

# **NZ Outdoor Instructors Assn. CORE GENERIC INSTRUCTOR SKILLS**

## **PEOPLE MANAGEMENT**

The following skills are those that are necessary for all outdoor instructors, irrespective of the activity area, in order to provide a safe and rewarding outdoor experience. Each of these aspects will be included in any assessment course run by NZOIA.

### **PEOPLE SKILLS**

NZOIA expects that its Instructors will be capable of demonstrating the following people skills:

- (a) Able to give a group, or individual, clear instructions and check they have been understood.
- (b) Able to control a group in a manner that is appropriate for the group size, maturity, environment, activity and purpose.
- (c) Be approachable and open/tolerant so that the group participants are willing to talk with him/her.
- (d) Able to put a stop to unacceptable behaviour on the part of participants, in a constructive way.
- (e) Be clear about his/her own needs (assertive).
- (f) Able to deal constructively with conflict within the group or between the instructor and others.
- (g) Able to deal with his/her own anger or frustration so that others don't suffer.
- (h) Able to deal constructively and efficiently with a crisis.
- (i) Able to facilitate a group discussion.
- (j) Able to use language which is appropriate for the particular group that is being worked with at the time.
- (k) Aware of sensitivities of minority groups.
- (l) Able to deal with fears and anxieties.
- (m) Able to engender enthusiasm and a sense of adventure in the participants, make them feel involved, gain their cooperation and interest.
- (n) Be client orientated.

## **RISK MANAGEMENT PROCESSES**

All NZOIA Instructors will be expected to demonstrate a knowledge and understanding of risk management processes including:

- (a) Risk identification – contributing factors
- (b) Real and perceived risk
- (c) Assessment of risk.
- (d) Avoiding unnecessary risks during an activity.
- (e) An awareness that risk management changes during the course of a trip.

## **FIRST AID**

All NZOIA Instructors will hold a current First Aid Certificate (advanced First Aid Recommended) issued within the previous three years

## **ENVIRONMENTAL GUIDELINES**

All NZOIA Instructors will be expected to be conversant and operating within the environmental code of practices currently adopted by NZOIA and any specific guidelines from associated governing bodies, such as the New Zealand Speleological Society.

## **ENVIRONMENTAL CARE CODE**

### **PROTECT PLANTS, ANIMALS AND AQUATIC LIFE**

Treat New Zealand's forests, birds and aquatic life with care and respect. They are unique and often rare. Find out the names of the plants, animals and aquatic life within the areas you use.

### **REMOVE RUBBISH**

Litter is unattractive, harmful to wildlife and can increase vermin and disease. Plan your visits to reduce rubbish and carry out what you carry in. Take out any rubbish you find if possible.

### **BURY TOILET WASTE**

In areas without toilet facilities, bury your toilet waste in a shallow hole well away from waterways, tracks, campsites and huts. In snow areas or within caves, pack it out with you.

### **KEEP STREAMS AND LAKES CLEAN**

When cleaning and washing, take the water and wash well away from the water source. Because soaps and detergents are harmful to water life, drain used water into the soil to allow it to be filtered.

### **TAKE CARE WITH FIRES**

Portable fuel stoves are less harmful to the environment and are more efficient than fires. If you do use a fire: keep it small, take out a piece of turf which can be replaced over the fire site afterwards, use only dead wood and make sure the fire is out by dousing it with water.

### **KEEP TO THE TRACK**

By keeping to the track, where one exists, you lessen the chance of damaging fragile plants. Try to avoid overuse of an area.

### **RESPECT OUR CULTURAL HERITAGE**

Many places in New Zealand have a spiritual and historical significance. Try to know about the ones in the areas you use with groups. Treat these places with consideration and respect.

### **CAMP CAREFULLY**

When camping, leave no trace of your visit.

***BE AN ENVIRONMENTAL ROLE MODEL BY TAKING POSITIVE ACTION TO ENHANCE THE ENVIRONMENT WHERE POSSIBLE.***

## NZOIA STAGE ONE INSTRUCTOR

### 1. PARTY LEADERSHIP AND RESPONSIBILITIES

- (a) Be conversant with the general responsibilities of the party leader to:
  - Parents, individual party members, party as a whole.
  - Any sponsoring authority, school, organisation or club.
  - The general public, local residents and landowners, other people involved in outdoor pursuits.
  - Environmental interests.
- (b) Be aware of pre-trip planning responsibilities.
  - Identify aims and objectives.
  - Obtain – consent, access, equipment, weather, etc.
- (c) Should be capable of the following operational responsibilities of a party leader:
  - Provide a safe and positive experience for each party member.
  - Meet the changing needs of groups and their members.
  - Manage the group effectively.

### 2. TEACHING SKILLS

- (a) Be able to communicate clearly to students.
- (b) Be able to demonstrate techniques and explain their use.
- (c) Be sensitive to the needs of special population groups.

## NZOIA STAGE TWO INSTRUCTOR

### 1. PARTY LEADERSHIP AND RESPONSIBILITIES

- (a) Be aware of the responsibilities of a programme organiser in:
  - (i) Setting safety frameworks within which to operate.
  - (ii) Constantly re-evaluating programmes and available sites.
  - (iii) Ensuring those with responsibility for students in the programme are suitably briefed and trained, and have knowledge of any venue used.
- (b) Be aware of the responsibilities of a programme organiser in the event of a fatality, or serious injury occurring in the group, or the group of an instructor in that programme to:
  - The student and family.
  - Police.
  - Any sponsoring body.
  - The represented club or organisation, if any.
  - The instructor of the party.
  - The media.
  - Reevaluating safety procedures and operating frameworks.

### 2. TEACHING SKILLS

- (a) Be able to provide a suitable progression for each student to enable them to progress within the sport, spot errors in technique and supply correction exercises.
- (b) Be able to instruct others in basic teaching techniques.
- (c) Be able to explain the use of all equipment and techniques clearly and by use of good demonstrations.
- (d) Have the versatility to manage the activity for the development of individual students and their abilities.