

INSPIRE OTHERS – WHAT DOES IT TAKE TO CLIMB MOUNT EVEREST? **TEACHER'S GUIDE**

WHAT DOES IT TAKE TO CLIMB MOUNT EVEREST?

This second lesson is possibly one of the most important in the entire course. During this lesson, it's extremely important that the students arrive at the four essential roles of leadership on their own—in their own words. Therefore, it's equally important that the facilitator is very familiar with the four essential roles in order to help gently guide the discussion and ultimately frame it in the following vocabulary:

- Inspiring Trust
- Creating Vision
- Executing Strategy
- Coaching Potential
 - *In Individuals*
 - *In Teams*

RECOMMENDED MATERIALS:

1. Framework of the Mount Everest infographic (p. 13) sketched out on the board.
2. Colored Dry Erase Markers (Yellow, Red, Green and Blue)
3. *4 Essential Roles Cards* – to be handed out at the end of class

Student Guide – Page 6 Thumbnail

WHAT DOES IT TAKE TO CLIMB MOUNT EVEREST?

On May 25, 2001, Erik Weihenmayer was the first blind person to climb to the summit of Mount Everest. Even more amazing was the fact that in his group 19 out of 20 summited (a success that has never been duplicated) in spite of predictions that Erik would be a liability and possibly even get him and his teammates killed.



The story of how he and his team (minus one person who had to climb back down due to illness) made it successfully to the summit is worth digging into. Although we may never attempt to climb Mount Everest, are there elements of this story that we might pull into our own challenges?



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CLIMBING MOUNT EVEREST

Think about the physical skills it requires to climb the tallest peak in the world. Then take that a step further and think about the kinds of equipment you would need. Consider the odds of success even if you possess all of the skills and all of the best equipment that money can buy. It is 100%? Not even close!

<u>Physical Skills</u>	<u>Equipment</u>

If the success rate of climbing Mount Everest is not directly related to physical skills and specific equipment, then how can we predict possible success? And what about the team of Erik Weiheymayer who were "burdened" by his blindness? Certainly sight would seem to be a necessary physical skill to climb the world's tallest mountain!

MT. EVEREST VIDEO REVIEW (15 MIN):

- To review the Mt. Everest video with attention on how this group succeeded where others haven't.**
 - Review** the *Mount Everest* video.
 - Ask** this series of questions and **write** the answers on the board set up to mirror the Student Guide (p. 7).
 - Question (1 Min):** According to the video, what percentage of people who try Everest make it to the summit? **10%**
 - FACT:** The last years there were no reported deaths in Mount Everest climbs were 1977 and 2020.
 - FACT:** It is generally considered too dangerous to retrieve the bodies from the slopes.
 - Question (5 Min):** What are the physical skills you need to have the best chance of summiting successfully?
 - Question (5 Min):** What kinds of equipment is needed?
 - Question (3 Min):** Do you think that having the physical skills and the right equipment means you will succeed?
 - State:** In 1996, a record eight people died in one day—four different teams. You can spend time researching this tragedy and find a lot of theories and analyses as to why climbers from four different teams died on that day. Why don't we take it from a different angle and see if we can figure out why Erik's team succeeded as no other team had done before or after? Remember that 19 out of 20 summited, with no fatalities, something that has never been duplicated. Ever.

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- e. **Rhetorical Question:** What was special about this group?
- f. **State:** Let's take a look at the issues that arose and how they were solved.

CLIMBING MT. EVEREST (25 MINUTES)

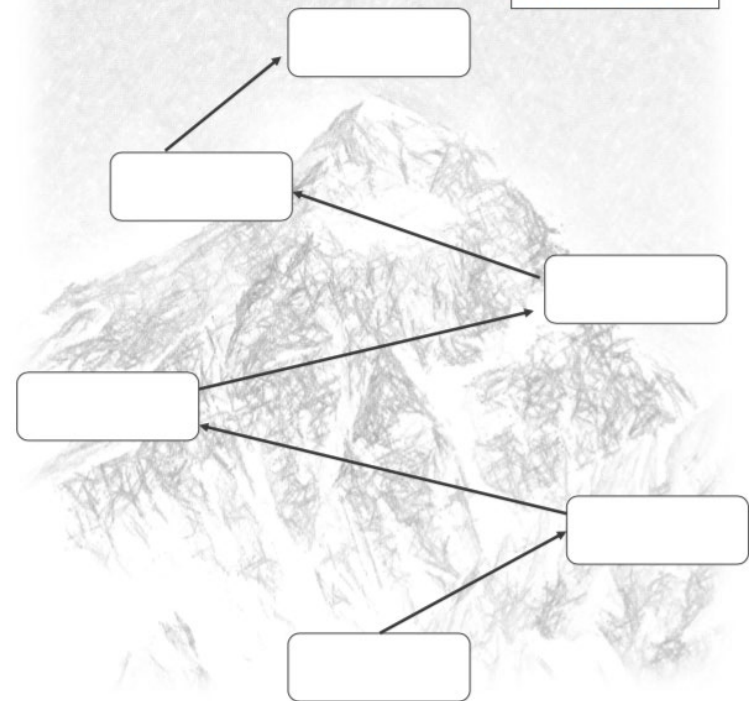
1. To help students place the Mt. Everest story within a framework to lead them to the 4 Essential Roles of Leadership.

- a. As you work through this discussion, write the answers on the board to reflect the Mt. *Everest Infographic* on page 13 and direct students to fill in their infographic.
- b. Use the student language whenever possible but be sure to organize it as it is on the infographic. If they miss one of the points, gently lead the conversation in that direction. (EX: "What else did they do to prepare for this climb? What did the leader feel was important when he picked the team members?")
- c. Use the colored markers to follow the infographic on page 13.
- d. **Question:** What was the big hurdle that they all knew about going in?
WRITE on the board (following the p. 13 infographic):
 - Erik's blindness (Expected Hurdle)
- e. **Question:** What were some of the unexpected hurdles that they encountered?
WRITE on the board:
 - Icefall (Unexpected Hurdle)

Student Guide – Page 8 Thumbnail

"One man's mission to reach the top of the world is actually the story of his whole team."

Graphic – the Mount Everest infographic framework from the Teacher's Guide (no text)



Look how many more unexpected hurdles they had to deal with! This is pretty normal in life.

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- Illness (Unexpected Hurdle)
 - Bad Weather (Unexpected Hurdle)
 - Buried lines (Unexpected Hurdle)
- f. Write the words “Team Success” at the top of the mountain.
- g. **State:** Now let’s look at how they solved these problems and see what we can learn about succeeding in a task like this.
- h. **Question:** How did they deal with Erik’s blindness?
WRITE on the board (on the path between *Blindness* and *Icefall*):

Vision

Clear Vision (i.e. to get Erik – a blind man – on the top of Mt. Everest)

Shared Vision (i.e. everyone has the same vision)

Planning

Scale Model

Practice Climbing

Team Formation

Lack of Ego (i.e. picking team members who would put the team and the vision above themselves)

Trust (i.e. picking team members Erik trusted)

- i. **Question:** How did they deal with Erik’s difficulty with the Khumbu Icefall (in spite of practicing)?
WRITE on the board:

Daily Practice

Communication

Tangible Improvement

Encouragement

Belief:

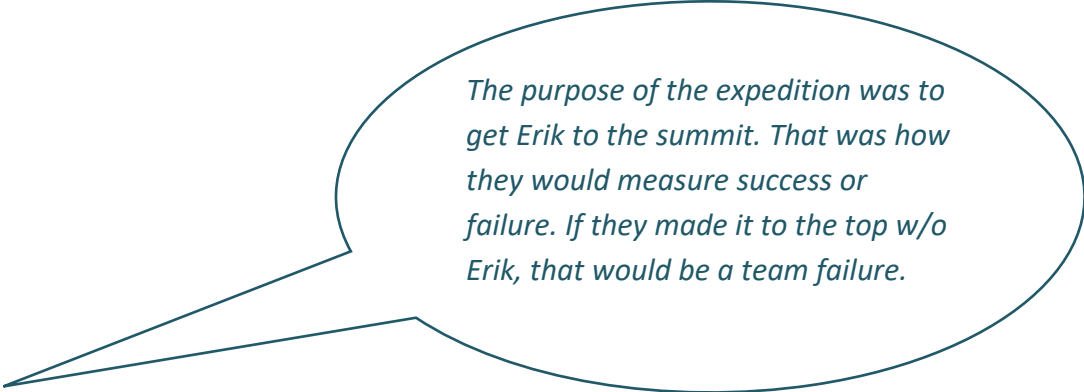
In Erik & In the Team

Coaching the potential:

In Erik & in the Team

Holding to Vision

Get Erik to the top



The purpose of the expedition was to get Erik to the summit. That was how they would measure success or failure. If they made it to the top w/o Erik, that would be a team failure.

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- j. **Question:** How did they deal with the expedition leader getting sick?

WRITE on the board:

Lack of Ego

Flexibility

Trust

In each other

In their own abilities

Shared Vision

Success = Erik summiting

- k. **Question:** How did they handle the hurdle of the bad weather they faced on the day they were to summit?

WRITE on the board:

Trust


Base Camp Manager

Team Building

Every member encouraged & respected

Preparation

Study of weather



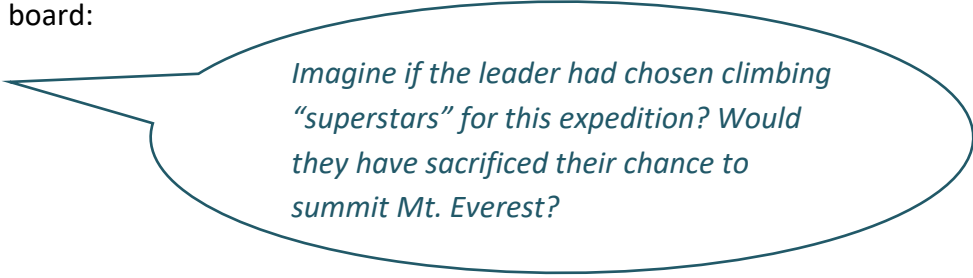
They met every evening – going over plans. Every team member was respected and listened to. Everyone felt that they could contribute.

- l. **Question:** How did they handle the hurdle of the fixed lines being buried in the snow?

WRITE on the board:

Sacrifice

Lack of Ego



Imagine if the leader had chosen climbing “superstars” for this expedition? Would they have sacrificed their chance to summit Mt. Everest?

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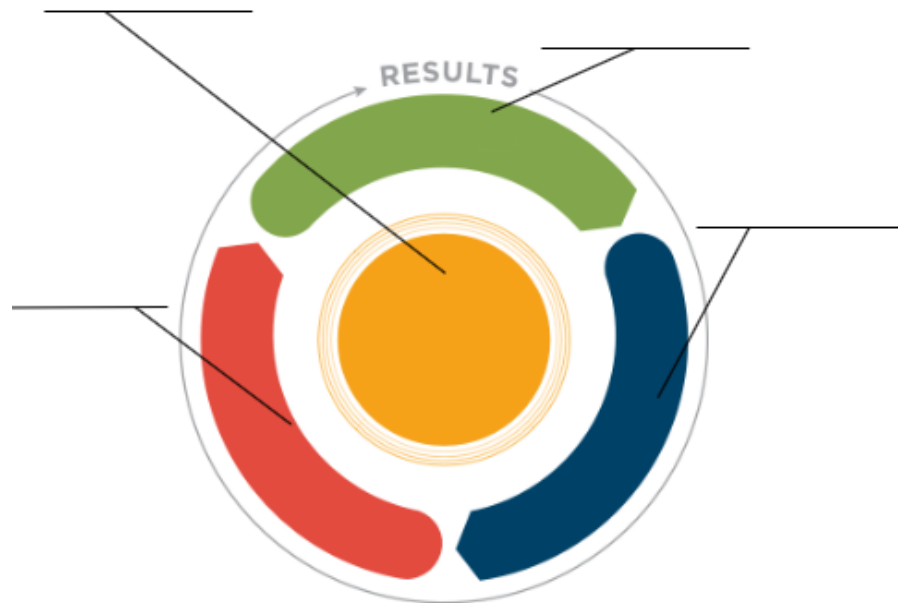
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4 ESSENTIAL ROLES OF LEADERSHIP

"One man's mission to reach the top of the world is actually the story of his whole team."

Erik's journey is the perfect story to start our journey on the path to becoming a more successful leader, in part because it reminds us that to be a leader, one must have a team. It also offers us the opportunity to examine how one team took on a seemingly insurmountable challenge using the 4 Essential Roles of Leadership.

As you fill in the labels on the graphic below, consider what the central role is and how the other roles lead to each other.



CONCLUSION (10 MIN)

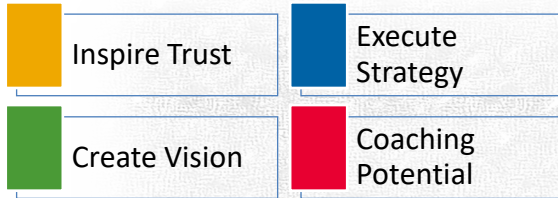
1. Tie each section of the board to the 4 Essential Roles of Leadership by explaining the color coding.
 - a. Remind yourself of the color coding you have used:
 - Inspiring Trust
 - Create Vision
 - Coaching Potential (in Individuals and in the Team)
 - Execute Strategy
 - **State:** You see that I've color coded each important part of their journey – how are they related?
 - b. Direct the students to page 9 where they can fill in the 4 Essential Roles graphic:
 - **Yellow**
 - Lack of ego/humility
 - Leading by example
 - Character and confidence of the leader
 - Sacrifice – Team over self
 - Forming a Team that considered the team first, instead of themselves.
 - Trust – the team and members of the team
 - **State:** We're going to label this as "Inspiring Trust"
 - **Green**
 - Creating a vision for the team – Where are we going and how will we get there?
 - Compelling Vision
 - Shared Vision

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- **State:** We're going to label this as "Creating Vision"
- **Red**
 - Encouraging others
 - Believing in the potential of others
 - Helping to build the potential of others
 - Helping others to believe in themselves
 - Realizing that others' success is not your failure
 - **State:** We're going to label this as "Coaching Potential"
- **Blue**
 - Preparation
 - Discipline (how many times did they practice the Icefalls?)
 - Flexibility/Adaptability
 - Planning
 - Practice
 - Communication
 - **State:** We're going to label this as "Executing Strategy"
- c. **State:** These four things are going to be our focus throughout this course. We're going to look at each one from many different angles and discuss ways you can develop each of these. What you need to remember is:
 - Leadership is a choice.
 - Leadership can be learned.
 - Developing your leadership potential requires effort and change.
- d. **Hand out** the Four Essential Roles cards to the class as they are leaving.

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KEY:



Infographic suggestions:

- Turn arrows into a trail that crisscrosses up the mountain
- Show tiny climbers on the trail
- Provide an image for each "Hurdle"
 - Person with green face
 - Storm cloud
 - Person looking frustrated in the snow (buried lines)
 - Icicles

