1. Course Overview

This class centers on a 10-day field-based training that teaches leadership (as well as ecology and outdoor skills) in Chilean Patagonia, one of the world’s most beautiful and diverse mountain environments and a site of increasing ecotourism. The campus component of the class takes place in Fall B term, along with a reunion session in January. The class time is Monday at 12:30-3:45. Three class sessions led by the professor occur on Nov 12th, Nov 26th, and Dec 10th from 12:30-3:45. Three briefer sessions led by the TA occur on Oct 29th, Nov 19th, and Dec 3rd, as well as a post-trip session on Thursday, Feb 7th from 12:30–2:00.

Attendance and active participation are required for both campus sessions and the in-country program. Students who miss the first-class meeting may be removed from the course, and as per Chazen policy will not have their program fee refunded to them. No program fee refunds will be given after the add/drop period has closed.

The trip to Chile will take place from January 6-19, 2019. We arrive to Santiago and have a welcome dinner on 6th before a full day on the 7th and morning of the 8th learning about Chile’s natural resource industries: mining, solar, wine, etc. Then you fly South to experience its greatest natural resource, the Patagonian wilderness, for a 10-day expedition on a 10-person self-managing team. The cost of this program is $2900, which includes: in Santiago, lodging on the 6th and 7th, transport to events, and some meals; in Patagonia, all expenses on the expedition from the 9th to the 17th will be covered. The fee does not cover international airfare, airfare between Santiago and Coyhaique, lodging the night of the 8th or 18th Coyhaique and meals, or your personal gear for the expedition.
The expedition is led by experienced instructors from the National Outdoor Leadership School (NOLS). Students will learn technical skills, environmental practices, and leadership skills. Please note that this course is physically and personally challenging; you will hike much of the day across rugged terrain, carrying heavy packs, sleeping out on the mountain and cooking meals on camp-stoves. The weather is an unpredictable mix of wind, rain, snow and sun—as NOLS warns:

“You could end up camped on a windy glacier in whiteout conditions or cooking in a heavy downpour. Or hiking in the hot sun, longing for the next stream. The wind can howl, the snow can pile high, the rain can come in sheets-- sometimes for days at a time.”

While almost all CBS students on this trip have struggled physically, mentally, or emotionally, everyone has made it through the trek.

This class provides a distinctive opportunity to develop leadership capabilities related to self-awareness and emotional awareness. On the expedition, the phrase “out of your comfort zone” applies in its most literal sense. As a leader you will be asked to make decisions that affect others’ welfare under considerable uncertainty and stress. It will challenge your self-discipline to a greater degree than any other CBS class. You will have access to daily coaching from NOLS’s experienced leadership trainers to guide your learning from these experiences. On the positive side, the shared experience of overcoming adversity forges deep bonds. Removed from the constant distractions of the digital age, you will have a rare opportunity to get to reconnect with yourself and forge deep bonds with classmates.

This course will help you become more adaptable as a leader on teams. You will practice adjusting to different roles. On days when you are the designated leader you are in charge of the route, camping spots, breaks and so forth. This role requires using authority: decisiveness, delegation, and sustaining group commitment and morale. On other days, you will practice “peer leadership,” “self leadership,” and “active followership,” acting in ways that support the leader. You will also have to adapt to different decision situations, as no one style of making decisions with a team works best across all situations.

NOLS instructors draw your attention to different forms of leadership through individual and group discussions. These concepts are reinforced before and after each day’s hike in a daily learning cycle (plan, do, reflect). This week of focused practice, discussion and feedback, with few competing distractions, is an opportunity for internalizing new leadership skills.

Campus session will prepare students for the leadership and teamwork challenges ahead, through exercises and simulations. Consistent with a global immersion course, they also provide some context on mountaineering, natural resource business models, and the Chilean context.

2. CBS Context
This class was developed by CBS’s incubator for leadership development programs, Leadership Lab. Specifically, the premise of this class is “action learning,” developing
leadership capabilities in a real context where leadership and teamwork greatly matter. On the mountain, you and your team will be stretched mentally, physically, and emotionally. Your NOLS instructors will provide daily feedback and will look for teachable moments to convey lessons about different challenges of leadership in expeditions and in business. The campus sessions also involve active experiential exercises to prepare you for the trip. Leadership Lab helps in coordinating some of these activities such as the Everest Simulation in class and the day hike in the Catskills.

3. Grading and Credit

Students are required to:
- Participate in the three class sessions and the three skills-oriented TA sessions
- Write a short paper on your personal learning goals for the expedition
  - 2-3 pages: discuss your goals for developing specific leadership capabilities on the expedition
  - this paper will be shared with your “learning buddy” who will give you feedback in a peer review paper, as you will do in return
  - due: December 17th
- Write a brief paper giving feedback to your learning buddy
  - 2 pages
  - how did the person make progress on his or her learning goals? what other leadership strengths and styles did the person reveal on the trip?
  - due Jan 23rd (write and email to your buddy as soon as you can after the trek--do it at the airport!)
- Write a paper reflecting on your learning and development
  - 5 pages: review execution vs. your planned learning goals
  - assess your individual and team development during the expedition
  - how will you carry forward your new skills at CBS and beyond?
  - due: Feb 4th

The final grade for the course comprises:
15% The NOLS instructors’ written evaluation
10% Paper 1 – Personal Learning Goals
10% Paper 2 – Feedback to Learning Buddy
25% Paper 3 – Personal Learning Reflection
40% Participation score from campus sessions and Santiago sessions

4. Schedule

- TA-led Sessions on Monday 12:30-2:00 on Oct 29, Nov 19, and Dec 3
- Optional day hike in Catskills Saturday, Nov 10th
- Class Sessions on Monday 12:30-3:45 on Nov 12, Nov 26 and Dec 10th
- Post-trip reunion session on Thursday, Feb 7th from 12:30 – 2:00
TA Session: Gear and Expedition Basics (Oct 29th)

Day Hike (not required): Slide Mountain (Nov 10th)

Class 1: Teamwork in Action (Nov 12th)
- Questions about expectations, travel, and logistics
- Initial reflection on learning goals
- Outdoor teamwork challenge
  - We will head to Riverside Park and for physically active team contests
- Introduce four key leadership roles:
  - designated leadership, active followership, peer leadership and self leadership

To prepare for class:
- Come to class dressed suitably for a ~2 hour outdoor activity, rain or shine
  - Wear your hiking boots as you will be running around on hilly park terrain, on and off trails
- Read the Course Syllabus
- Read “Leadership at NOLS”
- Review the NOLS site Supplemental Information
  - http://www.nols.edu/nolspro/custom_courses/columbia.shtml

TA Session: Physical Fitness and Preparation (Nov 19th)

Class 2: Everest and Expedition Decision Making (Nov 26th)
- Conduct Everest simulation
  - Individual and team score contribute to your participation grade
- Debrief
- Discuss case: 1996 Everest Disaster

To prepare for class:
- High-Stakes Decision Making: The Lessons of Mt. Everest (HBP case)
- Access Everest V2 (an online simulation http://hbsp.harvard.edu/list/7000-demo-page-basic
  - Before class, do the “Prepare” work on the web site, which involves reading about your role and watching a few short videos.
  - Ensure that the laptop you will bring to class can access the simulation. Firefox tends to be the best browser. Your team will suffer if there are IT delays. Contact Zach Brown for help: zbrown20@gsb.columbia.edu

Study Questions for 1996 Everest case:
- Why did Hall and Fisher believe it was important to set a firm turn-around time for climbers attempting to summit? What psychological and organizational forces prevented this from happening?
• Why did clients (e.g., Krakauer) not intervene to help guides (Harris) who were suffering altitude symptoms? Why did guides (Boukreev) fail to persuade their expedition leaders (Fischer) that they were overreaching their capacities?

After class:
• Read over your team’s Everest simulation transcript and analyze how your messages affected your team’s decision making. What did you do well that helped? Is there anything you could have done differently that would have helped even more?

TA Session: Maps and Navigation Skills (Dec 3\textsuperscript{rd})

Class 3: Adaptability, Chilean Context, and Logistics (Dec 10\textsuperscript{th})
• Discuss case: Patagonia Sur, a land conservation business in Chilean Patagonia
• Adaptability: Situational Leadership Frameworks
• NOLS representative answers questions about equipment and safety
• Chazen representative answers questions about logistics and insurance

Before class, please read:
• Familiarize yourself as needed with Chile’s history, industry and politics
  o http://en.wikipedia.org/wiki/Chile
  o http://country.eiu.com/chile
• Case about land conservation fund
  o HBS Case 9-211-103, Patagonia Sur: For-Profit Land Conservation in Chile

Study Questions for Patagonia Sur case:
How have Chile’s economic policies over the past four decades differed from other South American nations? What has been its primary export? How might Chile’s politics and industries influence its approach to land conservation and environmentalism?

Is for-profit land conservation viable or should environmental conservation be left to governments, foundations and philanthropists? What are the obstacles?

As Warren Adams seeks to expand investment in Patagonia Sur, LLC beyond a few high net worth families to institutional investors, what aspects of his business model should he stress? If you were advising a pension fund about this possible investment, what questions would you have for Adams? (Prepare to role play this meeting).
5. Course Objectives (in detail)

The primary objective is developing your leadership skills. It also teaches some principles of risk management in decision making. Additionally, it imparts environmental and intercultural insights that are increasingly relevant to many private and public sector managers. During your trip, you will get daily feedback about your performance on these dimensions and overall written feedback from your NOLS instructor at the end.

Leadership Development
The course will demonstrate that you are leading all the time in different roles. And the behaviors that work best depend on aspects of the situational factors such as the group’s skill level, task urgency, and outcome predictability. In this course, you are expected to become adept in four leadership roles:

- designated leadership (decisiveness, vision, identifying talents, inclusiveness)
- active followership (supporting leader, active listening, role modeling support)
- peer leadership (coordination, collaboration, feedback, conflict mgmt.)
- self-leadership (responsibility, positivity, learning, self-awareness, efficiency)

Risk Management
NOLS teaches wilderness users to practice responsible habits that promote the health and safety of self and others. Each student is expected to:

- Recognize and consistently perform appropriate techniques to reduce or avoid hazards in a remote mountain environment, e.g., rock fall, weather, river crossings, etc.
- Practice effective peer decision-making to mitigate hazards.
- Display sound judgment and an awareness of team and self-limits.
- Demonstrate ability to implement emergency procedures for backcountry situations.

Outdoor Skills
- NOLS students learn to live and travel in mountains within a framework of personal safety and care of the environment. Each student is expected to:
  - Live comfortably in a mountain environment, learn to camp, cook, and dress for a variety of conditions.
  - Travel competently in mountain terrain using map and compass skills, off-trail navigation, hazard evaluation, route-finding and river-crossing techniques.
  - Learn basic skills necessary to traveling on steep snow, ice or rock (3rd and 4th class terrain): self arrest with an ice axe, crampon use and efficient rope handling techniques.
  - Accurately assess skills, strengths, and endurance in self and others and conservatively apply those limits to given situations.
Environmental Studies
Participants will explore ethics and develop skills that value and protect the environment. As a member of this course, you will be expected to:

- Practice Leave No Trace minimum impact camping skills.
- Learn about local ecosystem’s flora and fauna, geology, and history.

Cultural Intelligence
Your team of classmates is diverse in terms of national backgrounds as well as prior industry experiences--in short, culturally diverse. The experience of working through challenges together in close quarters provides an arena for developing one’s cultural sensitivity and adaptiveness. Also you will interact with the local culture at the beginning and end of your trip. NOLS tries to have at least one Latin American Instructor in each group. Some groups meet up with gauchos on their way into the mountains. These are opportunities for developing self-awareness and flexibility about your cultural habits.

6. Readings explained

Required readings for the class are either in CANVAS folders for the Session or they can be found in the HBSP site for the course.

- For session 1, you should read this document, NOLS’s webpage for this program, and the short summary of their key leadership frameworks.
- For session 2, we will conduct a web-based simulation of an Everest expedition, Everest V2. This role-play game requires preparation ahead of time. You will receive an email a week before the class that tells you your role and reviews what to read and what videos to watch. In class you will have to make decisions under time pressure and under challenging communication conditions. You should also read the case about the 1996 Everest disaster and think over the study questions.
- For session 3, we will read about an innovative business model of for-profit land conservation in Patagonia. Ecotourism businesses try to balance a triple bottom line: financial viability, ecological sustainability, and community impact. By analyzing the challenges in this model, you will gain a greater appreciation of the NOLS organization that you will be working with.

As optional follow-up reading, I’ve listed a few books about Chile. And finally a few readings analyzing the parallels between outdoor expeditions and other contexts of leadership:

Fun literary books about Chile and Patagonia:
- Bolaño, R. (2003). By Night in Chile

Readings related to outdoor expeditions and business decision making: