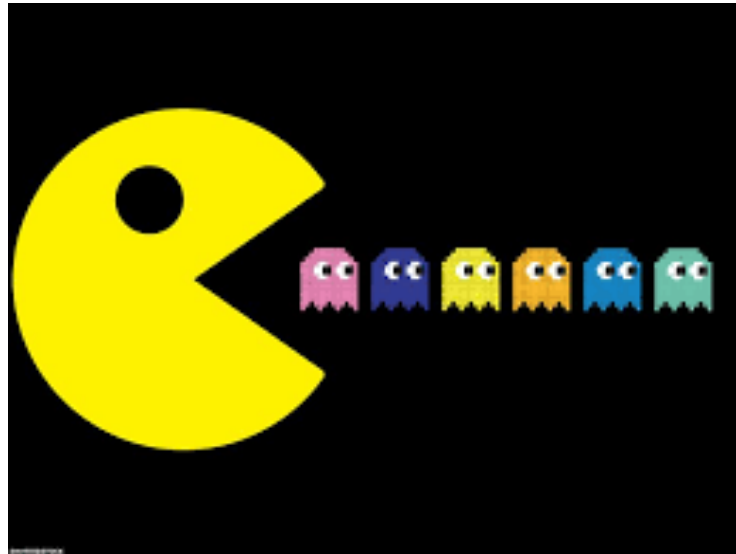


Culture Eats Strategy for Breakfast... and so does a 113 year old legacy



Natalia Martínez Paz | Tacoma Basic Climbing Chair
December 7, 2020 | Mountaineers Outdoor Leadership Conference



What Is Culture?



The Iceberg Concept of Culture

Like an iceberg, the majority of culture is below the surface.

Surface Culture

Above sea level

Emotional load: relatively low

food ▪ dress ▪ music ▪
visual arts ▪ drama ▪ crafts
dance ▪ literature ▪ language
celebrations ▪ games



Deep Culture

Unspoken Rules

Partially below sea level

Emotional load: very high

Unconscious Rules

Completely below sea level

Emotional load: intense

courtesy ▪ contextual conversational patterns ▪ concept of time
personal space ▪ rules of conduct ▪ facial expressions
nonverbal communication ▪ body language ▪ touching ▪ eye contact
patterns of handling emotions ▪ notions of modesty ▪ concept of beauty
courtship practices ▪ relationships to animals ▪ notions of leadership
tempo of work ▪ concepts of food ▪ ideals of childrearing
theory of disease ▪ social interaction rate ▪ nature of friendships
tone of voice ▪ attitudes toward elders ▪ concept of cleanliness
notions of adolescence ▪ patterns of group decision-making
definition of insanity ▪ preference for competition or cooperation
tolerance of physical pain ▪ concept of "self" ▪ concept of past and future
definition of obscenity ▪ attitudes toward dependents ▪ problem-solving
roles in relation to age, sex, class, occupation, kinship, and so forth







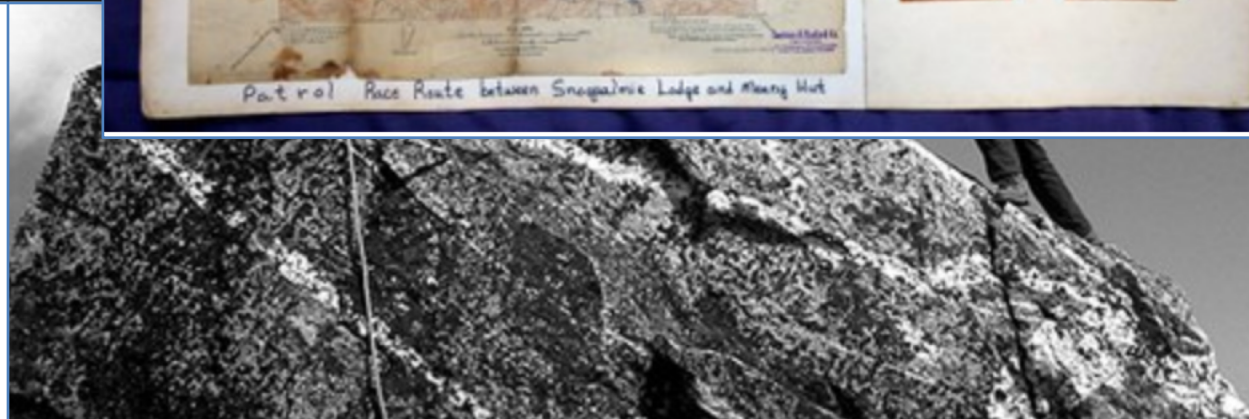
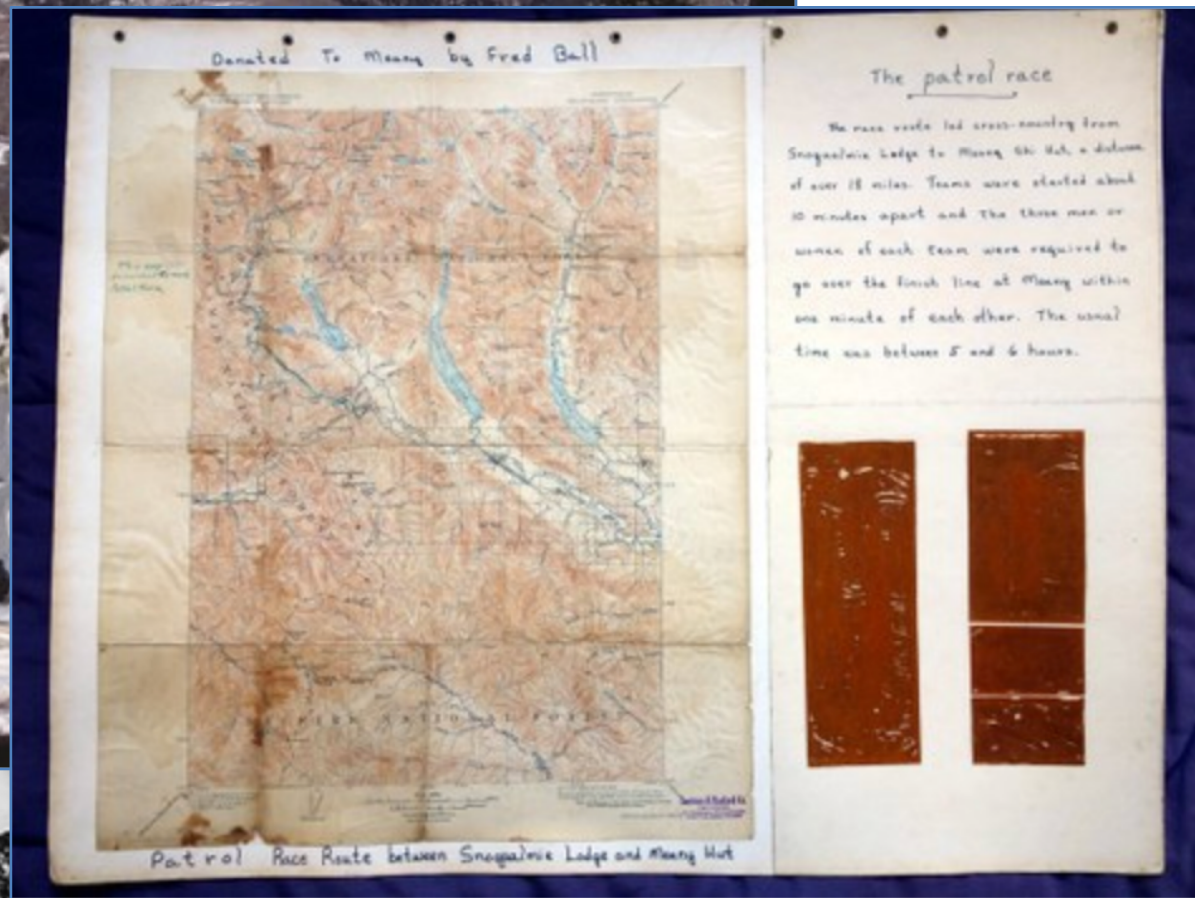
THE MOUNTAINEERS



Who are the Mountaineers?

- What do we value? Who do we center?
 - What are the cultural values expressed in my course/branch/committee, etc.
 - What shapes our decisions?



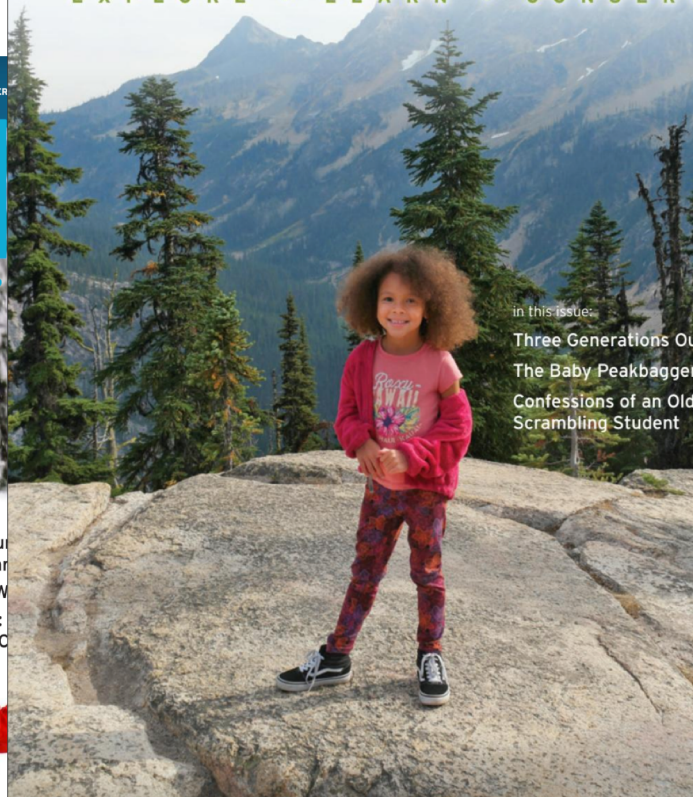


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in this issue:
Three Generations Out
The Baby Peakbagger
Confessions of an Old
Scrambling Student

in this issue:
Top 10 Mountaineers
of Instagram
A Hidden World
Footprints:
Hiking vs. Climbing

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in this issue:
Thirst To Belong
Climbing Through Anxiety
Appreciate Every Minute
Drawn To High Places
Active Academics

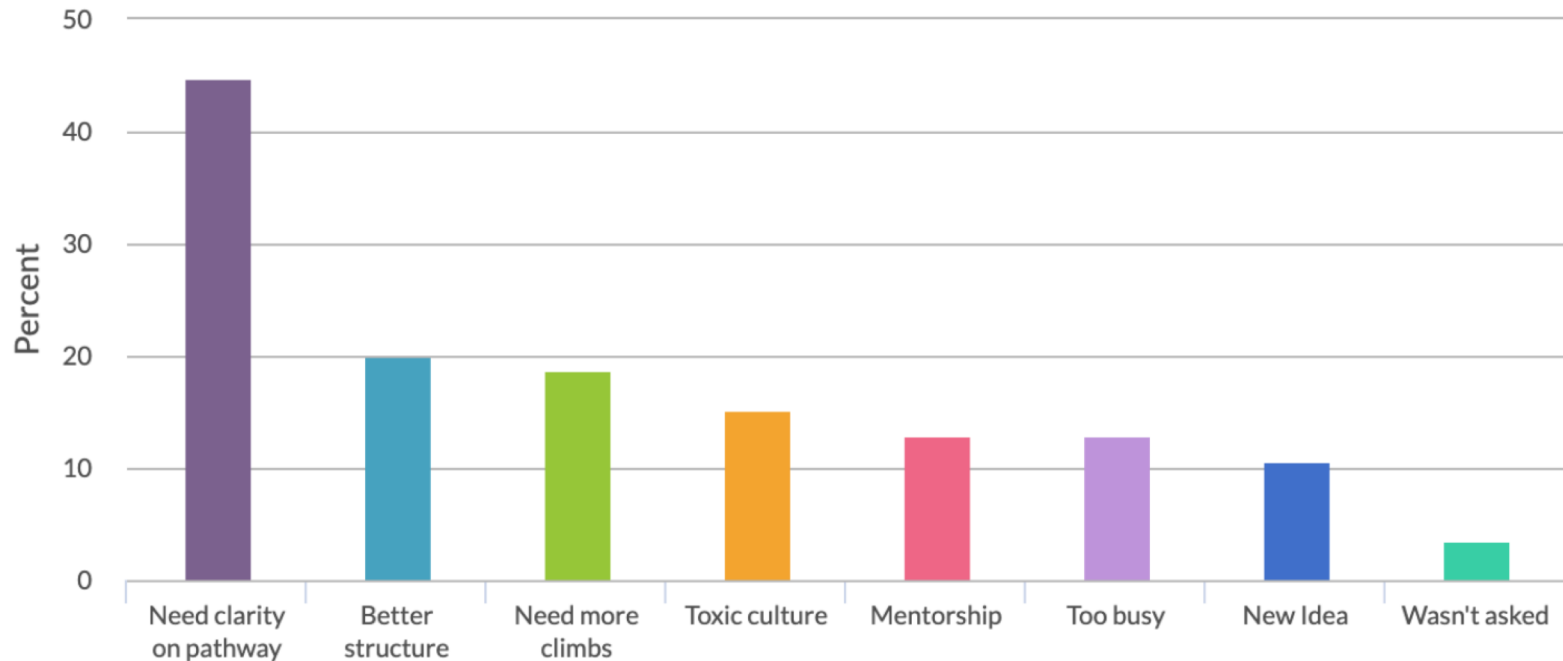
in this issue:
After the Storm
No Hiker Left Behind
DIY Gear Room
Adventure Hacks
Rainier 100



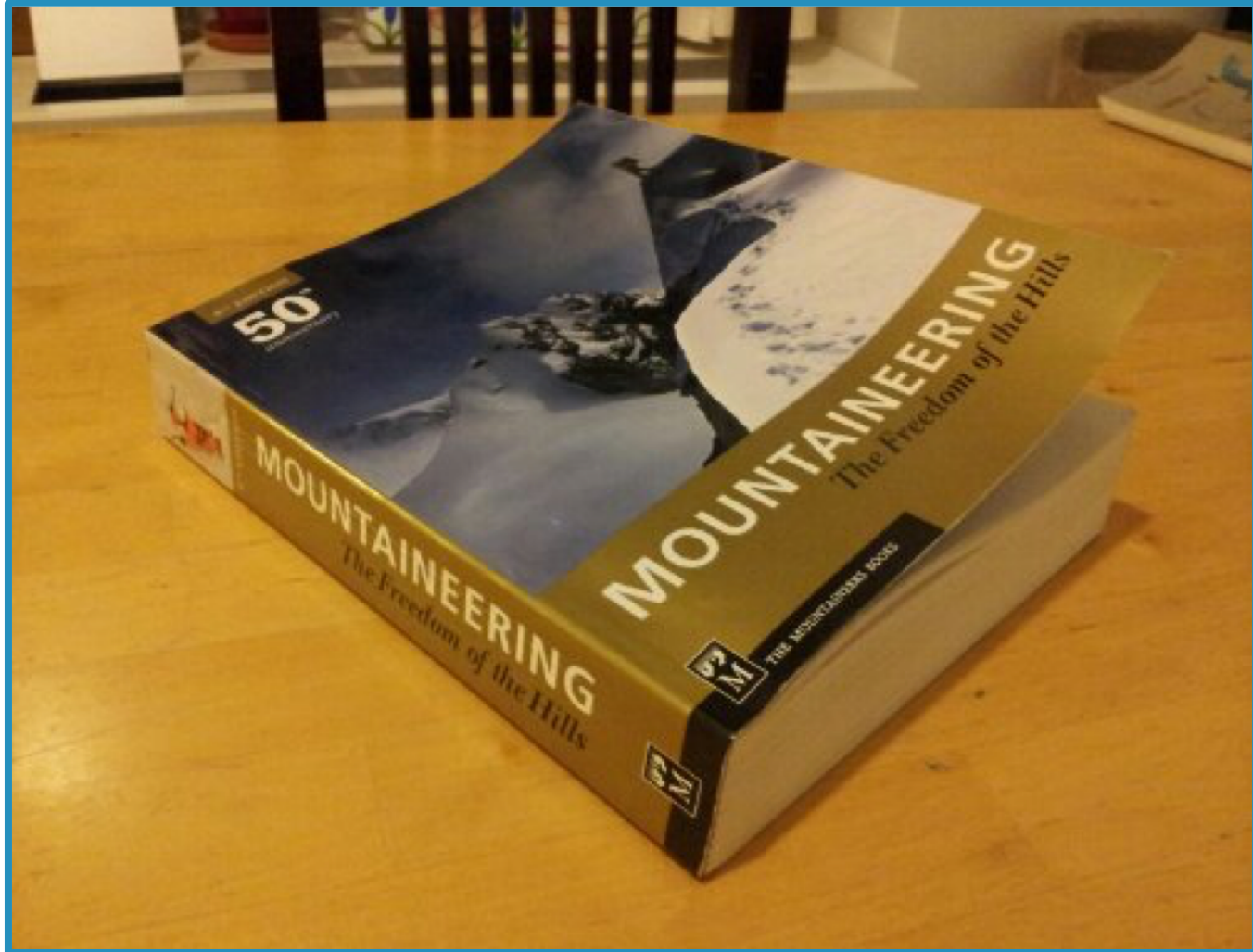
2019 Climb Leader Survey

Survey Results (388 responses)

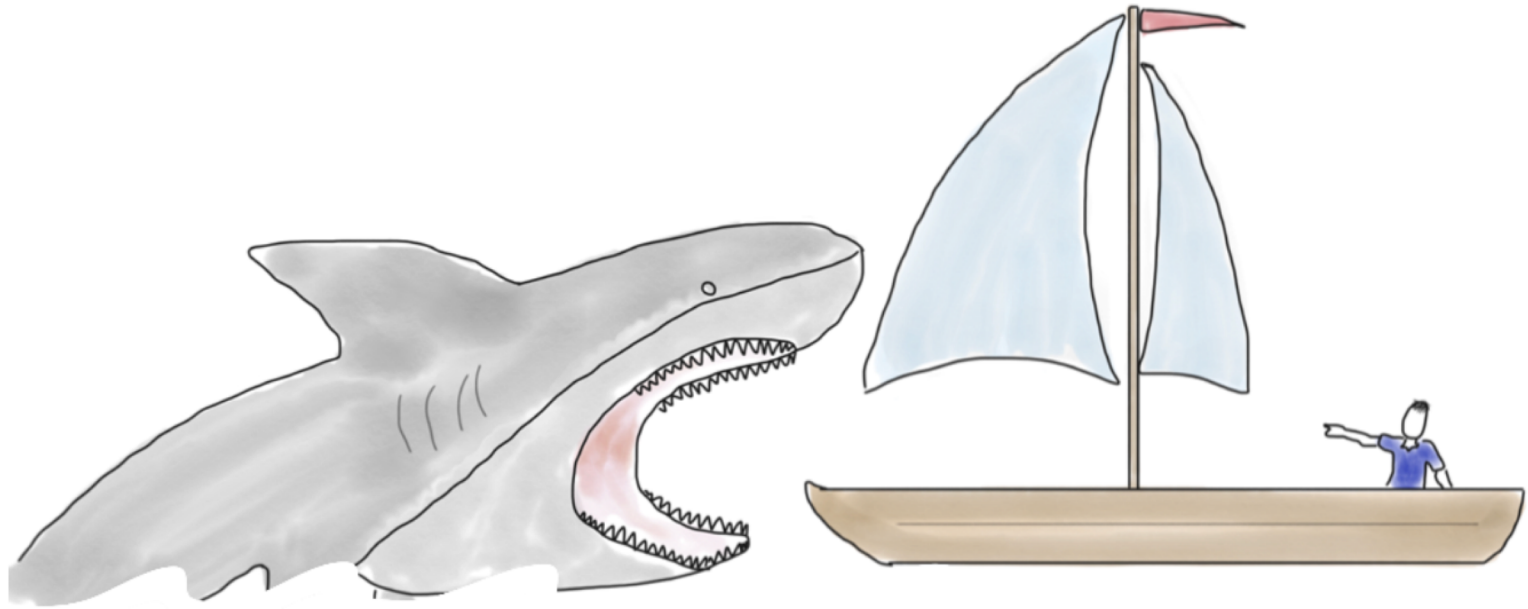
Why haven't you become a climb leader?



“THE MOUNTAINEERS WAY”

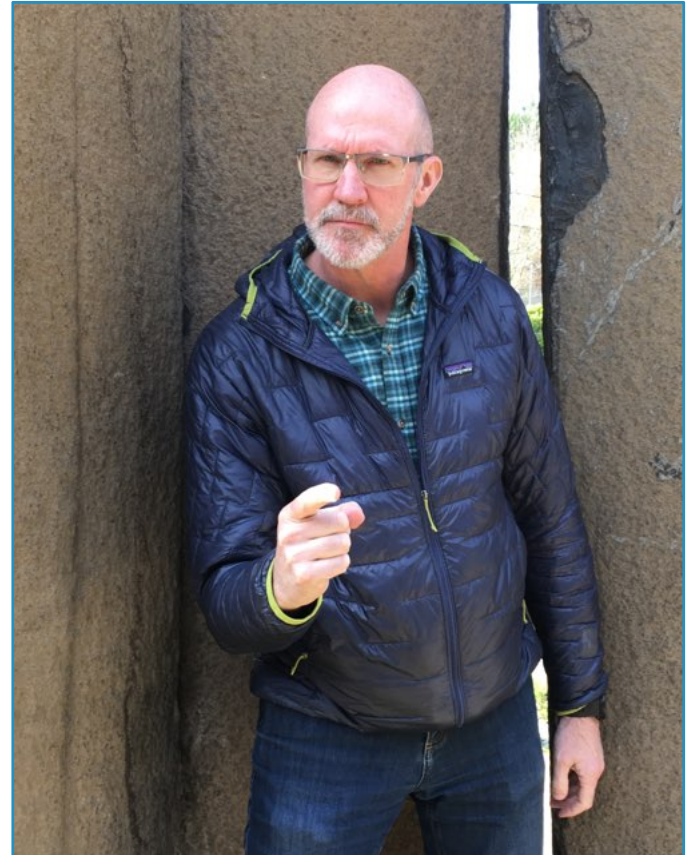
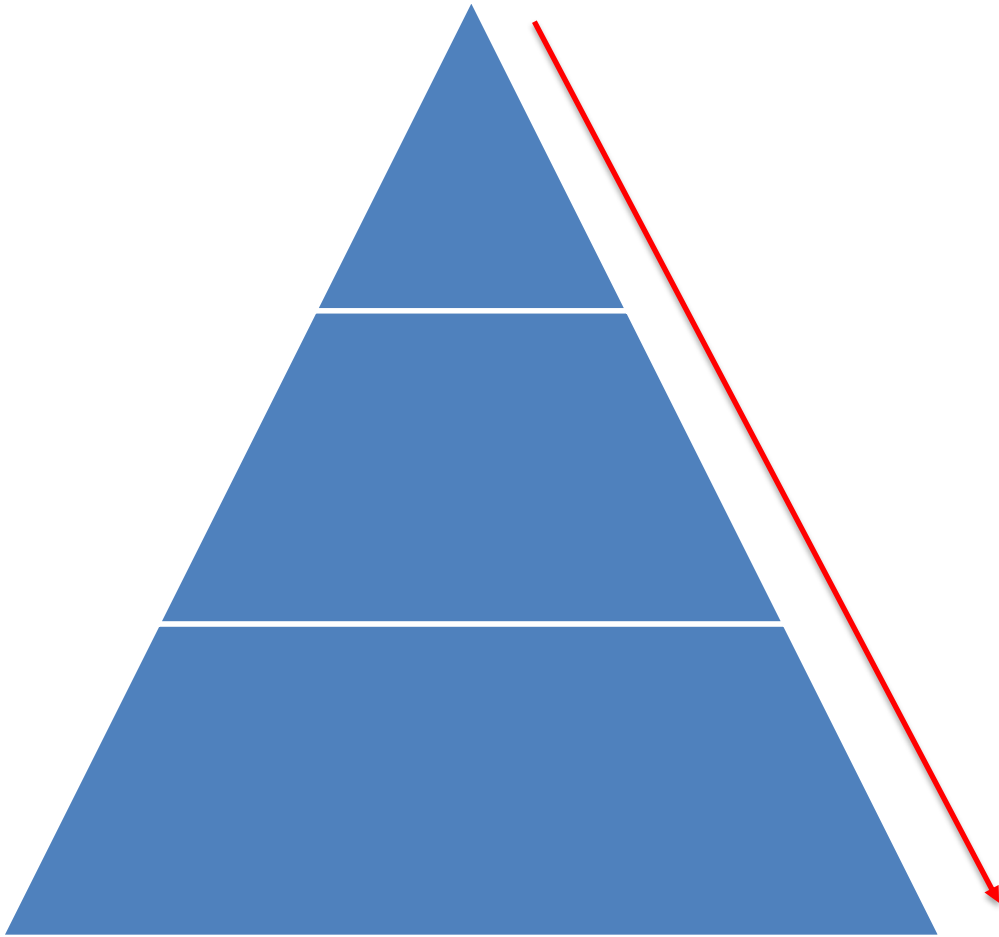




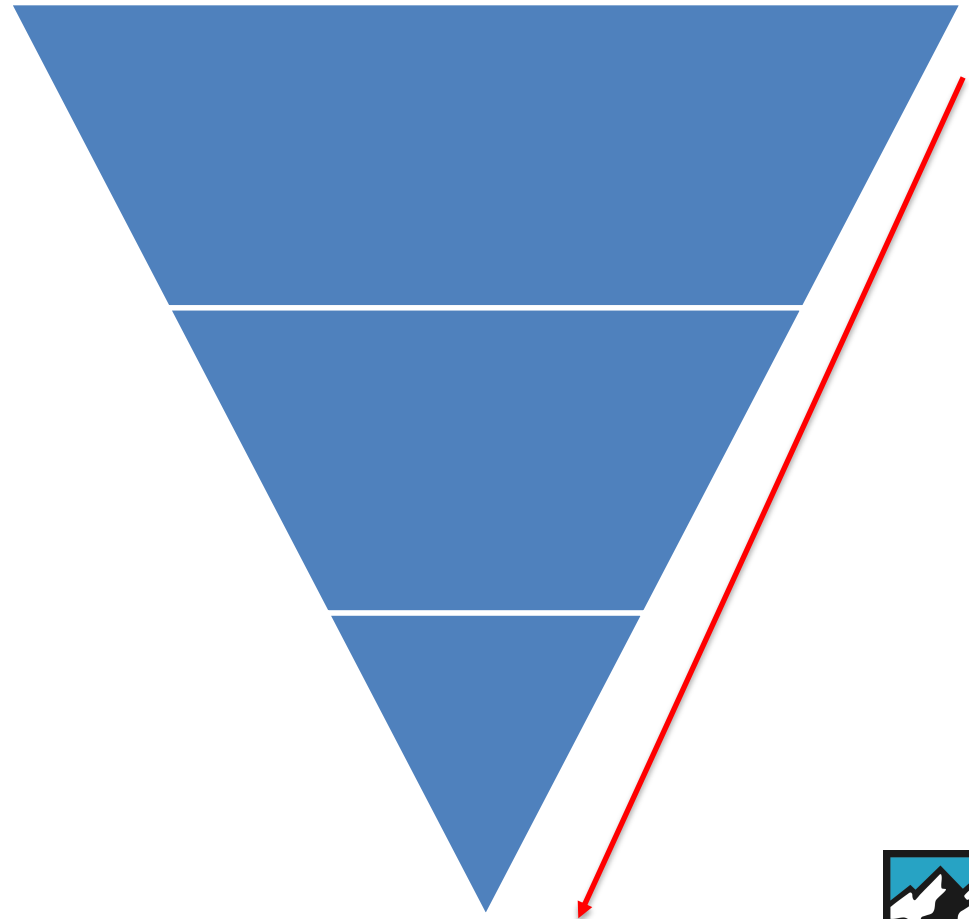


CULTURE EATS STRATEGY FOR BREAKFAST

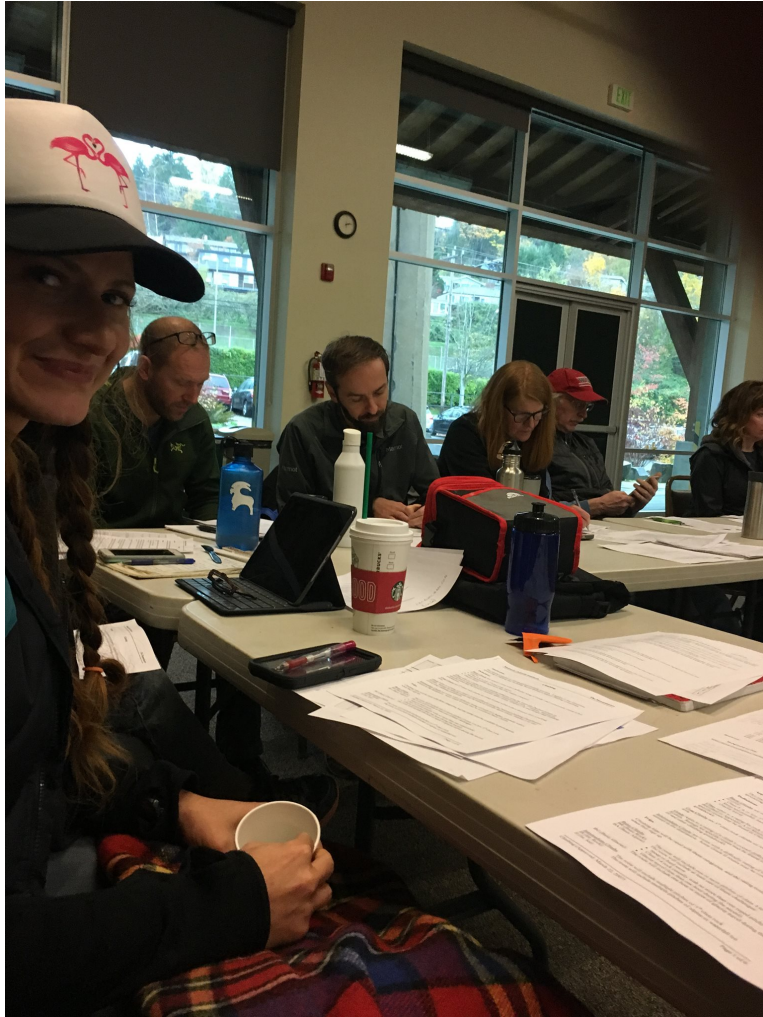
How Does Change Happen?



How Does Change Happen?



Horizontal Organizations



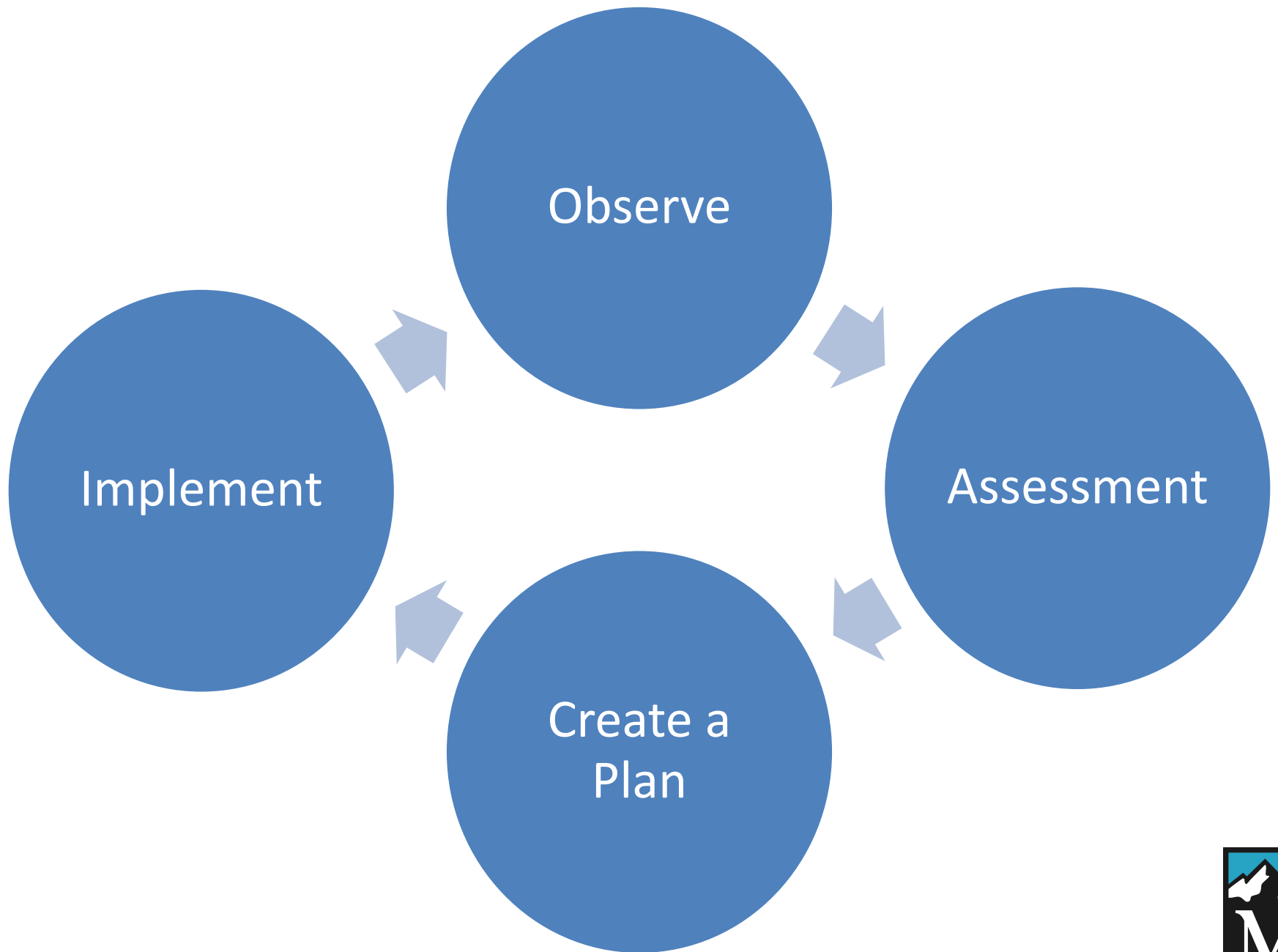
- Division of labor
- Autonomy
- Buy-in

Volunteer Driven

Implementing Organizational Cultural Change

- Defining who we want to be, who/what we want to center, how we want to play.
- How are we going to change and evaluate?
- What needs to be in place?
- Why are people willing to do it?





Intentionality Matters





TACOMA BASIC CLIMBING CASE STUDY



Basic Climbing Committee Structure

- Chair
- Climbs
- Critical Skills
- Field Trips
- Lectures/Classroom session
- Mentor
- Records



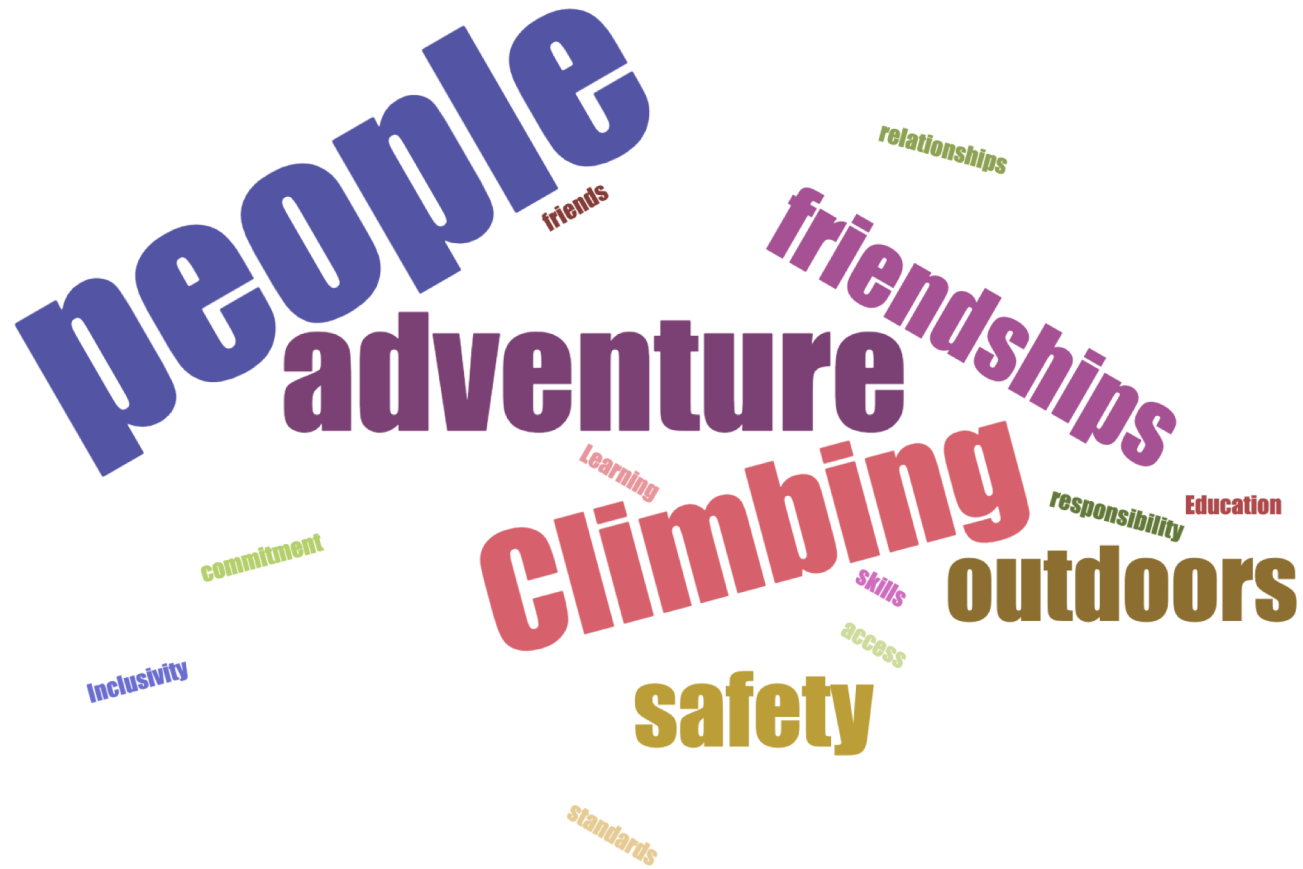
Basic 2019 Committee's Values

- Representation
- Safety
- “BBC” Building Better Climbers
- Critical thinkers
- Community

Empowerment



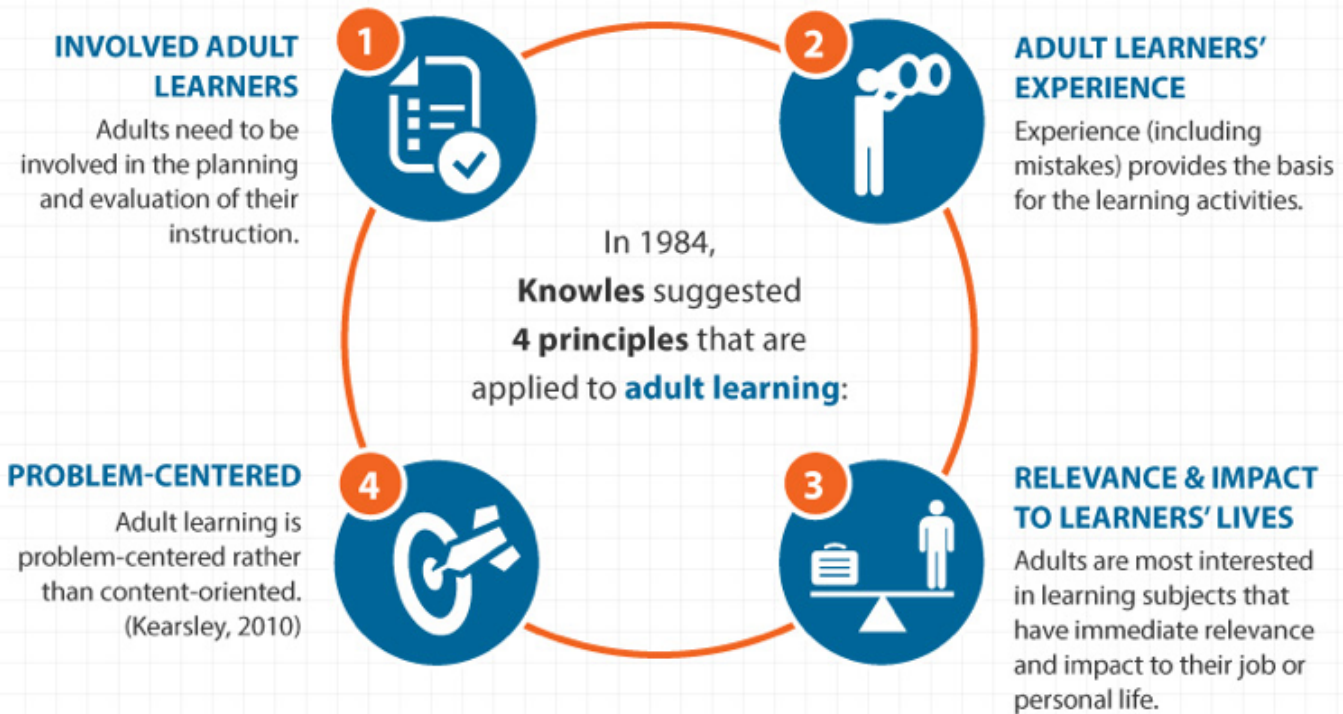
Why Do We Come Back?



Adult Learning Theory

KNOWLES'

4 PRINCIPLES OF ANDRAGOGY



First Touch

CLIMBING COURSE

Basic Climbing Course

2020 Basic Climbing Course - Tacoma

- ▶ Wed, Feb 5, 2020 - Sat, Oct 31, 2020
- ▶ **Committee:** Tacoma Basic Alpine Climbing
- ▶ **Members:** \$600.00 **Guests:** \$700.00
[Apply for a scholarship](#)
- ▶ **Availability:** 21 (50 capacity)
- ▶ [Cancellation & Refund Policy](#)

COURSE APPLICATION

The Tacoma Basic Climbing Committee is committed to building and fostering a representative climbing community that reflects the spaces in which we live and recreate. We recognize that outdoor recreation has historically excluded communities of color, women, and LGBTQ people. Hence, we strongly encourage applications from people with these identities or who are members of other underrepresented communities.

Applications will be available Oct 12th. and will be reviewed in early Nov. with rolling interviews and admissions based on space. **Leader permission is required for registration.**

COURSE INFORMATION



REGISTER PARTICIPANT

PREREQUISITES

One of the following badges:

None. Open to all members.

APPLICATION REQUIRED

APPLY



Interviews

- Establishing norms
 - Volunteerism
 - Community building



Lectures vs. Classroom Sessions

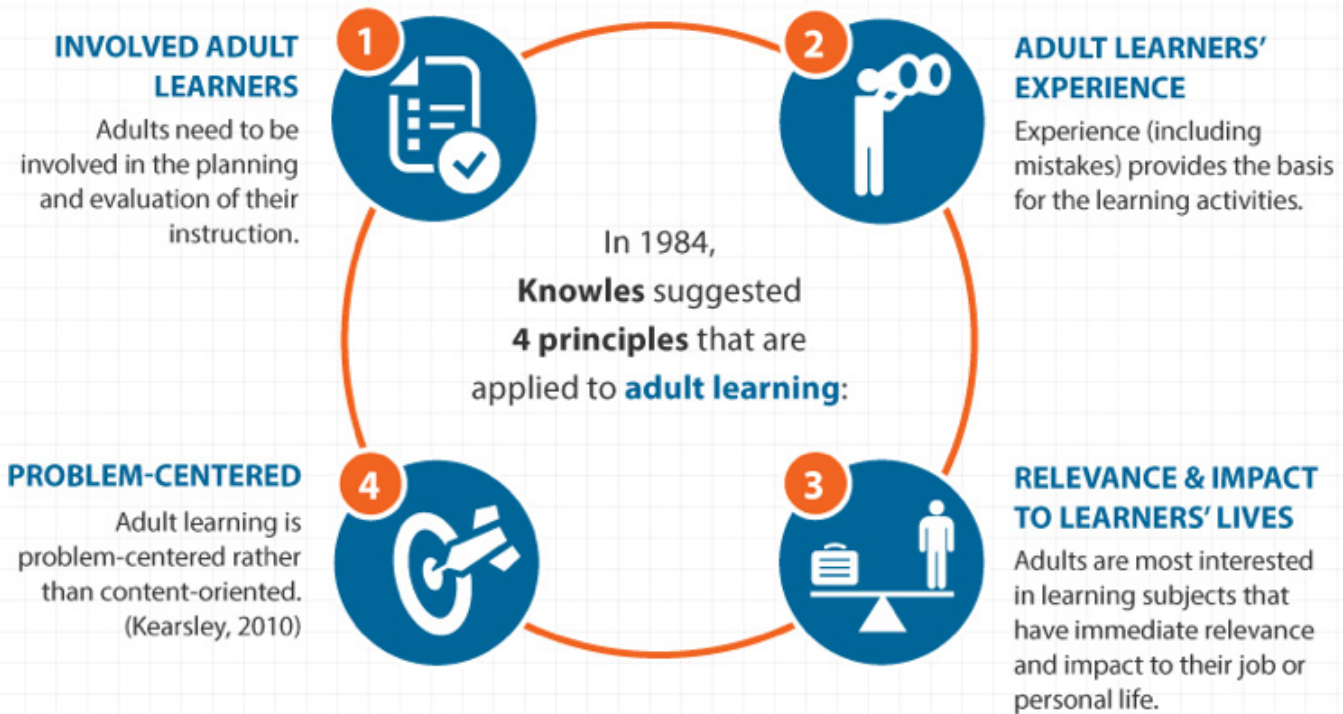
- Building on readings
- Case based content and discussions



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4 PRINCIPLES OF ANDRAGOGY



Lectures vs. Classroom Sessions

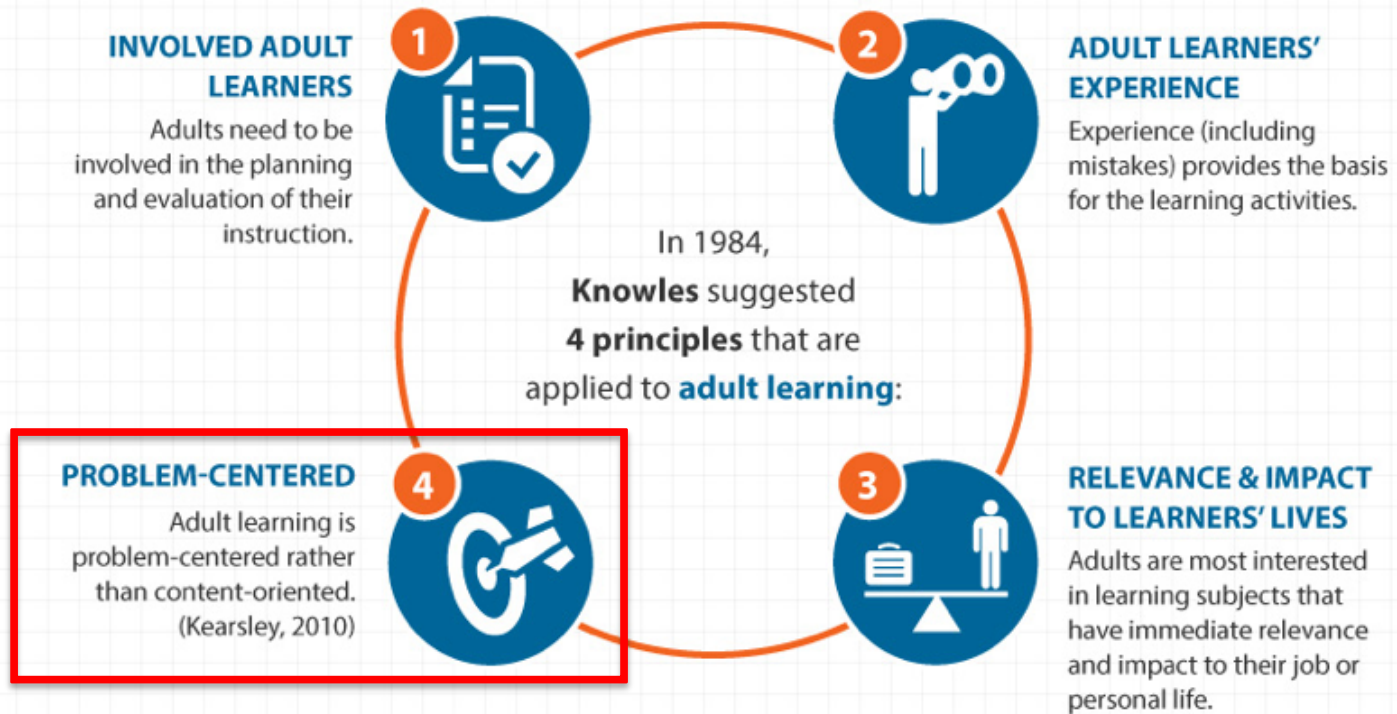
- BUILDING on readings
- Case bas



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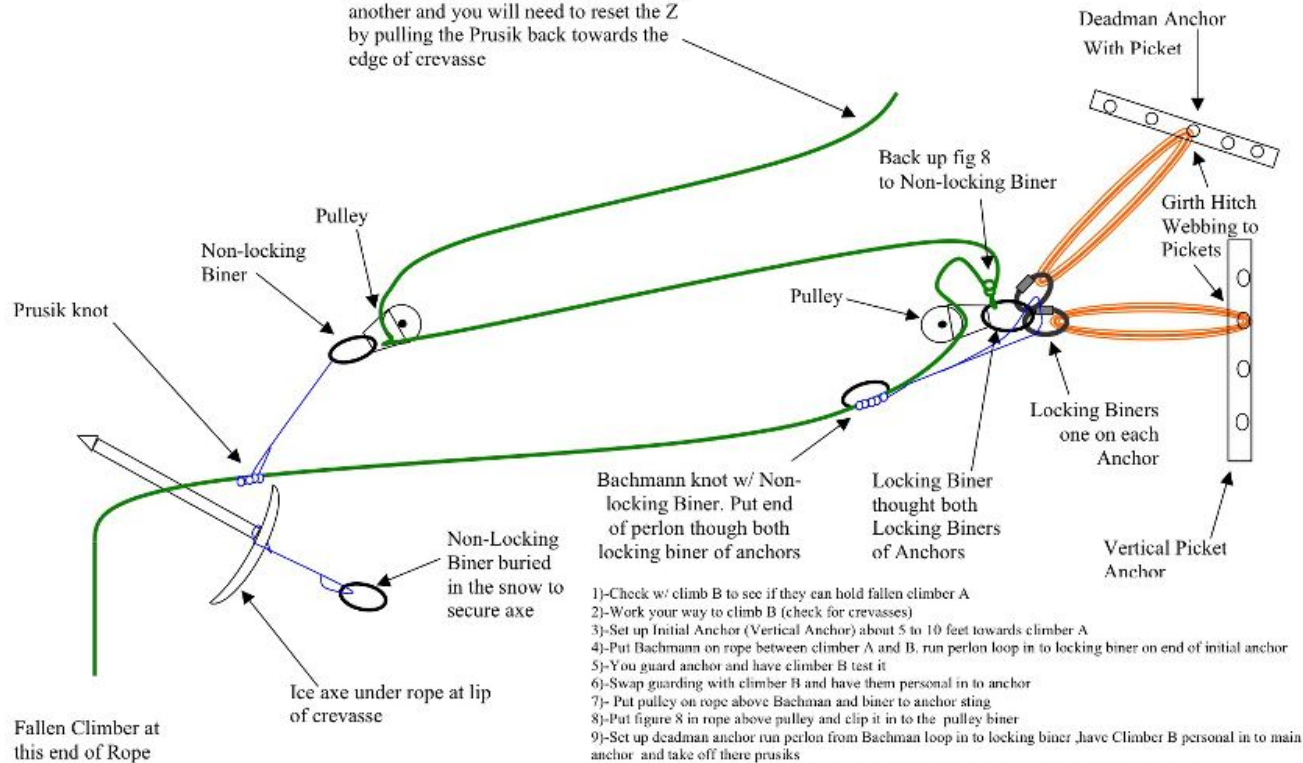
4 PRINCIPLES OF ANDRAGOGY



Critical Skills

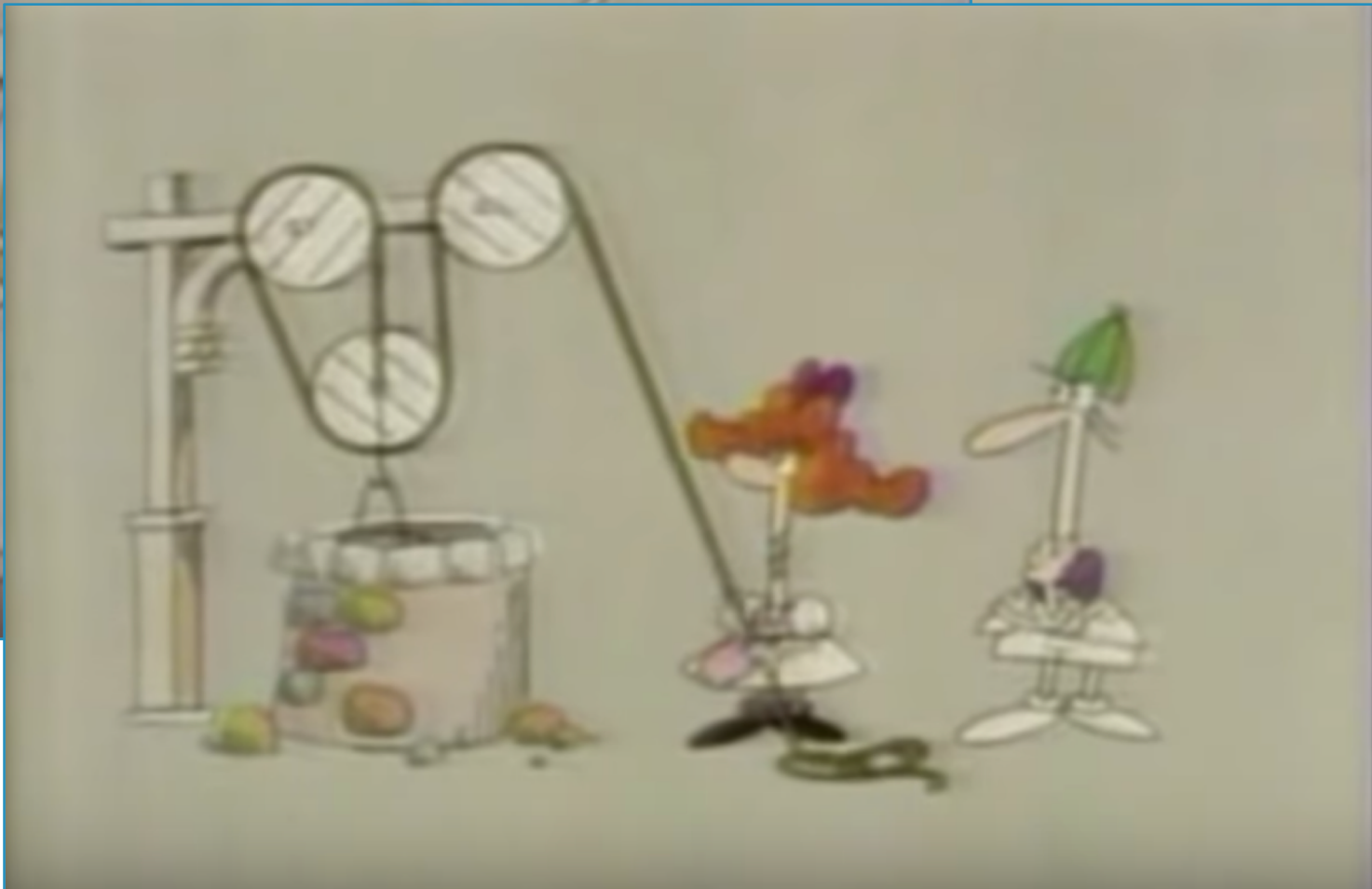
Z- Pulley

Leave fig 8 in when you go to check on climber A. Take it out when ready to pull this end of rope to raise fallen climber. Prusikes will pull closer to one another and you will need to reset the Z by pulling the Prusik back towards the edge of crevasse



- 1)-Check w/ climber B to see if they can hold fallen climber A
- 2)-Work your way to climber B (check for crevasses)
- 3)-Set up Initial Anchor (Vertical Anchor) about 5 to 10 feet towards climber A
- 4)-Put Bachmann on rope between climber A and B, run perlon loop in to locking biner on end of initial anchor
- 5)-You guard anchor and have climber B test it
- 6)-Swap guarding with climber B and have them personal in to anchor
- 7)- Put pulley on rope above Bachman and biner to anchor sling
- 8)-Put figure 8 in rope above pulley and clip it in to the pulley biner
- 9)-Set up deadman anchor run perlon from Bachman loop in to locking biner ,have Climber B personal in to main anchor and take off there prusiks
- 10)-Check for crevasses on your way to check climber A, get axe under rope at edge of crevasses
- 11)-Attach prusik knot on rope about 4 to 6 feet back from edge crevasses
- 12)-Put second pulley on rope between you and the anchors
- 12)-Clip together second pulley and prusik loop
- 13)- go back to anchor, clip your self in to main anchor, untie figure 8 and pull with climber B

Conceptual Understanding



<https://www.youtube.com/watch?v=9T7tGosXM58>



1 - Quiz
What

1 - Quiz

What is your first, best crevasse rescue option?



2 - Quiz

How often will you actually employ the z-pulley crevasse rescue system?



almost never!



every glacier climb!



whenever someone falls in!



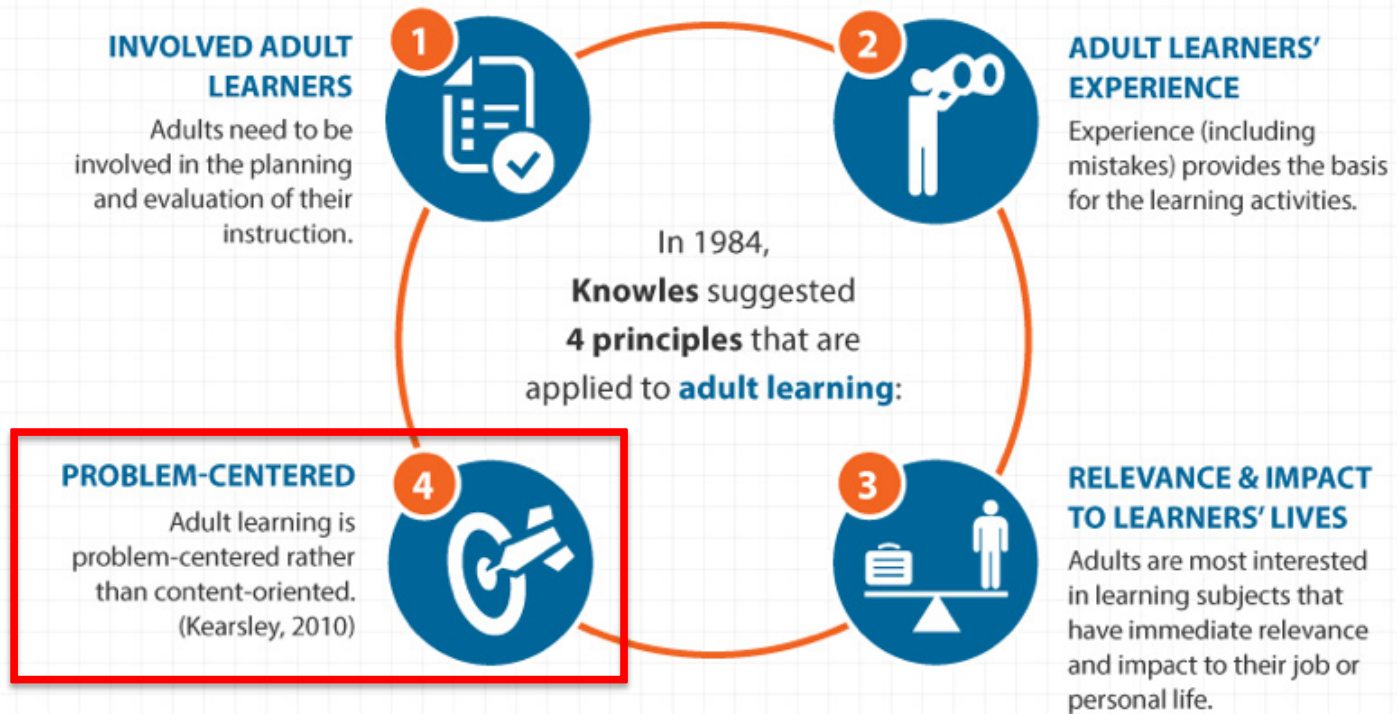
mostly as a device to haze Basic students!



Adult Learning Theory

KNOWLES'

4 PRINCIPLES OF ANDRAGOGY



More Case Studies...

Mountaineers Safety Report 2013

October 31, 2014

Branch: Global Ad

Category: Major

Incident Type: Pe

Injury: Frostbite o

Summary: On Oct

frostbitten toes, n

About 2 days earli

the left boot, wer

(intense sun) had

in, treated with m

subjected to wate

beginning to freez

walking was slow.

examined his feet

hospitalized in Ka

pursued further m

March, his right fo

months on his left

toes.

Accidents in North A

2010

Fall on Steep Snow — U

Washington, North Cas

On July 1st, Marti

climbed two of the thre

descending a steep snow

and slid approximately 6

was not able self-arrest.

of the snow slope, on a

lower leg fracture. This

100 feet down the steep

May 11, 2013 - Whitman Crest 9323 via Muir Snowfield (Basic climb outing)

Branch: Tacoma

Category: Minor

Incident Type: Personal illness, preparation, conditioning

Injuries: Fatigue, weakness

Summary: A second-year basic student was out of shape. He a leader by email that he was prepared and said he'd gone up Mt. Si a couple of times this year. He lagged getting to the base of Pan Point, said "this was harder than I thought" while struggling up Pan Point. We took 15 lbs out of

Accidents in North American Mountaineering

2012

Fall on Rock, Poor Communication

Virginia, Shenandoah National Park, Old Rag Mountain

Late on Sunday afternoon June 5, Old Rag Mountain Stewards staff was getting ready to start scenario training when a call came into the park that Dave Rockwell (50+) had taken a fifty-foot fall on the Skyline (aka PATC) Wall.

Initial descriptions of events leading to the injury were that someone in Dave's party led Dobie Gillis (5.8) a climb about halfway up the wall and set anchors for a top rope belay and then lowered to the ground. Based on initial reports, Dave tied into the end of the original lead rope and climbed to the mid-wall anchors. Upon reaching the anchors, Dave and his belayer somehow got their signals mixed up. The belayer thought Dave was off belay while Dave thought he was on still on belay. Thinking he was securely belayed, Dave intentionally placed all his weight on the un-secured belay line and fell fifty feet to the rocky ground where he sustained fractures to this left ankle, pelvis, and elbow. He was evacuated by NPS helicopter.

Analysis

The belay contract is a basic skill in climbing that many climbers take for granted. (Emphasis added)



Expert Halo and Decision Making



Snow Fall

TUNNEL CREEK

TO THE PEAK

DESCENT BEGINS

BLUR OF WHITE

DISCOVERY

WORD SPREADS

MAP THE GROUP

Snow Fall

The Avalanche at Tunnel Creek

By JOHN BRANCH



Decision Making and Group Dynamics

Tacoma Mountaineers
Scenario: Sharkfin Tower

Decisionmaking in Emergency Situations
2008

North Cascades National Park, basic rock, grade II, class 5.2, mid summer

Rope teams: Adam (mentored trip leader), Bob, and Christine (mentor)
Doug, Elizabeth, and Fred (rope leaders underlined)

A group of six people plans to climb an alpine glacier/rock climb rated 5.2, hiking into base camp the first day and completing the climb and descent the second day. The party has maps, two ropes, ice axes, helmets, rock protection, and extra food/clothes. On climb day, the party leaves camp at 5:30 am. The climb is 3 pitches and should take about 3 hrs. They rope up as two teams of three (ABC/Adam, Bob, and Christine; DEF/Doug, Elizabeth, and Fred) when they reach the glacier. Christine, an experienced climber who has led dozens of trips, is mentoring Adam on his first climb as trip leader. At the base of a gully, there is a conversation between the trip leader (Adam) and the rope leader (Doug), neither of whom had been in the area. No maps or pictures are consulted. Adam indicates that Doug should just trust his gut in determining whether the gully they were at is the correct approach gully. The two teams move on for about 400 yards when they find another gully, and they decide to ascend.

The ascent gully is steep (40 degrees) and full of hard snow early in the morning. Doug asks Adam whether he should use his pickets for protection on the ascent, but Adam says no. Once at the top of the gully, they realize that they are not at the correct place. They decide to traverse to the left over blocky 4th class terrain to the base of the technical climb.



Tacoma Mountaineers
Scenario: Camp Muir – Facilitators



Decisionmaking in Emergency Situations
2015

Paradise to Camp Muir, May

Team (characters and conditions) – you will draw cards to determine (a) trip roles and (b) character traits and personal conditions. Take time to digest these and complete the scenario as these characters with these traits and conditions. You can share your trip roles with your teammates, but don't volunteer your traits and conditions.

Your team includes the trip leader, two people who are rope leaders functioning as assistant leaders, and several participants. The route follows valleys and ridges to McClure Rock (7360 ft) then stays to climbers left of the ridge, traveling on snow. Camp Muir sits at a col at 10,188 ft.

Forgot crampons but won't admit it
Summit fever

Dominates the conversation

Forgot sleeping bag and headlamp



Needs one glacier climb to graduate
Idolizes leader
Very quiet

Gastrointestinal distress



Self-Assessment

- Measures comprehension (understanding vs. knowledge)
- Student centered
- Encourages student engagement
- Develop judgement skills
- Accountability



Which critical skill did an instructor mark as "QS" or "NS?"

Select all options below that you believe contributed to a "NS/QS" marking on this critical skill. *

- ☐ Inadequate practice time
- ☐ Confusion about test requirement for the critical skill
- ☐ Inadequate lecture instruction
- ☐ Didn't know the material
- ☐ Inadequate hands-on practice
- ☐ Other (please specify below)



Provide a brief description of why an instructor marked this critical skill as "QS/NS." * 1 point

Your answer

Select any options below that you would like support with for improving this critical skill.

- ☐ Clarification on the testing requirement(s) for the critical skill
- ☐ 1:1 time with your mentor
- ☐ 1:1 time with a class peer or instructor

What is your plan to improve this critical skill and retest? *

Your answer

Please provide any feedback for instructors on how to improve our instruction of this critical skill. *

Your answer



Cultural Norms

- Demonstrate understanding
- Safety
- Accountability



Mentoring Program

- How do we build and strengthen our community?



Adult Learning Theory

KNOWLES'

4 PRINCIPLES OF ANDRAGOGY

1 INVOLVED ADULT LEARNERS

Adults need to be involved in the planning and evaluation of their instruction.



2 ADULT LEARNERS' EXPERIENCE

Experience (including mistakes) provides the basis for the learning activities.

In 1984,
Knowles suggested
4 principles that are
applied to **adult learning**:

4 PROBLEM-CENTERED

Adult learning is problem-centered rather than content-oriented.
(Kearsley, 2010)



3 RELEVANCE & IMPACT TO LEARNERS' LIVES

Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.

Representation

- Recruitment
- Field trips
- Classroom sessions
- Committee make-up
- Leaders



Basic 2019 Committee's Values

- Representation
- Safety
- “BBC” Building Better Climbers
- Critical thinkers
- Community

Empowerment



YOUR PLAN



REALITY



www.theredheadriter.com

