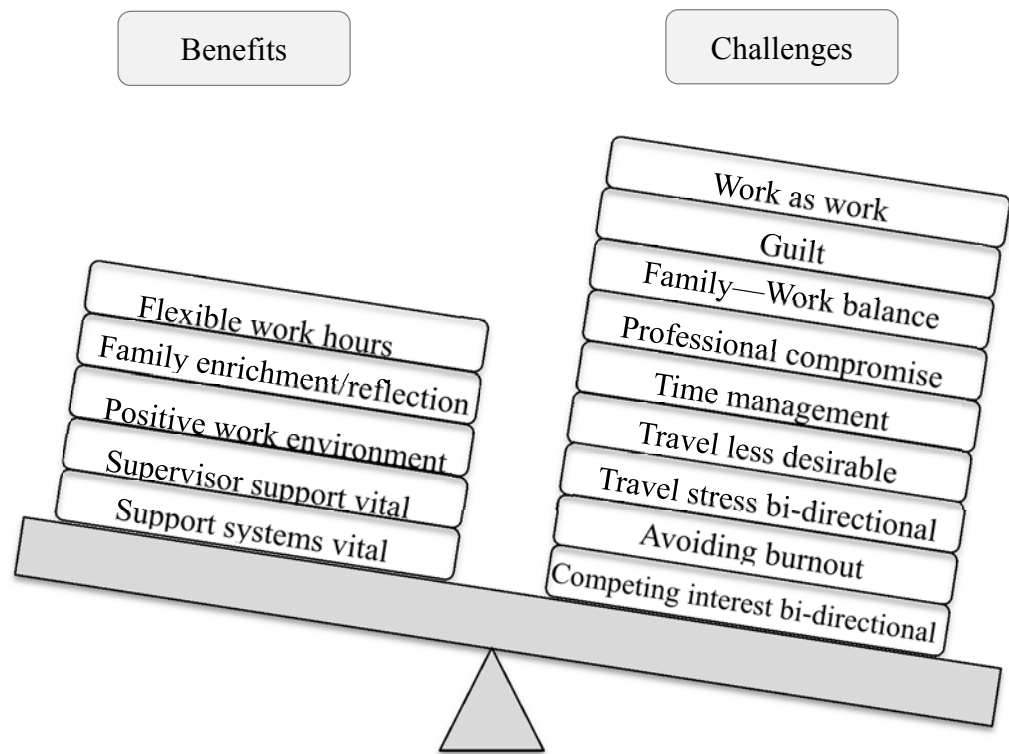
*Figure 4.* Committed Relationship with Children, Benefits vs. Challenges

Dissolution of a Committed Relationship

Research question 4 asked: What new challenges, if any, occur if an individual

has a change in family status, such as dissolution of parental rights, divorce, or domestic

partnership/civil union? How do these challenges affect the individual's job satisfaction?

Only one of the participants reported having experienced a divorce. This

individual coordinator did not provide any new data that was a consequence of the

dissolution.

Implication of Themes

The data gathered from the collegiate outdoor recreation coordinators in this study generated several implications. These implications will be shared in terms of what can or should be done by those aspiring for a career in collegiate outdoor recreation, individuals who are currently in the field who are experiencing family status changes, and for those who supervise collegiate outdoor recreation professionals. The results of these implications will produce a better understanding on how changes in family status affect collegiate outdoor recreation coordinators' perceptions on their work performance, job satisfaction and career longevity.

Individuals Entering the Profession

For those planning a career as a collegiate outdoor recreation professional, it is important to have a realistic view of the future to ensure this career path is sustainable within the framework of their life goals. For individuals in college or young professionals seeking to enter the field, they should understand that their level of enjoyment due to the freedom they have from being single will most likely change as they enter into a committed relationship, and will change even more so when they have children.

Individuals seeking to become an outdoor recreation professional need to be better prepared to face these challenges when these changes do occur. In doing so they can be better equipped with first-hand knowledge of the importance of time management skills regarding meetings, trainings, travel and prioritization skills as they pertain to personal endeavors. This lens into the future will help increase work performance and job

satisfaction while decreasing the chance for burnout to occur throughout their professional journey.

Current Collegiate Outdoor Recreation Coordinators

In order to adjust to the growing demands placed upon the outdoor recreation coordinator, the recognition of both their time management and managerial skills becomes paramount. Guthrie et al., (2012) mentions that collegiate outdoor recreation programs today are not simply adventure based, nowadays they may include programming components such as a climbing wall, challenge course, outdoor equipment rental, instructional skills clinics, summer adventure camps and freshman orientation programs. With the diversification of responsibilities, it is important that coordinators effectively balance both work and family. Therefore, hiring and training more student staff to handle the responsibilities of these growing demands became a necessity for the participants in this study. This research suggests, that in addition to placing more responsibilities on student workers, the coordinator should consider scheduling meetings and workshops during normal operating hours, eliminating program offerings to commensurate with staffing competencies, and even reducing the number of trips offered and/or trips led by the collegiate outdoor recreation coordinator. When a coordinator does embark on adventure travel however, this research brings an understanding to challenges that accompany this aspect of their job.

It is important to know that other collegiate outdoor recreation coordinators are experiencing similar feelings about their job and satisfaction with their job in regards to travel when their family status changes. It is common to have feelings of guilt because

the job requires traveling while the coordinator's spouse/partner is managing the household. It is normal to experience sadness as a result of these responsibilities because the coordinator may be missing out on important life moments with his children. Additionally, it is normal to experience anxiety about being gone during the days and/or weeks leading up to a trip. This research offers current collegiate outdoor recreation coordinators a realization that these are commonalities among coordinators as their role pressures develop as they evolve from a singular status to dual. Indeed, they are not alone in experiencing a wide range of emotions throughout the pre-trip, trip, and post trip aspects of their travel as other coordinators experience the similar sentiments.

The results of this study also suggest that if travel-related stressors are not mitigated, a career that was once viewed as a hobby may now be perceived as work. In addition, as role pressures increase and the balance between work and family continue to be challenged, this perception may lead coordinators to explore alternative employment opportunities as job satisfaction and job performance potentially decrease.

Supervisors of Collegiate Outdoor Coordinators

Supervisors of collegiate outdoor coordinators can use the results of this study as a tool to assist in effective management of collegiate outdoor recreation coordinators as their family status changes.  It provides a window into the stressors and emotions the coordinator experiences during the pre-trip, trip, and post trip aspects of adventure travel. Providing more flexibility in their work schedule both prior to, and after a trip might afford them the opportunity to tend to family matters, and can assist with mitigating some of the stressors that accompany travel.  In addition, the supervisor could encourage the

coordinator to lead fewer trips by giving them the resources to train student trip leaders to run these adventure trips.

The information garnered in this research can also help the supervisor understand that for an outdoor recreation coordinator to maximize their potential, his family has to be supportive of both his job and work environment. When the coordinator is traveling for work, it is vital that the spouse/partner have a local support mechanism. Engaging with the coordinator spouse/partner can assist with a sense of belonging and possibly act as a support group when the coordinator is away. Having this in place provides a sense of security and can provide some peace of mind to the coordinator. Knowing his family has support while he is away can potentially help alleviate some of the guilt felt by the coordinator and can lead to a more focused and effective coordinator. This study suggests that a supportive and understanding supervisor is important in terms of the coordinator's work performance, job satisfaction and career longevity.

<u>Limitations</u>

The eight individuals chosen for this study provided a purposeful criterion sample. Each of the participants was employed as a collegiate outdoors recreation coordinator when he was single, in a committed relationship without children, and in a committed relationship with children. Because the collegiate outdoors recreation field consists of a relatively small population, finding research participants whom the researcher had not met previously proved challenging. The researcher felt, however, that having this bond provided an enhanced sense of trust, thus allowing the participants to give honest, straightforward, and fair answers to the research questions.

Based on the knowledge ascertained both demographically and culturally in the literature review, the researcher chose to focus solely on the male gender in an effort to better compare "apples to apples." This supports the researcher's exclusion of females in this study, but does create a gender bias as a result.

The research methods for this study involved individual interviews that relied on the skills of the interviewer. The data collected may be missing information due to the limited experience and questioning ability of the interviewer. A more experienced and proficient interviewer may have drawn more information from the participants and recognized areas for further investigation during the interviews and follow-up conversations.

The participants in this study appeared to speak openly throughout the interviews, but any one of them may have omitted or skewed their responses without their own or the interviewer's knowledge. This might have been due to an inaccurate memory or a subconscious modification of events. For the purpose of this study, all responses are assumed to be authentic, honest, and accurately represent the individual's experiences throughout their changes in family status.

<u>Recommendations</u>

Although this study provides important knowledge for those aspiring for a career in collegiate outdoor recreation, individuals who are currently in the field who are experiencing family status changes, and for those who supervise collegiate outdoor recreation professionals there are several suggestions for future research. These recommendations are provided below.

1.  A study could be conducted, similar to this study, using only females as
    research subjects.  With the growing number of females considering a career
    path as a collegiate outdoor recreation professional, a study devoted to the
    female gender would be warranted.

2.  A study could be conducted which includes an equal balance of males and
    females to provide a comparison between the two genders and the perceived
    impact of family changes on job satisfaction.

3.  A study could be conducted to explore the perceived effects of family status
    changes on other outdoor recreation educators such as Outward Bound (OB)
    or National Outdoor Leadership School Instructors (NOLS).  This study
    would offer similar knowledge to those seeking a career in this arena, in
    addition to assisting the employer in an effort to better address the needs of
    their employees.

4.  A study could be conducted that would investigate the partners of collegiate
    outdoor recreation coordinators in an effort to examine how they are affected
    in an effort to better understand their needs.

<div align="center">Conclusion</div>

Many studies have examined work performance, job satisfaction, and career
longevity in the university setting (Kaltenbaugh, 2009; Sweeney & Barcelona, 2012;
Zhang et al., 2004), but none have focused on collegiate outdoor recreation professionals
as it pertains to changes in family status.  Therefore this study was designed to
understand how changes in family status affect an individual's perception of their job as a

collegiate outdoor recreation coordinator. More specifically, what perceived benefits or challenges occur throughout the family status changes, and what effect, if any, do these perceptions have on the individual's work performance, job satisfaction and career longevity.

Research participants in this study consisted of males who have been or who were employed as collegiate outdoor recreation coordinators at the time of the study. Convenience sampling was used in candidate selection via the Association of Outdoor Recreation and Education (AORE) membership portal from individuals who met the following criteria.

1. Gender is male

2. Individuals employed as a collegiate outdoor recreation coordinator or similar when they were single, in a committed relationship, and in a committed relationship with children.

3. The research participants do not need to have remained in the same position, but need to have been employed in the same vocation throughout the three family status phases of their life.

4. Individuals who are divorced or separated from their spouse/partner will meet the researcher's criteria for a research participant provided they were still in a committed relationship during the time they were in the position as a collegiate outdoor recreation coordinator in all three aforementioned phases, and might provide additional insight into the dichotomy of the work and family relationship within the scope of the study.

Eight individuals were selected as potential participants to respond to open-ended, personal interviews using semi-structured questions. Analysis of the participant transcripts identified emerging themes. To ensure that the results of the data analysis accurately reflected the participants' views, the participants had an opportunity to comment on the extent to which the themes extracted accurately reflected their thoughts and intended meanings.

The general findings of this study resulted in the following observations:

1. Single collegiate outdoor recreation coordinators do not have many of the dual-role stressors that accompany those who have families.

2. Individuals seeking a career as a collegiate outdoor recreation coordinator should understand that their level of enjoyment due to the freedom they have from being single will most likely change as they enter into a committed relationship, and will change even more so when they have children.

3. Travel becomes less desirable as a result of having children due to the bi-directional stresses placed upon the coordinator.

4. As the coordinator's dual-role responsibilities change, a career that was once viewed as a hobby may now be perceived as work.

5. Feelings of guilt, sadness, and anxiety are common among coordinators with children during the pre-trip, trip, and post trip stages of travel

6. A supportive supervisor who allows for flexibility in the coordinator's work schedule, both prior to and after a trip is important.

A career as a collegiate outdoor recreation professional is both a challenging and rewarding occupation.  It is a position that consists of many inconsistent hours as well as extended periods in the backcountry.  The results of this research offers insight into the challenges coordinators will face as their family status changes from single, to a committed relationship without children, to a committed relationship with children. It is important to understand these challenges so that a new generation of coordinators will be better informed regarding ways to meet these dual role demands.  In doing so, it is the researcher's hope that future coordinators' job perception, job satisfaction and career longevity will improve, or at the very least, remain positive throughout their journey.

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APPENDIX A

PARTICIPANT INFORMED CONSENT

UNIVERSITY OF NORTHERN IOWA
HUMAN PARTICIPANTS REVIEW
INFORMED CONSENT

Project Title: <u>Exploring the Effects of Changes in Family Status on Collegiate Outdoor</u>

<u>Recreation Coordinators</u>

Name of Investigator(s): <u>        Andrew Martin                              </u>

**Invitation to Participate:** You are invited to participate in a research project

conducted through the University of Northern Iowa.  The University requires that you

give your signed agreement to participate in this project.  The following information is

provided to help you make an informed decision whether or not to participate.

Name of Study Participant: _____

**Nature and Purpose**: State clearly and accurately what the study is designed to

discover or establish.

> **Explanation of Procedures**: You are being invited to participate in this research study because you are currently or were employed as a collegiate outdoor recreation coordinator when you were single, in a committed relationship, and in a committed relationship with children. In addition, your gender is male. The director of the study is Andrew Martin, a doctoral student in the Leisure Services Department at UNI. This study is for a dissertation on changes in family status and how they affect collegiate outdoor recreation coordinators.

- You will be asked to identify a time and location to meet for an interview
- This interview will be nonthreatening in any way
- The total length of the interview should be approximately 1 hour
- All names and identifying factors will be kept strictly confidential
- You have the right to decline at any time

**Audio or video recording:**
   The information shared will be audio recorded for the purpose of the study only—no personal identification data will be shared with third parties. All tapes will be used only by Andrew Martin and kept in a private location. Once the information has been analyzed, audio tapes will be erased to maintain confidentiality.

   Please initial either 1 or 2:

1._____I do not want to be audio recorded in this study. I understand I can still

   participate in the study.

2._____I agree to be audio recorded in this study.

   **Discomfort and Risks**: There are minimal risks for participation in this study. You may feel uneasy or embarrassed discussing you're your family status and how the changes that occur affect your job.

   **Benefits and Compensation**: Although there are no direct benefits to you as a participant, the results of your participation may lead to information regarding family status changes and how these changes affect the job as a collegiate outdoor recreation coordinator. In addition, it has the potential to benefit those interested in pursuing a career in collegiate outdoor recreation by providing a lens into how current professionals are affected by family statues changes. Furthermore, this study may provide valuable insight for those managing collegiate outdoor recreation professionals so they may begin to understand the dual-role stresses that occur in this profession.

   **Confidentiality**: Information obtained during this study which could identify you will be kept confidential. A pseudonym will be used in place of your name for this dissertation study as well as potential publications or presentations.

**Right to Refuse or Withdraw**: Your participation is completely voluntary.  Even

if you join this study, you do not have to stay in it. You may stop at any time.

**Questions**: Please feel free to contact me should you have any questions

regarding the study or your participation in the study.

- You can reach me at: 319-290-7815 or 319-273-7164
- If you have questions about your rights as a study participant, or want to report any problems or complaints, you can call the UNI IRB office:  319-273-6148.

**Agreement**:

**I am fully aware of the nature and extent of my participation in this project as stated above and the possible risks arising from it. I hereby agree to participate in this project. I acknowledge that I have received a copy of this consent statement. I am 18 years of age or older.**

_____     _____
(Signature of participant)                    (Date)

_____
(Printed name of participant)

_____     _____
(Signature of investigator)                    (Date)

**[NOTE THAT ONE COPY OF THE ENTIRE CONSENT DOCUMENT (NOT JUST THE AGREEMENT STATEMENT) MUST BE RETURNED TO THE PI AND ANOTHER PROVIDED TO THE PARTICIPANT.  SIGNED CONSENT FORMS MUST BE MAINTAINED FOR INSPECTION FOR AT LEAST 3 YEARS]**

APPENDIX B

PARTICIPANT INVITATION


RESEARCH PARTICIPATION INVITE
E-MAIL SCRIPT


My name is Andrew Martin.  I am a doctoral student at the University of Northern Iowa (UNI) and currently the Outdoor Recreation Coordinator at UNI.  As part of my studies I am conducting research on how changes in family status affect an individual's perception of their job as a collegiate outdoor recreation coordinator. More specifically, what perceived benefits or challenges occur throughout the family status changes, and what affect, if any, do these perceptions have on the individual's work performance, job satisfaction, and career longevity.  To participate in this study you must meet the following criteria:

1. Gender is male

2. Employed as a collegiate outdoor recreation coordinator or similar when single, in a committed relationship, and in a committed relationship with children.

3. Research participants do not need to have remained in the same position, but need to have been employed in the same vocation throughout the three family status phases of their life.

4. Individuals who are divorced or separated from their spouse/partner will meet the researcher's criteria for a research participant provided they were still in a committed relationship during the time they were in the position as a collegiate outdoor recreation coordinator in all three aforementioned phases, and might provide additional insight into the dichotomy of the work and family relationship within the scope of the study.


For the purpose of this study, a semi-structured approach will be utilized for the interviews.  The length of each interview should last approximately one hour and will be conducted in person, by phone, or using an on-line media source. With consent from the participants, all interviews will be audio-taped and transcribed. To ensure that the results of the data analysis are accurately reflected within the interviews, the participants will have an opportunity to comment on the extent to which the themes extracted accurately reflected their thoughts and true meanings.  The selection of the research participants will

be done in a manner that protects their confidentiality.  Each participant will be assigned a pseudonym and assured that his identity will remain confidential. I am e-mailing you to confirm you have met the above qualifications and to ask if you are interested in participating in this study.

[If no] I understand your reluctance to participate and appreciate your time.  If you change your mind and decide you would like to participate, please do not hesitate in contacting me.  If you have additional questions regarding this study, please do not hesitate in contacting me as well.

[If yes] thank you.  Please provide me with a phone number in which you can be reached in order to set up the best time and method for the interview.  In addition, please let me know what would be the best times to call.

Thank you for your time and please do not hesitate in contact me if you have additional questions regarding my study.

Andrew Martin
University of Northern Iowa
Outdoor Recreation Coordinator
Andrew.martin @uni.edu
319.273.7164 (W)
319.290.7815 (C)