

I. COURSE DESCRIPTION:

This course provides students with a comprehensive overview of the theory and practical application of leadership skills in the context of commercial and recreational outdoor adventure. Instructor- and student-led workshops examine the fundamental and more complex issues in leadership, including the responsibilities of a leader, communication, group dynamics, decision-making, risk management and crisis management. Students will apply leadership theory in defining roles and developing strategies to mitigate environmental impacts in planning a multi-day expedition. A variety of case studies and scenarios conducted in the classroom and in the field will stress collaborative group discussion, creative, timely responses and the importance of professional behavior and self-awareness.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Discuss the meaning of the term "leadership" in the context of recreational and commercial outdoor adventure.

Potential Elements of the Performance:

- Define outdoor adventure leadership
- Describe the elements of each of the three components of outdoor adventure leadership (hard skills, soft skills, motivation) and relate to your own experience
- Differentiate between natural and contractual leadership, and defined leadership and peer-to-peer leadership
- Describe the barriers to effective leadership
- Identify and demonstrate the fundamental responsibilities of an outdoor leader

2. Plan and deliver a one-hour application-based workshop on an assigned topic in outdoor adventure leadership.

Potential Elements of the Performance:

- Search appropriate sources for relevant theory and case studies and develop a strategy of communicating this with the class
- Develop scenarios to practice key learning points in a controlled setting (indoor or outdoor)
- Facilitate debriefing sessions to review outcomes of scenarios
- Present material in a confident, professional manner, with effective communication skills and the appropriate use of support material

3. Conduct a self-assessment of personal leadership qualities.

Potential Elements of the Performance:

- Understand and apply the three pillars of outdoor adventure leadership (hard skills, soft skills and motivation) in analyzing your own experience and knowledge
- Identify strengths, weaknesses and goals for improvement through reflection

4. Plan a multi-day outdoor expedition with a group of peers.

Potential Elements of the Performance:

- Determine and delineate leadership structure, roles and responsibilities
- Research and identify a route/destination
- Investigate logistical details, including contingency plans
- Complete a comprehensive trip budget
- Develop a risk management strategy
- Develop a plan to mitigate environmental impacts

5. Identify and respond to key issues in outdoor adventure leadership through a variety of case studies and scenarios.

Potential Elements of the Performance:

- Participate in instructor- and student-led workshops
- Apply decision-making, risk management and crisis management strategies in addressing every day and emergency scenarios in an outdoor adventure context
- Demonstrate the ability to work collaboratively and efficiently in assessing possible responses
- Use group discussion and personal reflection to evaluate outcomes of decisions and demonstrate the ability to apply this knowledge in the future

III. TOPICS:

1. Leadership Defined
2. The Foundation of Leadership: The three-legged stool
3. The Fundamental Responsibilities of an Outdoor Leader
4. Leadership Style: Situational Leadership
5. Group Dynamics and Progression
6. Communication and Feedback
7. Judgment and Decision-Making
8. Risk Management and Analysis
9. Crisis Management
10. Expedition Planning
11. Other Issues in Outdoor Leadership
12. Environmental Responsibility and Leadership

IV. TEXTBOOKS, RESOURCES AND MATERIALS:**Required Text:**

Kossek, A. (2010). *AMC Guide to Outdoor Leadership (2nd Edition)*. Boston: Appalachian Mountain Club Books.

Eng, R.C. (2012) *Mountaineering – The Freedom of the Hills*, (8th Edition) The Mountaineers Books

Recommended Reading:

Gookin, J. (2001). *NOLS Leadership Educator's Toolbox*. Seattle: National Outdoor Leadership School.

Amercaray, I., Fragassi, C. & Wilkenson, J. (2011). *Wilderness Guide Manual (2nd Edition)*. Professional Association of Wilderness Guides and Instructors. Available online at: www.pawgi.org/public/publications

V. EVALUATION PROCESS/GRADING SYSTEM:

Quizzes and tests	40%
Assignments	40%
Participation	20%

* Evaluation Process/Grading System may be adjusted at the discretion of the instructor.

** See Assignments and Late Policy (below) for a description of due date rules.

The following semester grades will be assigned to students:

Grade	Definition	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

VI. SPECIAL NOTES:Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located in D2L and on the portal form part of this course outline.