

## APIOL/LPIOL/Fellow Benchmarks - Levels of leadership 04/06/10

**Qualities common to all levels: Proactivity, resilience, responsibility, respect, flexibility, sensitivity, integrity**

<b>APIOL – A proactive local contribution</b>	<b>LPIOL – A significant regional contribution</b>	<b>Fellow – An outstanding national contribution</b>
Benchmark QCF 4	Benchmark QCF 6	Benchmark QCF 8
<ul style="list-style-type: none"> <li>• Has worked in more than one context where they have had overall responsibility for groups and/or individuals</li> <li>• Has led groups in challenging situations in the outdoors</li> <li>• Has had some responsibility for client liaison, needs analysis and programme and/or expedition design</li> <li>• Has had responsibility for implementing programmes and/or expeditions and for taking responsibility when they go wrong</li> <li>• Has had some responsibility for the work of other staff (not necessarily in a management role)</li> <li>• Has worked with a number of different client groups</li> </ul>	<p>Has leadership experience with the following characteristics:</p> <ul style="list-style-type: none"> <li>•Innovates, shapes, initiates forward looking plans/projects</li> <li>•Reaches out to engage/influence beyond those they normally work with</li> <li>•Influences change across region/sector</li> <li>•Makes decisions based on an appreciation of the wider sector of outdoor learning</li> <li>•Delivers concrete results attributable to <u>own personal</u> influence</li> <li>•Creates conditions and opportunities for others to develop</li> <li>•Works effectively in complex, unfamiliar and uncertain circumstances</li> </ul>	<p>Demonstrates all the LPIOL leadership experience and characteristics, and in addition has made a significant, strategic and extensive contribution to the sector - defined as:</p> <p>Significant – important impact on, for example:</p> <ul style="list-style-type: none"> <li>- development</li> <li>- values</li> <li>- vision</li> <li>- thought patterns and/or operation</li> </ul> <p>of a sector of the outdoor learning world</p> <p>Strategic focus, for example:</p> <ul style="list-style-type: none"> <li>- leadership in problematic situations that have many interacting factors</li> <li>- planned and developed courses of action that initiated substantial change or development</li> <li>- built alliances, influenced people at all levels, including outside the sector</li> </ul> <p>Extensive influence, for example:</p> <ul style="list-style-type: none"> <li>- impact at national level</li> <li>- strategic results attributable to own personal influence</li> <li>- known as a catalyst, enabler, inviter, someone who gives to the wider sector, as well as takes</li> </ul>

# APIOL/LPIOL/Fellow Benchmarks - Levels of Reflective practice 04/06/10



<b>Qualities common to all levels: Proactivity, resilience, responsibility, respect, flexibility, sensitivity, integrity</b>		
<b>APIOL – A proactive local contribution</b>	<b>LPIOL – A significant regional contribution</b>	<b>Fellow – An outstanding national contribution</b>
Benchmark QCF 4	Benchmark QCF 6	Benchmark QCF 8
<ul style="list-style-type: none"> <li>• Knows what basic principles of outdoor learning and ethics guide them; why they do the things they do</li> <li>• Uses a flexible range of approaches and styles in facilitation and in work relationships</li> <li>• Takes an interest in the approaches to outdoor learning in their workplace and the challenges the sector is taking</li> <li>• Continuously reflects on and evaluates their own practice</li> <li>• Finds better ways to do their work, aiming to fix/improve the causes of situations, not just the symptoms</li> <li>• Knows how their outdoor practice has changed over the years, and what they are learning at present</li> <li>• Puts something back into the outdoor sector, inside or outside their workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Can explain the influence of their personal values on the work they do</li> <li>• Has a wide view of how the work of the outdoor sector is affected by external trends</li> <li>• Has a clear vision of the role of outdoor learning, and of their role in driving it forward</li> <li>• Challenges assumptions and the status quo</li> <li>• Motivates others to develop their reflective practice</li> </ul>	<ul style="list-style-type: none"> <li>• Questions their core beliefs, values and motivations</li> <li>• Initiates, leads and facilitates debate around the sector about professional practice and/or ethics</li> <li>• Inspires and motivates others through the way they communicate their vision and values</li> <li>• Demonstrates sustained and consistent high standards of professional practice</li> <li>• Gives selfless service which brings distinction and quality to outdoor learning.</li> <li>• Is seen as a source of reflective wisdom by other practitioners</li> </ul>