

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Adventure Leadership

CODE NO. : NRT 234 **SEMESTER:** 4

PROGRAM: ADVENTURE RECREATION AND PARKS

AUTHOR: Conor Mihell

DATE: Dec 2011 **PREVIOUS OUTLINE DATED:** N/A

APPROVED: "B. Punch"

	Chair	DATE
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TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3

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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 behaviour 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 everyday 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.

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 (2)	15%
Student-led Workshop	20%
Student-developed Scenarios	10%
Expedition Plan	20%
Self-Assessment assignment	10%
Participation	10%
Final test	15%

* 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	<u>Definition</u>	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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:

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.

Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

Oral Presentations:

All oral presentations are a mandatory component of this course. Students who fail to show up and deliver one scheduled presentation will lose the marks posted for the assignment. Any subsequent presentations missed by the student will result in an automatic failure of the course, and the assignment of an "F" grade.

Assignments and Late Policy:

Assignments are expected to be handed in on their due dates. Failure to hand in assignments on time (without appropriate medical, etc. documentation) will result in the deduction of 10% per day late.

Substitute course information is available in the Registrar's office.