

PEO 411 - LEADERSHIP DYNAMICS
Take-home Examination Questions Fall Term 2017

The purpose of this take-home examination is to provide you with the opportunity to reinforce concepts learned throughout the term. Please observe the following guidelines:

- This examination is worth **30%** of your grade in the course, so craft thorough, detailed, well written responses. While I value your opinion, **you MUST validate and strengthen your responses by referring to assigned readings and/or lecture notes.**
 - You will be graded for grammar and spelling. Poorly written responses will be downgraded.
 - Responses must be word processed and presented in the same order as the questions (e.g. 2A, 2B, etc.)
 - E-submissions via Canvas or e-mail attachment are due no later than **Wednesday, December 6 at 5 p.m.**
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1. (8 pts.) Identify something significant that you learned in Leadership Dynamics this term. Using the experiential learning cycle, describe IN DETAIL how your learning progressed through EACH of the four stages of the cycle. Your response MUST demonstrate that you understand all four stages of the cycle as illustrated and explained in the article posted to the readings section of the course website. Title each stage of the cycle and use separate paragraphs/sections for each stage.

2. (10 pts.) You are one of two Outward Bound instructors leading an introductory backpacking course in the Oregon Cascades during the month of September. It's day nine of a fifteen-day course and your eight students have demonstrated comfort with basic camping and traveling skills. So far, the group has gotten along well together and been able to handle the rigors of carrying heavy packs and meeting the daily workload. The weather has been extremely nice, with blue skies and moderate temperatures. Challenges have been few and group spirits have been high. Based on their progress so far, you and your co-leader decide to allow the students to make all of the routefinding decisions for this ninth day of walking.

After about three hours into the hike, a steady rain moves in and the cloud ceiling lowers, reducing visibility. The group slows its pace, taking extra precautions to navigate successfully. Routefinding challenges have been minimal until the group enters the alpine zone (no trees and exposed to the elements) and gets confused at a trail junction. The rain is coming in sideways now, with sleet mixed in. The wind has intensified dramatically and a blanket of clouds is whipping through the area. Visibility is mere yards and there is no shelter whatsoever from the weather. The group examines the map and cannot figure out which trail to take. Two group members believe that heading on the trail to the west is the correct choice. Three other students disagree and adamantly express that taking the trail leading to the east is the correct choice. The most verbally aggressive student vigorously protests and insists that the group should take the trail that proceeds straight south. Two other students don't care; they're checked out and shivering silently and noticeably while the group bickers about which trail to take. It's 18:55 and the sun will soon be setting.

Use the following articles (available on the course website) as resources to help craft detailed and thoughtful responses to the following questions:

- Stages of Group Development
- Leadership Style and Orientation
- Debriefing

2A: What is your immediate response to this situation to promote group safety? Include how your leadership STYLE, leadership ORIENTATION and evaluation of the SITUATIONAL VARIABLES interact to shape your response. (4 pt.)

2B: How will you manage this situation after the group reaches camp and has had time to recover from the rigors of this event? Identify the stage(s) of group development you witnessed, your response to it (or them), how you would manage this event to maximize growth and promote positive interaction between group members. (3 pt.)

2C: Identify your debriefing strategies: The best time for a meeting, your tone, TWO potential opening questions, and your desired outcome(s). (3 pt.)

3. (12 pts.) Read the article "The Chilko's Fatal Twists" (available on course website) and respond to the following questions. The lecture notes "preventing accidents" and "risk management" (available on the course website) will help you craft a response.

3A: What were the human factors that contributed to the mishap? (2 pt.)

3B: What were the environmental factors that contributed to the mishap? (2 pt.)

3C: What could have been done to prevent this rafting tragedy? Address Heinrich's domino effect (i.e. the sequence of factors that stack up to produce an accident that results in injury or mishap). Include in your response the stage(s) at which intervention would have been the most effective. (4 pt.)

3D: Could the company be held liable for the deaths? Why or why not? Provide a thorough response that incorporates the concepts of standard of care, negligence, and industry standards (4 pt.)