



# QUARTERLY

NEWSLETTER OF THE NEW ZEALAND OUTDOOR INSTRUCTORS ASSOCIATION

ISSUE 76: JULY 2017



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Articles should be submitted in Word format. All photos must be supplied individually in jpg format and cannot be used if embedded in a Word document.

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**Email: admin@nzoi.org.nz Phone: 03 539 0509**

**Are you getting your weekly NZOIA 4YA?**

If you are not receiving weekly emails every Friday from NZOIA, then we either don't have your current email address, or your membership details need updating.

PLEASE check the email address in your membership account on our website, or contact the NZOIA office if you do not have a username and password.

**Thoughts from the Board**

**Reflections on NZOIA from an Antarctic tour ship**

At 22 I was overweight, pimply and not fit enough to climb a mountain anymore; it was time for a change. The thought of chucking in a 5 year start to a career in cooking was a daunting yet exciting prospect. I didn't know a lot about the outdoor industry and had no idea what work I wanted to pursue after graduating. I knew I had a passion for adventure and the way it made me feel, I wanted to make a go of a lifestyle in the outdoors. I chose to study the Diploma in Outdoor Recreation and Leadership at AUT University. This was the start. Like any university or polytechnic programme we were exposed to a number of pursuits and then to a range of work experience ranging from school instruction through to guiding in the tourism sector.

I have now been involved in the outdoor industry for ten years. During this time I have worked in a range of jobs: outdoor education centres, tourism sector guiding, chasing rabbits and rodents on a Subantarctic Island and now working in the Polar Tourism world. Right from the beginning from my time at AUT, I was encouraged to become qualified and experienced. Becoming part of a professional body seemed like a good idea and within my workplace this was encouraged.

More and more I see new and exciting jobs advertised on the NZOIA 4YA, recently including work at Scott Base. There are NZOIA qualified people working in a range of industries in Antarctica, either full time or subsidising some of their other instructional work. Jobs include Antarctic field support, Antarctic / Arctic guides and film safety.

I think there is a misconception that the NZOIA qualifications are only fit for outdoor education or instruction. This summer I was very lucky to have the opportunity to work for a Polar

Tourism company guiding in Antarctica. During my time down there I spoke with the staff employment and training manager about what it is they look for in guides. We discussed the following attributes;

- situational awareness,
- adaptive leadership,
- technical skills and knowledge or the ability to develop these,
- understanding a risk management process,
- working well in a small team and clear communication and
- facilitating a once in life time experience for the client.

It got me thinking about NZOIA assessments; regardless of the pursuit, most of or all of these attributes are part of the criteria assessed. I believe the NZOIA qualifications set you up well for a whole range of industries whether it be guiding, instructing or something that requires you to have a skill set and qualities that the NZOIA scheme incorporates.

So if you're thinking; hmm I'm keen for a change or not sure which way to go... perhaps I'll have a go at making soufflés and try my hand at cooking... good luck! Instead, consider stepping sideways into a job where your abilities as an instructor or guide are transferable and valued. All professional work places appreciate and value hard work, adaptive leadership, creativeness and self-awareness. These are qualities which I believe people with NZOIA qualifications bring to this great industry of outdoor instruction and guiding and to whatever other industry they choose to follow. There are so many great opportunities out there, don't limit yourself!

*Cameron Walker, NZOIA Board member*

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Avertisement	Format / Size	Cost
Half-page advertisement, black & white only	horizontal 186 mm wide x 132 mm high	\$115 + gst
Half-page advertisement, black & white only	vertical 90 mm wide x 273 mm high	\$115 + gst
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Third-page advertisement, black & white only	horizontal 186 mm wide x 86 mm high	\$80 + gst

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Cover photo: Bia Boucinhas at work in Fox Glacier. Photo by Martin Hess

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Photo by Roberto Villela

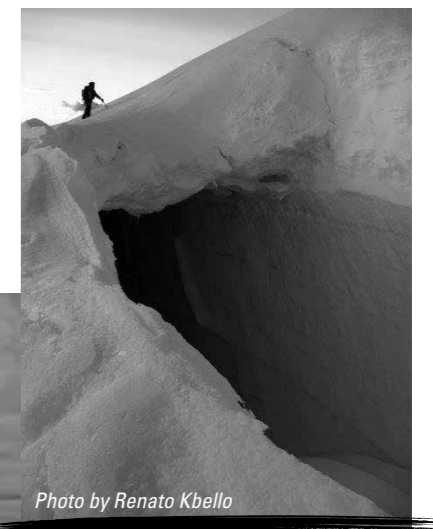


Photo by Renato Kbelo



Photo by Natasha Kenda

# QUALIFICATION UPDATE: PENNY HOLLAND NZOIA OPERATIONS MANAGER

What's up with our Quals? NZOIA currently has a lot on the go with developing and reviewing qualifications to meet industry needs, changes in technology and good practice. The following is an update of where these are at....

**Back Country Avalanche Risk Management (BARM)** – NZOIA is working with Skills Active who are developing unit standards for an Avalanche Risk Management Level 5 course. Appropriate unit standards will come out of this course and become a Limited Credit Programme currently known by NZOIA as BARM, which is the pre-requisite for NZOIA Alpine 1. Accredited providers will be able to deliver this NZQA limited credit programme. We also hope to have the course material available through Avalanche NZ.

**Mountain Biking** – NZOIA is working in consultation with Skills Active to develop Mountain Biking Leader, Level 1 and Level 2 qualifications. David Mangnall has produced NZOIA draft Syllabus and Assessment Guides and is right this minute looking through the newly released Skills Active programme and standards to check our alignment. We hope to run a pilot assessment in spring this year to set the standards, award some qualifications and identify some assessors. If you believe you have the skills and experience equivalent to a NZOIA Level 1 or 2 in mountain biking and are interested in being part of this pilot assessment please register your interest at: [admin@nzoia.org.nz](mailto:admin@nzoia.org.nz)

**Artificial Whitewater Course** – This one has crossed the line and been approved by the NZOIA Technical Sub Committee.

NZOIA is just negotiating a Memorandum of Understanding with WERO outlining how we can work together and what both our expectations for implementing the qualification are.

**Multi-sport Kayak** – There are still a few questions around the Syllabus and Assessment Guides that need clarifying prior to sign-off by the TSC. NZOIA and the Coast to Coast are working on a MOU that will suit both parties before any further work will commence on this qualification.

**Canyon Leader** – The Board has given the approval for the scoping and development of a Canyon Leader qualification. Yippee. Do you think a Canyon Leader level qualification is appropriate for industry? Would you go for a Canyon Leader qualification? What would a Canyon Leader qualification look like? If you have any thoughts on this or would like to be part of the development of this qualification then contact Penny at: [admin@nzoia.org.nz](mailto:admin@nzoia.org.nz)

**NZOIA Rock, Bush, Alpine reviews** – Reviews of these three sets of qualifications are underway. NZOIA will be combining feedback received from members with the resulting new unit standards that come out of TRoQ. If you would like to contribute to the bush or alpine reviews contact the following people:

Bush | David Mangnall at: [davidmangnall@hotmail.com](mailto:davidmangnall@hotmail.com)  
Alpine | Ben Corcoran at: [ben@mountainexploration.co.nz](mailto:ben@mountainexploration.co.nz)

The Sea Kayak qualification review is next.



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Photo by Sam McComb

*A Year 10, New Plymouth Boys' High School, wrote this creative piece after a tramp in the Pouakai Ranges with TOPEC. Thanks to Sam McComb, his instructor for sending it through to the Quarterly. It gives us all a timely reminder of the lived experiences that our membership facilitate for others....*

Geared up, energized and rearing to go. My boots laced tight, pack zipped firm. Now we take our first step out of the strangulating safety that was the vans. Staring up. Way up. Above the the cloud line. Our destination awaits, for us to discover.

Sam, our instructor sneaks away somewhere in a nearby bush with keys in hand, then walks out with hands completely free. "Why'd you put the keys in the bush?" I hesitantly ask, not sure if I want to know the answer. But with his usual happy face he replies with a more rational reasoning than I had imagined; "You wouldn't want to forget the keys up there, would you?"

Now, I've had time to familiarize myself with the surroundings. I start to really think about the massive trek I have ahead. But before I have the chance to completely zone out, we are out the gate. At a steady pace Brae sets at the front. Leading us.

Watching the ground underneath me pass, we've made it half way. Marked by a simple 1/2 on a wooden step, like the ones we had stepped over countless times, but this one gives me and the group the energy to carry on.

More time passes. Then I look up and notice something weird; the trees have changed. I ask if we are still on the same track that we started on. The answer; "of course, the trees will grow shorter and shorter the higher we go. So you'll find where we are going, there are no trees." Wide eyed and inquisitive, I ask one more question; "how high are we going..?" He smiles.

From massive towering rimu, to small shrubs no higher than my shoulders. We are close. Following the well used track we slowly come in sight of the hut. A weird sight. Something so human, dumped in the middle of such a wild and free land.

Stopping only for a moment at the hut, we continue to soldier on. To the famous lakes that are above the world. Admiring their beauty, with time on our minds. We carry on again, to find a place to set up our temporary home.

Long grass; our mattress. Moss; our cooking area. A shrub; our dishwasher. A sunset; our amazement. This beautiful place, close to being untouched by modern day influences. I am proud and honoured to be given the opportunity to be here. A grateful vibe falls over the campsite, like a thick blanket it consumes us. I feel the need to stop everything, just to appreciate the place I stand. Wonderful.

We all gather around a small metal pot, containing a type of gold many overlook easily; stewed apples and peaches, our own invention. Warm and layered heavily in Ridgeline jackets, I sit around with these people I now share a new deep memory with. We talk and talk until the long day finally catches up with us. My eyes dim and I grow even more tired, I think it's time to find the clouds.

Preparing myself for what I had thought to be a long night, stuffed in a small tent with not so small teenaged boys, I find my space and with a hiking pack as my pillow and I try to slip away. But, foreign sounds in the distance draw my attention. The german tent, gobbling away and laughing through the night. I smile. Then I get even deeper into the inviting hug of my sleeping bag. Goodnight.

Awoken by a sudden shake in the waterproof outer layer of our tent, this is a signal that a cold and windy day is ahead. Slipping into dry shorts and thermals, I prepare myself for the freeze that will meet me outside the safety that is the tent. I slowly unzip the fly... a beam of orange and yellow light peers through the unzipped space. Looking up, it's like a biblical picture posted in the sky. A beautiful, dazzling sunrise, as if for us and only us to see.

We carry on with the morning's matters, cooking breakfast and repacking our bags for the venture back down. Once everything has been strapped on or stuffed in the bags, we start our walk back towards the hut. 08:00 the time on Sam's watch reads.

Stopping to gaze at Te Maunga, never disappointing. But we must carry on, for we have a deadline to beat and standards to raise. I take turns with Brae leading the pack, but Henrick always seemed to sneak to the front somehow. Walking past the 1/2 marker again, like a shot of adrenaline it gives us a burst of energy. Now we've broken into a serious run down the decline, at this pace nothing can stop us but our own will.



Sam McComb and Dallas Fisher

Seeing the trees shoot back up towards the sky, searching for light. I feel back down to earth, even though my feet never left it. Now back at the start of the tramp, where I was once in agony I now feel utter and complete joy. As with these non-biological brothers I now have, we finish the last sprint towards the van. Concluding our search for discovery, with a simple search for the keys. The End.... Or is it really the beginning?

Dallas Fisher, Year 10 student New Plymouth Boys' High School

# SEARCH AND RESCUE FOR INSTRUCTORS

STEVE GARSIDE

Have you ever been tramping, camping or working with a group in the outdoors and misplaced a member of your group, or even lost a whole group? The evidence shows that if you did you most likely found them again as instructed groups are very seldom the focus of a Search and Rescue (SAR) call out. Most call outs are for people lost by themselves who are operating above their skill level.

What should you do if you lose someone? First stabilise the situation by ensuring the safety of the rest of the group. This could involve shelters, warm clothes, food and drink. Next gather all the information that you can, this should be recorded so that any future search or investigation has accurate information. Questions asked should include: Who saw them last? What time was that? What were they wearing? What equipment did they have? Does anybody know what happened? (eg: Did they go to the toilet, get annoyed with someone, take a short cut, fall behind). Most people get lost at a point where a decision has to be made. This could occur at a track junction, a river crossing or getting around windfall. Consider whether there have been any of these between where the person was last seen and your current position.

LandSAR use a wide range of techniques when searching, two of which are particularly useful at the start of a search. The first is a sound line on linear features, this involves using sound to attract the lost party whilst moving on a linear feature to cover a large area. Linear features have higher probability of finding the lost party due to lost people orientating themselves by these so are more often found on or close to these. The timing between whistling depends on a number of factors, for example river noise, terrain or vegetation density. The second



technique is using observation skills, or 'Tracking' to detect the missing party's 'sign'. Sign is described as disturbance in the environment that only animals (including humans) could make, eg. discardables, foot prints, bent or broken vegetation. Sign helps search teams to determine the missing party's direction of travel, thus minimising the search area. At decision points it is important not to contaminate any sign that search teams may use to work out direction of travel. This can be done by clearly marking where you have been.



Nelson Westpac Rescue Helicopter, Mt Robert helicopter pad September 2015

At what stage you get external help will depend on a wide range of factors including experience of the lost party, number in the lost party, equipment the lost party has, the current and future weather and any medical conditions. It is worth noting that the earlier professional searchers are involved, the quicker the recovery. Once you have decided to get help you will need to contact the Police. Unless you have a Personal Locator Beacon, the Police are the coordinating authority in all small non-aircraft land based searches. The Police will use assets such as LandSAR, helicopters, dogs, etc. as they see fit. Police can use MobileLocate to get the GPS position of any smartphone, as long as you or the lost party have cell phone coverage. A message will be sent to the lost person's phone which will need to be accepted before the GPS information is sent back to the police. This was used by a couple lost on Robert Ridge, Nelson Lakes National park in 2015. It was too windy for the rescue helicopter to fly so three Nelson LandSAR volunteers walked through the night to get to the lost party at approximately 5am. The couple had spent the night out in minus 18 degree wind chill conditions without shelter and needed immediate help. They were stabilised and flown out at 12:30pm when the conditions allowed the rescue helicopter to fly.



Richmond Forest Park June 2015. The next morning one of these students was air lifted out.

The other coordinating authority for search and rescue is the Rescue Coordination Centre New Zealand (RCCNZ). RCCNZ respond to all beacons including Personal Locator Beacons (PLB's) carried by trampers and Emergency Position Indicating Radio Beacons (EPIRBs) fixed to boats as well as offshore searches, aircraft searches and large scale emergencies. RCCNZ are in charge of these searches unless they handover control to the Police. In 2015 a student of mine dislocated his knee "playing around" at 9:30pm at Browning Hut, Mt Richmond Forest Park. The knee relocated itself but the student couldn't walk. I reassessed the situation at 6:30am the next morning

confirming that the student could not walk. At 7am I set off the PLB I was carrying. My wife was then contacted and she contacted the school. At 7:40am the rescue helicopter arrived. Once a PLB has been activated it must be left on until the rescue team arrives.

Once you have requested help, if it is safe you should stay in your current position. In most circumstances a helicopter will be sent ASAP, but it may take a few hours. You will need to think about looking after the group, the information that you will pass onto the rescue personnel and where the helicopter can land. Another option for Police is to send a ground team in (often LandSAR), they will take several hours to mobilise and get to your location.



Photo by Adam Duckworth

SAR call outs are best avoided by keeping your group together and regularly checking that you have everybody especially after going past a decision point. The good news is that modern search and rescue methods are very thorough and effective.

Steve Garside, Head of Outdoor Education at Nelson College and Tai Poutini SAR Tutor



## NZOIA NATIONAL TRAINING SYMPOSIUM 2017

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- Skilled and experienced facilitators and assessors
- A range of professional development workshops available – try something new!
- Meet other instructors and connect with your industry
- Combines with NZOIA Annual Awards Dinner and AGM
- The call is out for guest speakers and professional development workshop facilitators – could this be you?
- Registration closes 1 August 2017

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# FROM SÃO PAULO TO SNOW AND ICE

BIA BOUCINHAS



Photo by Roberto Villela

## What's been your career path so far?

My life has been a journey in terms of careers. I started as a horseback riding trainer and instructor when I was about 16 and did that for 15 years professionally. Then for 10 years I was an English language teacher, teaching kids and adults. Becoming an outdoor instructor and guide was a turn around in my life. I decided to move to NZ in 2010 to study outdoor education and in 2011 I got my first job in the outdoors in NZ. I started as a glacier guide in Fox Glacier and did some instructing for polytechnics. I now work in various places including NZ, Antarctica, Brazil and Iceland. This last year, I worked as a glacier guide, an alpine trekking guide, a mountain instructor and also did a bit of rock climbing instructing. I enjoy the variety and flexibility.



Photo by Marlayna Juli

## Where are you from and how does it compare to NZ?

I am originally from Brazil, but I consider myself a person who belongs to the world. I grew up in a big city (São Paulo – 22 million inhabitants). Luckily as a child, my family had a wee farm and a sail boat, so I was exposed to peace and quiet early on.

I enjoyed the city life, but I always connected to small places more. I have a love / hate relationship with Brazil and São Paulo; I love the people, my friends and my family, I loathe the traffic, the crime rates, the pollution and I am not a fan of the big crowds. It's also very hot and I was not born for the heat. I do miss the chaos sometimes and I definitely miss the food and the music. The things about living in New Zealand that appeal to me are that it's safe, you have free access to the outdoors and you can be out there without having anyone around you. And you can leave your stuff at the bottom of the crag and not worry about people stealing it. You can't beat that! In Brazil, you need to pay to visit most national parks and sometimes it's even mandatory that you have a guide with you, no matter how experienced you are!! And there is always the safety issue...

## Why do you do what you do?

Because I love it! I love being outdoors, being active, instructing and sharing knowledge. I can't express how much I love snow and ice and cold environments. I guess that's why I'm always around snowy places. Be it guiding, instructing or with friends, I just love being out there.

## What has been your involvement with NZOIA?

My tutors at Aoraki Polytechnic (Ara) encouraged me to get NZOIA qualifications and I knew they were important tickets to get a good job after finishing the course. I had the goal of getting Bush 1, Rock 1 and Alpine 1 by the end of third year. I did it! I gained Alpine 2 more recently. Assessments are great motivation to keep improving, they give you a goal and encourage you to be a better instructor. My NZOIA quals have definitely been useful, not only for getting me jobs, but for keeping me current. Refreshers and the Symposium have also been good opportunities for learning. I think NZOIA does a great job getting members together and keeping them up to date.

## You enjoy photography?

I started getting more interested in photography when I first came to NZ. I was living in Haast, doing some voluntary work for DoC, working with the biodiversity team. That part of the country is so photogenic that every photo I took came out beautifully. I decided then to learn more and started hanging out with good photographers and learning from them. In 2003, I came back to NZ just to tramp and take photos. After 45 days, 450 km walked and 8000kms driven, I had over 1500 slides (no digital photography back then). Now I have a Canon SLR and three lenses, which I really enjoy taking along on car trips and shorter

tramping trips. When I'm on a climbing trip though, there's so much weight already so I only take my phone. Phone cameras are so good these days (if you are not zooming in), that I have decided to compromise.

## Tell us about guiding overseas.

I have been to Antarctica four times, working as a field training officer. The area of King George Island (South Shetlands) is amazing and the job is one of my best ever. The scenery and wildlife are spectacular. I get to fly in helicopters, ride in zodiacs, learn tonnes from the researchers and hang out with a bunch of cool people. It's awesome!

I am currently in my second summer season in Iceland as a glacier and alpine trekking guide. It's an amazing country, similar to NZ in many ways. It's a small country, but so diverse in landscapes. Natural beauty and outdoor activities are the main attractions, and it still feels remote when you get off the beaten track. It's a popular tourist destination with tourism having increased over 40% in the last couple of years. Guides are in demand and there is a shortage of qualified people. NZ qualifications are great to have, as they see NZ as having one of the best outdoor tourism industries in the world. Working in Iceland has shown me how developed NZ is in its qualifications and assessments. In NZ, everything is very organized, safety and quality standards are very high. In Iceland on the other hand, I feel that while they are working towards upgrading their skills and systems, there is still a way to go.



Photo by Paul Stevens

## Memorable trips?

My first alpine skills course was in Patagonia in 2008, an 11 day course in the Hielo Continental (Continental Ice), near El Chalten on the border of Chile and Argentina. It was my first time on snow and ice and we had massive packs, weighing in at around 40kg. What made the course so good and so memorable was the weather. We had two good days when the wind was not over 60km/h and the sun actually showed its face. The other nine days we had rain, snow storms, and lots and lots of wind. We still went out every day and had a great time. While, I admit, we weren't taught a lot of technical skills, I certainly learned to love being out in those conditions. These days, when I'm out in strong winds, it brings back fond memories of Patagonia. The day after the course finished, the weather cleared for a month and I managed to climb my first snowy mountain and learn heaps from one of my instructors who was keen to go climbing.

Since that course, I've had many memorable climbs. One in particular was Aoraki, Mount Cook. It was a beautiful climb up



the Linda, with no unexpected events, perfect conditions and it felt pretty special to be at the top of NZ. There were 17 people on the summit that day, great people, great vibe! It was cool to look down and see my house in Fox Glacier; for about 4 years before climbing Cook, I could see it from my kitchen in Fox. It felt pretty awesome to wave at my flatmates from the top.

## Advice for new instructors and guides

Do your job well. Work hard, not because you have to, but because you love to. LOVE WHAT YOU DO. If you stay true to how you feel about your work, you will always be successful. Stay open minded, humble and keen to learn. There are so many outstanding people out there willing to share their knowledge and help other people - get to know them, share ideas and knowledge. Keep on learning, always! Do not do a job that you don't enjoy...find another job...a negative person at work can be a horrible influence on co-workers, so stay positive and be happy.

## Final thoughts...

It makes me happy to have goals then to work hard and achieve them. I have to say I'm a bit stubborn... I don't give up easily. There is a saying that I quite like: "In the end everything is going to be alright, if things are not alright it's not the end yet." So you should keep on going... until everything is alright, and by that I mean reaching for your goals, achieving them and being happy. Life is hard sometimes, you just need to be strong and hang in there until you reach the end. I also believe things happen for a reason and that once in a while, for reasons bigger than you, you may not be able to reach your goals, but if you give your best, at least you will know you have tried. This has happened to me, and other great opportunities arose from a goal not reached.

# WORKING AT OUTWARD BOUND

JON LASENBY



Kia ora NZOIA whānau. I am selling you something today and fortunately for both of us, I believe wholeheartedly in what I am selling; working as an Outward Bound Instructor.

There have been tertiary level training programmes for leaders, guides and instructors of outdoor education in NZ for nearly 30 years. Consequently, there must be thousands of well trained, qualified graduates scattered around the country. At the same time, NZOIA has approximately 1100 members paid up for 2017, and lots more 'in the wings'.

And yet, when I advertised a staff selection course last year, offering nine full-time, long term (3+ years), well remunerated instructing positions, I received 14 (realistic) applications from New Zealanders, 10 more or less realistic applications from overseas, and a bunch of 'aspirational' contacts from people who may or may not have read the advert all the way to the end!

I firmly believe that for most of our staff over the years, instructing here is the best job they will ever have. This was my own experience when I instructed here from 2002 -2005, and in a recent workplace survey over 80% of all the staff in the organisation agreed with this statement! Clearly this message is not getting out widely enough into our industry, or into the minds of those training for and dreaming of working in the outdoors in New Zealand.

This article is part of my effort to increase awareness of the job; what it is like being a part of this team of 28 full time instructors, what you give to others as you work here, and what you get back for yourself. Also, I want to challenge some of the mindsets lurking out there in otherwise well-ordered, rational minds: the "I'm not good enough for that place", or the "I can't sail / kayak / do intricate brain surgery underwater" ways of thinking that stop some great people from ever getting in touch with us. Look at what I wrote above; if you've actually read the whole advert, you are automatically in the top 50% of applicants!!

I have to recognise that for a few people, working here has not been great. In the 15 years since I first worked here, a handful of people (out of about 120) have struggled with the package of living and working here, and have moved on to find something that suits them better. The main way we try to prevent this from happening is by taking a long time over recruitment; by inviting people to spend time here before, during and after the selection process; by encouraging applicants to talk with current and former employees; and by asking our staff to be real about the whole picture of life as an Outward Bound instructor. We then really encourage applicants to only accept a job offer if they are sure that 'now is the right time' in their lives to start and finish a three year contract. If they say 'not now' the door remains open to them for two or three years while they do whatever they need to do to be ready to join our team 'with bells on'.

So, here's some of the stuff that is so great about this job:-

- ✓ **People focused organisation.** Our mission is to help individual people become better so that they can improve their communities and, by extension, the world. Our staff relish the people they work alongside and the incredibly meaningful contact they have with our students.
- ✓ **Relatively long (8-21 day) personal development programmes** that use the outdoors as a vehicle for learning. We get to know our students really well and we try to deliver a programme of outdoor adventure and reflection that meets their needs. Outward Bound instructors learn to become great facilitators spending three years or more guiding groups of 14 people at a time, through significant personal development processes. As one instructor said to me today... "there is just so much more to this job compared to most guiding or tourism roles".
- ✓ **Diversity in the instructing role:** Currently all our instructional staff lead all our activities. We sail traditional open cutters; drive launches; tramp off track; kayak on

Class 2 whitewater; rock climb; go high in the ropes course; lead community service projects; and undertake solo time. We recently added coasteering into the programme mix, and are purchasing waka ama in 2017 to further diversify our offering. Just try getting bored working in all those different areas every month.

- ✓ **Extremely well resourced** to do our jobs: over the 55 years we have been operating, we have consistently asked for the right tools to do our jobs, and the organisation has stumped up again and again to make sure we are equipped to run high quality, safe courses.



Outward Bound's well resourced kayak shed

- ✓ **Stress and Rest:** Working here is intense. This is a place where we ask our students to be the best that they can be every day and our instructors have to walk the talk and be their best too. When we are working, we give out heaps of energy. This is a job where you often get up early in the morning, you might lead your students to a mountain top to perform a haka to the rising sun, and end the day asking real questions of people about their lives and their dreams. It is a place where you are making a difference, and you work hard to achieve that. In recognition of all of this, you work for 180 days out of 365; you work three weeks then get a week off, and twice a year you have a full 4-5 paid weeks off to refresh, travel, adventure, or moonlight as a sea kayak guide...whatever helps you to come back into balance.

When we surveyed staff about the "One thing, MORE THAN ANYTHING ELSE that makes this organisation a great place to work" these are some of the answers we got back:-

- "The opportunity to take students on great adventures and challenges that really show people their capabilities."
- "People genuinely care about people, both colleagues and students"
- "The work we do is rewarding, I love getting to see students and a watch develop over a course"
- "1. The people who work here, 2. The students we get here 3. The Environment (physical / spiritual / kaupapa)"



I hope I have piqued or renewed your interest in working for Outward Bound at Anakiwa. My words above really only scratch the surface. I want to finish by coming back to those mindsets that prevent people from getting in touch or applying because they think they are not good enough.

Our operation is complex, and we DO expect a lot from instructors to work in a wide range of different activity settings, and with a really wide range of client types. But here's why I think that still all works out:

1. **Adding another activity is like having another baby...** it doesn't make everything that much harder...in fact the more activities / babies you already have, the easier it is to adapt to another one. A generalist instructor uses many of the same skills in slightly different ways as they add 'contexts'. Much of the group management, and safety skills are very similar in different activities. I believe that our industry doesn't often recognise how good a generalist instructor can be at switching between activities. Also it's not unusual for some staff to really enjoy most of our activities, but be less than excited about another one. This has worked out fine again and again in our history, so please don't be put off by having to do a single discipline that is not really your idea of a good time!



2. **"I can't tell which end of a sailing boat is which!"** You are not the first and won't be the last. We are used to hiring staff like you. It is quite possible to get into sailing just before you start working here, and to stay just far enough ahead of (most of) your students to be able to work really effectively in our Sea Scheme. Actually having only just learned to sail can be a real advantage when you are trying to teach others...you actually understand how confused they might be, and will have empathy and tools to offer them.
3. **Many great humans underestimate how good they really are.** However it is often easy for me, and for my colleagues to tell if you are ready, or nearly ready to work here. We frequently do this with people who take the plunge and make contact. Then I stay in touch for anything from a few months to several years, helping guide them as they build their experience and prepare to be amazing at a selection course. If you are wondering what good enough looks like, just get in touch, we can work it out together.

That's enough from me. I look forward to hearing from you, or seeing you at the Symposium in September.

[jlaseby@outwardbound.co.nz](mailto:jlaseby@outwardbound.co.nz) 027 546 0263

Ngā mihi nui ki a koutou.

Jon Lasenby, Training Manager Outward Bound

# BUSH 1 PRE-ASSESSMENT TRAINING



## 'GOT TO GET OUT' FOUNDER'S PERSPECTIVE

ROBERT BRUCE

My name is Robert Bruce and I am the founder of the social enterprise adventure group Got To Get Out. I recently attended a NZOIA Bush 1 and Bush 2 pre-assessment training in the Kaimanawa Ranges. This was my first formal training in the outdoors despite spending many years in the outdoors with different groups.

I wanted to share my thoughts because as a reasonably experienced hiking guide, but first timer on a NZOIA training or assessment, some of the curriculum came as quite a surprise. So I want to share my perspective on this for you readers.

As a little background to me; I've been tramping in numerous places around NZ including Mt Pirongia, Pinnacles, Tongariro Crossing, the Waitakeres and the Hunua Ranges. I set up Got To Get Out in 2015 after trekking to Mt Everest Base Camp in the Himalayas. At about 4500m and several days of trekking in the beautiful mountains, I decided I wanted to encourage more people to get outdoors and to be active. So I set up the Facebook page to give people a way of connecting with other outdoor lovers, and to make it easy to go hiking.

Since the launch it has amassed a huge online following of 5000+ outdoor fans. Hundreds of mostly Auckland based people have been hiking with me around New Zealand and it has been really rewarding to see new friendships made, and of course more love affairs develop with the outdoors!

It was humbling to have my services to the community recognised this year with a Kiwibank New Zealander of the Year (Local Hero) award, and by being appointed as a Macpac ambassador.

The reason I joined NZOIA this year was to get trained then assessed, so I can take groups on day hikes around the Auckland region with the assurance and confidence that my skills have been formally recognised. At present I don't hold any formal qualifications for the outdoors, so I usually employ guides or outsource my trips to operators to guide guests.

Despite my time spent guiding clients, the Bush 1/2 training course was an eye-opener for me and I quickly gained a new found respect for those instructors and guides who have completed the qualification.

Our course took place in the Kaimanawa Forest Park on the weekend of 18 / 19 March, and was attended by a group of five outdoor lovers, each eager to find out how their skills compared to the respective curriculum (Bush 1 or 2).

The weekend was run by NZOIA assessor Mark Rayward who had flown up from Nelson and who was incredibly knowledgeable and professional. We were blessed with near perfect weather conditions.

After learning from Mark and the other trainees (some were going for their Bush 2 and work full time in the outdoors), I now have huge respect for the guides and instructors who hold NZOIA Bush 1 and especially Bush 2. The amount of skill the others had is amazing, their knowledge of fauna and flora, outdoor survival and Te Reo is really impressive.

The hardest parts for me (someone who normally uses formed tracks and sleeps in huts) was the navigation, camp craft and shelter building. Also, Mark asked us, with just a few minutes warning, to find, then discuss something found in the bush. I found that quite tough mostly because it is not something I usually offer Got To Get Out attendees.

I am now thinking about whether I have the time to commit to up-skilling before the Bush 1 assessment in November, or if Bush Leader is a better first qualification for me. I would certainly recommend anyone thinking of doing Bush 1 to do lots of reading beforehand. The other members of the group however were well on track to passing the Bush 1 or Bush 2 assessment.

If you are interested in what Got To Get Out is doing to encourage people into the outdoors then check out our page at [www.facebook.com/gottogetout](http://www.facebook.com/gottogetout) and [www.gottogetout.com](http://www.gottogetout.com). I am eager to see the group expand into other regions of New Zealand, so if you have a great upbeat personality and are keen on guiding and hosting trips with people approx 20-35 years old who are mostly keen on day trips or relatively easy overnights, please get in touch by emailing me: [robert@gottogetout.com](mailto:robert@gottogetout.com)



Robert Bruce, Founder of Got To Get Out

We're looking for qualified guides who can host trips around the country so Got To Get Out can expand to inspire even more people, outside of Auckland!

# TRAINER / ASSESSOR PERSPECTIVE

MARK RAYWARD

Reading Bush logbook summaries for the upcoming combined Bush 1 and 2 pre-assessment training only painted a limited picture of candidates' skills and knowledge. The group I met at the road end were from a wide spectrum of backgrounds and experience in the forest environment. All were super keen to get a clear idea where their skills sat in relation to the required standard of their prospective qualifications and / or to understand just what is required to pass an assessment. It was a successful two days where all people took away valuable information of where they stood in the path to having a successful outcome to their future assessment.

Prior to sitting an assessment it is valuable to know where your existing skills and knowledge sit against the syllabus and a powerful addition to this is how you directly compare to other candidates. In this case there was a big spread; from people having had no exposure to NZOIA assessments to others already holding multiple qualifications including Bush 1. What was reinforced to all involved, regardless of which end of the continuum one stood, was just how much "stuff" you actually need to know and to demonstrate for NZOIA Bush qualifications.

In the case of Bush, they may be seen by some as low level technical qualifications; that may be so if you have recreated, worked and been learning in that environment for years. But, if you are new to instructing, haven't really travelled off tracks and mainly stay in huts then it can be bit of a shock realising actually how much "stuff" there is to being a skilled NZOIA Bush instructor. Add in the engaging activities, managing wet weather and challenging students and it can be quite the beast!

If you work as an outdoor instructor through a school or organisation, logging experience is relatively straight forward. Having access to groups to practice instructing on, and to refine your teaching with is valuable. Even more valuable is having experienced and qualified colleagues to observe and to be critiqued by. If you don't have either (especially if this is your first exposure to an NZOIA qualification assessment), then make every effort to seek out experience as there is only so much a video, book or yarn will give you. Doing a pre-assessment training is a good step to clarify where you're at and what you need to work on, for Bush or for any discipline (kayak, rock, cave, canyon, alpine..... etc) for that matter!



I had a great two days in an amazing forest with huge trees, no wasps (sooo nice not having these critters around!) and having a fun time with a diverse group who were very supportive of each others' backgrounds, experience and skills.

Mark Rayward, NZOIA Bush 1 and 2 Assessor

Have you tried the NZOIA online logbook yet? NZOIA now has an online logbook facility available to members!



### Benefits of the online logbook include:

- You can access the logbook from anywhere in the world!
- It's quick and simple to fill in.
- You don't need to worry about your computer crashing and losing all your data, or storing your hardcopies.
- It is easy to keep a similar format across all disciplines.
- You can keep your information up-to-date and then sort and export your data to excel spreadsheets when applying for jobs or submitting applications.
- If applying for an NZOIA course you can sort your entries and then with the click of a button 'upload' a file to the NZOIA course application.

### Things you should know:

- There is a mixture of mandatory/drop down menu fields and free text fields. The mandatory fields enable NZOIA to collect and use data (in aggregate form only - individual members will not be identified). This data is really important for funding applications, reporting and advocacy purposes. The free text fields enable you to include more specific information according to your preferences.
- Coming soon... our computer guru is looking at options to enable you to upload previous logbooks to the online logbook, so you can have it all in one place. We are also working on a mobile friendly version, so you can simply fill it in while out in the field. Watch this space!!
- To access this logbook, sign in to your NZOIA profile, head to your dashboard and select 'My Logbook Entries' from the blue menu on the right hand side of the screen. **Give it a go!**





If you have been in charge of groups in the outdoors and haven't had someone in your group have a problem with blisters, then make sure you buy a lotto ticket today. When temperatures are up we sweat more, so have wetter socks and the occurrence of blisters increases. We see some horrific blisters during running events to the point where almost half the skin on the foot has separated.

A friction blister forms when excessive rubbing injures and separates two different skin layers and subsequently fluid, designed to heal, fills the space between. The rate and intensity of blister development appears to be encouraged by the presence of moisture, heat and in particular the absence of hardened skin.

The saying 'prevention is better than cure' lends itself well to blisters. In fact if someone is prone to blisters (e.g. too much time in front of screens) they can save themselves significant pain and disruption by preparing their skin before the trip.

When rowing competitively we would spend hours drying our hands out with meths prior to the training season in an attempt at avoiding raw, broken blistered hands sticking to the oar. We even tried using meths on the broken blisters, which was incredibly painful and is not recommended. The same principles apply to our feet; applying meths to feet well before a trip can 'harden them up' and decrease the chance of blisters forming.

Boots should be well treated with a leather / suede treatment because a softer boot is generally less likely to cause friction. Ideally you would never set off on an expedition with new boots that haven't been worn in. Trampers should wear the boots / shoes they intend to use around the house and garden and, if at all possible, walk up and down some hills in them. I would begin

this process at least two weeks prior to the trip to give any blisters that may form time to heal.

I personally use liberal amounts of tape as a preventative measure on blister prone areas. Don't scrimp here – use high quality Leukoplast strapping tape or similar as the stick-ability of these products is important. Apply the tape to clean dry skin and allow the adhesive to set overnight before putting the boots on. Make sure everyone takes enough socks to allow for a dry pair in the evening and, where it is not too cold, sleep with bare feet in their bags. This will help feet dry out and make them less prone to blistering the next day.

Should blisters develop during a trip then resist the temptation to pop them. The fluid will actually assist the healing process and the bubble will keep the injury sterile. If you think that the blister will pop itself then make a small hole in the corner of the blister with a sterile needle (heat in a flame), drain carefully then cover with a plaster and tape.

Should signs of blister infection develop such as redness, heat, pus or swelling, consult your doctor when practical.

Carrying sturdy hut / camp shoes is worth considering as they may well be your best footwear option should blisters make your boots unbearable. I carry Croc type shoes with an open heel and they have saved myself and members of my group a number of times when feet have become too sore to wear boots.



Early on in my kayaking career I couldn't work out the magical power of rocks. Whenever I was in a rapid I felt like rocks had this magical power, pulling my boat towards them. It seemed as soon as I looked at a rock, or even thought about the rock, my boat would zoom towards it, no matter how hard I felt like I was trying to avoid it! It was only when I started to learn that I needed to focus all my concentration and my vision towards where I wanted to be, out in the flow, that the rock lost its magical power. No longer did it pull me towards it, because it was only an awareness in the back of my mind, not my main focus. This metaphor has captured for me the essence of solution-focused practice. The solution focused model has a lot to offer when working with individuals and groups when they are facing challenges. I have found this particularly useful in work with adventure therapy groups, but also with outdoor education students and my own personal life!

### Problem solving vs. solution focused

I have come to realise the difference between 'problem solving' and being 'solution focused'. Problem solving is all about the problem (obviously...). We look for the problem. What's causing the problem? How is it a problem? What's contributing to the problem? etc. Once the problem is understood, we then look for solutions. We might talk about how to avoid the rock, we might say things such as "paddle away from the rock", "avoid the rock", "don't hit the rock"... the thing here is that it's all still about the rock! This would be a problem-solving kind of approach.

In contrast, a solution focused approach looks not at the rock, but at where we want to be in the first place, entirely regardless of the rock. In the kayaking analogy we might think about the

line we want to be on... "get right out into the main flow", "hit the down stream V", "line up with the wave train", "hit that buffer wave"... Whatever it is we want – we set our focus on the thing we *do* want rather than what it is we don't.

### The solution-focused model

The solution-focused model originated out of Solution-Focused Brief Therapy (SFBT) established by Steve de Shazer and Insoo Kim Berg in Milwaukee. This model of therapy came from some counsellors who posed that for therapy to be effective, there did not need to be a large focus on the problem. It was not that they wanted to ignore the problem, or pretend it didn't exist, rather that they established that it is not necessary to focus all the attention on it in order to help the client get to where they wanted to go.

Since the establishment of SFBT, many people have seen the value of this model and use it in other fields such as life coaching, teaching and sports psychology. This article looks at a few of the solution-focused techniques and how they could be helpful in facilitating learning and growth through outdoor adventure.

### 1. The preferred future

A strong emphasis of the solution-focused model is to have a really good understanding of what the future is that people are wanting to move towards. The more detailed that picture and understanding the better! This could relate to very practical things such as teaching skills, or more social things such as working as a team. The skill in this, is getting the client to really engage with what that preferred future would look like. ▶





Photo by Raniera Harris

For example, when working with a team, the group might say that their ideal future would be to operate well as a team. Instead of just settling for words such as communicating well, or everyone participating, we might ask for more detail; "When the group is working well what would be happening?" "When you're communicating well, what do you notice about the way you communicate?" "What would you notice about other team members?" "What would others notice about you?" "What would the team be doing?". The idea is to build a detailed picture of where the group wants to go together.

This could also apply to a practical skill, and sport psychology does a lot of this with visualisation. Someone's 'preferred future' might be to be able to do a certain climb. We might build this picture by saying "What would you notice if you watched yourself do that crux move?" "What would you be feeling in your body?" "What would someone watching you notice?". It's about asking them to engage and visualise, in rich detail, what will be happening when they get to that place where things are working how they would like them to be. Through picturing this preferred future in detail we engage with it cognitively, emotionally and physically.

## 2. Finding instances of success

A fundamental belief of solution-focused work is that all people that we work with have used their own strengths, skills and resources in other times or circumstances in their life that have enabled them to experience success, in whatever small or large way. One technique is to enquire after these instances of success, and how they managed to achieve them. The idea here is to help them remember, and hear themselves articulate, how they have managed to achieve success in the past. They might then find some of their own ideas helpful to their current situation.

We might ask, "Has there been a time when you were able to roll, or even get half way up?" (or make a certain rock climbing move, or a time when the group have been all doing the jobs together or whatever) "How did you do that?" "What did you notice about yourself at that time?" These questions get them thinking – was it something they said to themselves in their head? Was it an attitude that they held? Was it a particular physical action that they did that worked? Was it using the support of others around them? However they did it, they did it in a way that worked for them. When people can work out what works for them, it is arguably far more effective than anyone ever telling them how to do it. It needs to be what works for that individual or group.

Once we can get them thinking and saying things that have led to successes in the past, we can then pose the question "Are there any of those things that you have used in the past, that might be helpful here?" They then have the opportunity to decide for themselves what might be helpful now. Again, this could be applied to something like a group working well together, or a practical skill.

## 3. Scaling

Scaling is another popular technique in solution-focused practice. You might get an individual client or a group to work with a scale. 10 is where things are the best they could ever be (a perfect role model roll, the team work is perfect, an A+ assignment etc.), and a 1 is pretty much as bad as can be imagined. There are a number of things that we could ask with a scale. "Where are they at now?" "Where would they like to be?" (remember not everyone wants to be at a 10) "Where have they been before?" With this information we might be able to enquire – "What was it that helped you be higher?" "What has stopped you getting worse?" These questions can help them highlight for themselves what has worked for them in the past. It also gives us the question "What do you think would be helpful for you to move just *one step* up in the scale?"



Amy doing what she loves. Photo by Raniera Harris

## Conclusion

The scope of this article only allows for a brief introduction to how the solution-focused model of practice might be helpful in facilitating learning and growth through outdoor adventure programmes. By believing in our clients' strengths, skills and resources; encouraging them to focus on their preferred future and by helping them identify their previous instances of success I believe we have done our clients a service in assisting them move towards their best hopes.

## Further reading

If you would like more information on solution-focused practice, there is plenty of literature around. I can recommend the book 'Skills in Solution Focused Brief Counselling & Psychotherapy' by Paul Hanton. Whilst this is specifically focused on counselling skills many of them apply to all work with people and it gives a great description of underpinning ideas, skills and techniques.

Amy Horn, Adventure Therapy Manager at Adventure Specialties Trust

# ACCIDENT AND NEAR MISS INVESTIGATIONS: NZOIA'S ROLE

The NZOIA Board has been reflecting on what, as a membership association, NZOIA's role should be in accident and near miss investigations and making learnings available to NZOIA members. We have considered the approach taken by the NZ Mountain Guides Association. NZMGA carry out an independent investigation into any incident involving a member, and provide a report to that member.

The NZOIA Safety Management System outlines the process to investigate any incident on an NZOIA event. The Board has decided that the most cost effective approach for events not run by NZOIA, is to offer NZOIA expertise to the agencies already carrying out an investigation, for example WorkSafe NZ, Police, Maritime NZ, the Coroner, then review and share the investigation outcomes with NZOIA membership through the 4YA or NZOIA Quarterly.

The Board acknowledges the personal and organisation sensitivities involved, but is of the view that sharing learnings from incidents is an important role for a professional membership association.

The process and support offered is outlined below, and is accessible to members on the NZOIA website.

## 1. Event run by NZOIA

*Process as per the Safety Management System (SMS)*

- All accidents and near misses rated 4 and above on the Incident Severity Scale are reported to Operations Manager (OM).
- Reported accident and near miss analysed by the Technical Sub Committee (TSC)
- OM to report to Board at quarterly meeting
- OM to incorporate any changes to SMS

- OM to communicate relevant details, learning and changes to staff / assessors

*TSC to share learning with membership through the 4YA or Quarterly*

- Communicate intentions and invite assessor and victim to contribute

## 2. Outdoor incident involving a NZOIA member

- i. WorkSafe/Police/Maritime/Coroner leads investigation
- ii. NZOIA offers expertise to the investigator
- iii. NZOIA contacts member to offer support
- iv. NZOIA reviews finding
  - If negligent TSC to review members qualification status
- v. Share learning with membership through the 4YA or Quarterly.
  - Chair of Quarterly Editorial Board (QEB) to communicate intentions and invite member to contribute to or write an article
  - If no, then chair of QEB to approach another member to write article

## 3. Outdoor incident within NZOIA scope

- i. WorkSafe/Police/Maritime/Coroner leads investigation
- ii. NZOIA offers expertise to the investigator
- iii. Share learning with membership through the 4YA or Quarterly
  - Chair of QEB to approach a member to write an article

## We want your story!

**We are looking for contributions from you, the NZOIA members, for the NZOIA Quarterly. Do you have a story to tell? Do you know someone who has thoughts to share?**

Articles could be:

A personal adventure and how your experiences have impacted your instruction of others. / A near miss or accident that others could learn from. / A personal profile – an interesting tale about how you got to be where you are now in the world of outdoor instructing. / An organisation that is doing innovative and interesting things – with its programme, philosophy, direction and instruction. / A reflection on any aspect of outdoor instruction that you think would be educational and beneficial for others to hear.

**Contact Jen Riley, the editor with your ideas and for guidelines: [editor@nzoia.org.nz](mailto:editor@nzoia.org.nz)**



Photo: Johnny Johnson

# Congratulations

to the following members who recently gained NZOIA Qualifications!

<b>Abseil Leader</b>	Hayley Endicott
<b>Bush Walking Leader</b>	Kathy Harpur, David Letts
<b>Bush 1</b>	Stevie Huurnink, Ben Wood, Sebastian Grewe, Kathryn Bunckenburg, Sierra Stretton, Anna Squires, Richard Walker, Shaun Liddy, Ian Adamson, Freya O'Donoghue, Nick Williamson, Meg Armon, Kathleen Kerr, Tony Phillips
<b>Canyon 2</b>	Daniel Clearwater, Leandro den Haan
<b>Climbing Wall Supervisor</b>	<i>Chadwick International School</i> – Everett Hill, Ben Hirschfeld, Danny Cresenti, Briana Samuelson, Megan Tswei, Mark Ko, Anja Debo. <i>Harvest Rock</i> – Julian Pope. <i>Stadium Southland</i> – Bibhas Biswas
<b>CWS with Monitor Lead Climbing Endorsement</b>	<i>Stadium Southland</i> – Bibhas Biswas
<b>Kayak 1</b>	Mike Talbot, Lisa Cooper, Stephen Miller, Mark Parfitt, Greg Allum, Hugo Verhagen
<b>Rock Climbing Leader</b>	Tracy Ward, Hayley Endicott
<b>Rock 1</b>	Stevie Huurnink, Sally Dymond, Jeremy Johnston, Stephen Ritson, Roger Miller
<b>Rock 1 - Sport-Climbing Endorsement</b>	Glenn Case, Brian Cresswell, Damien Firth, Howard Manins
<b>Rock 2</b>	Daniel Werner, Frankie Sanders, Richie Jacomb, Alan Haslip, Paul Cunningham
<b>Sea Kayak Leader</b>	Ruby Sibley, Jack Waddell
<b>Sea Kayak 1</b>	Catriona Kearsley, Shannon Trimble, Scott Martin, Nathan Roberts, Michelle Campbell



## NZOIA Training & Assessment

ASSESSMENT FEES		
Assessment course	Course fee	
Abseil Leader	Contact an assessor directly	
Bush Walking Leader		
Canoe Leader		
Kayak Leader		
Rock Climbing Leader		
Sea Kayak Leader	\$290	
Sea Kayak 1 Upgrade		
Sport Climbing Endorsement		
Canoe 1	\$545 - \$595	
Cave 1		
Rock 1		
Sport Climbing Instructor		
Kayak 2 – Class 3 River MMt		
Kayak 2 – Skills Instruction		
Alpine 1		\$730 - \$780
Bush 1 & 2		
Canyon 1 & 2		
Cave 2		
Kayak 1		
Rock 2		
Sea Kayak 1 & 2		
Alpine 2	\$930	

The course calendars for Training and Assessments can be found at [www.nzoi.org.nz](http://www.nzoi.org.nz). Members are notified of updates to the calendar via the NZOIA 4YA – our weekly email.

### Booking for an NZOIA Assessment, Training or Refresher Workshop

- Go to [www.nzoi.org.nz](http://www.nzoi.org.nz)
- Check out the Syllabus & Assessment Guide, if you are applying for an assessment then make sure you meet all the pre-requisites.
- On the course calendar, find the event you want to apply for (you will need to be logged into your member profile) and select 'Apply'. Upload your logbook, summary sheet, first aid certificate and any other required documentation to your application. (NB: Non-members can attend Training Courses)
- Applications close 6 weeks before the course date.
- After the closing date we will confirm that the course will run.
- If we cancel the course we will refund all fees.
- If NZOIA cancels a course, you will receive a full refund/transfer of your fee. If you withdraw before the closing date, you will receive a full refund of your fee.
- If you withdraw after the closing date of a course, **the fee is non-refundable.** It is transferable under exceptional circumstances (e.g. bereavement, medical reasons), medical certificates/other proof may be required. Contact [admin@nzoi.org.nz](mailto:admin@nzoi.org.nz) for more details.

### Further Information

Details of courses run by NZOIA, pre-requisites and online payment are all available at: [www.nzoi.org.nz](http://www.nzoi.org.nz)

**Please note: Course fees are due for review 7 July 2017.**

TRAINING COURSES		
Course Duration	NZOIA members	Non - members
1 day courses	\$200	\$315
2 day courses	\$400	\$515

### Courses by special arrangement

It is possible to run assessments on other dates. You will need a minimum of 3 motivated candidates and the date of when you would like the course to be run. Go to the FAQ page on the website [www.nzoi.org.nz/faq#custom](http://www.nzoi.org.nz/faq#custom) for details on how to arrange a course. **Course Costs:** all courses run by NZOIA are discounted for members.



[www.nzoi.org.nz](http://www.nzoi.org.nz)

bivouac/outdoor

COMMITTED TO ADVENTURE

we ARE climbing



Larry Shiu  
Cascade Mountains  
Banff National Park  
Photo:  
ex Bivouac staff member John Price  
[johnpricephotography.ca](http://johnpricephotography.ca)

For over twenty-five years Bivouac Outdoor has been proudly 100% New Zealand owned and committed to providing you with the best outdoor clothing and equipment available in the world. It is the same gear we literally stake our lives on, because we are committed to adventure and we ARE climbing.

**20% discount to NZOIA members**

PLUS a percentage of your purchase supports NZOIA.

\* Discount is off RRP, not to be used in conjunction with any other discount, special or offer. Some exclusions apply.

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# PLANTING THE SEEDS OF ADVENTURE



Photos supplied by Outward Bound

Profiles of organisations are welcomed for the back page series "Planting the Seeds of Adventure". Contact [editor@nzoia.org.nz](mailto:editor@nzoia.org.nz)

