

**Course Code & No. - Section:** ODAL 280 - Section 1  
**Course Title (Credits):** Principles of Outdoor Leadership (3)  
**Term & Year:** Spring / 2016  
**Course Ref. No. (CRN):** 10475

**Instructor:** Rosie Hackett  
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**Office:** TCES 2<sup>nd</sup> floor  
**Office Hours:** T, W,Th 10:00 am – 12:00 pm or by appointment

**Equipment Room Hours:** TCES 1<sup>st</sup> floor M, T, & Th 330-530pm

**Class Meeting Time:** Wednesdays 9-950am  
**Location:** TCES 115  
**Field Dates** 5/16-6/7 (three weeks in the remote canyons and whitewater rivers of Utah)

**Prerequisites** (from Catalog): ODAL 101: Outdoor Skills and Instructor Permission  
NOTEL It is recommended to have a Wilderness First Responder certification for this course.

**The Mission Statement:**

*Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.*

**The Core Themes:**

Liberal Arts	Professional Preparedness
Entrepreneurial Thinking	Sustainability

**Course Description**

This course introduces students to the skills, attitudes and inner resources needed to be an effective leader in the outdoors and/or in any other part of life. The curriculum revolves around seven leadership skills, i.e. outdoor competence, self-awareness, tolerance to adversity and uncertainty, expedition behavior, communication skills, judgment and decision-making, and vision and action and four leadership roles, i.e. self leadership, active followership, designated leadership, and peer leadership. Through an experiential learning approach in class, students will utilize first hand experiences and personal styles to obtain the techniques needed to improve their sense of self, their sense of group and their sense of meaning. This course concludes with a 21 day field expedition where students continue to develop, practice and apply their leadership skills and roles. The field curriculum is set up to encourage students to play an active role in the following: ethically responsible group management, technical expertise, risk management, route planning, logistics, decision making, lesson planning, natural history, and facilitation skills such as framing, delivery, and debriefing. Field location is to be determined. NOTE: Course fees will only be refundable up to 60 days prior to the start date.

**Student Outcomes**

Upon successful completion of this course, a student will be able to:

1. Function effectively in all four leadership roles: self-leadership, active followership, designated leadership, and peer leadership.
2. Practice and develop competence in seven leadership skills.
  - a. Continually increase technical competence in all skill areas.
  - b. Maintain flexibility, commitment and positive attitude in the face of adversity and uncertainty.
  - c. Accurately identify personal strengths and areas for growth.
  - d. Display strong expedition behavior by working effectively as a member of a team and serving

- group goals with a positive attitude.
  - e. Employ leadership styles, judgment and decision-making strategies appropriate to the situation.
  - f. Focus on practicing exceptional communication skills, including giving and receiving growth-oriented feedback and conflict exploration
  - g. Work to understand the leader's vision and, when appropriate, develop your vision as a leader; follow through with appropriate action to help the group achieve its potential.
3. Practice multiple situational leadership styles, depending on task urgency, group skill, task complexity and other variables.
  4. Recognize and consistently perform appropriate techniques to reduce or avoid hazards in a remote field environment, for example rockfall, weather, river crossings and hazards, etc.
  5. Travel and lead competently in rugged terrain using map and compass skills, off-trail navigation, hazard evaluation, route-finding techniques, and river-crossing techniques.
  6. Accurately assess skills, strengths and endurance in self and others and conservatively apply those limits to given situations.
  7. Practice Leave No Trace minimum impact camping skills.
  8. Research and facilitate the teaching of the local ecosystem's flora and fauna, geology, history, land management, and cultural issues.

### **Methods of Assessing Student Outcomes** (revised)

Student outcomes will be assessed using the following:

1. Independent research
2. Oral presentations/Teaching demonstrations
3. Field journal/written assignments
4. Skills demonstrations
5. Paired/group activities
6. Instructor Evaluations
7. Self evaluations
8. Peer feedback

### **Instructional Strategies**

E.g.: This class will utilize the experiential teaching approach through inquiry learning, case studies, games/initiatives, paired/group activities, peer feedback and independent research. The course text will provide a framework for the course. Flexibility and adaptability are central to success in an outdoor setting and in this class as well.

### **Required Texts and Materials**

#### Required Texts:

- *The Tao of Leadership* by John Heider; Humanics New Age; 1997; ISBN: 0-89334-079-0
- *Desert Solitaire* by Edward Abbey, ISBN: 9780671695880

#### Recommended Sources (for research projects):

- *2009 NOLS Leadership Educator Notebook: A Toolbox for Leadership Educators* by John Gookin & Shari Leach, Pn.D.
- Outdoor Education Research and Evaluation Center: <http://www.wilderdom.com/research.html>
- MOODLE: <http://moodle.sierranevada.edu/moodle/login/index.php>
- SNC library: <http://libguides.sierranevada.edu/ODAL>
- *Journal of Experiential Education (JEE)*

### **Attendance**

Class sessions begin promptly at 9 am and will continue until 950 am each Wednesday of the Spring 2016 semester excluding national and school sanctioned holidays. Students are expected to attend all classes and to be **on time**.

**Students jeopardize passing the course with more than two class absences!** In addition, all students are required to participate on the three week extended field expedition from May 16 thru June 7<sup>th</sup>.

### **Class Requirements**

PLEASE come to class with **snacks, WATER, and comfy/warm clothes!** This class will be as active as possible and will be OUTSIDE as much as possible. A well fed, hydrated, and comfortable student is a happy, attentive student.

Please turn off cell phones and laptops while in class session. This class will hopefully be way too ACTION PACKED for such distractions.

In addition to regularly scheduled class sessions, this course will utilize the “field”. All students are required to attend the field expedition.

Due to the experiential nature of this class, students are asked to **experience** all course material including discussions, problem solving, physical activities and the exchange of feedback. Sensitivity and attentiveness toward each group member’s experience and the group’s progress as a whole will be the responsibility of each group member.

### **Prim Library Resources**

Using the library’s resources effectively (not just Internet resources) contributes to developing each of SNC’s core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library’s resources (either on-site or remotely) as you complete your assignments.

Prim Library Resources for ODAL201: Outdoor Leadership include, but are not limited to:

1. Materials on reserve (ask for these at the circulation desk; for use inside Prim Library):
2. Reference materials (for use inside Prim Library):
3. Books (can be checked out):
4. Electronic databases (for peer-reviewed research articles, reviews, newspaper and magazine articles): Electronic databases most likely to include articles related to your term paper topics are EBSCO:
5. Hardcopy periodicals:
6. Lib Guides: <http://Libguides.sierranevada.edu> These web pages contain instructions about how to use resources available at Prim Library, how to evaluate the appropriateness of information from the Internet for a research paper, how to cite sources, and other topics related to finding and using information. Check out our ODAL libguides: <http://libguides.sierranevada.edu/content.php?pid=292660&sid=2402945>

### **Sanctions for Cheating and/or Plagiarism**

#### **The Honor Code**

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

#### **Consequences of Violating the Student Honor Code**

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student’s academic record.

- 1<sup>st</sup> Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 2<sup>nd</sup> Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 3<sup>rd</sup> Offense: Student is expelled.

#### **ADA Accommodations**

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, [hconover@sierranevada.edu](mailto:hconover@sierranevada.edu) or go to the OASIS offices on the third floor of Prim Library within the first week of the semester.

#### **The SNC Email System**

The SNC email system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

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### Grading Policy

Students' grades will be determined as follows:

- **Class Participation:** For each class missed, 100 points will be deducted from your grade. (Note: Credit for the class is jeopardized after two or more absences.)
- **Class Preparation Assignments: Reading/Reflection/Research (Moodle):** (300 pts) (25 pts/each) As part of developing as outdoor leaders, we need to read and reflect upon lots of cool and thought provoking stuff. These will be posted on Moodle as a reading/watching/doing assignment. Please post your responses, reflections, and new research to Moodle (1-3 pages). Note: Some class participation assignments might include a pop quiz in class. Always be prepared for class so that you can LEARN the most and be STYLEY.
- **TAO of Leadership Presentation/Lesson Plan/Student Handout:** 50 pts
- **Outdoor Leader Paper** (Moodle): 50 pts.
- **Final Exam:** 100 pts.
- **Field Prep Assignments (Moodle):** (50 pts.) (15 pts/each) In order to be prepared for your extended field course, there are a number of preparation assignments/paperwork that will be dispersed throughout the semester.
- **Extended Field Participation/OB evaluation:** 150 pts. NOTE: You cannot pass this course if you miss the extended field course.
- **Expedition Field Journal:** 100 pts
- **Final Field Reflection:** 100 pts
- **Desert Solitaire Reading Reflection Responses:** 100 pts.

**Total Points Possible: 1000 pts**

### Class Schedule

<i>Date</i>	<i>Class Plan</i>	<i>Assignments DUE on date!</i>
1/20	<ul style="list-style-type: none"> <li>• Welcome activity</li> <li>• Class overview and expectations (tone setting): <i>A cup of TEA-creating a high performance team</i></li> <li>• This is a MOODLE course! (Save trees)</li> <li>• Go over TAO presentation-sign ups</li> <li>• 4/7/1 Schematic: Defining Leadership: Skills, Roles, and Theories</li> <li>• Introduce Outdoor Leader Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Come to class with a SMILE and a sense of ADVENTURE!</li> </ul>
1/27	<b><u>SENSE of SELF</u></b> <ul style="list-style-type: none"> <li>• Who are our outdoor leader mentors?</li> <li>• Characteristics of a Leader (form CIA agents)</li> <li>• <b>TAO model presentation/Lesson Plan</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading/Reflection/Research Assignment #1 (moodle):</b> Everyday Leader</li> <li>• <b>Writing Assignment (moodle):</b> choose and write about an Outdoor Leader that inspires you (from our list)!</li> </ul>
2/3	<b><u>SENSE of SELF</u></b> <ul style="list-style-type: none"> <li>• Competence Cartwheel</li> <li>• Introduce Feedback/Growth Journey assignment</li> <li>• <b>TAO Presentation</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading/Reflection/Research Assignment #2 (moodle):</b> Competence</li> </ul>
2/10	<b><u>SENSE of SELF</u></b> <ul style="list-style-type: none"> <li>• Feedback and the Growth equation</li> <li>• <b>TAO Presentation</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading/Reflection/Research Assignment #3 (moodle):</b> Feedback</li> </ul>
2/17	<b><u>SENSE of SELF</u></b> <ul style="list-style-type: none"> <li>• <b>Tolerance to Adversity and Uncertainty: Heads Up</b></li> <li>• <b>TAO Presentation</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading/Reflection/Research Assignment #4 (moodle):</b> Tolerance to adversity and uncertainty</li> </ul>
2/24	<b><u>SENSE of SELF</u></b> <ul style="list-style-type: none"> <li>• It is all about Style! Embrace your style!</li> <li>• <b>TAO Presentation</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading/Reflection/Research Assignment #5 (moodle):</b> Style</li> </ul>

3/2	<b><u>SENSE of GROUP</u></b> <ul style="list-style-type: none"> <li>Group Stages</li> <li><i>TAO Presentation</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Reading/Reflection/Research Assignment #6 (moodle):</b> Stages of Group Development</li> </ul>
3/9	<ul style="list-style-type: none"> <li>Expedition Behavior 101</li> <li><i>TAO Presentation</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Reading/Reflection/Research Assignment #7 (moodle):</b> Expedition Behavior</li> </ul>
3/16	<ul style="list-style-type: none"> <li><i>Spring Break!</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Get outside and adventure!</b></li> </ul>
3/23	<b><u>SENSE of Meaning</u></b> <ul style="list-style-type: none"> <li>Staying together is all about Communication</li> <li><i>TAO Presentation</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Reading/Reflection/Research Assignment #8 (moodle):</b> Communication</li> </ul>
3/30	<b><u>SENSE of GROUP</u></b> <ul style="list-style-type: none"> <li>The Art of Decision Making: Avoid the Traps</li> <li><i>TAO Presentation</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Reading/Reflection/Research Assignment #9 (moodle):</b> Decision Making/Judgement</li> </ul>
4/6	<b><u>No class!</u></b>	<ul style="list-style-type: none"> <li><b>Enjoy! Get excited about Utah! Buy Edward Abbey!</b></li> </ul>
4/13	<b><u>SENSE of GROUP</u></b> <ul style="list-style-type: none"> <li>Learning how to be productively paranoid.</li> <li><i>TAO Presentations</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Reading/Reflection/Research Assignment #10 (moodle):</b> Risk Management</li> </ul>
4/20	<b><u>SENSE of GROUP/FACILITATION</u></b> <ul style="list-style-type: none"> <li>Lessons on Facilitation</li> <li><i>TAO Presentations</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Reading/Reflection/Research Assignment #11 (moodle):</b> Can the mountains speak for themselves?</li> </ul>
4/27	<b><u>SENSE OF MEANING</u></b> <ul style="list-style-type: none"> <li>Summing it up...</li> <li><i>TAO Presentations</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Final Exam (moodle):</b> take home</li> </ul>
5/4	<b><u>SENSE of MEANING</u></b> <ul style="list-style-type: none"> <li>The growth journey...</li> <li><i>TAO Presentations</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Reading/Reflection/Research Assignment #12 (moodle):</b> Loss of Leadership</li> </ul>
TBD	<ul style="list-style-type: none"> <li><b>Final Exam Meeting (TBD)</b></li> <li>Where to go from here...21 days in Utah!</li> <li>Final trip logistics</li> </ul>	<ul style="list-style-type: none"> <li>Go get WILD and INSPIRED in Utah!</li> </ul>
June 15	<ul style="list-style-type: none"> <li>Course is completed!</li> <li><b>Field journal, final reflection, and Edward Abbey questions are due!</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Due: Field journal</b></li> <li><b>Due: Final Reflection</b></li> <li><b>Due: Edward Abbey questions</b></li> </ul>

*Please note that the schedule of class topics and assignments are subject to change. As outdoor LEADERS, we are always **POISED FOR CHANGE!***

*Don't forget to **BRING WATER** to every class. Hydrate or Die!*

### Criteria for Evaluation

#### Optional (but encouraged)

- Personal Binder Resource:** PBR's are a complex and vital part of the ODAL experience, specifically valuable for the budding outdoor leader. Everyone has his/her own opinion of what a portfolio/personal binder resource is, and each course calls for a different type depending on the subject matter. However, for you, outdoor leaders, your PBR should

be the start of your leadership toolbox. It should include any and all resources that make you a better person, team member, leader, and teacher.

PBR's should be well ORGANIZED and could include the following (note-please organize it in a way that makes most sense for you):

- A three ring binder with the following different dividers:
  - Inspirations? (anything that inspires you to be a stellar leader: drawings, poems, creative writing, dreams, TAO lessons, etc.)
  - Skills Sense of Self: Competence/Self Awareness (styles, feedback, qualities, etc.)/Tolerance for Adversity & Uncertainty
  - Sense of Group: Expedition Behavior/Communication/ Conflict Resolution/Judgment and Decision Making
  - Sense of Meaning: Vision and Action
  - Field (technical skills, equipment lists, maps, menus, lesson plans, reflections, risk management, dream trips, etc.)

#### Assignments:

- **Class Participation Assignments: READ/REFLECT/RESEARCH:** We want each and every class/field expedition to be an energetic and inspiring learning experience for all. In order to do this, we need to encourage and ensure that every student comes to class prepared and ready to participate and inspire. Thus, class participation assignments include: readings/videos, 1-3 page reflections/summaries, and further research on the specific topic. CPA's are graded on a POINTS (25 pts/each) basis. Come prepared for class or not. Late CPA's are encouraged as this information is cool stuff. Late CPA's are given 10 points.
- **The Tao of Leadership Lesson Plan/Presentation/Handout:** articulated through a **lesson plan** and **presentation** (10 minutes-this is timed!) on a chosen quote from The Tao of Leadership. Please note that you will not only turn in a Lesson Plan to me, but you will also provide your classmates with a one page TAO inspiration **handout**. The handout should include your TAO, a brief outline of your lesson, and a philosophical description of the quote's value to outdoor leadership. This handout will serve as another tool/resource for your fellow aspiring outdoor leaders. Be creative with this one and engage the entire class with your lesson on leadership! Remember that you are practicing to become instructors/teachers/ and facilitators. The presentation should engage the entire class in an experiential lesson on leadership reflection using the tools we have learned from the text and class discussions, i.e. storytelling, guided imagery, visual imagery, songs, case studies, etc. For example, "Water Meditation" where the class is taken to the nearest stream to reflect upon the qualities of water and leadership, etc.
- **Outdoor Leader Paper:** will be a 2-3 page research project on an OUTDOOR LEADER of choice (list provided if need guidance). The most important criteria in selecting your leader is that they have some clear describable leadership qualities, and that they have had some impact on you. Please don't pick someone who doesn't interest you. Choose a MENTOR for you. You will be asked to give a **brief presentation/handout** (1-2 min) on this leader as a means to share your experience with the class! Provide a one page handout to your classmates which includes all pertinent information on your outdoor leader (quote, pic, strengths, weaknesses, influence on the outdoor world and you, lessons to be learned, why we should care, etc.)

Helpful points to address in your paper (you may have to infer some of these answers from your research)

- What is the personal history of your leader (family, school, work)?
- What is the philosophical background of your leader?
- What is the motivation and behavior of your leader (i.e. vision and meaning)?
- Are they self aware (fanatic discipline, empirical creativity, productive paranoia)?
- What are their technical skills/competence as a leader?
- What are their leadership skills, techniques and roles?
- What are their group skills, i.e. style, communication, judgment, problem solving, decision making, ethics?
- What were their strengths and weaknesses as a leader?
- Compare and contrast this leader to your own history, philosophy, motivation/vision, self awareness, technical skills, leadership skills/roles, and group skills (communication, decision making, ethics, judgment, etc.). Give your personal reflection!
- **Expedition Field Journal:** Aside from being there, from living and traveling in the canyonlands of Utah, a well-executed PBR is the single most important thing that will deepen your learning and help you recall all that this experience has taught you. Please include the following guidelines. This is your learning tool, please take this opportunity to be as creative as possible. ENJOY!

#### Sections:

- **Journal: Personal Reflections (a minimum of 12 entries)**
    - This is your section...do as you wish...draw, paint in blood, wax poetic...
  - **Technical Skills/Natural History (Notes/Drawings/etc.) (a minimum of 8 entries)**
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- Everything you learn out there....from navigation to LNT to anchors to desert flora/fauna to archeological findings.
  - **Leadership (a minimum of 5 entries)**
    - 7/4/1 model (see attached schematic-all lessons should refer back to this model)
    - Leader of Day (LOD) feedback
- **Final Field Reflection:** Before you turn in your Field Journal at the end of the course, please take the time to RE-READ your journal in order to REVISIT & REFLECT upon your learning experience. **You will turn in a 3-5 page typed (you may email it to me) FINAL REFLECTION** that grounds your extended field course experience back to your INTD studies, specifically in regard to ODAL. Helpful tool: If you were trying to explain the value of such a unique capstone to your family, friends, teachers, employers, etc., how would you describe your major learning outcomes? Be specific and professional...no one wants to hear that it was "cool".
- **Desert Solitaire by Edward Abbey: Reflective Questions:** Students must answer a minimum of 3 reflective questions (below). Each question should be answered in a well thought out written format of at least 2 pages (typed).
  1. **Sense of Place:** Please choose two or three quotes/paragraphs that display Edward Abbey's skill in describing his surroundings. Explain the context and significance for each chosen excerpt. How do you connect to his sense of time and place? Do you feel a similar passion for this rugged desert land? Relate Abbey's sense of place to your own sense of place/identity in the southwest?
  2. **Most Profound Passage (unique from above):** Why is this a profound passage?
    - a. Does it speak to you personally?
    - b. Does it ring of canyonlands?
    - c. Does it bring up human relationship issues for you?
    - d. Does it bring up civilization issues?
    - e. Does it bring up conservation issues?
    - f. Does it bring up recreation issues?
  3. **Abbey Style Journal Reflection:** Write a personal journal reflection as if you thought and acted like Edward Abbey.
  4. **Bringing it Home:** How does Edward Abbey's Desert Solitaire inspire or (revolt) you in your relationship with the Lake Tahoe area? How might you bring his writings into your everyday in Tahoe? If you met Ed Abbey at Hidden Beach or the Paddle Wheel, what would you tell him (lessons)? Where would you take him?

**Late Work Policy:** Late work will be deducted 5pts/day.

*"One day's exposure to mountains is better than cartloads of books." John Muir*

