## Scenario 1 - Leader

You are the senior leader on a day of scrambling for new scramblers. Over the next few weeks, you will have multiple field trips and lectures with this group (SIG model).

You have just finished teaching the students to tie a klemheist and explain that this is the knot they will use to attach their harness to the down climb rope. Suddenly, one of the participants pipes up and says that he went scrambling with a friend who taught him how to use a prusik knot to tie in. He says that he has “a lot of experience in the outdoors”, his friend has “tons” of climbing experience, and they both think the prusik is a better knot. You explain to the group that the prusik is another knot to tie in, but that for Mountaineer’s scrambling you want everyone to use a klemheist as it is our standard.

The student appears to accept this, but another time during the day you overhear him contradict things you’ve told the participants about movement technique. He tells them they don’t need to have their weight on their feet if their arms are strong enough. Even though he’s trying to help others, you feel some resentment about this because he’s again misleading students and challenging your authority. You can’t talk to him in that moment because you’re called away to do something else, but this student stays on your mind. His behavior is a problem, but you also recognize in him a drive to be of service to the group and to be accepted. You think scrambling and volunteering might be a way to help him mature, and you don’t want to lose him from the group.

At the end of the day, you get a chance to talk to this participant alone. What do you say?

## Scenario 1 - Participant

You are a participant in a scrambling course. You have been out with a friend a couple of times before, and you’re really excited about it, if a little nervous. You feel superior when you learn that none of the other students have scrambled before and some of them are nervous. You can’t wait to get going and start cranking out summits. Scrambling gives you the thrill of physical rigor, and frees you from structured, rule-filled environments where other people are always saying what you can and can’t do. Maybe you can even make some friends here that scramble if you can show them that you’re competent and help them learn to scramble.

But, wait, the day is not working out that way. The instructor is talking endlessly, saying exactly how to do every little thing. You understand there needs to be some instruction, but you’re bored and frustrated having to listen to things that you already know and you want to get moving. Plus, you know things about scrambling that the instructor isn’t saying. You even contradict the instructor once to point out that you can tie in which a prusik instead of a klemheist. Eventually you get going and enjoy the day and even begin to like the instructor.

At the end of the day the instructor comes over to chat with you. More talking?

## Scenario 2 - Leader

You are leading a scramble to a local summit and you have one subordinate co-leader. On the day of the climb, you all meet at a rendezvous point to arrange car-pools. The weather looks iffy. You mention this to the participants and hoping to engage them in the decision-making, ask if they want to continue. Eager to scramble, they all say, yes.

An hour later you reach the trail-head. The weather looks slightly worse and it’s an hour hike in. You mention the weather again to the participants and ask them again if they want to continue. They enthusiastically say yes. You begin hiking.

You arrive at the turn-off from the trail towards the summit. It’s now actually raining and clearly too wet to make the summit safely. You explain to the participants that the rock is too wet. You intend to hike to a nearby lake to at least make the day somewhat worthwhile, but suddenly your co-leader blows up at you. The co-leader says it was a stupid decision to even drive here and you should’ve called this off when the group first met if not by email the night before. The co-leader says the whole day has been completely wasted and storms off down the trail back toward the cars.

You arrive with the group back at the parking lot. You realize that, due to logistics, the smartest carpool plan involves you and your co-leader driving alone together back to Seattle.

What do you talk about on your drive?

## Scenario 2 - Participant

You are the co-leader of a scramble to a local summit. You have been watching the forecast for five days and the predication has consistently been that it will rain on the afternoon of your climbing day. You realize the outing will likely be cancelled, but you do not despair; you realize that you can use the day to get important things done. You begin to look forward to what you can accomplish that day.

When you meet up in the morning you fully expect your leader to cancel the trip. Yet somehow the leader asks the participants if they want to drive out there and see what happens. What?!! Of course, the participants want to go, they don’t know how utterly unclimbable the summit will be in the rain. However, you take one for the team and (with some frustration) get into the cars to drive to the trail-head, a total waste of two hours and gas and unnecessary air pollution!

When you get there the weather looks much worse. Surely the leader will cancel now and you will still have most of the afternoon to get things done. But, what’s this?!! The leader is asking participants if they want to hike in. Of course, they’re going to say yes. They don’t realize what a total waste of time it is. You’re frustrated the whole hike especially when it starts to drizzle and the leader just keeps going, wasting more and more of your day on a fool’s errand. It’s actually raining when you get to the turn-off to the summit and the leader is still going on about something and not talking about going back. It’s too much to take. You give the leader a piece of your mind and march off.

Oh great, now you’re back at the trail head with him and you’re going to drive back together. Fabulous!

## Scenario 3 – Leader

You are the leader of a one-day class teaching ice axe skills. Everything is going well. Toward the end of the day, you notice your assistant leader has moved to a new section of the slope with a couple of students. The new area is steeper and has better snow than what you’ve been using, but has a stand of trees at the bottom of the slope. You think this is unsafe and immediately say so, stepping in and bringing the students back over to the original area.

After the participants leave, you and the assistant leader sit down to debrief the day.

## Scenario 3 - Participant

You are the assistant instructor of a one-day class teaching ice axe skills. You’re really excited to be instructing and want to make sure the students get a great experience and know how to arrest should they ever need to. As the day progresses, the snow slope you are using gets torn up with all the practice and with sun exposure is turning into a sloppy mess. You notice a nearby slope and move the two students you are working with over to the new area.

The snow is in great shape and is even a bit steeper giving the students a better experience. You do notice that the bottom of the hill doesn’t have much of a run-out, but the students are doing really well and have mastered the basics so you’re not worried about it. Just as you’re getting going, the lead instructor comes charging over yelling about the unsafe setup and moves your two students back to the original slope.

You feel embarrassed and angry that the leader treated you like this in front of your students, but you decide you’re going to approach this maturely and discuss it with your leader at the end of the day.

## Scenario 4 - Leader

You are the course leader for the basic climbing class.

A Basic trip leader complained that one of her students on a recent field trip was way too out of shape. On this trip to the Tooth, they slowed the pace of the group by 2 hours to get to the bottom of the climb. They then were too tired to do the rock climb and sat at the bottom while the rest of the group completed the climb.

You have heard about this student before and seen them struggle with completing the prusik rope climbing exercise. It took them more than 30 minutes to climb 10 feet of rope and they were drenched in sweat (he/she is at least 50lbs overweight). That said, they worked hard and didn’t give up. They also helped cheer on several other tentative classmates.

You decide to have a conversation with the student and email them to schedule a check in call.

Role play the phone call conversation.

What is the problem? What is your action plan? Should the person continue with the basic program?

## Scenario 4 – Participant

You are excited about the time you are spending outside learning new skills and seeing new places as part of the Basic Climbing Class. You dream of climbing Mt. Rainier!

You are self-conscious of your weight, but you have been working hard on your basic climbing class requirements and have lost a good amount of weight in the last 3 months.

You haven’t seen very many other people like yourself in the basic class and wonder if the Mountaineers are inclusive of people with all body types?

If only people didn’t hike so fast you could keep up. Why were they hiking so fast anyway? Were they trying to set a record or trying to make you quit?

On your recent climb of the tooth, after rushing to catch up on the approach hike, there was no way you could do the climb portion quick enough and you didn’t want to risk everyone not getting their credit for the summit. You were a team player and volunteered to stay behind so they could all get their credit. There would be other opportunities to get a rock climb in you thought.

You received an email from the Basic Climb course leader, asking to schedule a ‘check-in’… what is that you wonder? Is this normal or are you getting kicked out? Role play the phone call.

**To make it easier:** If the leader focuses on fitness… then you focus on fitness

**To make it harder:** Try to make it about inclusivity for all body types and not about fitness.

## Scenario 5 - Leader

You are the Seattle Branch Climbing Committee Chair and have been deeply involved in climbing and the club for many years.

One of your jobs is to review feedback on climb leaders to ensure great member experiences, continuous feedback for leaders, and that we can quickly address any problem behavior or safety issues.

Recently you were reviewing participant feedback for a very experienced climb leader that had a few troublesome comments from two of the female participants that included:

* ‘When distributing the group gear (e.g., rope, rack), the leader only gave gear to the two guys on the trip. Laura and I offered to help carry and he said the guys could handle it. It made me not feel like part of the team or that he didn’t think we could carry our fair share.’
* ‘At one point the leader made a comment like, ‘Yes – time to put on the big boy pants here’. It was directed to another guy who was leading the route at the time and I think he was trying to be funny, but it wasn’t funny to me.’
* ‘Then when I was leading the route, the leader shouted out route beta nearly continuously… not something he did for the guys.’
* ‘Overall though, I had a good time on the trip and think the leader is skilled and ran a good outing.’

You know the leader only through occasional meetings and mutual friends. You don’t know either of the female participants who submitted the feedback. You have no indication of if this is a long running problem and overall the climb leader has received good ratings in the past.

You scheduled a call with the leader to talk through this recent feedback that has not yet been shared with him.

## Scenario 5 - Participant

You are a very experienced climb leader who has been a volunteer with the club for decades. You love helping people get outside. You have led 5 trips this year most recently an intermediate climbing trip up the East Ride of Ingalls.

The Seattle Climbing chair has scheduled a call with you to chat about some recent feedback he/she had received about your trip. You have received good ratings / feedback in the past so perhaps you are being recognized for your leadership and long contributions to the club?

**Difficulty options:**

* **To make it easy** – be open to hearing the comments; acknowledge them as correct; express surprise that you created a less welcoming environment; and help develop a plan
* **To make it hard** – be disagreeable…
  + try to refute the comments or attack the commenter (e.g., ‘the girls were too skinny… I didn’t think they could carry anything and I hate going slow’ ‘they should have said something when it was happening’);
  + Cite prior great feedback;
  + Suggest that you may only do leader permission required trips in the future so you can select the attendees better.

## Scenario 6 – Participant (Rock Climbing)

On a Leading on Rock field trip in Leavenworth, your course leader has put you into groups of 3, plus one observing instructor per group. Each group is tasked with planning and executing the day from start to finish, including researching the route & conditions, packing the appropriate gear, then executing the multipitch climb. Two would swap leads as a pair, and the third would swap leads with the instructor.

You are teamed up with two others who are good friends, but who you only met yesterday. In the morning, as they huddled over the guidebook, you asked if you could also see it. They handed it to you when they were done and moved on to start packing. You quickly perused the route and caught up to them packing. Asking what rock gear they packed, they responded “don’t worry, we’re good. We packed triples of everything.” Inquiring what they thought the rope teams should be, they responded “we can figure that out at the trailhead”. Then they disappeared to finish eating.

At the base of the crag, the instructor suggested that you swap leads with one of the other students, and he would swap leads with the third. As you racked up your harness and began to start the conversation about who would lead first, your partner was already tied in and chalked up. You took that as a sign that he would lead first.

As you transitioned leads at the top of the first pitch, you realized this pitch took a lot of small gear, and the two other students had only packed a few small stoppers, but no small cams.  Frustrated, you backed off the route, and asked your partner to lead that pitch, too.

At the end of the day, the instructor asked what happened. Why weren’t you able to lead the 2nd pitch?

## Scenario 6 – Instructor (Rock Climbing)

It’s the 4th day of Leading on Rock, and the students are climbing safely and confidently. The course leader has put you in charge of a small group of 3 students who are charged with executing the day from start to finish, including researching the route & conditions, packing the appropriate gear, then executing the multipitch climb. Two would swap leads as a pair, and the third would swap leads with you, the instructor.

You’re looking forward to the day - you have worked with 2 of the students quite a bit - they’re funny and motivated. The third you haven’t gotten to work with much, but you hear she’s a pretty solid climber. In the morning you step aside and let them do their thing. You can see from a distance that they’re looking at the guide book, and then the 2 you know take off to pack, and the third’s not far behind them.

At the base of the crag, you decide to split up the 2 friends. You climb with one of them, and the climber you don’t know as well will climb with the other. As the team of 2 students reaches the top of the first pitch, you and the 3rd student start to rope up. You look up and see what looks like a bit of confusion at the anchor. The student you don’t know as well starts to lead up the 2nd pitch, but then she backs off. She downclimbs a bit, and then the other student takes the lead. You aren’t sure what happened, but they seem to have figured it out, so you begin the climb.

At the end of the day, once everyone has hiked back down after a successful climb, you pull aside the student who backed off the 2nd pitch to ask her what went on. She needs to be able to swap leads to be able to pass this class, and its surprising and a bit worrisome that she wasn’t able to lead the second pitch, which was pretty easy. Was she nervous? Did she not plan well enough or bring the right gear?