CIEE Sydney, Australia

Course title: Management of Outdoor Activities and Sports
Course code: (GI) MGMT 3005 SYAU
Programs offering course: Semester Global Internship, Sydney Open Campus Block
Open Campus Track: Business
Language of instruction: English
U.S. semester credits: 3.00
Contact hours: 45.00
Term: Spring Block I 2021

Course Description

Obesity has become a major global challenge that extends beyond the developed world. The reasons for this epidemic are multi-factored and responses to dealing with this issue are inconsistent. Despite a lack of national success, a recognized trend indicates that a growing number of organized exercise groups are moving into open spaces. While the benefits of exercising in the outdoors is supported by a body of research and the need to increase human activity recognized, administrators, instructors and professional guides are facing critical decisions for managing these types of businesses in terms of the associated dangers with risk-related outdoor activities and sports. This is particularly relevant with current legislation and increased liability exposure. Risk management is therefore an important business management consideration not only for client safety but also for economic business success and limiting business security exposures. This course examines how to design activities in the outdoor environment that employs established sets of safety objectives and backup systems for employers and employees. Students will also examine industry policies around risk management strategies, hazard identification, logistics, legal liabilities and insurances to protect businesses and their clientele. It also involves students in applying theoretical knowledge about the benefits of outdoor activities through a participatory approach along with their business acumen to critically examine existing outdoor businesses and for designing outdoor activities as part of a future potential business plan.

Learning Objectives

By completing this course, students will:

- Appraise the use of outdoor learning in alignment with current experiential learning theories and approaches.
- Analyze and then apply risk management and hazard identification procedures for setting up these policies and guidelines for businesses focussed on outdoor activities and sports.
- Interpret key aspects within current industry activity standards and protocols in view of employing there to plan outdoor activities.
- Explore ways to create an inclusive and accessible business by considering and marketing physical, social and culturally respective practices.
- Differentiate organisations protocols and evaluate the effectiveness and safety in developing programs within a business.
- Analyze case studies to assemble a leadership construct for future management procedures as part of a business plan.

Course Prerequisites

None

Methods of Instruction

The course will be taught using lectures, seminars, case study discussions, an individual presentation, as well as field trips to local venues, businesses or organizations. Classroom activities will involve group work and critical discussion groups considering and discussing key debates facing cities today for future sustainability. Students will also be expected to carry out an ethnographic field observation task and present their data to class for discussion. Invited guest speakers will add to the learning objectives of this course.

Assessment and Final Grade
Course Requirements

Mission Statement

Students will be required to write an original business plan for an imagined outdoor activity and sports business. The outdoor business selected will be one selected from the student’s personal interest. It will include a created name for the proposed business that reflects the vision and mission statement. The plan will begin by answering a number of directive questions from those suggested by Forbes business planning strategies totalling 830–words. ([https://www.forbes.com/sites/forbescoachescouncil/2018/06/28/business-planning-how-to-craft-your-vision-and-mission-statement/#438a823f6a01](https://www.forbes.com/sites/forbescoachescouncil/2018/06/28/business-planning-how-to-craft-your-vision-and-mission-statement/#438a823f6a01))

Then, after evaluating their answers to these questions, students will create a one sentence mantra for their proposed business that will reflect the main aim or purpose of the business. This will be followed by an overarching vision statement composed of less than 20–words. A 300–word mission statement will follow. The total assessment will be 1150–words exactly including the questionnaire responses. The assessment will be graded on a student’s ability to include all key aspects discussed in the class, respond to the questionnaire drawing on theories and readings, and the creation of a business plan that includes a clear mantra, vision and mission statement that clearly articulates a strategy for their outdoor or sports business.

Risk Management Assessment

Students will be required to complete a risk management document that could be then used to include in a proposed outdoor activity as part of an Outdoor Field Program from their proposed outdoor business (articulated in assessment one). Students will use a risk management template that will be designed and evaluated during class. The completed template must address the seven risks that are applicable to their chosen activity (bites and stings, impact injuries, pre-existing medical conditions, drowning, electrocution, exposure and burns). The document will include identified associated hazards and any corresponding risk management strategies in response to those hazards. The assessment will be 1400–words exactly.

Outdoor Field Program

Students will complete an overview of a program plan for one of the outdoor activities for their proposed business which will be facilitated in the host country context and site. The plan will be set up using a free web design application where each aspect is created in a new tab. The aspects that must be included are: the aim and objective of the activity, location details of the activity including itinerary, maps and route, trip information details and transport, adverse weather contingency plan, emergency plan and medical indemnity form. The total word count will be 2000–words exactly. More detail about the mode of representation for this assessment will be discussed during the course. A student’s work will be graded on their ability to include all aspects listed in planning the activity and presenting this in a visually appealing way using a free website design.

Leadership and Management Reflection

In pairs, students will be design, lead and manage a component of a combined three-hour outdoor activity. Students will compose a 750–word written plan for their component of the overall activity including the key aspects for designing an outdoor activity that have been discussed in class. A student will be graded on this component regards their ability to compose a detailed activity plan and their successful implementation of that plan, including any changes they needed to make during the activity in response to variable hazards. After students lead their component, a peer will also provide peer-to-peer feedback in a one-minute SWOT oral analysis.

Students will then complete an online 375–word reflection about the experience. Students will be graded in this component by the degree in which they link concepts from class and course readings, their organisation of the activity; their leadership in working the group through the activity; their effectiveness as a leader and, their consideration of peer feedback given to them after they led the activity.

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and
materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

**Attendance**

Regular class attendance is required throughout the program, and all absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent.

Attendance policies also apply to any required co-curricular class excursion or event, as well as to any required field placement. Students may not miss placement/work hours at an internship or service learning site unless approved in advance by the Academic Director and placement supervisor. All students must complete all of the requisite 100 minimum work hours on site at the internship or service learning placement to be eligible for academic credit.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Absences for classes will lead to the following penalties:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Minimum Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 10%</td>
<td>Participation graded as per class requirements</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>Participation graded as per class requirements; grade penalty &amp; written warning</td>
</tr>
<tr>
<td>More than 20%</td>
<td>Automatic course failure, and possible expulsion</td>
</tr>
</tbody>
</table>

N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

**Weekly Schedule**

**Week 1**

Class: 1.0 Introduction

This opening lecture will provide an overview of the course. The course outline, learning objectives and assignments will all be covered. Students will explore research that argues for the positive human benefits from being in the outdoors and taking part in outdoor activities. Students will also be introduced to the legal liabilities, duty of care and industry standards for a range of outdoor activities and sports in the host country context. With the growing focus on litigation and Occupational Health and Safety Standards [OHS], these aspects also discussed in terms of insurance and management strategies to ensure OHS and best practice for meeting host country standards. Claims in contract and negligence are also overviewed. Safety and the law is discussed with a potential guest speaker from a litigation law firm.

Reading:
Week 2

Class: 2.0 Managing Activity Standards as an Outdoor Activity Provider

This class will discuss the fundamental aspects that distinguish businesses in the outdoors from other types of businesses. It will discuss the economic and political context in which outdoor businesses operate in the host country context and the growing cultural shift to conducting business in the outdoors. The discussion draws on current research into the positive effects of being in the outdoors and growing health epidemics for increased sedentary lifestyles and health risk factors. The Adventure Activity Standards are then analyzed and evaluated in terms of how they support outdoor activity providers with knowledge in developing quality programs, as well as safe and quality services for their clients.

Class: 3.0 Planning for Outdoor Activities and Sports

In this class students will be developing richer understanding of the aspects to consider when managing an outdoor activities and sports business. Students will work in collaborative groups to select an adventure activity of their choice and unpack the Activity Standards related to that activity. They will work on a multiple step task and present main findings about their activity as experts to others using the jigsaw strategy. They will discuss the content in terms of the host country context and which standards apply internationally.

Class: 4.0 Embedding of an Outdoor Business in its External Environment

Students will be introduced to business ethics. Businesses regularly face difficult ethical challenges, such as whether to use cheap labor to produce more cheaply or balancing environmental concerns with the desire for growth or in this case, areas that may result in being impacted on by the activity undertaken. In this class, students will explore some ethical theories to think through and debate these issues. Students will also explore what environmental management in outdoor business is. They will discuss the seven principles of ‘leave no trace’ to ensure an outdoor activity or sport has minimal impact on the environment in which they have immersed themselves in order to ensure a ‘green’ outdoor business according to quality host country standards.

Readings:


Week 3

Class: 5.0 Outdoor Organisations and Programs

This lecture will highlight various organisations and their programs. Students will be involved in comparative analysis and discussion about how an outdoor business should operate and what needs to be considered in preparation. The content will also focus on incorporating inclusivity into the business program. It will also address the special requirements when working with children in outdoor activities and sports. The aspects from weeks one and two are used to inform the discussion. The tutorial will close with students working on a risk management template and discussing various examples of seven hazard areas in terms of how the templates conform to Industry standards.

Readings:


Class: 6.0 Learning in and from the Field
In this class, students will investigate what is required in the planning process for outdoor activities. This will include logistical procedures, route plans, transport, budget/cost, equipment and participant requirements. Students will then undertake a co-curricular visit to a National Park for a guided walk which will be followed by an interview with the operator from the National Parks in regards the consideration required to run inclusive outdoor walking tours. Students will evaluate the challenges for inclusivity that these types of outdoor activities present for community access and how the National Park and Wildlife Organization overcomes these challenges.

Reading:


Class: 7.0 Mission, Vision and Mantra for Outdoor Activity and Sport Businesses

A successful mission statement defines what it does for its clients, employees, owners, community and, in some cases its contribution to the social fabric globally. In this class students will examine the dimensions for what makes the most successful mission statements in order to clearly represent what the business stands for, 'why' of the business stands for those aspects as is it feels like a strategy in and of itself. This class will examine various outdoor activity business mission statements comparing the unique and common aspects. They will then examine their own interests for developing their own mantra, vision and mission statement for an imagined outdoor activity and sports business.

Readings:

https://blog.hubspot.com/marketing/inspiring-company-mission-statements
https://www.outwardbound.org.au/

Due Date for Submission of the Mission Statement Assessment

Week 4

Class: 8.0 Leadership and Management at the Macro-Level

Successful management in the outdoors can depend on how a leader works and operates with a group. In this class, leadership styles will be examined against the backdrop of experiential learning theory and outdoor management training styles. It explores macro leadership and leadership psychology by exploring a conceptual framework for contemporary leadership and applying this to managing an outdoor activity and sports business.

Reading:


Class: 9.0 Leadership and Management at the First-Line Level

Group dynamics and managing process will be explored in this class to investigate the various ways to bring the best out of cohesive and cooperative teams that are involved in outdoor and sports. Students will be introduced to the key qualities for leaders when managing an outdoor activity and students will be given various outdoor activity scenarios to discuss different ways for leading a group forward during an outdoor activity.

Reading:


Class: 10.0 Leadership and Group Management

Students will be required to step into a leadership role in different scenarios with a group. This will allow students to experiment with the differing styles and give practice to incorporate the theory provided in the lecture. Personal development activities will also be incorporated to assist students in understanding their personal leadership and learning style. The students will examine the varying
way a group can operate when completing outdoor activities together. Students will reflect on their past and present personal group dynamics and share through discussions with other class members and address how their leaders or instructors managed these situations.

Reading:


**Week 5**

**Class: 11.0 Drilling Down**

Students will explore the interrelation of risk and outdoor activities in a practical sense for the front-line facilitator. Students will learn the basics of risk management strategies when completing adventure activities and how to choose activities and locations based on hazard identification. Students will discuss the elements required for planning successful activities and debate how risks can be managed prior and during activities including site preparation, staff training, induction and precautions during the running of activities.

Reading:


**Class: 12.0 Managing Processes: Risk Management**

In this class students to evaluate risk management templates. Examples will be provided and the seven hazard areas will be explained and discussed in detail. Students will discuss the steps for setting up risk management policies and procedure documents when managing this type of business including the use of medical indemnity forms. Students will brainstorm strategies and then compare to industry standards. Students will select an activity for developing a risk management plan using one of the developed templates.

**Due Date for submission of the Risk Management Assessment**

**Class: 13.0 Managing Variables: Weather in Outdoor Environments**

This class will explain the importance of preparing for the variable of weather when managing and running outdoor activities and sports. It will introduce students to managing and predicting certain weather patterns and forecast when out in an outdoor environment. Students will learn how to read weather charts and graphs and strategies and procedures to follow in the case of severe weather. Students will also explore a range of weather websites and apps, to learn how to predict incoming and forecasted weather. Developing emergency plans and training for injury and adverse weather conditions as part of business policy are discussed.

**Readings:**


Windy Weather App: [https://www.windy.com](https://www.windy.com)

**Week 6**

**Class: 14.0 Sustainable and Inclusive Programming**

In this class, students will complete case study activities where they are required to improve an existing program, by incorporating sustainable and inclusive practices. The case studies will include a variety of activities and environments to expand students’ knowledge and learning about planning and programming sustainable and inclusive outdoor activities and sports.

**Reading:**

Class: 15.0 Application of Knowledge

This class will begin with small groups developing a shared concept map that show the links and key aspects for managing outdoor activities and sports. They will draw on the discussions, reading and knowledge developed over the course to represent their ideas. They will create a representative graphic using one of a number of free concept mapping apps. They will share their concept map with other small groups as a collaborative learning task.

Class: 16.0 Leading in the Field

Students will participate in a local outdoor activity. They will be required to participate, lead and manage a section of the session within a pair. This will allow students to apply their knowledge about leading outdoor activities through practical implementation and reflect on their ability through a peer-to-peer assessment process. The activity will be organised during the course, in alignment with the student group’s needs and capacities. The activity will be supervised by the facilitator and/or other required staff.

Due Date for Submission of the Management and Reflection Assessment

Course Materials

Readings


Online Resources

https://gorf.org.au/industry/downloads-master/aas/
https://blog.hubspot.com/marketing/inspiring-company-mission-statements
https://www.outwardbound.org.au/


