The Knowledge, Skill and Practical Experience Required of Outdoor Education Leaders in Victoria

David Marsden, Clare Hanlon and Peter Burridge

INTRODUCTION
Outdoor education is an important aspect of school education in Victoria with 60% of secondary schools offering formal curriculum studies in environmental and outdoor education at Years 11 and 12.¹ Outdoor education is also offered as year level residential or bush camps and day excursions where young people participate in a range of outdoor activities.² Schools regularly engage external outdoor education providers and camping organisations to run these activities in collaboration with their own teaching staff. The reliance on external outdoor education providers may explain why employment has increased by 40% in outdoor adventure and recreation guiding from 2001 to 2006.³

Even with the reliance of external outdoor education providers in the school sector, beyond activity and safety standards there is an absence of guidelines referring to the broader body of knowledge and skills required of outdoor education leaders.⁴ Without guidelines, the higher education (HE) sector has developed a range of outdoor education and leadership courses that may not meet employer requirements, or be up to date with current research in outdoor education leadership. In addition, the lack of guidelines has implications for the HE sector when determining the extent of practical experience required for educating outdoor education leaders.
Connections, Techniques and Viewpoints

The purpose of this chapter is to explore what literature exists on the knowledge and skills required for outdoor education leadership, and on the extent of practical experience, required for outdoor education leadership graduates, with a specific focus on the HE sector. As a result of this exploration, gaps within the literature regarding the knowledge and skills, and the role of practical experience, required of outdoor education leaders become evident. Inconsistency between the education of HE outdoor education leadership graduates, the required knowledge and skills of outdoor educators, and the outdoor education sector are explored. Finally, a lack of consistency in HE outdoor educator preparation and practical experience is identified.

OUTDOOR EDUCATION LEADERS IN AUSTRALIA

Outdoor education leaders are employed across five industry sectors; outdoor education, corporate/organisational training, bush adventure therapy, outdoor recreation, and nature/adventure tourism. Although unique in content or client group, each sector falls into the broader outdoor industry which is linked through its use of the natural environment, leadership, adventure based outdoor recreation activities, and their associated equipment, risk management and logistical requirements.

The outdoor education sector provides programs for secondary school age children with a focus on social, personal and environmental learning. Kathy Mann has defined the outdoor education sector through its predominant use of adventure and environmental activities to achieve a set of educational outcomes. In practice, outdoor education programs use the natural environment and adventurous activities to provide educational experiences that encourage personal, social and knowledge development in an atmosphere that generates a connection between the individuals and the natural environment.

Outdoor education leaders need to be educated in the general skills to conduct outdoor activities safely, as well as requiring specialist education skills to facilitate the learning that can be fostered through these activities. Alex Kosseff and Bruce Martin et al. have both identified the core responsibilities of outdoor leaders as minimising the physical, psychological and social risk on participants, whilst maximising learning and enjoyment of participants, at the same time as reducing participants’ impacts on the natural environment. Responsibilities of the outdoor education leader extend beyond this when working with students towards specific educational objectives, whilst providing an appropriate standard of duty of care for the minors in their charge.

The educational responsibilities of outdoor education leaders are more diverse than ensuring the physical safety of participants as they engage in adventurous activities. They involve the development of a community where students are able to take social, emotional and physical risks, which are then used to promote reflection on previously held and current beliefs and practices. Outdoor education leaders need to identify ‘teachable moments’ when opportunities are provided by the activity and the environment for learning. These inter and intra personal skills have to be combined with the technical skill to manage the adventurous activity whether it is rafting down a swift flowing river or setting up tents with a storm approaching. This is a complex role where the outdoor education leader is teaching the skills of the activity, managing the social interaction of the group, and monitoring the natural environment. Such a role requires a broad range of knowledge and skill that crosses both the outdoor leadership and outdoor education bodies of knowledge.

In Australia, there are two formal pathways to achieve this knowledge and skill, namely a vocational education (VE) certificate or diploma, or a HE degree. These formal pathways, diverse in content between courses and institutions, all endeavour to educate potential leaders in outdoor recreation leadership. Only a limited number of these courses provide a specific education in the knowledge and skills of outdoor education leadership.

KNOWLEDGE AND SKILLS

The knowledge and skills identified for outdoor education leaders have evolved from outdoor leadership research over the past 30 years. Initially based on an extensive list of attributes, skills and qualities of outdoor staff, subsequent refinements and analysis by researchers such as Simon Priest and Michael Gass, and Bruce. Martin et al., have led to commonly accepted and used frameworks of knowledge and skills for outdoor leadership. As summarised in Table 1, Bruce Martin et al. have identified eight core knowledge and skills they refer to as ‘competencies that are essential to effective outdoor leadership’. Associated to the core competencies are 28 sub competencies.

The framework of outdoor leadership knowledge and skill of Bruce Martin et al. stands out from other models as it provides for the provision of sub competencies which allows for specific content and skill descriptors to be attributed to each broader knowledge or skill area. This broad mapping of the knowledge and skill makes the framework particularly relevant for the development of tertiary courses, where the body of knowledge as well as skill in outdoor leadership is the focus of study. However, an obvious gap in the Bruce Martin et al. framework is the lack of competencies specific to outdoor education leaders.
### Table 1: The Knowledge and Skill of Outdoor Leadership by Bruce Martin, Christine Cashel, Mark Wagstaff and Mary Breunig<sup>20</sup>

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>SUB COMPETENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational knowledge</td>
<td>Sense of purpose</td>
</tr>
<tr>
<td></td>
<td>Sense of heritage</td>
</tr>
<tr>
<td></td>
<td>Breadth of the profession</td>
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<td></td>
<td>Understanding of leadership theory</td>
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<tr>
<td>Self-awareness and professional conduct</td>
<td>Acting mindfully</td>
</tr>
<tr>
<td></td>
<td>Knowing one’s abilities and limitations</td>
</tr>
<tr>
<td></td>
<td>Knowing how we influence others</td>
</tr>
<tr>
<td></td>
<td>Behave ethically</td>
</tr>
<tr>
<td>Decision making and judgement</td>
<td>Decision making as a conscious process</td>
</tr>
<tr>
<td></td>
<td>Role of judgement in decision making</td>
</tr>
<tr>
<td></td>
<td>Available resources in decision making</td>
</tr>
<tr>
<td>Teaching and facilitation</td>
<td>Effective facilitation skills</td>
</tr>
<tr>
<td></td>
<td>Effective teaching skills</td>
</tr>
<tr>
<td></td>
<td>Experiential learning</td>
</tr>
<tr>
<td>Environmental stewardship</td>
<td>Environmental ethics</td>
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<tr>
<td></td>
<td>Ecological literacy</td>
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<tr>
<td></td>
<td>Parks and protected areas management</td>
</tr>
<tr>
<td>Program management</td>
<td>Planning skills</td>
</tr>
<tr>
<td></td>
<td>Organisational skills</td>
</tr>
<tr>
<td></td>
<td>Management skills</td>
</tr>
<tr>
<td>Safety and risk management</td>
<td>Participant safety</td>
</tr>
<tr>
<td></td>
<td>Preparation and planning</td>
</tr>
<tr>
<td></td>
<td>Legal aspects of safety and risk management</td>
</tr>
<tr>
<td></td>
<td>Assessing abilities and limitations</td>
</tr>
<tr>
<td>Technical ability</td>
<td>Proficiency in particular activities</td>
</tr>
<tr>
<td></td>
<td>Experience-based competency</td>
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<tr>
<td></td>
<td>Professional certifications</td>
</tr>
<tr>
<td></td>
<td>Experience-based competency</td>
</tr>
<tr>
<td></td>
<td>Professional certifications</td>
</tr>
</tbody>
</table>

### Table 2: Peter Martin’s Outdoor Education Body of Knowledge,<sup>23</sup> Aligned with the Outdoor Leadership Knowledge and Skills identified by Priest and Gass,<sup>24</sup> and Bruce Martin et al.<sup>25</sup>

<table>
<thead>
<tr>
<th>PETER MARTIN’S OUTDOOR EDUCATION BODY OF KNOWLEDGE</th>
<th>PRIEST AND GASS’S ELEMENTS OF EFFECTIVE OUTDOOR LEADERSHIP</th>
<th>MARTIN ET AL’S CORE COMPETENCIES OF OUTDOOR LEADERSHIP</th>
</tr>
</thead>
</table>
The body of knowledge and skill surrounding outdoor education has not always been clearly mapped. Hence the outdoor education and tertiary education sectors currently draw outdoor education leadership knowledge and skill from the general outdoor leadership knowledge area, and more recently education and training packages associated with outdoor recreation leadership. Peter Martin has used secondary school outdoor education curriculum documents to explore the body of knowledge required by outdoor education leaders. This process begins to identify what leaders are required to know and be able to do when providing outdoor education to the senior years of schooling. As seen in Table 2, the body of knowledge identified has been collected under the six headings: outdoor pursuits, journeys and expeditions, outdoor leadership, place-based knowledge, environmental science, and human/nature relationships.

Initially the outdoor education body of knowledge and skill seems repetitive of those identified in outdoor leadership. However as seen in Table 2 through cross referencing Peter Martin’s findings against the outdoor leadership frameworks identified by Bruce Martin et al., and Priest and Gass, the omissions in knowledge and skill relating to outdoor education in the leadership frameworks become evident. Specifically, place based knowledge, environmental science, and human/nature relationships are absent or only partially identified in the other models. This difference between outdoor education and outdoor leadership is supported by the emerging identification of outdoor education knowledge and practice as connecting adventure education, environmental education and experiential education through focusing on interpersonal, intrapersonal, ecosystemic and ekistic relationships.

Although Peter Martin’s outdoor education body of knowledge framework provides an insight into necessary knowledge and skill of outdoor education leaders it does so from a limited perspective. The framework only concentrates on the senior school curriculum. However, outdoor education is conducted in secondary schools from years 7 to 12 through a variety of curriculum and co-curriculum programs. Consequently, a more complete representation of knowledge and skill in outdoor education is required.

**SOFT, HARD AND META SKILLS AND OUTDOOR EDUCATION LEADER EDUCATION**

The knowledge and skills of outdoor education leadership, when grouped together, can be placed into three categories, namely hard, soft and meta skills. Although not a formal nomenclature, it is a widely accepted system to investigate the complexity of outdoor leadership and outdoor education leadership. According to Michael Swiderski the hard skills of leadership are those based on technical competency. These include the technical skills to undertake or lead an adventure activity, provide safety or emergency response, administer programs and ensure environmental protection. Soft skills are the interpersonal skills and associated knowledge. They include teaching, promoting values, team building, resolving conflict, facilitation and debriefing. Meta skills include the problem-solving and decision-making knowledge and skills that can be applied across the hard and soft skill areas (see Figure 1). These include perceiving potential danger and responding to it, creatively facilitating learning outcomes, and generating new approaches.

**FIGURE 1: Relationship Between the Soft, Hard and Meta Skills of Outdoor Leadership**

In Australia the education and training sectors are governed by the Australian qualifications framework (AQF), which is the overarching framework that all outdoor qualifications from both VE and HE providers must align with. Vocational qualifications from Certificate II in Outdoor Recreation, specific activity based qualifications (accredited under VE), through to undergraduate and higher degrees in outdoor education leadership offered at universities, align with the AQF. Subsequently the hard, soft and meta skills of outdoor education leadership which are taught in VE and HE courses are also positioned within this framework. To understand where the hard, soft and meta skills of outdoor education leadership fall within the framework there is a need to investigate the AQF structure, and focus on the transitional point at AQF level 7.
The AQF organises qualification types into a taxonomic structure defined by learning outcomes. There are ten AQF levels within the structure which organise sixteen AQF qualification types. Through focusing on AQF level 7 Bachelor degree a picture regarding HE graduate outcomes can be established for students of outdoor education leadership. AQF level 7 is significant because at this point the VE based qualifications conclude and HE based qualifications commence. The change in sector is observable at AQF level 7 as there is a significant shift from the workplace orientated outcomes in AQF levels 1-6 to the critical analysis and synthesis of knowledge outcome descriptors common throughout AQF levels 7–10.

The knowledge, thinking, and professional practice skills identified from AQF level 7 onwards best align with the soft and meta skills of outdoor education leadership such as leadership and educational theory, interpersonal communication, place based knowledge, environmental science, and human/nature relationships.

An analysis of the AQF combined with the soft, hard and meta skills model of outdoor leadership provides a framework to examine the development of knowledge and skills of outdoor education leadership in tertiary education. Figure 2 summarises the relationship of outdoor education leadership knowledge and skill and the AQF structure. If conceptualised on a sliding scale from hard to soft knowledge and skills, the hard knowledge and skills end of the scale is dominated by workplace and vocational skills whilst the opposing soft skills end is dominated by skills linked to the broader body of knowledge in which outdoor education leadership is practiced. Through this analysis it is observable that the entry level qualification of VE AQF Certificate II, is more readily aligned with the hard (workplace technical) skills. Whilst the entry level HE qualification AQF Bachelor Degree, is more readily aligned with the soft skills.

This analysis poses significant issues for both the HE and VE sectors. For the HE sector the dominance of predominately soft knowledge and skills creates a struggle to balance with the hard skills that underpin the successful management of adventurous activities. The HE sector although bound to deliver graduates who meet the AQF requirements at level 7 is not required to deliver specific hard skill vocational requirements such as those found in VE outdoor recreation courses. This permissible flexibility means there can be significant variation between HE courses. It is possible that a HE graduate may have the knowledge to lead in the outdoors, but may not have the hard skills to operate as a technically skilled outdoor activity guide or instructor.

The alignment of the VE sector with predominately hard skills can leave VE graduates competent in technical aspects of outdoor recreation leadership but limited in their ability to work with school groups focused on outdoor education. This VE hard skill dominance is congruent with the competency based training system that underpins the vocational oriented training. The Sport, Fitness and Recreation Training Package SIS10 (SIS10) only has three units of competency explicitly orientated to outdoor education approaches. These adventure based learning units are not a compulsory component of any of the certificates or diplomas in outdoor recreation. The remainder of the SIS10 units are focused on developing skills for instruction and guiding in outdoor recreation activities, occupational health and safety, business administration or recreation programming. As with the HE sector, provider variation between graduates can occur depending on the units completed. As a result a VE graduate practitioner who has the hard skills to lead in the outdoors may not have formally studied the soft skill knowledge pertaining to outdoor education.
PRACTICAL EXPERIENCE TO DEVELOP THE KNOWLEDGE AND SKILL OF OUTDOOR EDUCATION LEADERS

The development of leadership knowledge and skill is linked to the practical experiences undertaken by outdoor education leaders. Researchers and practitioners have identified that practical experience develops a number of core outdoor knowledge and skill areas, including but not limited to: judgment, decision-making, place based knowledge, group management, facilitation skills, technical skills, and safety and risk management skills.

There has been a greater focus in the research on the experience of outdoor leaders and their skills in judgement, decision-making and risk management than the other areas of knowledge and skill. This research has identified some of the benefits of practical field experience. Shayne Galloway in his study of first aid application found that leaders with more experience were more effective at making decisions when faced with advanced first aid problems. The novice leader was more likely to be engaged in the direct problem rather than being aware of the broader context, such as optimising their group to assist in resolving the issue.

Compared to judgment, decision-making and risk management the other areas of outdoor education leadership knowledge and skill, and their relationship to practical experience are underrepresented in the literature. When reviewing the literature no studies were found that explicitly examined the outdoor education leadership knowledge and skill and practical experience.

Practical experience for tertiary outdoor education leadership graduates can be defined as the practical experiences prescribed to develop their outdoor education leadership knowledge and skill. Tertiary practical experiences can take the form of supervised work placement (internships or practicum), field work, skills courses, embedded technical training courses, and embedded practical qualifications.

Tertiary practical experience offers the undergraduate outdoor education leader the opportunity to identify, understand and consolidate the skills and knowledge of outdoor education leadership within the broader context that outdoor education operates. Kosseff points out that the importance of a particular leadership skill is strongly enhanced when the skill is identified within an authentic context of the workplace or adventure activity. To consolidate skills and knowledge student outdoor education leaders need to demonstrate, practice and review (as well as theorise) their skills and knowledge within a practical context.

The practical experience of graduate outdoor education leaders is highly valued by employers. In a recent survey of Australian outdoor industry employers, previous experience and a broad range of outdoor skills ranked second only after personal attributes in the top ten employer desired characteristics and competencies of outdoor leaders. This is similar in the United Kingdom where experience was ranked third behind practical outdoor activity awards, and personal attributes, and in North America where a blend of institutional and practical experience was sought after in employees.

THE NEED FOR A COORDINATED APPROACH TOWARDS PRACTICAL EXPERIENCE AND HE OUTDOOR EDUCATION LEADER GRADUATES

The highly valued practical experience of outdoor education leaders identified by Brendon Munge is neither a compulsory nor a standardised component of HE pathways in Australia. Without clear guidelines there may be significant variation in the amount, type, and quality, of practical experience that outdoor education leaders are receiving through HE programs. A consistent approach in the role and requirement of practical experience would support the development of suitably competent and experienced tertiary graduates for the outdoor education sector.

Currently HE outdoor leadership graduates in Australia come from a range of undergraduate courses including, arts, science and education, which can prepare them for entry into the outdoor education sector. In 2002, 52 academic courses were identified that offered outdoor leadership preparation around Australia. In 2012, fifteen courses in Victoria spanning Arts, Education, Tourism, Youth Work, Recreation and Science are preparing undergraduates as potential outdoor leaders. Although regulated under the AQF, the HE pathway has significant variation in the amount of practical experience provided to outdoor education leadership students. An example of this variation is presented in Table 3 which demonstrates variation of more than 100 per cent between three Victorian HE courses that produce outdoor education leaders.
TABLE 3: Comparison of Practical Experience Provided by Three HE Courses

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>UNDERGRADUATE COURSE</th>
<th>PRACTICAL DAYS</th>
<th>SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latrobe University</td>
<td>Bachelor of Arts (Outdoor Education)</td>
<td>155 days</td>
<td>Peter Martin, 58</td>
</tr>
<tr>
<td>Monash University</td>
<td>Bachelor of Sport and Outdoor Recreation</td>
<td>40–60 days</td>
<td>Course website, Bachelor of Sport and Outdoor Recreation, 59</td>
</tr>
<tr>
<td>Victoria University</td>
<td>Bachelor of Sport and Recreation Management — Outdoor Recreation</td>
<td>98 days core subjects Up to 48 days electives 98–146 days</td>
<td>Matthew Cox, 60</td>
</tr>
</tbody>
</table>

DISPARITIES, CONTRADICTIONS AND OMISSIONS FOR THE HIGHER EDUCATION SECTOR

Through an analysis of the current literature this chapter indicates that there are disparities, contradictions and omissions in the outdoor education leadership knowledge, skill, and practical experience requirements of HE outdoor education leaders. The disparities are evident in the lack of consistency in HE outdoor education practical experience. The contradictions can be observed in the expectation of HE outdoor education leadership undergraduates requiring hard, soft, and meta skills that span nearly half the AQF, a student studying the predominately soft skill content provided at AQF qualification Bachelor’s degree requiring the hard skills provided at AQF qualification Certificate IV. The omissions are in the lack of knowledge regarding the role of practical experience, and the acquisition of knowledge and skills required of outdoor education leaders.

At present a framework for the knowledge and skill required of outdoor education leaders has not been developed. This was demonstrated in comparing the generic outdoor leadership frameworks of Priest and Gass, 61 Bruce Martin et al., 62 and Peter Martin’s senior schooling outdoor education body of knowledge review. 63 Through this process it is evident that there are areas of outdoor education knowledge and skill absent from the currently used outdoor leadership frameworks.

The outdoor education body of knowledge mapping process of Peter Martin’s is not an accurate representation of the knowledge and skill required of outdoor education leaders. His research only focused on the curriculum of Years 11 and 12. 64 A broader approach is required to take into account the entire secondary school curriculum and co-curriculum programs, as well as government and industry documents associated to outdoor education leadership. These documents may include the Adventure Activity Standards, SIS10, and the Safety Guidelines for Education Outdoors. As a result the required knowledge and skill of outdoor education leaders from the perspectives of school education, government, and the outdoor education industry could be collated. This would then provide a framework of outdoor education leadership knowledge and skill in order to guide the development of HE outdoor education leadership courses.

Another omission discovered from this review is with the potential lack of focus on hard skills by HE courses. HE outdoor education leadership graduates are likely to be better prepared in the soft skills of outdoor education leadership than the hard skills. This is evident through the alignment of the AQF level 7 Bachelor Degree outcome descriptors with the hard, soft and meta skills of outdoor education leadership. The preference towards the development of soft skills causes significant issues for HE graduates, who require a minimum competency of hard skills to meet the pragmatic technical needs of the outdoor education sector. Furthermore, documents such as the Adventure Activity Standards and the Safety Guidelines for Education Outdoors, through referencing the hard skill orientated SIS10 (AQF levels 2–5) as the measure of outdoor leadership knowledge and skill highlight the need for hard skills in HE courses. 65 The lack of hard skill focus in HE together with hard skill orientated outdoor activity guidelines effectively exclude HE graduates from some employment. However this exclusion is done at the expense of the broader body of knowledge encompassing outdoor education, and the critical thinking skills achieved at HE AQF levels 7 and above.

At present HE graduates are required to meet the academic standard of a Bachelor’s degree at AQF level 7, whilst there is also a need to develop the hard skills of outdoor leadership knowledge and skills found at Certificate II AQF level 4. 66 This breath of educational requirements is reflected in the findings of Munge, showing that the top ten characteristics and competencies Australian employers desire in an outdoor educator have a mixture of hard, soft and meta skills. 67 These characteristics included those necessary to instruct and guide outdoor activities, as well as the critical outdoor education leadership knowledge and skills developed through a Bachelor degree. A framework outlining the body of knowledge and skills required by outdoor education leaders, encompassing hard, soft and meta skills, would provide a tool to design and examine HE course outcomes. Hence, HE course developers, administrators and employers wishing to evaluate HE courses could use such a tool.

There is also a gap in the understanding regarding the role that practical experience plays in the development of outdoor education...
leaders. A small amount of research has been undertaken into judgement and decision making. However, the other areas of outdoor education leadership skill and knowledge are under-represented. This presents a significant issue when determining the value of practical experience, and how it can support the development of HE outdoor education leadership graduates. There is a range of practical experience provided to HE outdoor education leaders in Victoria. The variability in the amounts of practical experience offered across the HE sector was seen in the comparison of three HE courses. This difference may be due to the lack of understanding of the role practical experience plays in outdoor education leadership development. In order to develop a clear direction regarding practical experiences, an understanding of the links between HE practical experience and the development of outdoor education leadership knowledge and skill is required. Research regarding the optimal duration, frequency, and content of the practical experience required in HE, to support development of outdoor education leaders, would inform the HE sector in course design and review. It would also clarify to the outdoor education sector the suitability of HE graduates as outdoor leaders.

Research should focus on the connections between knowledge and skill development, and HE practical experience. Rachel Collins suggests that research which can isolate factors regarding experience (as well as certifications and degrees), and their relationship to leaders’ knowledge and skill would assist organisations to increase the standard of preparing students in their roles as outdoor leaders.69

CONCLUSION
This chapter has highlighted some omissions in outdoor education leadership theory regarding knowledge, skill, and practical experience. The omissions have resulted in a range of approaches being used by the HE sector for outdoor education leadership education. This variance has been previously recognised by Mann,66 Collins,67 and Peter Martin,71 yet no outcome has resulted to produce consistent guidelines. It is vital to address these omissions in order to ensure that outdoor education leadership HE graduates are suitably educated and prepared to meet the pragmatic responsibilities of industry as well as the environmental, social, educational and knowledge needs of society.

NOTES
6 Mann, A Snapshot of Outdoor Leadership Preparation Opportunities in Australia.
7 Mann, A Snapshot of Outdoor Leadership Preparation Opportunities in Australia.
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17 Priest and Gass, Effective Leadership in Adventure Programming.
18 Martin et al., Outdoor Leadership: Theory and Practice.
19 Martin et al., Outdoor Leadership: Theory and Practice, p. xv.
20 Martin et al., Outdoor Leadership: Theory and Practice, p. xv.
23 Martin, ‘Outdoor Education in Senior Schooling’.
24 Priest and Gass, Effective Leadership in Adventure Programming.
25 Martin et al., Outdoor Leadership.
26 Martin, ‘Outdoor Education in Senior Schooling’.
27 Martin et al., Outdoor Leadership.
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29 Mann, A Snapshot of Outdoor Leadership Preparation Opportunities in Australia; Martin et al., Outdoor Leadership, Priest and Gass, Effective Leadership in Adventure Programming.
30 Martin, ‘Outdoor Education in Senior Schooling’.
34 Swiderski, ‘Soft and Conceptual Skills’.
35 Kosseff, Amc Guide to Outdoor Leadership; Priest and Gass, Effective Leadership in Adventure Programming; Swiderski, ‘Soft and Conceptual Skills’.
50 Kosseff, Amc Guide to Outdoor Leadership.
53 Barnes, ‘So, What Goes into an Outdoor Education Degree’.
54 Garvey and Gass, ‘Hiring Preference Trends in the Outdoor Adventure Programming Field’.
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55 Munge, *A Study of Australian Employers’ Perceptions of Graduates from the Bachelor of Arts (Outdoor Education) at La Trobe University*.


61 Priest and Gass, *Effective Leadership in Adventure Programming*.

62 Martin *et al*., *Outdoor Leadership: Theory and Practice*.

63 Martin, ‘Outdoor Education in Senior Schooling’.

64 Martin, ‘Outdoor Education in Senior Schooling’.


67 Munge, *A Study of Australian Employers’ Perceptions of Graduates from the Bachelor of Arts (Outdoor Education) at La Trobe University*.


70 Collins, ‘Professional Development in Outdoor Leadership’.