OUTDOOR LEADERSHIP (OXP315113)

The report for Part 1 and Part 4 of the exam should be read in alongside the exam paper and the marking tool, which is included as an appendix.

PART 1

CRITERION 2 Demonstrate understanding of leadership theory.

CRITERION 8 Communicate ideas and information in a variety of forms.

- This part of the paper required candidates to write an extended response. The interpretation of the question and formation of response drew on a candidate’s knowledge of Leadership Theories and their application, drawing on personal knowledge and experiences.

An award of; A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- or F was attributed to the question for Criteria 2 and 8.

Students need to:
- Identify and correctly spell the name of the 2 chosen leadership theories (not acronyms)
  - Examples:
    - Conditional Outdoor Leadership Theory (COLT);
    - Situational;
    - Transactional;
    - Transformational;
    - Feminist;
    - Servant;
    - Trait & Great Men;
    - Contingency
- Clear, concise and thorough description of each of the 2 chosen theories from the list above
- Outline differences and similarities of each theory / between the two theories
- Use appropriate theories to outdoor situation and decision-making required
  - Effectiveness of each in appropriately / successfully dealing with the situation
  - Pros and cons?
  - Demonstrate a clear understanding of their intended application
  - Evaluation/ discussion of their appropriate application in the outdoor situation
- How do the leadership theories align with the outdoor situation?
- Discuss range of explicit / implied variables that impact on decision-making within the situation
- Identify clear links to outcomes and their examples between the leadership theories and the outdoor situation and its appropriateness.

The question, while allowing some rote learnt responses for general descriptions of the theories, allowed for a variety of responses. Higher level answers were ones which discussed the effectiveness of the selected theory in dealing with the outdoor situation, as well as the similarities and differences between the two selected theories. The question offered good scope for a range of variables to be discussed (either explicit or implied) impacting on the decision making within the scenario.

A majority of the responses chose Conditional Outdoor Leadership Theory (COLT), Transactional, Transformational, and Situational Leadership, with COLT being the most popular. Quite a few used Servant Leadership, Styles of Leadership, and a handful chose Feminist Leadership Theory.
The best answers tended to use COLT and gave a thorough explanation of their two chosen theories, linking them well to outcomes and examples in the situation. They provided a clear and concise description of each of the theories, considered the appropriateness of theories to the outdoor situation and considered the decision-making required.

While most students accurately described the theories, weaker responses made assertions but didn’t explain or analyse them, or assumed understanding of the theories.

For Criterion 8, the grammar, terminology and language were generally sound and overall students demonstrated sound essay writing structure

- Clear organization of information in logical sequence in response to the question
  - Good essay writing structure including strong and clear introductions that address the question and attribute theories / concepts to their writers / developers.
- Response should merge theoretical knowledge / information with the scenario to produce a coherent and cohesive discussion.
- Correct grammar, spelling (including spelling of terminology / specialized / technical terms), punctuation and sentence / paragraph structure, and language
- Correctly uses specialized terminology
- Correctly uses abbreviations: spelled out in the first use and explained in context.
- Information is relevant, enhances clarity of response and is not vague, irrelevant, generalized or repetitive
- Correctly identifies sources of information, and work of others
  - Authors / developers, etc should be referred to in full name
- Handwriting relatively easy to decipher to make the intended meaning clear

Strong responses provided clear and logical organisation of information, had strong introductions that addressed the set question and attributed theories to developers. Use of grammar, punctuation and specialised terminology was also sound. Excellent responses were able to weave theoretical information and the scenario into a cohesive discussion, developing relevant ideas and avoiding over generalising or repetition.

Some common issues noted by markers (and evident in previous years) were:

- syntax (including run-on sentences, incomplete sentences and fragment sentences); spelling and unsophisticated vocabulary
- responses not attributing creators of theories or concepts
- abbreviations: if they are going to be used, they must be spelled out in full first, and explained. Text/concept creators should be referred to, the first time, in full, and thereafter shortened to surname; never referred to as Kate or Jeff etc.
- vague responses were a common problem and suggested lack of knowledge
- handwriting at times obscured a candidate’s intended meaning.

PART 2

CRITERION 3 Demonstrate understanding of leadership qualities and skills.

This part of the exam paper comprised four questions, requiring candidates to give a short response to each question. Responses had to address the set criteria in order to be successful. Marks were attributed through this part of the exam paper by appointing marks for each of the minutes suggested on each question. The marks were tallied by combining all marks for questions 2, 3, 4, and 5, then converted to an award of; A+,A,A-, B+,B,B-, C+,C,C-, D+,D,D- or t.
QUESTION 2

To achieve the marks a candidate’s response should include, but was not limited to, the following:

- Clearly list / name 2 qualities / skills (or attributes), such as:
  - Confident
  - Patient
  - Organised
  - Resilient
  - Empathetic
  - Flexible
  - Approachable
  - Friendly
  - Motivated
  - Inspirational
  - Good listener
  - Self-aware
- Clear articulation of outdoor recreation activity
- Appropriate practical example in which the qualities / attributes may apply within the context of an effective leader in an outdoor activity

Most students were able to identify two qualities or skills but often did not describe or discuss them in detail. For example, many students nominated empathy as a quality but did not describe what this meant explicitly. Additionally, many students did not go onto provide enough detail in their practical example or very effectively link in their nominated skills or qualities.

QUESTION 3

To achieve the marks a candidate’s response should include, but was not limited to, the following:

- Clearly list and describe 2 problem solving techniques.
- Demonstrate application of 2 techniques in this scenario.
- Students may also define / discuss problem solving and touch on the value of experience-based judgement
- Demonstrate relationship between decision making and problem solving.

Most students were able to nominate two problem solving, decision making or conflict resolution techniques. The best answers gave detailed explanations of these techniques and also related them back to the scenario. Conflict resolution techniques, in particular, needed to be specifically linked to the scenario in order to provide a successful response.

QUESTION 4

To achieve the marks a candidate’s response should include, but was not limited to, the following:

- List errors of judgement, such as:
  - Lack of knowledge about the Teacher and his / her experience / ability
  - Unclear leadership model: who is in charge
  - Lack of proper foreknowledge about the walk length, terrain
  - Lack of prior planning (first-aid kit, communication devices)
  - Lack of evaluation and thoughtful reflection
  - Did not use good judgement to gather information / data to inform his decision making
Timing of activity after a full day on the water
□ Tired and possibly hungry students lacking stamina

- Clearly describe errors and how these may have been avoided with particular reference to this scenario
- May also provide a definition of judgement: ability to make an informed opinion based on past experience; and, knowing what you know and what you don’t know
- May also discuss the value of experience-based judgement and that judgement informs problem solving and decision making

The first part of the question was mostly done well with students being able to identify four errors of judgement. The second part of the question drew reasonable responses but only a minority of students provided detailed responses around the need for more prior planning, better organisation, a specific leadership structure and the importance of experience-based judgement by the leaders.

QUESTION 5

To achieve the marks a candidate’s response should include, but was not limited to, the following:

- Clearly list / name 2 reflection techniques, such as:
  - Guided solo time
  - Dyads (discussion in pairs)
  - Group discussions
  - Reflective journals
  - Reflective activity sheets
  - Story, song and poetry
  - Photographs and drawings
  - Emotion cards and other visual prompts
  - Debriefs
- Clear description of each of the 2 techniques chosen
- Clearly name and describe Negotiated Leadership Project
- Clear and valid description of reflection techniques as applied to specifically develop qualities and skills as a leader
- May also touch on importance of reflection

Most students were able to list two reflection techniques but the descriptions were limited. In the second part of the question most students were able to describe the techniques they used to generally identify areas in their leadership which were successful and other areas which needed development. Better responses also described the particular qualities and skills which were identified and could provide a focus for enhancing their leadership capacity.
PART 3

CRITERION 5 Demonstrate understanding of group management and work collaboratively with others.

Candidates were required to give a short response to the given questions.

Ratings were attributed to this part of the exam paper, appointing marks for each of the minutes suggested for each of the questions. Responses had to address the set criteria in order to be successful. The marks were tallied by combining all marks for questions 6, 7, 8, and 9, then converted to an award of: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- or t.

QUESTION 6

To achieve the marks a candidate’s response should include, but was not limited to, the following:

- List 2 chosen barriers to effective communication outlined in the question (semantic, internal, external and overload), such as:
  - External
  - Overload
- Clear and succinct description of each of the 2 chosen barriers
- Effective method of communication and limiting barriers may include:
  - Plan communication to minimise overload and noise
  - Clarification of understanding and 2-way communication
  - Effective listening skills
  - Better management of facilitation and listening skills
  - Agreement about how to handle / manage group in this context (verbal, visual, auditory, etc)

The question asked students to select 2 types of communication barriers from a list that were evident in a scenario. For each barrier students needed to describe how each of the barriers were evident in the scenario. Students then needed to outline effective method of communication the adults (in the scenario) could use to resolve these communication challenges.

Students were generally good at choosing two barriers from the list and describing how they were evident in the scenario. To gain full marks, students needed to accurately describe the barrier.

For the second part of the question, students needed to describe the effectiveness of a technique/method to manage each barrier.

Most students were descriptive with the chosen barriers. There was a mixture of External, Semantic, Internal and Overload. Although a majority of the responses chose External and Semantic.

The technique/method fluctuated throughout each response with the more fluent writers excelling with both types of barriers.

Moderate marks 6 or 7 out of 10 provided great knowledge with the chosen barriers but lacked substance with effective communication techniques.
QUESTION 7

To achieve the marks a candidate’s response should include, but was not limited to, the following:

- Clearly name appropriate theory or model of group formation / development, such as:
  - Tuckman’s Stages of group formation
- Clear description of theory / model: framework for understanding group development and the way groups move through the stages of group development in outdoor adventure activities. May also discuss:
  - Explanation for various behaviours that may be observed
  - Stages of group development can be determined by the behaviours corresponding to the various stages
- Define / explain ‘forming / developing’ as a stage in group development:
  - Forming: dimensions of task and relationship;
- Describe this stage in context of the scenario in Question 6:
  - Beginning of Outdoor program
  - First experience (?) for many: early stage of development which places students in the forming stage requiring an autocratic leadership approach and a high concern for task versus relationship
  - Students are showing signs of excitement and socializing, and agreement about what to do as a group
  - There is some evidence of storming: resistance / confrontation to task and signs of rebellion / conflict with regard to behaviour and disregard for rules, and relationship / respect of adult leader and staff

The majority of the students mentioned the 5 stages of Tuckman’s and there was a common response to the description of the theory. However, what did vary was the link to the scenario and which stage the group was in during that time.

A majority of the responses discussed forming and storming. Some responses mentioned the adjourning. Although they mentioned a particular stage, they lacked substance in their answer.

Stronger responses linked the scenario really well with the group formation stage and discussed the actions and consequences associated.

QUESTION 8

To achieve the marks a candidate’s response should include, but was not limited to, the following:

- Clear and succinct description / definition of Maslow’s Hierarchy of Needs:
  - A model that argues that while people aim to meet basic needs, they seek to meet successively higher needs. Human actions are directed toward goal attainment (in the form of a pyramid of 5 to 8 levels)
  - Give brief but concise description with focus on application to adventurous outdoor experiences.
- If referring to a Negotiated Leadership Project:
  - Clearly name and describe Negotiated Leadership Project
  - Describe how the leader has used Maslow’s Hierarchy of Needs: Individual and group needs versus goals

Mixed responses with this question. Although a majority of the answers mentioned the hierarchy of needs there was some confusion with the description and application.

Weaker responses struggled to find the link between Maslow’s and positive group needs and facilitation of group dynamics.

Stronger responses used their own or other Negotiated Project to describe the needs that were required during the activity and demonstrated a strong link with the leader and their responsibilities.
QUESTION 9

To achieve the marks a candidate’s response should include, but was not limited to, the following:

- Clearly name and describe 2 conflict resolution strategies / techniques, such as:
  - ☐ Avoidance
  - ☐ Accommodation
  - ☐ Competition
  - ☐ Compromise
  - ☐ Collaboration
- Clear description of use of 2 techniques in an appropriate setting / scenario
- Application must reflect behaviours (positive or negative outcomes) and group development

The majority of the students mentioned two conflict resolutions and described them well.

Weak answers mentioned the resolution but linked it to a brief description of another technique and were clutching at straws to demonstrate the link.

Stronger responses applied leadership roles and their responsibilities. For example, a leader must intervene when necessary and dissolve the conflict and manage participants throughout the activity.

OVERALL

There were many responses that demonstrated inconsistent answers such as a strong response to one question and no response for another. Also shown throughout the responses was lack of substance in the answers. For example, many responses showed that there was some rote learning, although lacked practical application.

The stronger responses really understood the theory/or meaning of the terms in the question and linked it well to either the scenario or leadership role and looked outside the box when it comes to facilitation and support.

Although PART 3 did not assess Criteria 8 the more fluent writers really stood out from the not so confident linking good explanations and logical reasoning.

PART 4

The report for Part 4 should be read alongside the marking tool, which is included as an appendix.

CRITERION 7 Demonstrate understanding of ways in which people experience and relate to the natural environment.

CRITERION 8 Communicate ideas and information in a variety of forms.

This part of the exam paper was divided into two sections, requiring candidates to give an extended response in both sections. It is vital that students carefully read the question and understand the criteria being responded to — in this case it was necessary to talk explicitly about human-nature relationships.

An award of; A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- or t was attributed to the question for Criteria 7 and 8.
SECTION A – QUESTION 10

In response to Question 10, markers were looking for:

- Understand that all people have different values, attitudes, beliefs, uses and experiences of nature = different relationships with nature
- Discuss / identify of different values people have for the environment
- Discuss an understanding of Human–Nature Relationships, demonstrated by concepts such as worldviews; anthropocentric; biocentric; ecocentric
  - Peter Martin’s Signposts – alienated, travelling, caring, integrated
  - metaphors – gymnasium, museum, cathedral, friend, self, nature as object vs subject
  - place and space
  - kinship, worship, worthship values – aesthetic, recreational, intrinsic, spiritual, etc used in relation to Human Nature Relationships
  - (Maslow’s Hierarchy contributing to self-actualisation in terms of connection or relationship with nature)
- This type of experience, due to its unique location, excitement / reward / fulfilment, etc and ‘newness’ may facilitate a connection (greater) to nature and may result in:
  - a growing appreciation and understanding of the value of such natural places
  - an increase in values people hold for the natural environment, and a corresponding change in behaviour and attitudes towards these environments
- Use Peter Martin’s ‘Signposts to Nature’ to explain key signposts to human relationships with nature
- Experience sense of place as a way to emotionally and physically identify with the mountain bike park experience
  - Connection with place shaped by the place itself and the experience of riding the track
- Describe how their experience may influence Human–Nature Relationships (i.e. connection)
  - proximity, reciprocity, mode of thinking
  - influence of values – recreational, aesthetic, social, economic, intrinsic, scientific, cultural, spiritual, educational
  - time in nature, solo time, extended experiences, contemplation, reflection, positive experiences, education, outdoor living skills
- Discuss likely outcomes of these experiences
  - moving ‘up’ Peter Martin’s signposts
  - changing world view
  - developing a sense of place
  - appreciating a greater range of values
- Provide sufficient evidence of understanding human–nature relationships with a focus on the nature of the connection
- Talk explicitly about human-nature relationships

For an ‘A’ answer there needed to be a discussion on values of stakeholders, how these values shape their attitudes and beliefs, then how the mountain bike park may change (for better or for worse) these attitudes towards the environment.

‘A’ answers were able to show/make links between values attitudes and beliefs, discuss how these may changes/evolve through increased interaction, whilst drawing in theory to help explain/justify their response.

WHAT LET STUDENTS DOWN

Many Students addressed Criteria 6 rather than Criteria 7. Just focusing on the stakeholders and the impact that this development will have on them and the environment.

Some would mention values but struggle to link these to attitudes or beliefs, and made little to no reference to theory on Human Nature (Signposts, Metaphorical Images, World Views, Proximity, Reciprocity, etc.)
Many may have explained the world views or signposts of individuals and mentioned that they will change, but failed to mention why they may change or how they may change.

Many responses were too general in nature, using phrases such as ‘develop a positive connection to nature’. Such responses were not considered sufficient evidence of understanding human–nature relationships. Even if they had reasonable reasons for why the experience was positive or negative, without further detail of the nature of the ‘connection’ (i.e. relationship) they were limited to the D range.

QUESTION II

Many students answered this question by describing environmental concerns rather than making links between these issues and how they have influenced this change in values towards the natural environment in Antarctica.

Markers were looking for:

- Change in values over time
- Sense of place and space: places have become more meaningful and significant to people
- Values for nature: change in values over time that people hold for nature and the resulting behaviours (i.e. protection and conservation)
- Discuss how values are influenced by culture and experience
- Discuss how change in values, attitudes and environmental world views impacts the relationship and connections people have with the natural environment
- Values are significantly influenced by culture and experience:
  - Scientific; recreational; spiritual; educational; aesthetic; social; cultural; economic; intrinsic
- Discuss Peter Martin’s Signposts and metaphorical images
- Students could discuss metaphorical images of nature
- Links with issues of increased tourist and resource development and pre and post values of this area / environment (contemporary and historical)
- Students could discuss environmental worldviews
- Other ideas: biophilia hypothesis; kinship; worship; worthship
- Tasmania / Antarctica: change in values?
  - Educational & conservation efforts of agencies such as Tasmanian Greens, Parks & Wildlife; Wilderness Society, etc, etc to highlight plight of natural environments
  - Effect of different uses in natural areas over time:
    - Over use?
    - Over commercialisation?
    - Destruction of environment / habitat / fauna / flora?
    - Unsympathetic development?
    - Endangered species?
- Talk explicitly about human-nature relationships

A lot of responses focussed on describing events/issues and environmental degradation, with very little content covering how these issues actually influenced the change. It is important to focus on the correct criterion.

Weaker answers did not link the values and attitudes to relationships, whether using Peter Martin’s Sign Posts or such concepts as metaphorical images of nature. Many students wrote very little about how relationships and values have changed, then added a sentence on the end ‘therefore values have changed’ (yet they had not actually explained with any evidence of theory). While it is not necessary to know a lot of additional information about a location, weaker responses relied on statement of ‘fact’ linked to criterion 6 that was often untrue – such as the demise of polar bears (confusion with wildlife in the northern hemisphere) – rather than looking at human-nature relationships.
Stronger responses did manage to describe both a historical and contemporary issue, discuss the values and the change in values, including why this occurred, then link this to a change in attitude towards and relationship with the natural environment.

**QUESTION 12**

Students need to:

- Identify different values people have for the environment
- Identify values and attitudes held by Aboriginal people
- Discuss how an increased understanding of Aboriginal values may impact their own understanding, experience and relationship with nature
- Demonstrate an understanding of ‘sense of place’ and how this may be developed and enhanced through people’s relationship and engagement with nature
- Cite Peter Martin’s ‘Signposts to Nature’ to describe human relationships and experiences with nature, and linking this into their discussion
  - Discuss the way Aboriginal Australians seek to be integrated with nature and how this compares to other ways people approach nature
- Analyze and describe the nature of relationships people have through their feelings, thoughts and actions
- Discuss why the natural environment is significant to Indigenous people and how this occurs; for example: Indigenous spiritual relationship
- Indigenous culture: connection to natural environment through economic value (trade), food, shelter, clothing, appreciation of fauna & flora, recording of history & events
- Discuss and explore values through the consideration of Indigenous peoples and their connection to the natural environment through spiritual, aesthetic, and economic values (trade).
- Ecocentric: working in harmony with the land
- Discuss ecocentric vs biocentric vs anthropocentric attitudes as well as the notions of Kinship, Worship and Worthship
- Discuss concepts of reciprocity and proximity
- Greater ability to empathize with Indigenous people and their relationship with nature and the natural environment
- Link question to criteria’s theory content, specifically how different values shape attitudes towards the natural environment
- Talk explicitly about human-nature relationships with a focus on nature

Comprehensive answers included a strong analysis of both values and attitudes held by Aboriginal people as well as personal values. They then went on to discuss how an increased understanding of Aboriginal values may impact their own understanding, experience and relationship with nature.

When looking at Aboriginal values students should discuss why the natural environment is significant to Indigenous people and how this occurs; for example, Indigenous spiritual relationships. Values could be explored through the consideration of Indigenous peoples and their connection to the natural environment through spiritual, aesthetic, and economic values (trade). These values could then be compared to personal values of the respondent which may be more focussed on recreational, resource, scientific, educational values.

Stronger answers described the specifics of ‘a sense of place’ and how it may be developed. Peter Martin’s signposts should be cited to show the way Aboriginal Australians seek to be integrated with nature (though some responses noted the changing relationships Aboriginal people have with nature brought about by modernity) and how this compares to other ways people approach nature – alienated, travelling through, caring. Concepts of reciprocity and proximity could also be explored as could ecocentric vs biocentric vs anthropocentric attitudes as well as the notions of Kinship, Worship and Worthship.
While there were some very good papers, generally speaking responses were often general in nature with some mistakenly talking about a respect for Aboriginal family values rather than maintaining a focus on nature.

FOR CRITERION 8:

- Clear organization of information in logical sequence in response to the question
  - Good essay writing structure including strong and clear introductions that address the question and attribute theories / concepts to their writers / developers.
- Response should merge theoretical knowledge / information with the scenario to produce a coherent and cohesive discussion.
- Correct grammar, spelling (including spelling of terminology / specialized / technical terms), punctuation and sentence / paragraph structure, and language.
- Correctly uses specialized terminology.
- Correctly uses abbreviations: spelled out in the first use and explained in context.
- Information is relevant, enhances clarity of response and is not vague, irrelevant, generalized or repetitive.
- Correctly identifies sources of information, and work of others
  - Authors / developers, etc should be referred to in full name
- Handwriting relatively easy to decipher to make the intended meaning clear.

Students generally demonstrated a logical progression of ideas. Strong responses provided clear organisation of information, had strong introductions that addressed the set question and attributed concepts to developers. Use of grammar, punctuation and specialised terminology was sound within stronger responses. Excellent responses were able to weave theoretical information and personal understanding of their own relationship with nature into a cohesive discussion, developing relevant ideas and avoiding over generalising or repetition.

Some common issues noted by markers were:

- syntax (including run-on sentences, incomplete sentences and fragment sentences); spelling and unsophisticated vocabulary
- responses not attributing creators of theories or concepts – e.g. Peter Martin’s Signposts to Human Nature Relationships: text/concept creators should be referred to, the first time, in full, and thereafter shortened to surname; never referred to as Peter etc.
- acronyms; if they are going to be used, they must be spelled out in full first, and explained.
- abbreviations and contractions should be avoided.
- vague responses were a common problem and suggested lack of knowledge
- handwriting that at times obscured a candidate’s intended meaning.