COMMON TRAINING

PROFICIENCY LEVEL FOUR

INSTRUCTIONAL GUIDE

SECTION 1

EO M403.01 – DESCRIBE NEEDS AND EXPECTATIONS OF TEAM MEMBERS

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-804/ PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the Needs and Expectations of Team Members handout located at Attachment A for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TP 1 to orient the cadets to team members' needs.

An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest among cadets about expectations that a team member has of a team leader.

A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about how a team leader should strive to meet team members needs and expectations.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to describe the needs and expectations of team members.

IMPORTANCE

It is important for cadets to describe the needs and expectations of team members to assist in the development of their leadership skills. This information aids the cadets in meeting the aim of developing in youth the attributes of good leadership stated in CATO 11-03, *Cadet Program Mandate*. To become an effective team leader, the cadet must be aware of needs and expectations, and strive to satisfy those needs and expectations.

Teaching Point 1   **Describe the needs of team members.**

Time: 5 min   Method: Interactive Lecture

THE NEEDS OF TEAM MEMBERS

To be an effective leader, a team leader must be aware that every team member has needs to be satisfied.

Acceptance of and by Other Team Members

Each team member needs to accept the other members of the team. There may be differences in age, gender, race and opinion but each team member should appreciate all other members. In turn, each team member needs to feel accepted by other team members. Once team members feel acknowledged and understood by others on the team, team members may strive to make teamwork possible. Once the team forms into a cohesive group, the accomplishment of a task becomes easier.

Acceptance and Understanding of Leaders

Team members need to know that the team leader will welcome them into the team. It is important for a team leader to encourage a sense of belonging in each team member. Team members also need the team leader to show compassion and sensitivity to their opinions and feelings.

Approval of Leaders

Team members need to know that the team leader appreciates them and their contribution. It is important for team leaders to show respect and praise team members.

Opportunities to Try Different Tasks and Roles

Team members need opportunities to attempt different tasks and roles to practice applying skills and knowledge.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1.   What are the needs of team members?

Q2.   Once team members feel acknowledged and understood by others on the team, what may happen?

Q3.   How do team leaders show approval of team members?

ANTICIPATED ANSWERS:

A1.   The needs of team members are:

- acceptance of and by other team members;

- acceptance and understanding of leaders;

- approval of leaders; and

- opportunities to try different tasks and roles.

A2.   Once team members feel acknowledged and understood by others on the team, team members strive to make teamwork possible.

A3.   Team leaders show approval of team members by giving team members respect and praise.

Teaching Point 2   **Conduct an activity where cadets describe the expectations that a team member has of a team leader.**

Time: 10 min   Method: In-Class Activity

BACKGROUND KNOWLEDGE

> The purpose of the in-class activity is to draw the following information from the three groups.

THE EXPECTATIONS THAT A TEAM MEMBER HAS OF A TEAM LEADER

Every team member has expectations of the team leader. Team members hope that the team leader will fulfill their expectations. Team member expectations include:

Good Leadership

Team members expect good leadership from team leaders. Team leaders need to display good leadership, to include:

- **Leading by example.** Team members expect that what they are asked to do can also be done by the team leader. They expect the team leader will model the correct behaviour.

- **Putting the needs of the team members first.** The team leader is expected to put the team's needs ahead of their own. Team members need to know that the team leader will accept, approve and understand them. Team members also expect that the team leader will give them opportunities to try different tasks and roles.

- **Being sensitive to cultural and gender differences.** Each team member is unique and the team leader must have an awareness of the differences between each of them. Having an understanding of cultural and gender differences between members of the team will allow the team members to feel included and appreciated.

Effective Communication

Team members expect that the team leader will provide them with effective communication. Team leaders need to display effective communication to team members, to include:

- **Giving information on what is expected of them.** Team members need to know what is expected of them. Team members require basic information about what they are to accomplish.

- **Explaining changes in situations.** Team members like to know when changes in situations occur. Keeping team members informed of changes and providing new directions may ensure that goals and tasks are accomplished.

- **Asking for assistance with tasks.** Team members are more cooperative when they are asked for assistance by the team leader rather than being ordered to do something. By asking for the team's assistance, team members may feel needed by their team leader.

- **Providing concrete examples during explanations.** Team members may understand concepts and ideas more easily if the team leader uses examples from life and if the team leader can connect the concept or idea to what the team member already knows.

Effective Supervision

Team members expect that the team leader will provide them with effective supervision. Team leaders need to effectively supervise team members, to include:

- **Operating in a safe environment.** Team members expect to be operating in a safe environment. Every team leader must be concerned with the team's safety and well-being at all times.

- **Freedom from over-supervision.** Team members should feel like their team leader has confidence in them to accomplish tasks. Very few team members appreciate it when the team leader is always looking over their shoulder.

- **Recognition of good performance.** Team members like to be praised when things go well. Praise may be verbal or may take the form of certificates and awards.

ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets describe the expectations that a team member has of a team leader.

RESOURCES

- Three flip charts, and

- Three markers.

ACTIVITY LAYOUT

Set a flip chart in three corners of the room.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into three groups.

2. Assign each group to a flip chart.

3. Have each group write one of the headings on the flip chart: Good Leadership, Effective Communication, and Effective Supervision.

4. Have the cadets brainstorm short descriptions for the heading on the flip chart paper for three minutes and write their ideas on the flip chart paper.

5. Have one cadet from each group present their ideas to the rest of the cadets.

	Any of the background information that was missed during the presentation by cadets must be stated before moving to the next TP.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the activity will serve as the confirmation for this TP.

Teaching Point 3	**Conduct a group discussion on how a team leader should strive to meet the needs and expectations of team members.**

Time: 10 min

Method: Group Discussion

If the class of Proficiency Level Four cadets is large, divide them into groups.

This teaching point has been designed to provide the cadets an opportunity to reflect on and share their opinions and feelings about how a team leader should strive to meet team member's needs and expectations.

BACKGROUND KNOWLEDGE

The purpose of the group discussion is to draw information from the group using the tips for answering / facilitating discussion and the suggested questions provided.

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.

- Sit the group in a circle, making sure all cadets can be seen by everyone else.

- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.

- Manage time by ensuring the cadets stay on topic.

- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.

- Give the cadets time to respond to your questions.

- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.

- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS:

Q1.   Give examples of when you have seen a team leader satisfy the needs of their team members.

Q2.   List ways a team leader might satisfy the needs of their team members.

Q3.   Give examples of when you have seen a team leader meet the expectations of team members.

Q4.   List ways a team leader might meet the expectations of their team.

Q5.   Give examples of when you have seen a team leader not satisfy the needs or not meet the expectations of their team.

> Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.

> Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the group discussion will serve as confirmation of this TP.

END OF LESSON CONFIRMATION

QUESTIONS:

Q1.   What are the needs of team members?

Q2.   What are the three expectations that team members have of the team leader?

Q3.   List ways a team leader might satisfy the needs or meet the expectations of their team members.

ANTICIPATED ANSWERS:

A1.   The needs of team members are:

- acceptance of and by other team members;

- acceptance and understanding of leaders;

- approval of leaders; and

- opportunities to try different tasks and roles.

A2.   The three expectations that team members have of the team leader are:

- good leadership,

- effective communication, and

- effective supervision.

A3.   Answers will vary.

> Distribute the Needs and Expectations of Team Members handout located at Attachment A to each cadet.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 3, Annex B, 403 PC.

CLOSING STATEMENT

To be an effective leader, team leaders must satisfy the needs and meet the expectations of team members. Having an awareness of those needs and expectations will assist the team leader in doing so.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-047 A-PA-005-000/AP-004 Canadian Defence Academy–Canadian Forces Leadership Institute. (2005). *Leadership in the CF conceptual foundations*. Ottawa, ON: Department of National Defence.

A0-048 A-PA-005-000/AP-003 Canadian Defence Academy–Canadian Forces Leadership Institute. (2005). *Leadership in the CF doctrine foundations*. Ottawa, ON: Department of National Defence.

A0-131 A-CR-CCP-910/PT-001 Director Cadets 6. (1989). *Training school leadership*. Ottawa, ON: Department of National Defence.

C0-115 ISBN 0-7879-4059-3 van Linden, J. A., & Fertman, C. I. (1998). *Youth leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.

NEEDS AND EXPECTATIONS OF TEAM MEMBERS

THE NEEDS OF TEAM MEMBERS

To be an effective leader, a team leader must be aware that every team member has needs to be satisfied.

Acceptance of and by Other Team Members

Each team member needs to accept the other members of the team. There may be differences in age, gender, race and opinion but each team member should appreciate all other members. In turn, each team member needs to feel accepted by other team members. Once team members feel acknowledged and understood by others on the team, team members may strive to make teamwork possible. Once the team forms into a cohesive group, the accomplishment of a task becomes easier.

Acceptance and Understanding of Leaders

Team members need to know that the team leader will welcome them into the team. It is important for a team leader to encourage a sense of belonging in each team member. Team members also need the team leader to show compassion and sensitivity to their opinions and feelings.

Approval of Leaders

Team members need to know that the team leader appreciates them and their contribution. It is important for team leaders to show respect and praise team members.

Opportunities to Try Different Tasks and Roles

Team members need opportunities to attempt different tasks and roles to practice applying skills and knowledge.

THE EXPECTATIONS THAT A TEAM MEMBER HAS OF A TEAM LEADER

Every team member has expectations of the team leader. Team members hope that the team leader will fulfill their expectations. Team member expectations include:

Good Leadership

Team members expect good leadership from team leaders. Team leaders need to display good leadership, to include:

- **Leading by example.** Team members expect that what they are asked to do can also be done by the team leader. They expect the team leader will model the correct behaviour.

- **Putting the needs of the team members first.** The team leader is expected to put the team's needs ahead of their own. Team members need to know that the team leader will accept, approve and understand them. Team members also expect that the team leader will give them opportunities to try different tasks and roles.

- **Being sensitive to cultural and gender differences.** Each team member is unique and the team leader must have an awareness of the differences between each of them. Having an understanding of cultural and gender differences between members of the team will allow the team members to feel included and appreciated.

Effective Communication

Team members expect that the team leader will provide them with effective communication. Team leaders need to display effective communication to team members, to include:

- **Giving information on what is expected of them.** Team members need to know what is expected of them. Team members require basic information about what they are to accomplish.

- **Explaining changes in situations.** Team members like to know when changes in situations occur. Keeping team members informed of changes and providing new directions may ensure that goals and tasks are accomplished.

- **Asking for assistance with tasks.** Team members are more cooperative when they are asked for assistance by the team leader rather than being ordered to do something. By asking for the team's assistance, team members may feel needed by their team leader.

- **Providing concrete examples during explanations.** Team members may understand concepts and ideas more easily if the team leader uses examples from life and if the team leader can connect the concept or idea to what the team member already knows.

Effective Supervision

Team members expect that the team leader will provide them with effective supervision. Team leaders need to effectively supervise team members, to include:

- **Operating in a safe environment.** Team members expect to be operating in a safe environment. Every team leader must be concerned with the team's safety and well-being at all times.

- **Freedom from over-supervision.** Team members should feel like their team leader has confidence in them to accomplish tasks. Very few team members appreciate it when the team leader is always looking over their shoulder.

- **Recognition of good performance.** Team members like to be praised when things go well. Praise may be verbal or may take the form of certificates and awards.

COMMON TRAINING

PROFICIENCY LEVEL FOUR

INSTRUCTIONAL GUIDE

SECTION 2

EO M403.02 – SELECT A LEADERSHIP APPROACH

Total Time:	60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the handouts located at Attachments A, B and D for each cadet.

Photocopy the scenarios located at Attachment C. Cut out a scenario for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1, 2 and 3 to review, clarify, emphasize and summarize transactional and transformational leadership, the outcomes of a team leader's focus and leadership approaches.

An in-class activity was chosen for TP 4 as it is an interactive way to provoke thought and stimulate interest among cadets.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have selected a leadership approach.

IMPORTANCE

It is important for cadets to select a leadership approach in order to help them become effective team leaders during a leadership appointment. For every leadership opportunity, an effective leader will use a leadership approach that enables the team members to accomplish the goal.

Teaching Point 1   **Describe transactional and transformational leadership.**

Time: 5 min   Method: Interactive Lecture

TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP

Transactional leadership. Leaders exchange promises of rewards and benefits to team members so the team members will fulfill agreements with the leaders. This type of leadership is task-oriented. The leader sets the rules and procedures to complete a task and the team members comply with the rules and follow the procedures to accomplish the task.

Transactional Leadership:

- Values problem and solution identification.

- Makes decisions – even if everyone has not been heard – in order to move forward.

- Uses standards and principles as guides in decision making.

- Develops the self to be a better decision maker for the group.

- Gets things done.

- Recognizes the importance of the product.

- Takes charge (personal power).

Transformational leadership. Focuses on the process of being a leader by helping team members transform themselves from followers into leaders. Transformational leadership involves assisting team members to transcend their own self-interest for the good of the group, organization or society; to consider their long-term needs to develop themselves, rather than their immediate needs; and generally, to become more aware of what is really important.

Transformational Leadership:

- Values the participation and contribution of others.

- Takes all viewpoints and advice into account before making a decision.

- Considers individuals within their contexts and situations.

- Uses individuals to test decisions.

- Develops the self first to be a better contributor to the group.

- Learns from experiences to generalize to 'real life'.

- Recognizes the importance of the process.

- Shares leadership (group power).

> Leadership within the cadet program has been designed to create transformational leadership. Transformational leadership enables the Cadet Program to meet its first aim—to develop in youth the attributes of good citizenship and leadership.

Transactional leadership focuses on the skills and tasks associated with leadership, such as public speaking, writing, delegating authority, leading meetings and making decisions. It is what people who are leaders do.

Transformational leadership focuses on the process of leadership and what it means to be a leader. It is concerned with how individuals use their abilities to influence people. Think of the main difference between transactional and transformational leadership as doing leadership tasks versus being a leader.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1.   Describe transactional leadership.

Q2.   On what does transformational leadership focus?

Q3.   Leadership within the cadet program has been designed to create which kind of leadership?

ANTICIPATED ANSWERS:

A1.   Transactional leadership is when leaders exchange promises of rewards and benefits to team members so the team members will fulfill agreements with the leaders.

A2.   Transformational leadership focuses on the process of being a leader by helping team members transform themselves from followers into leader.

A3.   Leadership within the cadet program has been designed to create transformational leadership.

Teaching Point 2	**Describe the outcomes that occur as a result of the team leader focussing on team members and the goal.**

Time: 10 min   Method: Interactive Lecture
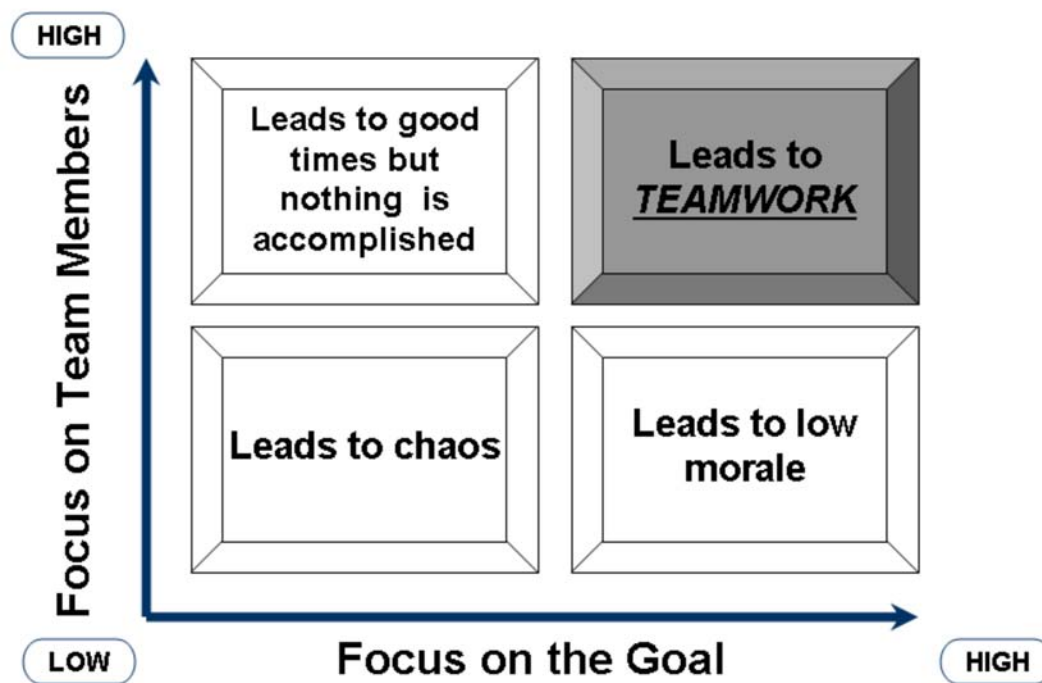
 Distribute Attachment A to each cadet.

Figure 1   Outcomes as a Result of the Team Leader's Focus

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

There are two main things on which to focus while leading a team: the team members and the goal.

If a team leader is not focused on the goal and is not focused on their team members, the outcome is usually chaos.

Ask cadets why they think chaos would occur. Ask cadets to provide one or two examples, from a leadership perspective, when they have seen such chaos occur. The examples do not necessarily need to involve the Cadet Program (CP).

If a team leader is not concerned with the goal but is highly concerned about how their team members feel, the outcome may lead to good times but nothing gets accomplished.

Ask cadets why they think the result of good times but nothing gets accomplished may occur. Ask cadets to provide one or two examples, from a leadership perspective, when they have seen good times occur but nothing gets accomplished. The examples do not necessarily need to involve the CP.

If a team leader is highly concerned with the goal but not concerned about how their team member's feel, the outcome may lead to low morale.

> Ask cadets why they think low morale would occur. Ask cadets to provide one or two examples, from a leadership perspective, of when they have seen low morale occur. The examples do not necessarily need to involve the CP.

If a team leader is highly concerned with the goal and highly concerned about how their team members feel, the outcome is usually teamwork.

> Ask cadets why they think teamwork would occur. Ask cadets to provide one or two examples, from a leadership perspective, when they have seen teamwork occur. The examples do not necessarily need to involve the CP.

> Every leadership opportunity within the cadet program has been designed to create teamwork.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. What are the two main things on which a team leader needs to focus while leading a team?

Q2. If a team leader is not focused on the goal and is not focused on their team members, what is usually the outcome?

Q3. What has every leadership opportunity within the CP has been designed to create?

ANTICIPATED ANSWERS:

A1. The team leader needs to focus on the team members and on the goal.

A2. If a team leader is not focused on the goal and is not focused on their team members, the outcome is usually chaos.

A3. Every leadership opportunity within the CP has been designed to create teamwork.

Teaching Point 3	**Describe leadership approaches.**
Time: 15 min	Method: Interactive Lecture

LEADERSHIP APPROACHES

There are three main leadership approaches in the CP. They are:

- control,

- coach and

- empower.

Each leadership approach is based on balancing the concern for the relationship with team members for the concern for accomplishing the task.

Distribute Attachment B to each cadet.

Key Aspects of the Control Approach

Key aspects of the control approach are:

- The team leader defines the roles and tasks for the team members. The team leader gives the team members clear direction and supervises them closely.

- The team leader provides detailed explanations on what needs to be done and gives team members the information they need to know on how to do the task.

- Communication is mainly one-way.

Key Aspects of the Coach Approach

Key aspects of the coach approach are:

- The roles and tasks are still defined by the team leader but ideas and suggestions are solicited from team members.

- The team leader provides information and opinions but supports the team to develop possible solutions to problems while the final decision remains with the team leader.

- The team leader encourages team members to assume responsibility.

- Communication is mainly two-way.

Key Aspects of the Empower Approach

Key aspects of the empower approach are:

- The team leader empowers team members to make decisions and take action in areas where the team members have experience and expertise.

- Team members can operate independently and have a strong sense of responsibility but know when to seek assistance from the team leader.

- Communication is mainly two-way.

Selecting the Approach

Each of the three leadership approaches may be equally effective. The approach selected must be based on the leadership assignment and / or appointment and the leadership team.

The factors to be considered when looking at the leadership assignment / appointment are:

- the level of simplicity of the task; and

- the level of safety of cadets.

The factors to be considered when looking at the leadership team are:

- the level of capability / competence of cadets; and

- the level of motivation of cadets.

SELECTING A LEADERSHIP APPROACH
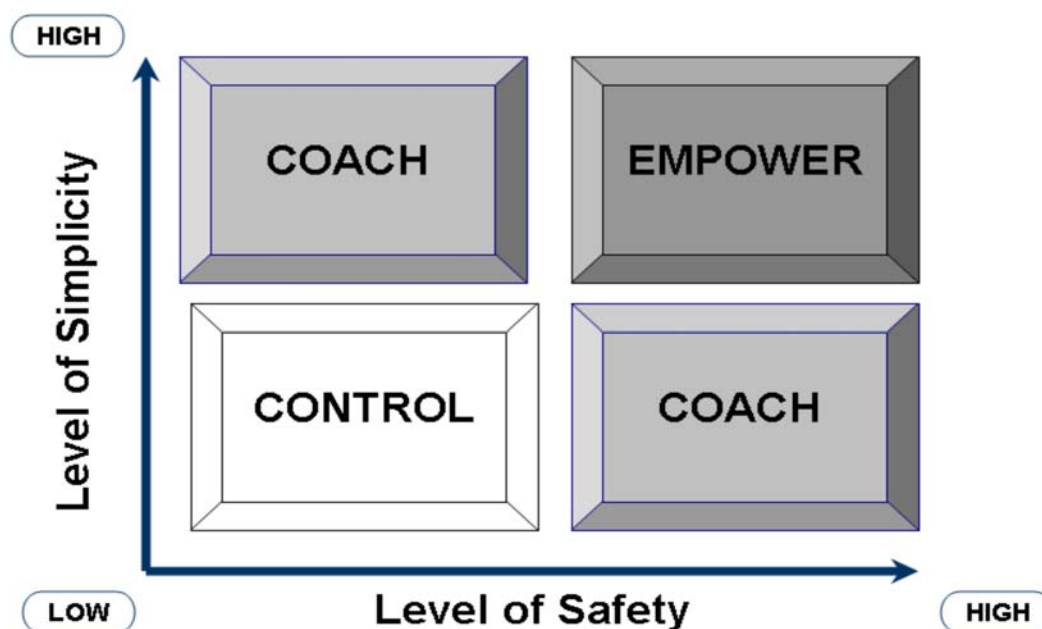**Leadership assignment / appointment**

Figure 2   Selecting a Leadership Approach

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

If the task is complicated and the cadets are doing something with some risk, the team leader should choose the control approach. This allows for better supervision of team members.

If the task is simple but the cadets are doing something with some risk, the team leader should choose the coaching approach. This allows the team members an opportunity to develop their leadership skills and knowledge because the team leader provides extra feedback.

If the task is complicated but the cadets are doing something without risk, the team leader should choose the coaching approach. This allows the team members an opportunity to develop their leadership skills and knowledge because the team leader provides extra feedback.

If the task is simple and the cadets are doing something without risk, the team leader should choose the empower approach. This allows the team members develop their leadership skills and their sense of responsibility.

Have cadets give examples of when they have seen each approach used based on the simplicity of the task and the level of safety.
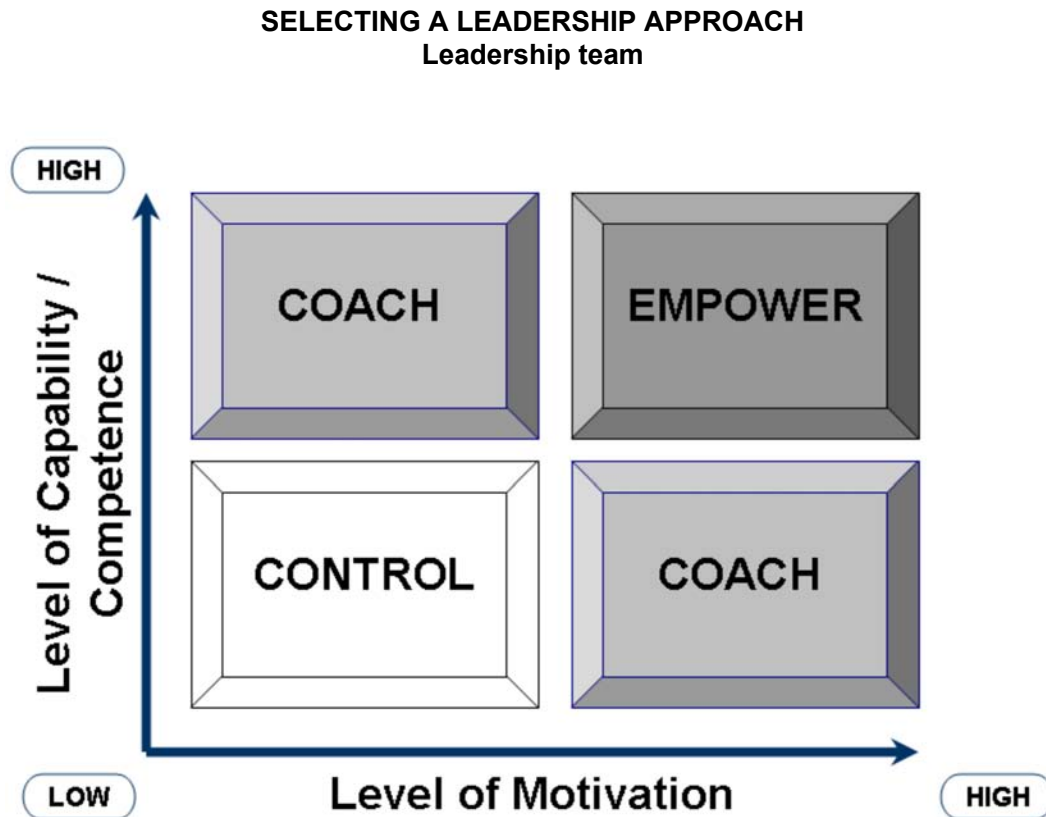
SELECTING A LEADERSHIP APPROACH
Leadership team

Figure 3   Selecting a Leadership Approach

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

If the task is new or the task is difficult and the cadets are uninspired or apathetic, the team leader should choose the control approach. This allows for better supervision of cadets.

If the team has experience with the task but the cadets are uninspired or apathetic, the team leader should choose the coaching approach. This allows the team members an opportunity to develop their leadership skills and knowledge because the team leader provides extra feedback.

If the task is new or the task is difficult, but the cadets are inspired and enthusiastic, the team leader should choose the coaching approach. This allows the team members an opportunity to develop their leadership skills and knowledge because the team leader provides extra feedback.

If the team has experience with the task, and the cadets are inspired and enthusiastic, the team leader should choose the empower approach. This allows the team members to develop their leadership skills and their sense of responsibility by giving opportunities to operate independently.

Have cadets give examples of when they have seen each approach used based on the capability / competence of the team and the level of motivation.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

Q1.   Name the three leadership approaches used in the CP.

Q2.   Which leadership approach is based on one-way communication?

Q3.   What are the four topics that must be considered when selecting a leadership approach?

ANTICIPATED ANSWERS:

A1.   The three leadership approaches used in the CP are:

- control,

- coach, and

- empower.

A2.   The leadership approached based on one-way communication is control.

A3.   The four factors that must be considered when selecting a leadership approach are:

- the level of simplicity of the task;

- the level of safety of cadets;

- the level of capability / competence of cadets; and

- the level of motivation level of cadets.

Teaching Point 4	**Conduct an activity where cadets will explain what leadership approach they would select and why for a given scenario.**
Time: 20 min	Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets explain what leadership approach would be selected and why for a given scenario.

RESOURCES

Scenarios.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1.   Distribute a scenario located at Attachment C to each cadet.

2.   Allow the cadet two minutes to read and think about the scenario.

3. Have the cadet select what leadership approach they would use to complete the scenario.

4. Have one cadet read their scenario out loud and explain which leadership approach they would choose and why. The explanation of the selection must be based on the information provided during TP3.

5. Allow the other cadets to comment on the choice and reasons.

6. Repeat Steps 4 and 5 until each cadet has had a turn.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 4

The cadets' participation in the activity will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

Distribute the handout located at Attachment D to each cadet.

The cadets' participation in the in-class activity will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 3, Annex B, 403 PC.

CLOSING STATEMENT

In every leadership opportunity, the effective team leader will use a leadership approach that enables the team leader to have a positive relationship with their team members and to accomplish tasks. Selecting and implementing leadership approaches is a life-long transformational leadership skill.

INSTRUCTOR NOTES / REMARKS

Cadets will select leadership approaches during leadership assignments and leadership appointments throughout the training year.

REFERENCES

C0-115 ISBN 0-7879-4059-3 van Linden, J. A., & Fertman, C. I. (1998). *Youth leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.

C0-410 The ASPIRA Association. (2009). *Module #5: Defining leadership styles*. Retrieved on February 12, 2009, from http://www.aspira.org/files/documents/youthdev08/U_V_M_5_dls.pdf

C0-413 University of Arkansas, Division of Agriculture, Cooperative Extension Service. (2006). *4-H volunteer leaders' series: The enabler–A leadership style*. Retrieved February 18, 2009, from http://www.uaex.edu/other_areas/publications/PDF/4HCD2.pdf

THIS PAGE INTENTIONALLY LEFT BLANK

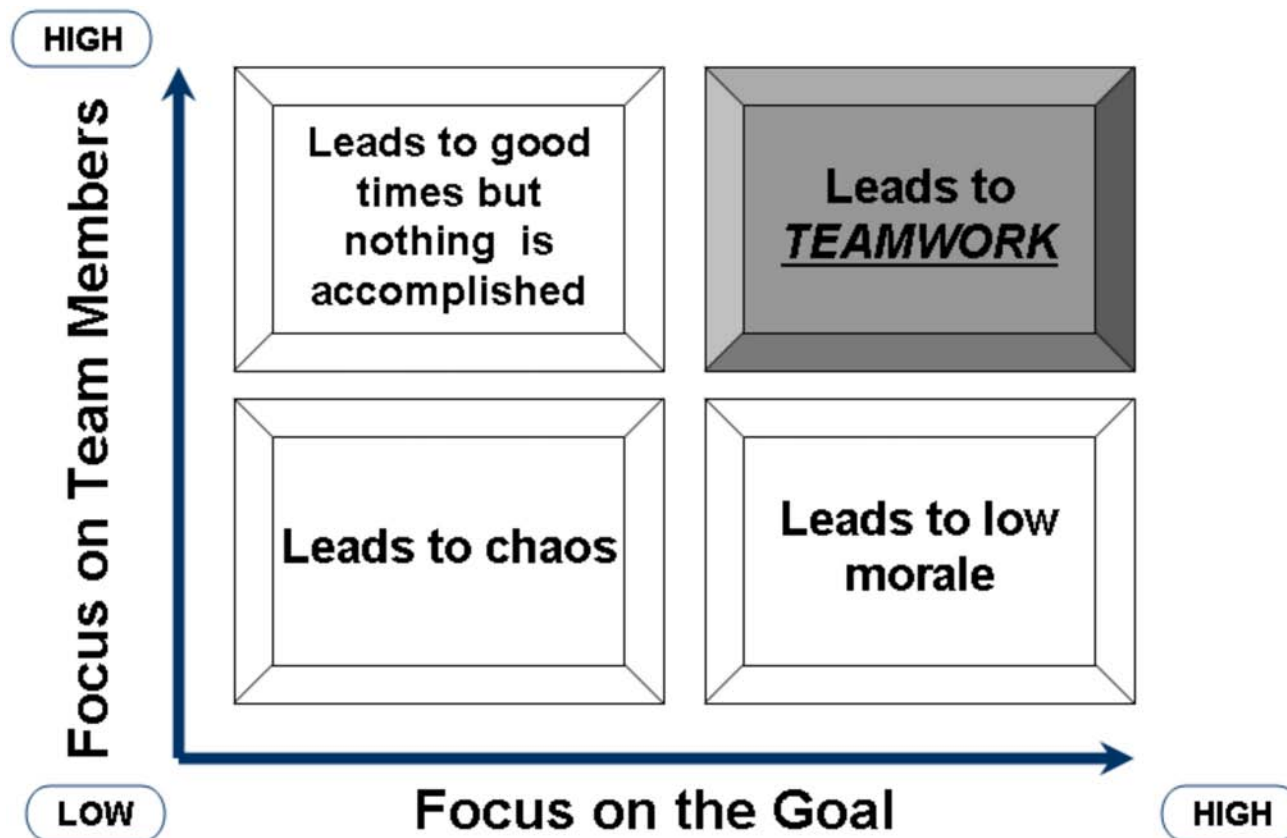# OUTCOMES AS A RESULT OF THE TEAM LEADER'S FOCUS

Figure A-1   Outcome as a Result of the Team Leader's Focus

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence

THIS PAGE INTENTIONALLY LEFT BLANK

KEY ASPECTS OF EACH LEADERSHIP APPROACH

CONTROL

COACH

EMPOWER

Key aspects of this approach:

- The leader defines the roles and tasks for the team members, gives them clear direction and supervises them closely.
- The leader provides detailed explanations on what needs to be done and gives the team members the information they need on how to do the task.
- Communication is mainly one-way.

Key aspects of this approach:

- The roles and tasks are still defined by the leader but ideas and suggestions are solicited from team members.
- The leader provides information and opinions but supports the team to develop possible solutions to problems while the final decision remains with the leader.
- The leader encourages members of the team to assume responsibility
- Communication is mainly two-way.

Key aspects of this approach:

- The leader empowers members of the team to make decisions and take action in areas where they have experience and expertise.
- Members of the team can operate independently and have a strong sense of responsibility but know when to seek assistance from the leader.
- Communication is mainly two-way.

Figure B-1   Key Aspects of Leadership Approaches

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence

SELECTING A LEADERSHIP APPROACH
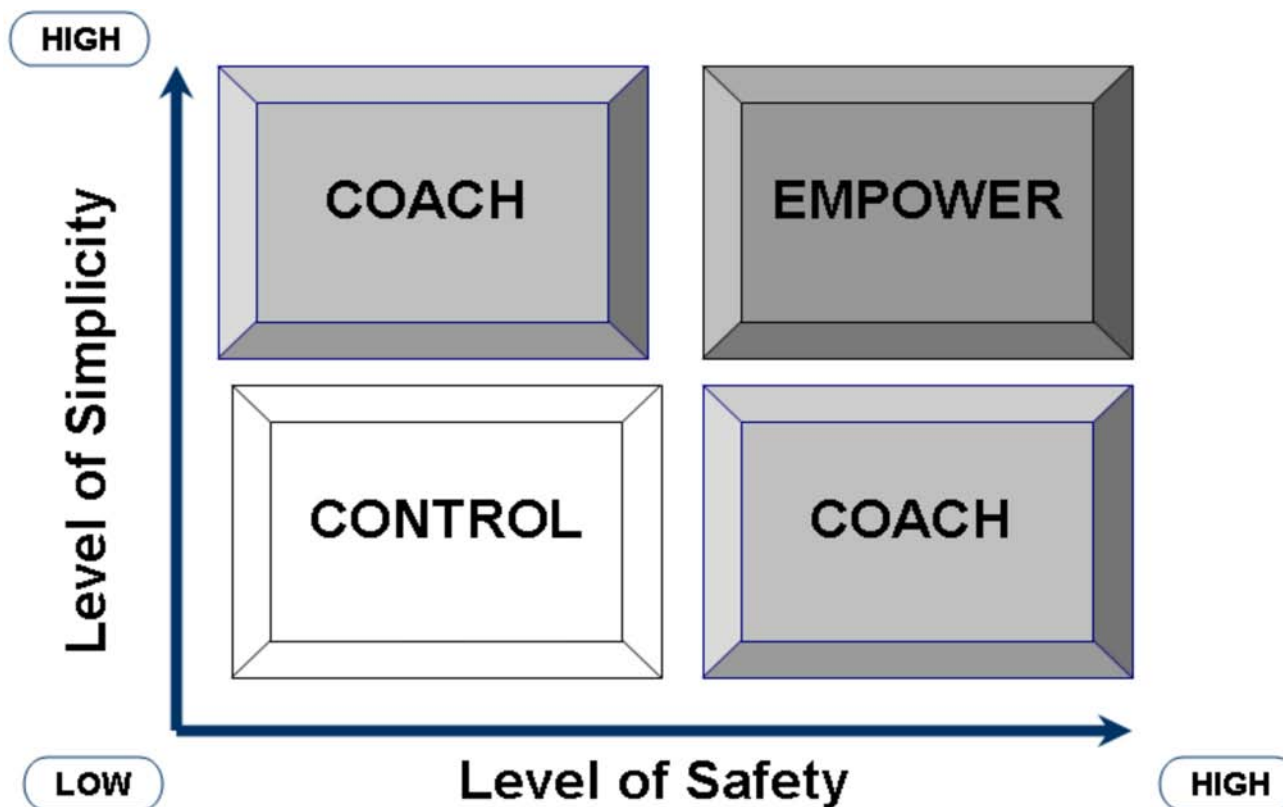## Leadership assignment / appointment

Figure B-2   Selecting a Leadership Approach

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence

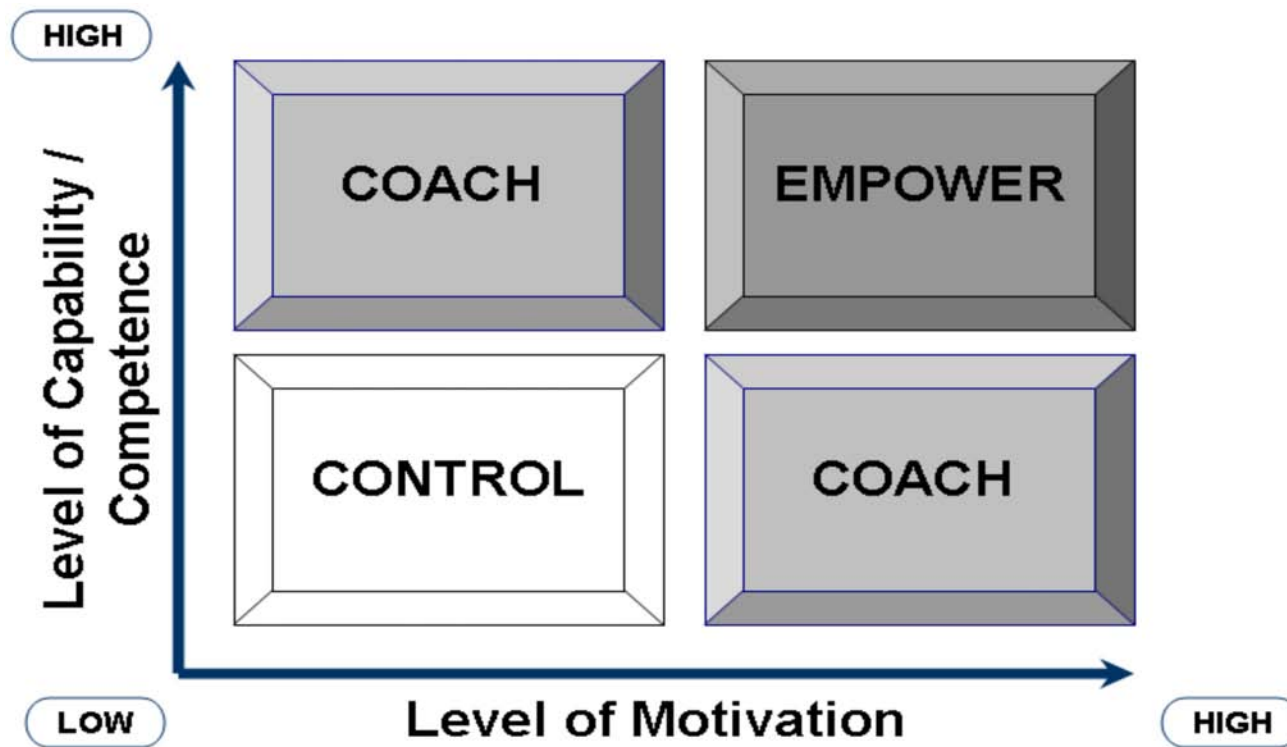# SELECTING A LEADERSHIP APPROACH
Leadership team

Figure B-3   Selecting a Leadership Approach

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence

THIS PAGE INTENTIONALLY LEFT BLANK

SCENARIOS

SCENARIO #1

You and your team have been tasked with providing the first year cadets with one hour of team-building games. This activity will take place next parade night.

SCENARIO #2

You and your team have been tasked with setting up two classrooms. The class will begin in 10 minutes.

SCENARIO #3

You and your team have been tasked with operating the canteen at breaks. The canteen has not been stocked and must be ready to go in two weeks.

SCENARIO #4

You and your team have been tasked with putting away all the flags, poles and a dais from the Commanding Officer's parade. The parade will be over in two hours.

SCENARIO #5

You and your team have been tasked with taking attendance of all 13-year-old cadets before everyone departs the building. The parade night ends in 30 minutes.

SCENARIO #6

You and your team have been tasked with ensuring all lights have been turned off and all inner doors are locked at the end of every parade night.

SCENARIO #7

You and your team have been tasked with providing first year cadets with tutoring in how to wear their uniforms throughout the training year.

SCENARIO #8

You and your team have been tasked with conducting one sports activity to be held during the next parade night.

THIS PAGE INTENTIONALLY LEFT BLANK

TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP

Transactional leadership. Leaders exchange promises of rewards and benefits to team members so the team members will fulfill agreements with the leaders. This type of leadership is task-oriented. The leader sets the rules and procedures to complete a task and the team members comply with the rules and follow the procedures to accomplish the task.

Transactional Leadership:

- Values problem and solution identification.

- Makes decisions – even if everyone has not been heard – in order to move forward.

- Uses standards and principles as guides in decision making.

- Develops the self to be a better decision maker for the group.

- Gets things done.

- Recognizes the importance of the product.

- Takes charge (personal power).

Transformational leadership. Focuses on the process of being a leader by helping team members transform themselves from followers into leaders. Transformational leadership involves assisting team members to transcend their own self-interest for the good of the group, organization or society; to consider their long-term needs to develop themselves, rather than their immediate needs; and generally, to become more aware of what is really important.

Transformational Leadership:

- Values the participation and contribution of others.

- Takes all viewpoints and advice into account before making a decision.

- Considers individuals within their contexts and situations.

- Uses individuals to test decisions.

- Develops the self first to be a better contributor to the group.

- Learns from experiences to generalize to 'real life'.

- Recognizes the importance of the process.

- Shares leadership (group power).

> Leadership within the cadet program has been designed to create transformational leadership. Transformational leadership enables the Cadet Program to meet its first aim—to develop in youth the attributes of good citizenship and leadership.

Transactional leadership focuses on the skills and tasks associated with leadership, such as public speaking, writing, delegating authority, leading meetings and making decisions. It is what people who are leaders do. Transformational leadership focuses on the process of leadership and what it means to be a leader. It is concerned with how individuals use their abilities to influence people. Think of the main difference between transactional and transformational leadership as doing leadership tasks versus being a leader.

COMMON TRAINING

PROFICIENCY LEVEL FOUR

INSTRUCTIONAL GUIDE

SECTION 3

EO M403.03 – MOTIVATE TEAM MEMBERS

Total Time:	60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-804/ PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the handouts located at Attachments A, B and C for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for TP 1 as it is an interactive way to provoke thought and stimulate interest among cadets about advantages and disadvantages of extrinsic and intrinsic motivators.

An interactive lecture was chosen for TP 2 to orient the cadets to encourage intrinsic motivation.

A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about when and how to motivate team members.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall motivate team members.

IMPORTANCE

It is important for cadets to motivate team members because motivation is the key ingredient for success in the cadet organization. One of the duties of a team leader is to motivate team members to succeed to accomplish goals. Motivating team members also may encourage team members to develop new knowledge and skills. In addition, recognizing team members for the effort they put toward a task makes them feel appreciated.

Teaching Point 1	**Conduct an in-class activity where the cadets will explain to each other the advantages and disadvantages of extrinsic and intrinsic motivators.**

Time: 20 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets explain to each other the advantages and disadvantages of extrinsic and intrinsic motivators.

RESOURCES

- Two flip charts,
- Two markers,
- Extrinsic Motivators handout located at Attachment A, and
- Intrinsic Motivators handout located at Attachment B.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the class into two groups.

2. Distribute the handout located at Attachment A to group A.

3. Distribute the handout located at Attachment B to group B.

4. Have each group read and complete their handout for two minutes.

5. Have group A list the examples of extrinsic motivators from their handout on the flip chart paper.

6. Have group B list the examples of intrinsic motivators from their handout on the flip chart paper.

7. After 10 minutes, have each cadet from group A find a cadet from group B with whom they will share the information.

8. Have each cadet from group A explain what extrinsic motivators are, their advantages and disadvantages, and give examples to the cadet from group B. The cadet from group B must paraphrase the answers from the cadet from group A.

9. Have each cadet from group B explain what intrinsic motivators are, their advantages and disadvantages, and give examples to the cadet from group A. The cadet from group A must paraphrase the answers from the cadet from group B.

10. Distribute the handout located at Attachment B to the cadets from group A. Distribute the handout located at Attachment A to the cadets from group B.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the activity will serve as confirmation of the TP.

Teaching Point 2	Explain why team leaders should encourage intrinsic motivation.
Time: 5 min	Method: Interactive Lecture

WHY TEAM LEADERS SHOULD ENCOURAGE INTRINSIC MOTIVATION

> Display the following statement on a presentation aid (eg, whiteboard / flip chart / OHP / multimedia projector), "Leaders do things right and they do the right things."
>
> Have the cadets reflect upon the saying while thinking about whether extrinsic or intrinsic motivation should be used by their team members.

As a team leader, cadets should lead by example and be intrinsically motivated to accomplish goals and tasks. Although this may be difficult, team leaders need to accomplish their goals and believe the goals are worth accomplishing.

When a team leader leads by example, the team members may also realize that accomplishing goals and tasks are a good and right thing to do.

When a team leader displays intrinsic motivation, team members may realize that intrinsic motivation is an attribute to be imitated. Any positive attribute that a team member imitates may assist the team member in becoming a better leader in the future.

As an example, a team leader will wear their uniform correctly because it is the right thing to do. A team leader takes pride in their uniform and does not need to be given an external reward to do this. Team members see this behaviour and want to be like their team leader and may not continue to need external rewards. Team members begin to imitate the team leader and become intrinsically motivated.

> Have the cadets give other examples of how team leaders have encouraged intrinsic motivation in their team members.

It is important to remember that extrinsic motivation will boost morale for a only short period of time.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. While using intrinsic motivation, why do team leaders need to accomplish goals and tasks?

Q2. What happens when a team leader displays intrinsic motivation?

Q3. Give an example of a team leader encouraging intrinsic motivation in team members.

ANTICIPATED ANSWERS:

A1.   While using intrinsic motivation, team leaders need to accomplish goals and tasks because they believe the goals and tasks are worth accomplishing.

A2.   When a team leader displays intrinsic motivation, team members realize that intrinsic motivation is an attribute to be imitated.

A3.   Answers will vary.

Teaching Point 3	**Conduct a group discussion about when and how team leaders motivate team members.**

Time: 25 min   Method: Group Discussion

BACKGROUND KNOWLEDGE

The purpose of the group discussion is to draw the following information from the group using the tips for answering / facilitating discussion and the suggested questions provided.

WHEN TEAM LEADERS MOTIVATE TEAM MEMBERS

The team leader must motivate team members. The skill of knowing when your team members need to be motivated will develop over time. As a team leader during Proficiency Level Four, it is important to motivate team members at every opportunity.

HOW TEAM LEADERS MOTIVATE TEAM MEMBERS

One of the most common methods used to motivate team members is to use praise. Verbal praise is a very effective way to motivate team members.

Verbal praise may be used as positive feedback before, during and at the end of tasks. If possible, team leaders should praise team members in front of others as it makes team members feel valued.

Praising Effort and Perseverance During a Task

It is very important for team leaders to praise team members for their effort and perseverance during a task. Encouraging and caring about team members is an important aspect of being a leader.

Praising the use of Different Strategies During a Task

Team leaders should praise team members when they use different strategies to during a task. Creative thinking is an important tool for leaders.

Praising Improvement During a Task

When team members have completed a task before and they complete the task again more effectively or efficiently, praise should be given. Leaders and team members should always try to improve their performance.

Encouraging the Development of Knowledge and Skills

Team leaders should encourage team members when they learn something new. Everything new that a team member learns may be used at some point to assist the team.

Praising the Completion of a Task

When team members complete a task, praise should be given. It is important to recognize dedication shown in seeing a task through to completion.

Thanking Team Members for Their Endeavours

Team leaders should try to recognize each team member for their contribution in the completion of a task. Making team members feel special is a great way to win even more cooperation from the team.

Giving credit for the completion of tasks to the team rather than yourself

When team leaders are given credit for completing a task, they should ensure that credit is given also to the team members. Recognizing the team for their accomplishments boosts the team's morale.

> When team leaders model praise correctly, they lead by example. This may help team members begin to use the same strategies, thus reinforcing motivation.

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.

- Sit the group in a circle, making sure all cadets can be seen by everyone else.

- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.

- Manage time by ensuring the cadets stay on topic.

- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.

- Give the cadets time to respond to your questions.

- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.

- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS:

Q1.   Give some examples of when a team leader may praise their team members.

Q2.   Give some examples of what a team leader might say to praise their team members.

Q3.   Give some examples of when you were praised by team members, team leaders, activity managers, officers or adults?

Q4.   How do you feel when you are praised by team members, team leaders, activity managers, officers or adults?

Q5.   Why is praise an important tool for motivating team members?

Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.

Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the group discussion will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the group discussion in TP 3 will serve as the confirmation of this lesson.

Distribute the handout located at Attachment C to each cadet.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 3, Annex B 403 PC.

CLOSING STATEMENT

One of the duties of a team leader is to motivate team members to succeed to accomplish goals. Motivating team members also may encourage them to develop new knowledge and skills. In addition, recognizing team members for the effort they put towards a task makes them feel appreciated.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C0-245 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.

C0-401 ISBN 0-7879-6068-3 Hesselbein, F., & Johnston, R. (2002). *A leader to leader guide: On mission and leadership*. San Francisco, CA: Jossey-Bass Publishing.

C0-411 Dweck, C. S. (2007). The perils and promises of praise. *Education Leadership*, 65(2), 34-39.

C0-414 Bainbridge, C. (2009). About.com: Gifted children. *Extrinsic Motivation*. Retrieved on February 26, 2009, from http://giftedkids.about.com/od/glossary/g/extrinsic.htm

C0-415 Bainbridge, C. (2009). About.com: Gifted children. *Intrinsic Motivation*. Retrieved on February 26, 2009, from http://giftedkids.about.com/od/glossary/g/intrinsic.htm

THIS PAGE INTENTIONALLY LEFT BLANK

EXTRINSIC MOTIVATORS

Extrinsic motivators refer to motivators that come from outside an individual. The motivating factors are external and are given as rewards. Rewards may include grades, stickers, trophies and badges.

Advantage

Extrinsically motivated people may work hard on a task even when they have little interest in the task. The extrinsically motivated person gets satisfaction because they will receive some kind of reward. These rewards provide satisfaction and pleasure that the task itself may not provide.

Disadvantage

The disadvantage to using extrinsic motivators is that these rewards only produce short-term results and a brief boost in morale. Over time, extrinsically motivated people are only satisfied when they receive some kind of reward.

List some examples of extrinsic motivators:

_____

_____

_____

_____

_____

THIS PAGE INTENTIONALLY LEFT BLANK

INTRINSIC MOTIVATORS

Intrinsic motivators refer to motivators that come from inside an individual rather than from any external or outside reward.

Advantage

Motivation comes from the pleasure the person gets from the task itself, the sense of satisfaction in completing the task or a sense of satisfaction from working on the task. This means that no physical reward is required.

Disadvantage

Intrinsic motivation is a learned behaviour and it takes some time to develop. Some individuals will take longer to be motivated by their inner drives rather than physical rewards.

List some examples of intrinsic motivators:

_____

_____

_____

_____

_____

THIS PAGE INTENTIONALLY LEFT BLANK

WHEN TEAM LEADERS MOTIVATE TEAM MEMBERS

The team leader must motivate team members. The skill of knowing when your team members need to be motivated will develop over time. As a team leader during Proficiency Level Four, it is important to motivate team members at every opportunity.

HOW TEAM LEADERS MOTIVATE TEAM MEMBERS

The team leader must motivate team members. The skill of knowing when your team members need to be motivated will develop over time. As a team leader during Proficiency Level Four, it is important to motivate team members at every opportunity.

HOW TEAM LEADERS MOTIVATE TEAM MEMBERS

One of the most common methods used to motivate team members is to use praise. Verbal praise is a very effective way to motivate team members.

Verbal praise may be used as positive feedback before, during and at the end of tasks. If possible, team leaders should praise team members in front of others as it makes team members feel valued.

Praising Effort and Perseverance During a Task

It is very important for team leaders to praise team members for their effort and perseverance during a task. Encouraging and caring about team members is an important aspect of being a leader.

Praising the use of Different Strategies During a Task

Team leaders should praise team members when they use different strategies to during a task. Creative thinking is an important tool for leaders.

Praising Improvement During a Task

When team members have completed a task before and they complete the task again more effectively or efficiently, praise should be given. Leaders and team members should always try to improve their performance.

Encouraging the Development of Knowledge and Skills

Team leaders should encourage team members when they learn something new. Everything new that a team member learns may be used at some point to assist the team.

Praising the Completion of a Task

When team members complete a task, praise should be given. It is important to recognize dedication shown in seeing a task through to completion.

Thanking Team Members for Their Endeavours

Team leaders should try to recognize each team member for their contribution in the completion of a task. Making team members feel special is a great way to win even more cooperation from the team.

Giving credit for the completion of tasks to the team rather than yourself

When team leaders are given credit for completing a task, they should ensure that credit is given also to the team members. Recognizing the team for their accomplishments boosts the team's morale.

THIS PAGE INTENTIONALLY LEFT BLANK

COMMON TRAINING

PROFICIENCY LEVEL FOUR

INSTRUCTIONAL GUIDE

SECTION 4

EO M403.04 – PROVIDE FEEDBACK TO TEAM MEMBERS

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the scenarios located at Attachment A. Cut out the scenarios and distribute one to each cadet. If there are more cadets than scenarios provided, multiple cadets may be given the same scenario.

Photocopy the Effective Feedback handout located at Attachment B for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for TPs 1 and 5 as an interactive way to provoke thought, and to stimulate an interest among cadets about feedback.

An interactive lecture was chosen for TPs 2–4 to orient the cadets to giving effective feedback.

INTRODUCTION

REVIEW

Review what "feedback" is. This is previously discussed in Proficiency Level Three and can be summarized as follows:

Feedback is a reactive form of communication. It is a response to some kind of action or input. Feedback may:

- answer a question;
- fulfill a request for information;
- reply to or rebut a point of discussion;

- suggest a revision during a task; or

- evaluate task or job performance.

OBJECTIVES

By the end of this lesson the cadet shall have provided feedback to team members.

IMPORTANCE

It is important for cadets to provide feedback because it is an essential skill for a team leader. Feedback is given to help team members improve. Providing feedback correctly to team members gives the team members regular guidance to complete their tasks.

Teaching Point 1	**Have the cadets brainstorm and prepare a list of opportunities when feedback should be provided.**
Time: 5 min	Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have cadets brainstorm and prepare a list of opportunities when feedback should be provided.

RESOURCES

- Two flip charts, and

- Two markers.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two groups.

2. Give each group a flip chart and marker.

3. Have each group brainstorm and record on the flip chart a list of opportunities when feedback should be provided.

4. Have one member of each group share their list with the class.

SAFETY

Nil

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the activity will serve as the confirmation of this TP.

Teaching Point 2	**Explain the principles of effective feedback.**
Time: 10 min	Method: Interactive Lecture

PRINCIPLES OF EFFECTIVE FEEDBACK

Feedback may be given to the team as a whole or it may be given to individual team members. Giving feedback well is a skill. Feedback is a practical method for giving team members feedback, and when giving feedback, it should be frequent, accurate, specific, and timely.

Frequent. Frequent means occurring often or in close succession. Team leaders should give feedback often. After giving feedback, a team leader should note if the team members are responding. If the feedback is not being used by the team members, it may need to be restated in a different way.

Accurate. Accurate means careful, precise or lacking errors. Accurate feedback means giving feedback that is truthful and fact-based. Accurate feedback should be correct, balanced and appropriate; if not, team members may begin to lose respect for the team leader as every instance of feedback has an effect on the team members' trust.

Specific. Specific means clearly defined, definite or precise. Specific feedback means giving feedback that is detailed and clear-cut. Telling team members what they do right and wrong is not specific enough; the team leader must also tell team members exactly what steps are necessary to improve their performance. This is usually done by asking reflective questions to the team members so they generate suggestions for improvement. When giving specific feedback, team leaders should set concrete goals and deadlines for team members.

Timely. Timely means opportune, occurring, done or made at suitable or appropriate time. Timely feedback means giving feedback at the right time. The closer in time the feedback follows the performance, the more impact it will have on team members because the performance and the feedback are tied closely together.

> Feedback must be based on the team member's behaviour and / or performance—not the person or their personality.

> Ask cadets to give examples of when feedback has been given to them that was frequent, accurate, specific, and timely.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1.   What does frequent feedback mean?

Q2.   What does accurate feedback mean?

Q3.   What does specific feedback mean?

Q4.   What does timely feedback mean?

ANTICIPATED ANSWERS:

A1.   Frequent feedback means giving feedback to team members often.

A2.   Accurate feedback means giving feedback that is truthful and fact-based.

A3.   Specific feedback means giving feedback that is detailed and clear-cut.

A4.   Timely feedback means giving feedback at the right time.

Teaching Point 3   **Explain the ground rules for providing feedback.**

Time: 10 min   Method: Interactive Lecture

GROUND RULES FOR PROVIDING FEEDBACK

The following ground rules for providing feedback may enable the team leader to give helpful, constructive feedback, without creating conflict or confrontational behaviour with team members.

Focusing on What is Observed

Team leaders should give feedback based on what they see because it is factual. What team leaders believe is based on supposition and inference; it is an interpretation of what they have seen. When team leaders give feedback based on interpretation rather than fact, the interpretation may be wrong.

For example:

A team member is looking at their boots as the team leader speaks to him. The team leader says "Pay attention." This is incorrect because the team leader is inferring that the team member is not paying attention. The team leader should say "You should be looking here." This statement focuses on what the team leader saw.

Focusing on Behaviour

Team leaders should give feedback based on the behaviour of team members, not on the person or personality of a team member.

For example:

A team leader observes a team member slouching against a wall. The team leader says "Don't be lazy." This is incorrect because the team leader is making judgment on the team member's personality. The team leader should say "Stand up straight." This statement does not make any judgment but focuses directly on the behaviour required by the team member.

Keeping it Neutral

Team leaders should give feedback that is unbiased and does not make judgments. When a team leader is objective when giving feedback, the team members can determine for themselves the effect of their behaviour. This presents a more meaningful learning opportunity for team members.

For example:

The team leader observes a team member arriving late again. The team leader says "You are late a lot." This is incorrect because the team leader has made a judgment on how many times the team member has been late. The team leader should say "You have been late three times in the past two months." This is a statement of fact.

Using it to Inform

Team leaders should give feedback that is enlightening and does not advise. When the team leader gives feedback, it leaves the team members free to draw their own conclusions. This freedom allows the team members to decide what actions are necessary to change their behaviour.

For example:

A team leader does an inspection and observes that a team member's boots are not up to standard. The team leader says "Everyone needs to work on their boots." The team leader should say "Our team's boots are not meeting inspection standard." This statement allows team members to decide what should be done.

> If the team members cannot generate an idea, the team leader may have to explain what behaviour is required.

Making it Supportive

Team leaders should give feedback that is reassuring and not threatening. When the team leader gives feedback that is supportive, it does not sound like a put-down. The choice of language and tone must be carefully considered. Even the friendliest and best intentioned feedback can sound intimidating.

For example:

A team leader observes a team member leading a team-building activity. The team leader says "I want to talk to you about that activity." This may be perceived as frightful and ominous. The team leader should say "I thought your activity went well, but let's have a chat about making it even better." This statement starts with something positive and then offers and opportunity to discuss ways of improving.

Keeping it Simple

Team leaders should give feedback that is uncomplicated. Team members can usually only process one or two pieces of information at any one time. If team leaders overload team members with too much feedback, there is a possibility that the information will not be received. Feedback on one or two major points is more useful than feedback on six or seven minor points.

For example:

A team leader supervises as a team member conducts an inspection. The team leader notices that the team member's uniform and boots are not up to inspection standard. The team member starts the inspection at the cadet's back and continues to make errors. The team leader says "Very few things went correctly during that inspection—you look bad, you started with their backs and your comments made no sense." This is incorrect because the team leader is focusing on too many issues at once. The team leader should have said "Very few things went correctly during that inspection and we will start with your uniform." This allows the team member to focus on one behaviour at a time.

ACTIVITY

Time: 5 min

OBJECTIVE

The objective of this activity is to have the cadets identify the ground rules for providing feedback.

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1.   Have the cadets find a partner.

2.   Have the cadet with the earliest birthday recite one ground rule for providing feedback to their partner.

3. Have the cadet with the latest birthday recite another ground rule for providing feedback to their partner.

4. Have the cadets take turns reciting the ground rules for providing feedback until all the ground rules have been recited.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the activity will serve as the confirmation of this TP.

Teaching Point 4	**Explain the steps for providing and receiving feedback.**
Time: 10 min	Method: Interactive Lecture

STEPS FOR PROVIDING FEEDBACK

The purpose for providing feedback is to let team members know how they are doing and when they are not meeting expectations. Team leaders should ensure that feedback is given when team members meet and / or exceed their commitments, as well as when team members do not meet their commitments. There are five steps for providing feedback.

Planning What to Say. Team leaders need to plan what they will say during feedback using the ground rules for providing feedback. Team leaders should think ahead of time about the team member's behaviour to be discussed. Team leaders should also have suggestions for improvement; however, these ideas should only be given if the team member cannot generate suggestions for improvement themselves.

Providing Examples of Behaviours. Team leaders need to give feedback that provides examples of the behaviour that needs to change. Giving unclear or vague examples may lead to anxiety in team members because they are not sure what behaviour needs to be modified.

Allowing Time for Feedback. Once team leaders have provided examples to the team members, they should allow time for discussion. The team members may agree, disagree or provide their perspective of the situation to the team leader. The team members may need to ask for clarification of the behaviours or they may ask for suggestions to assist them in changing their behaviour.

Motivating. Once team leaders have allowed time for discussion of the feedback, team leaders should motivate the team members. The team member may be disappointed by the feedback so the team leader should encourage and stimulate them to reach their goals.

Setting a Timeline for Action and Follow-Up. Team leaders need to set a timeframe for action by the team member to check for progress on the behaviour change. Team leaders need to follow up to ensure the team members are making the corrections required.

RECEIVING FEEDBACK

In every feedback session, there must be a sender and a receiver. When receiving feedback, there are five considerations.

Seeing Each Feedback Session as a Learning Opportunity. Each time feedback is received, the feedback session should be seen as a learning opportunity because ideas are generated on how to improve performance. Whether the idea comes from the receiver or the sender, acting on suggestions usually leads to developing skills and knowledge.

Actively Listening to the Sender's Ideas. Active listening encourages the sender to present their feedback in a non-threatening environment. Active listening on the part of the receiver shows the sender that their feedback is important.

Asking for More Information if the Ideas are Not Understood. When the sender gives feedback and the ideas are not understood, the receiver should ask for more information. By asking questions for clarification, the receiver should be able to understand the sender's intent.

Being Honest About How the Feedback is Affecting One's Emotions. Receiving feedback can make the receiver feel uncomfortable. The receiver should be honest with the sender about how the feedback is affecting them. As the receiver, try not to get emotional or take the feedback personally.

Remaining Open-Minded About Future Learning Opportunities. It is important to be open-mined about future feedback. Senders may follow up on their feedback and may even provide even more feedback. The receiver should be aware of these future learning opportunities.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

Q1.   State two of the five steps for providing feedback.

Q2.   State two of the five considerations for receiving feedback.

ANTICIPATED ANSWERS:

A1.   Planning what to say; providing examples of behaviours; allowing time for feedback; motivating; and setting a timeline for action and follow-up.

A2.   Seeing each feedback session as a learning opportunity; actively listening to the sender's ideas; asking for more information if the ideas are not understood; being honest about how the feedback is affecting one's emotions; and remaining open-minded about future learning opportunities.

Teaching Point 5	**Using scenarios, have the cadets practice providing feedback to team members.**
Time: 15 min	Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have cadets practice providing feedback to team members.

RESOURCES

If there are more cadets than scenarios provided, multiple cadets may be given the same scenario.

Scenarios located at Attachment A.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

> To give each cadet an equal opportunity to give feedback, divide the time equally between the number of cadets in the group.

1. Distribute a scenario to each cadet.

2. Give the cadets one minute to read the scenario and make notes on the feedback they wish to give. Ensure the cadets know the length of time they have to give feedback.

3. Ask for a volunteer to give their feedback.

4. Have the volunteer read their scenario and then give their feedback.

5. Repeat Steps 3 and 4 until all cadets have given their feedback.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 5

The cadets' participation in the activity will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the feedback activity will serve as the confirmation of this lesson.

> Distribute the Effective Feedback handout located at Attachment B to each cadet.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 3, Annex B, 403 PC.

CLOSING STATEMENT

Providing feedback is an essential skill for a team leader. Feedback is given to help team members improve. Providing feedback correctly to team members gives the team members regular guidance to complete their tasks.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C0-258 ISBN 978-1-59869-450-5 Nigro, N. (2008). *The everything coaching and mentoring book*. (2nd ed.). Avon, MA: F+W Publications Company.

C0-403 Peeling, G. (2000). *Feedback techniques: 7 things to know about giving feedback: Trainers Guide*. Cambridgeshire, England: Fenman Limited.

C0-404 Mochal, T. (2006). *Follow these six steps when providing constructive performance feedback*. Retrieved February 5, 2009, from http://articles.techrepublic.com.com/5100-10878_11-6102736.html

C0-412 ISBN 978-0-87425-495-2 Tulgan, B. (1999). *Fast feedback* (2nd ed). Amherst, MA: HRD Press, Inc.

SCENARIOS FOR PROVIDING FEEDBACK

SCENARIO #1

One of your team members has not displayed a positive attitude toward the last three tasks assigned to him. He is complaining about having to do any work at all. His outlook is having a negative effect on the team. He is a second year cadet and wishes to go to summer training this summer.

SCENARIO #2

One of your team members has not worn her uniform to cadets twice this month. When she has worn her uniform, it has not been up to inspection standards. She is a first year cadet and does very well in her classes.

SCENARIO #3

One of your team members was tasked with setting up and tearing down a classroom for a staff meeting. He completed the task but was 10 minutes late for the set-up and 5 minutes late for the tear-down. He is always asking to be given more duties.

SCENARIO #4

One of your team members was absent from the last three parade nights and did not call to explain his absence. He is at cadets this evening. He is a first year cadet and wishes to go to summer training this summer.

SCENARIO #5

One of your team members has been late coming to class after break the last three weeks in a row. He is a volunteer at the canteen.

SCENARIO #6

One of your team members was tasked to clean up a classroom. This task was not accomplished. She is a third year cadet.

SCENARIO #7

One of your team member's hair does not meet the standard. Her hair is on her shoulders. Her uniform and boots do meet the standard.

SCENARIO #8

One of your team members has been accomplishing all tasks assigned. He has been to every parade night and volunteers for all cadet activities. He is a second year cadet and wishes to go to summer training this summer.

SCENARIO #9

One of your team members has been accomplishing three quarters of the tasks assigned. She has been to all parade nights except two. She volunteers for nearly all cadet activities. She is a second year cadet and wishes to go to summer training this summer.

SCENARIO #10

One of your team members has been accomplishing all tasks assigned and is very enthusiastic while doing them. He has been to all parade nights except two. He volunteers for nearly all cadet activities. He is a first year cadet and wishes to go to summer training this summer.

THIS PAGE INTENTIONALLY LEFT BLANK

EFFECTIVE FEEDBACK

PRINCIPLES OF EFFECTIVE FEEDBACK

Feedback is a reactive form of communication. It is a response to some kind of action or input. Feedback may:

- answer a question;

- fulfill a request for information;

- reply to or rebut a point of discussion;

- suggest a revision during a task; or

- evaluate task or job performance.

Feedback may be given to the team as a whole or it may be given to individual team members. Giving feedback well is a skill. Feedback is a practical method for giving team members feedback, and when giving feedback, it should be frequent, accurate, specific, and timely.

Frequent. Frequent means occurring often or in close succession. Team leaders should give feedback often. After giving feedback, a team leader should note if the team members are responding. If the feedback is not being used by the team members, it may need to be restated in a different way.

Accurate. Accurate means careful, precise or lacking errors. Accurate feedback means giving feedback that is truthful and fact-based. Accurate feedback should be correct, balanced and appropriate; if not, team members may begin to lose respect for the team leader as every instance of feedback has an effect on the team members' trust.

Specific. Specific means clearly defined, definite or precise. Specific feedback means giving feedback that is detailed and clear-cut. Telling team members what they do right and wrong is not specific enough; the team leader must also tell team members exactly what steps are necessary to improve their performance. This is usually done by asking reflective questions to the team members so they generate suggestions for improvement. When giving specific feedback, team leaders should set concrete goals and deadlines for team members.

Timely. Timely means opportune, occurring, done or made at suitable or appropriate time. Timely feedback means giving feedback at the right time. The closer in time the feedback follows the performance, the more impact it will have on team members because the performance and the feedback are tied closely together.

GROUND RULES FOR PROVIDING FEEDBACK

The following ground rules for providing feedback may enable the team leader to give helpful, constructive feedback, without creating conflict or confrontational behaviour with team members.

Focusing on What is Observed

Team leaders should give feedback based on what they see because it is factual. What team leaders believe is based on supposition and inference; it is an interpretation of what they have seen. When team leaders give feedback based on interpretation rather than fact, the interpretation may be wrong.

Focusing on Behaviour

Team leaders should give feedback based on the behaviour of team members, not on the person or personality of a team member.

Keeping it Neutral

Team leaders should give feedback that is unbiased and does not make judgments. When a team leader is objective when giving feedback, the team members can determine for themselves the effect of their behaviour. This presents a more meaningful learning opportunity for team members.

Using it to Inform

Team leaders should give feedback that is enlightening and does not advise. When the team leader gives feedback, it leaves the team members free to draw their own conclusions. This freedom allows the team members to decide what actions are necessary to change their behaviour.

Making it Supportive

Team leaders should give feedback that is reassuring and not threatening. When the team leader gives feedback that is supportive, it does not sound like a put-down. The choice of language and tone must be carefully considered. Even the friendliest and best intentioned feedback can sound intimidating.

Keeping it Simple

Team leaders should give feedback that is uncomplicated. Team members can usually only process one or two pieces of information at any one time. If team leaders overload team members with too much feedback, there is a possibility that the information will not be received. Feedback on one or two major points is more useful than feedback on six or seven minor points.

STEPS FOR PROVIDING FEEDBACK

The purpose for providing feedback is to let team members know how they are doing and when they are not meeting expectations. Team leaders should ensure that feedback is given when team members meet and / or exceed their commitments, as well as when team members do not meet their commitments. There are five steps for providing feedback.

Planning What to Say. Team leaders need to plan what they will say during feedback using the ground rules for providing feedback. Team leaders should think ahead of time about the team member's behaviour to be discussed. Team leaders should also have suggestions for improvement; however, these ideas should only be given if the team member cannot generate suggestions for improvement themselves.

Providing Examples of Behaviours. Team leaders need to give feedback that provides examples of the behaviour that needs to change. Giving unclear or vague examples may lead to anxiety in team members because they are not sure what behaviour needs to be modified.

Allowing Time for Feedback. Once team leaders have provided examples to the team members, they should allow time for discussion. The team members may agree, disagree or provide their perspective of the situation to the team leader. The team members may need to ask for clarification of the behaviours or they may ask for suggestions to assist them in changing their behaviour.

Motivating. Once team leaders have allowed time for discussion of the feedback, team leaders should motivate the team members. The team member may be disappointed by the feedback so the team leader should encourage and stimulate them to reach their goals.

Setting a Timeline for Action and Follow-Up. Team leaders need to set a timeframe for action by the team member to check for progress on the behaviour change. Team leaders need to follow up to ensure the team members are making the corrections required.

RECEIVING FEEDBACK

In every feedback session, there must be a sender and a receiver. When receiving feedback, there are five considerations.

Seeing Each Feedback Session as a Learning Opportunity. Each time feedback is received, the feedback session should be seen as a learning opportunity because ideas are generated on how to improve performance. Whether the idea comes from the receiver or the sender, acting on suggestions usually leads to developing skills and knowledge.

Actively Listening to the Sender's Ideas. Active listening encourages the sender to present their feedback in a non-threatening environment. Active listening on the part of the receiver shows the sender that their feedback is important.

Asking for More Information if the Ideas are Not Understood. When the sender gives feedback and the ideas are not understood, the receiver should ask for more information. By asking questions for clarification, the receiver should be able to understand the sender's intent.

Being Honest About How the Feedback is Affecting One's Emotions. Receiving feedback can make the receiver feel uncomfortable. The receiver should be honest with the sender about how the feedback is affecting them. As the receiver, try not to get emotional or take the feedback personally.

Remaining Open-Minded About Future Learning Opportunities. It is important to be open-mined about future feedback. Senders may follow up on their feedback and may even provide even more feedback. The receiver should be aware of these future learning opportunities.

THIS PAGE INTENTIONALLY LEFT BLANK

COMMON TRAINING

PROFICIENCY LEVEL FOUR

INSTRUCTIONAL GUIDE

SECTION 5

EO M403.05 – PARTICIPATE IN A MENTORING RELATIONSHIP

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the scenario located at Attachment B for half the cadets in the class.

Photocopy the scenario located at Attachment C for half the cadets in the class.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1 and 3 to review the mentoring relationship and to orient the cadets to the steps in a mentoring session.

A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share knowledge, experiences, opinions and feeling about formal and informal mentoring.

A demonstration was chosen for TP 4 as it allows the instructor to explain and demonstrate a mentoring session.

A role-play was chosen for TP 5 as it provides the cadets an opportunity to view and then conduct a mentoring session under supervision.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have participated in a mentoring relationship.

IMPORTANCE

It is important for cadets to participate in a mentoring relationship to assist in the development of their leadership abilities. The mentoring relationship provides an opportunity to expand leadership knowledge and skills of participants, enhances communication skills, resolves conflict and promotes constructive feedback, and should aid in leadership development.

Teaching Point 1 Review the mentoring relationship.

Time: 5 min Method: Interactive Lecture

THE MENTORING RELATIONSHIP

A mentoring relationship is an association between two people that focuses on self-development. One is the mentor; the other is the cadet being mentored. Both individuals are expected to learn from the relationship.

Recognizing the Purpose of a Mentoring Relationship

The purpose of the mentoring relationship is to share experiences between the mentor and the cadet being mentored, so the cadet being mentored is better prepared to move forward through the program with knowledge and confidence.

Identifying the Benefits of Participating in a Mentoring Relationship

The most significant benefit for the mentor is the realization that they have inspired the cadet to perform at higher levels than the cadet would have without a mentor. The basic benefit for a cadet being mentored is to show growth in skills and become a more independent and effective cadet.

Contributing to a Mentoring Match

Both the mentor and the cadet being mentored will have input with whom they are matched. The mentoring relationship is based on trust; ensure a long-term and valuable connection can be made with the person chosen.

Being Open to New Things

For a mentoring relationship to be successful, both individuals must be willing to try new things. Expanding boundaries and increasing knowledge are foundations of the mentoring relationship. Being receptive to new ideas and experiences takes courage.

Being Responsive to Suggestions and Constructive Criticism

The mentor should use constructive criticism and attempt to provide feedback that will assist the cadet being mentored. The task of the cadet being mentored is to be receptive to recommendations being made.

Providing Feedback to the Mentor

It is important that the cadet being mentored provides feedback to the mentor. This feedback should be based on feelings, both positive and negative, and observations. If the cadet being mentored does not express feelings to the mentor about the relationship, then progress may be hindered.

Learning From the Mentor's Example

It is up to the mentor to set an example that the cadet being mentored would want to emulate. This example should be in all facets of the program. The cadet being mentored should learn not only from the mentor's successes but from the mentor's failures.

Participating in Mentoring Activities

The cadet being mentored must be prepared to participate in mentoring activities. These activities may include reflection, self-assessment, and discussions about successes, problems and failures. The mentor must also be prepared for each mentoring session. They need to have an agenda or plan of what will be discussed and ensure that the discussions stay on track.

Appreciating the Mentoring Relationship

An effective mentoring relationship must be respected by both people involved. Each person should have a high regard for the other in the relationship. Appreciating the other person for their effort, time and accomplishments can help ensure a long-lasting and mutually beneficial partnership.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1.   What is the basic benefit of a mentoring relationship for the cadet being mentored?

Q2.   What are the foundations of a mentoring relationship?

Q3.   What are some examples of mentoring activities?

ANTICIPATED ANSWERS:

A1.   The basic benefit is that the cadet being mentored will grow in their skills and become a more independent cadet.

A2.   Expanding boundaries and increasing knowledge are foundations of the mentoring relationship.

A3.   Mentoring activities may include reflection, self-assessment, and discussions about successes, problems and failures.

Teaching Point 2	Discuss the difference between formal and informal mentoring.
Time: 5 min	Method: Group Discussion

BACKGROUND KNOWLEDGE

The purpose of the group discussion is to draw the following information from the group using the tips for answering / facilitating discussion and the suggested questions provided.

FORMAL MENTORING

Formal mentoring is a process where the mentor and cadet being mentored have regular meetings to discuss feedback. By the end of each meeting, expectations for the participants are agreed to. Usually, formal mentoring has specific goals such as the transfer of knowledge from the mentor to the cadet being mentored and developing the mentored cadet's leadership skills.

INFORMAL MENTORING

Informal mentoring is a practice where the mentor and the cadet being mentored discuss feedback. Informal mentoring is similar to teaching / coaching on the spot. There are no specific meetings during informal mentoring. The dialogue between the mentor and the cadet being mentored takes place as soon as possible after the activity or task.

GROUP DISCUSSION

	TIPS FOR ANSWERING / FACILITATING DISCUSSION:
	• Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
	• Sit the group in a circle, making sure all cadets can be seen by everyone else.
	• Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
	• Manage time by ensuring the cadets stay on topic.
	• Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
	• Give the cadets time to respond to your questions.
	• Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
	• Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS:

Q1.   Do you feel there is a difference between formal and informal mentoring? What is the difference?

Q2.   Which do you feel would be more appropriate for you? Why?

Q3.   Is formal or informal mentoring used more often within the Cadet Program? Give some examples of formal mentoring you have seen. Give some examples of informal mentoring you have seen.

	Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.

	Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the group discussion will serve as the confirmation for this TP.

Teaching Point 3   **Describe the steps of a formal mentoring session.**

Time: 10 min   Method: Interactive Lecture

> When a cadet mentors another individual, the cadet contributes to the social competence and cognitive competence participant outcomes of the Cadet Program as listed in CATO 11-03, *Cadet Program Mandate*.

STEPS OF A FORMAL MENTORING SESSION

Mentoring is results-oriented. The mentor and the cadet being mentored must see results for the mentoring sessions to be considered successful.

> Mentoring is based on three Ps: people, performance and positive outcomes.

A formal mentoring session has four steps:

1. **Getting acquainted.** The initial mentoring session must have an introduction where both the mentor and the cadet who is being mentored provide a few details about themselves. This step should allow both participants to establish a bond of trust.

> Active listening is the most important skill of a good mentor. Active listening demands that the listener put aside any internal reactions and turn their attention to the speaker without judging what is being said.

2. **Setting goals.** During this step, goals are established. Work must be done to ensure the goals are specific, measurable, achievable, relevant, and timed. These goals should be in writing.

3. **Meeting goals and expectations.** During this step, the cadet being mentored must describe how they are going to meet the goals just set. In subsequent mentoring sessions, the cadet being mentored should be praised for achieving goals but may need to account for why the goals and expectations were not met.

4. **Concluding the mentoring session.** This conclusion should begin with the cadet being mentored giving a short explanation of new goals to be met and how the cadet plans to achieve them. The mentor should encourage the cadet being mentored and arrange the time and date for the next mentoring session.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

Q1.   What are the three Ps of mentoring?

Q2.   What is the most important skill for a mentor?

Q3.   What are the four steps of a formal mentoring session?

ANTICIPATED ANSWERS:

A1.   The three Ps of mentoring are people, performance and positive outcomes.

A2.   The most important skill for a mentor is active listening.

A3.   The four steps of a formal mentoring session are:

1.   getting acquainted;

2.   setting goals;

3.   meeting goals and expectations; and

4.   concluding the mentoring session.

Teaching Point 4   **Demonstrate and explain a mentoring session.**

Time: 10 min   Method: Demonstration

Present the following information before demonstrating a mentoring session.

Successful mentoring is based on the quality of the relationship between both participants. Trust is a basic ingredient to this relationship. The mentor must build and maintain trust by:

- keeping the mentoring relationship professional;

- keeping the conversation during the mentoring session in confidence; and

- using the ground rules for feedback during a mentoring session.

KEEPING THE MENTORING RELATIONSHIP PROFESSIONAL

Mentors must maintain a professional relationship with the cadet being mentored. The position of mentor can be rewarding but comes with inherent risks. Mentors need to remember that they are in a position of authority and must use their authority wisely. Mentors may deal with the cadets being mentored in a friendly manner; however, mentors cannot be their friends.

KEEPING THE CONVERSATION DURING THE MENTORING SESSION IN CONFIDENCE

The mentor and the cadet being mentored should keep the conversation between them in confidence. The dialogue should be kept private to avoid embarrassment by either participant.

USING THE GROUND RULES FOR FEEDBACK DURING A MENTORING SESSION

The mentor should use the ground rules for feedback during a mentoring session. It is important to provide feedback during a mentoring session correctly by:

- focusing on what is observed;

- focusing on behaviour;

- keeping it neutral;

- using it to inform;

- making it supportive; and

- keeping it simple.

> This demonstration should be conducted as a role-play, where the instructor is the mentor and a cadet from the group is the cadet being mentored. Begin the demonstration by reading the scenario located at Attachment A to the cadets. Then begin introducing the remaining information in this TP while demonstrating a mentoring session.

One of the duties of a team leader is to mentor cadets. The format for a mentoring session is done using the following sequence:

1. The mentor and the cadet being mentored will sit across from each other and begin the session by introducing themselves.

2. The mentor and the cadet being mentored must set goals if goals have not been set.

3. If the goals have been set, the mentor will review the goals and expecatations and ask the cadet being mentored how they are meeting those goals and expectations. The cadet being mentored is required to use self-reflection during this review stage.

> This review stage should be done by asking various questions such as:
>
> - How do you think things are going for you?
>
> - Do you think you have areas that need improvement?
>
> - What areas would you like to see improvement?
>
> - How do you think you can improve in those areas?
>
> If the cadet being mentored has no ideas on how to improve, then suggestions by the mentor may be given.

4. Before leaving the mentoring session, the cadet being mentored must be able to explain to the mentor their plan to keep old goals or set new goals. The mentor should encourage the cadet being mentored and arrange the time and date for the next mentoring session.

> Planning to keep old goals or set new goals may be done by asking various questions such as:
>
> - What are your long-term goals?
>
> - What are you going to do to meet your long-term goals?
>
> If the cadet being mentored has no ideas on how to keep old goals or set new goals, then suggestions by the mentor may be given.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

Q1.   How does a mentor build trust with the cadet being mentored?

Q2.   Did the mentoring session go well? Why or why not?

Q3.   Give some examples of how the mentor used active listening skills?

ANTICIPATED ANSWERS:

A1.   The mentor builds trust by:

- keeping the mentoring relationship professional;

- keeping the conversation during the mentoring session in confidence; and

- using the ground rules for feedback during a mentoring session.

A2.   Answers will vary.

A3.   Answers will vary.

Teaching Point 5	Have the cadets role-play a mentoring session based on two given scenarios.
Time: 20 min	Method: Role-play

The scenarios for the role-play activity are located at Attachment B for Scenario 1 and Attachment C for Scenario 2.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets role-play a mentoring session based on given scenarios.

RESOURCES

Scenarios located at Attachments B and C.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1.   Divide the cadets into pairs.

2.   Distribute Attachment B to one cadet in each pair.

3.   Distribute Attachment C to the other cadet in each pair.

4. Designate one cadet as the mentor and the other cadet as the cadet to be mentored in each pair.

5. Supervise while one cadet mentors another cadet by:

   a. getting acquainted;

   b. setting goals;

   c. meeting goals and expectations; and

   d. concluding the mentoring session.

6. After approximately 10 minutes have the cadets change roles.

7. Repeat Steps 4 and 5 for approximately 10 minutes.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 5

The cadets' participation in the activity will serve as the confirmation for this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the role-play will serve as the confirmation for this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Being mentored and mentoring others is one way to enhance skills and knowledge of leadership. The mentoring relationship develops trust and trust is the foundation of leadership. The mentoring relationship provides an opportunity to expand leadership knowledge and skills, enhances communication skills, resolves conflict and promotes constructive feedback.

INSTRUCTOR NOTES / REMARKS

Cadets will have opportunities to participate in formal and informal mentoring relationships through the training year. A cadet in Proficiency Level Four is in a position to both mentor a subordinate cadet and be mentored by a more senior cadet and / or adult staff member.

REFERENCES

C0-258 ISBN 978-1-59869-450-5 Nigro, N. (2008). *The everything coaching and mentoring book*. (2nd ed.). Avon, MA: F+W Publications Company.

C0-324 Taylor, J. S. (2003). *Training new mentees: A manual for preparing youth in mentoring programs*. USA: The National Mentoring Center.

C0-405 ISBN 0-7879-6294-5 Rhodes, J. (2002). *New directions for youth development: A critical view of youth mentoring*. New York, NY: Jossey-Bass.

THIS PAGE INTENTIONALLY LEFT BLANK

SCENARIO FOR THE MENTORING DEMONSTRATION

The cadet being mentored is in the second year of training. The cadet is still having problems with wearing their uniform. The cadet being mentored is quite shy and does not like to ask for assistance. The cadet being mentored has set a goal of attending the Basic Leadership course for the summer.

THIS PAGE INTENTIONALLY LEFT BLANK

SCENARIO 1 FOR THE ROLE-PLAY ACTIVITY

The cadet being mentored is in their first year of training. They are having problems attending training nights each week. They have missed three of the last six training nights. The cadet being mentored is quite confident and when they attend training nights, their uniform and boots exceed inspection standard. The cadet being mentored has set a goal of attending the General Training course for the summer.

THIS PAGE INTENTIONALLY LEFT BLANK

SCENARIO 2 FOR THE ROLE-PLAY ACTIVITY

The cadet being mentored is in their second year of training. The cadet always talks while on parade and during classes and is disruptive to other members of the class. The cadet being mentored is sometimes defensive when correction is given to them. The cadet being mentored has set a goal of attending the Basic Fitness and Sports course for the summer.

THIS PAGE INTENTIONALLY LEFT BLANK

COMMON TRAINING

PROFICIENCY LEVEL FOUR

INSTRUCTIONAL GUIDE

SECTION 6

EO M403.06 – ACT AS A TEAM LEADER DURING A LEADERSHIP APPOINTMENT

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-804/ PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Acquire the list of leadership appointments developed by the Training Officer.

Photocopy the Leadership Appointment Aide-Memoire located at Attachment B for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to the leadership appointment.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to act as a team leader during a leadership appointment.

IMPORTANCE

It is important for cadets to understand the concept of and steps involved in successfully completing a leadership appointment. All cadets will be assessed during a leadership appointment in Proficiency Level Four. When appointed in their given role, each cadet must know the expectations for successful completion. An effective team leader will merge together what has been learned throughout previous leadership training and practice, including problem solving and supervision.

Teaching Point 1   **Describe a leadership assignment and a leadership appointment.**

Time: 5 min   Method: Interactive Lecture

LEADERSHIP ASSIGNMENT

A leadership assignment is a specific, short- or long-term practical leadership opportunity during which the team leader must apply their leadership skills. The team leader will have temporary team members either within or outside their peer group for whom they will be responsible. The team will accomplish a singular minor duty or task.

Leadership assignments in Proficiency Level Four (PL4) may be the same as PL3. Each PL4 cadet has already completed at least two leadership assignments during their third year of training.

LEADERSHIP APPOINTMENT

A leadership appointment is a specific long-term practical leadership opportunity that is more comprehensive in nature than a leadership assignment. The team leader must apply their leadership knowledge and skills and display the core leadership qualities of a cadet. The team leader will have an assigned, established team of cadets outside their peer group. The team will accomplish a singular major duty or task. These may be organizational appointments (eg, Flight Sergeant, Squadron Commander, etc.), training appointments (eg, Proficiency Level Instructor, Leadership and Ceremonial Instructor, etc.) or supplementary appointments (eg, Canteen Steward, Drill Team Commander, etc.). In generating leadership appointments, consideration must be given to the duration of the major duty or task and frequency of opportunities to exercise leadership. The team leader is expected to meet with their team on a number of occasions over a period of time. Leadership appointments may be held by a single PL4 cadet (eg, Drill Team Commander) or the PL4 cadets may rotate through a position (eg, Canteen Steward). If a PL4 cadet rotates through a leadership appointment, the appointment must be meaningful for the cadet and be of a duration that allows the cadet to meet the objectives of applying their leadership knowledge and skills and displaying the core leadership qualities of a cadet.

The team leader must supervise team members, communicate with team members to solve problems, strive to meet the needs and expectations of team members, motivate team members, and provide feedback to team members. The team leader must attempt to develop the skills and knowledge of their team members.

Direction for the leadership appointment must be given by a superior, usually an activity leader or activity manager.

During PL4 training, each cadet will be assessed at least once on a leadership assignment and once on a leadership appointment.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1.   What kind of team will the team leader have during a leadership appointment?

Q2.   How many leadership assignments will be assessed in PL4 training?

Q3.   How many leadership appointments will be assessed in PL4 training?

ANTICIPATED ANSWERS:

A1.   During a leadership appointment, the team leader will have an assigned, established team of cadets outside their peer group.

A2.   At least one leadership assignment will be assessed in PL4 training.

A3.   One leadership appointment will be assessed in PL4 training.

Teaching Point 2   **Describe the leadership appointments that may be assigned at the squadron.**

Time: 5 min   Method: Interactive Lecture

> Acquire the list of leadership appointments developed by the Training Officer before instructing this class. A list of possible Proficiency Level Four leadership assignments and appointments is located at Attachment A.

SAMPLE YEAR FOUR LEADERSHIP APPOINTMENTS

Organizational Appointments

- Flight Sergeant,

- Flight Commander,

- Squadron Commander,

- Drum Major, and

- Flag Party Commander.

Training Appointments

- Proficiency Level Instructor,

- Aviation Subjects Instructor,

- Leadership and Ceremonial Instructor,

- Fitness and Sports and Instructor,

- Air Rifle Marksmanship Instructor,

- Survival Instructor, and

- Band Section Leader.

Supplementary Appointments

- Supply Assistant,

- Administration Assistant,

- Training Assistant,

- Canteen Steward,

- Drill Team Commander,

- Marksmanship Team Captain,

- Range Assistant,

- First Aid Team Captain,

- Biathlon Team Captain, and

- Sports Team Captain.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1.   What leadership appointments are available at the squadron?

ANTICIPATED ANSWERS:

A1.   Answers will vary.

Teaching Point 3   **Describe how to conduct the leadership appointment.**

Time: 15 min   Method: Interactive Lecture

> Each cadet has led a team through at least two leadership assignments; the steps for a leadership appointment are very similar.

When conducting the leadership appointment, use the following steps:

1.   prepare for the leadership appointment;

2.   brief the team members at the onset and then throughout the leadership appointment;

3.   carry out the tasks associated with the leadership appointment;

4. provide feedback to the team members throughout and at the completion of the leadership appointment; and

5. meet with the activity manager throughout and at the completion of the leadership appointment to discuss the outcomes of the leadership appointment.

PREPARING FOR THE LEADERSHIP APPOINTMENT

Ensuring the Required Resources are Available

Make sure all the resources necessary for using during the appointment are available. For example, if the appointment is to act as a flag party commander, the flags, poles, etc will need to be available, both for practice and performance opportunities.

Completing a Time Appreciation

Be aware of the end date of the appointment. If the appointment is comprised of stages or phases, the leader must determine how much time to allocate to each stage or phase. All members involved in the appointment must be aware of the current date and the end date of the appointment.

Making a Plan

Make a plan to be successful in the appointment by:

1. determining what stages or phases comprise the appointment;

2. determining tasks inherent within the appointment;

3. developing a process to accomplish all tasks; and

4. identifying and allocating resources.

BRIEFING TEAM MEMBERS DURING THE LEADERSHIP APPOINTMENT

Communicating the Overall Plan

Explain how the appointment will be carried out. All team members should know what is involved as the leader carries out the appointment. This may include identifying various stages and phases.

Communicating the Tasks Involved in the Leadership Appointment

Explain the tasks involved within the leadership appointment. Leadership appointments may be comprised of a series of tasks.

Assigning Tasks to Team Members as Applicable

Assign each team member the tasks that must be completed within the scope of the appointment. Every team member should be actively engaged in a meaningful activity.

Ensuring the Team Members Understand Their Tasks

Confirm the team members understand their tasks and ask the team members if they have any questions. The team leader should also ask a few questions to various team members to ensure comprehension. When team members are assigned specific tasks, it is important they understand what is expected of them.

CARRYING OUT THE TASKS ASSOCIATED WITH THE LEADERSHIP APPOINTMENT

Supervising Team Members

Throughout the leadership appointment, the team leader will have many occasions during which to supervise team members. The most important aspect of supervision is to ensure the tasks are being conducted safely. Supervision also allows the team leader to provide ongoing feedback to team members.

Ensuring the Tasks Within the Appointment are Progressing According to the Time Allotted

Do not wait until the last minute to ensure tasks are being completed. If tasks are not being completed as planned, whether too slow or too fast, the plan may need to be adjusted and feedback should be given. Careful monitoring of team members and the overall situation will ensure the team leader is leading successfully during the leadership appointment and the major duty or task will be accomplished.

Providing Feedback to the Team Members Throughout the Appointment

The team leader will provide feedback throughout the appointment. This feedback may be given to the team as a whole or it may be given to individual team members. Feedback should be provided such that it is frequent, accurate, specific, and timely. Successful supervision allows for ongoing feedback to be provided to the team. Feedback is necessary for the team members as it will allow them to develop as leaders also.

Modifying the Plan as Required

If the plan is not working, take time to modify it. If help is required from team members, ask for it. Modifying aspects of the plan partway through the appointment may benefit the outcome; however, always keep time limits and constraints in mind. If the plan is being revised, communicate the new plan to the team members and work with them to implement it.

PROVIDING FEEDBACK TO THE TEAM MEMBERS UPON CONCLUSION OF THE LEADERSHIP APPOINTMENT

It is important to give feedback to the team members upon conclusion of the leadership appointment. It is vital for the team leader to spend time focusing on how the team members worked together to achieve a common goal. When team members successfully complete a task, praise should be given. It is important to recognize dedication shown in seeing a task through to completion. Team leaders should try to recognize each team member for their contribution to the completion of a task.

> It is important to know how the team members felt about their participation in the completion of the assignment.

The team leader should ask for feedback on the appointment from the team members. This can be done using general questions about the leadership appointment, such as:

- What was learned during the appointment?

- Was the goal met? What contributed to the success?

- How did everyone interact during the appointment?

- Were there behaviours that helped and / or hindered during the appointment?

- Were there any cadets who were not motivated to participate in the activity? How did this affect the morale of the remainder of the team?

- Were there leaders that emerged from within the team?

MEETING WITH THE ACTIVITY MANAGER TO DISCUSS THE OUTCOMES OF THE LEADERSHIP APPOINTMENT

Just as the team leader will provide ongoing feedback to the team members during the leadership appointment, the team leader will need periodic feedback from the activity manager to discuss and monitor progress of the major duty or task. Feedback from the activity manager should assist the team leader in improving performance. Once the leadership appointment is concluded, the team leader should meet with the activity leader for an overall debriefing. This feedback will aid the team leader during future leadership appointments.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

Q1.   List the steps to conduct a leadership appointment.

Q2.   How does the team leader brief team members during a leadership appointment?

Q3.   After the leadership appointment is completed, why should the team leader meet with the activity manager to discuss the appointment?

ANTICIPATED ANSWERS:

A1.   The steps to conduct a leadership appointment are:

1.   prepare for the leadership appointment;

2.   brief the team members at the onset and then throughout the leadership appointment;

3.   carry out the tasks associated with the leadership appointment;

4.   provide feedback to the team members throughout and at the completion of the leadership appointment; and

5.   meet with the activity manager throughout and at the completion of the leadership appointment to discuss the outcomes of the leadership appointment.

A2.   The team leader briefs team members during a leadership appointment by:

1.   communicating the overall plan;

2.   communicating the tasks involved in the leadership appointment;

3.   assigning tasks to team members as applicable; and

4.   ensuring the team members understand their tasks.

A3.   After the leadership appointment is completed, the team leader should meet with the activity manager to discuss the appointment because feedback from the activity manager should give the team leader ideas to help improve performance.

Distribute the Leadership Appointment Aide-Memoire located at Attachment B to each cadet.

END OF LESSON CONFIRMATION

QUESTIONS:

Q1.   What kind of team will the team leader have during a leadership appointment?

Q2.   What leadership appointments are available at the squadron?

Q3.   List the steps to conduct a leadership appointment.

ANTICIPATED ANSWERS:

A1.   The team leader for a leadership appointment will have an assigned, established team of cadets outside their peer group.

A2.   Answers will vary.

A3.   The steps to conduct a leadership appointment are:

1.   prepare for the leadership appointment;

2.   brief the team members at the onset and then throughout the leadership appointment;

3.   carry out the tasks associated with the leadership appointment;

4.   provide feedback to the team members throughout and at the completion of the leadership appointment; and

5.   meet with the activity manager throughout and at the completion of the leadership appointment to discuss the outcomes of the leadership appointment.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan* Chapter 3, Annex B, 403 PC.

CLOSING STATEMENT

When appointed as team leader for a given major duty or task, the team leader is expected to follow a series of steps for successful conclusion of the appointment. Being able to motivate cadets, solve problems, supervise followers, give feedback and develop the skills and knowledge of team members during a leadership appointment is an expectation of all year four cadets.

INSTRUCTOR NOTES / REMARKS

Acquire the list of leadership appointments developed by the Training Officer before instructing this lesson.

REFERENCES

C0-114 ISBN 0-02-863656-2 Pell, A. R. (1999). *The complete idiot's guide to team building*. Indianapolis, IN: Alpha Books.

C0-243 Clark, D. (2007). *After action reviews*. Retrieved February 21, 2008, from http://www.nwlink.com/~donclark/leader/leadaar.html

C0-243 Clark, D. (2007). *Leadership & direction*. Retrieved February 21, 2008, from http://www.nwlink.com/~donclark/leader/leaddir.html

C0-245 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.

C0-247 ISBN 0-14-024272-4 Rosen, R. H., & Brown, P. B. (1997). *Leading people*. New York, NY: Penguin Books.

C0-248 ISBN 0-7894-4862-9 Heller, R. (1999). *Learning to lead*. New York, NY: DK Publishing, Inc.

C0-253 ISBN 0-7894-8006-9 Bruce, A., & Langdon, K. (2001). *Do it now!* New York, NY: DK Publishing, Inc.

C0-254 ISBN 0-7894-3244-7 Heller, R. (1998). *Communicate clearly*. New York, NY: DK Publishing, Inc.

C0-255 ISBN 0-7645-5408-5 Brounstein, M. (2002). *Managing teams for dummies*. Indianapolis, IN: Wiley Publishing, Inc.

C0-256 ISBN 0-7894-4863-7 Heller, R. (1999). *Achieving excellence*. New York, NY: DK Publishing, Inc.

THIS PAGE INTENTIONALLY LEFT BLANK

POSSIBLE YEAR FOUR LEADERSHIP ASSIGNMENTS

Recreational Marksmanship Assignments

- Set up a range for recreational marksmanship.

- Organize relays for recreational marksmanship.

- Control pellets and issue targets for recreational marksmanship.

- Conduct concurrent activities during recreational marksmanship.

- Tear down a range after recreational marksmanship.

Summer Biathlon Assignments

- Set up a range for a recreational summer biathlon activity.

- Conduct a warm-up activity prior to participating in a recreational summer biathlon activity.

- Control pellets for a recreational summer biathlon activity.

- Conduct a cool-down activity after participating in a recreational summer biathlon activity.

- Tear down a range after a recreational summer biathlon activity.

Recreational Sports Assignments

- Set up a recreational sports activity.

- Tear down a recreational sports activity.

- Organize a team for recreational sports.

- Conduct a warm-up prior to recreational sports.

- Conduct a concurrent activity during recreational sports.

- Conduct a cool-down after recreational sports.

Parade Assignments

- Set up chairs for a parade.

- Set up the dais area for a parade.

- Set up flags and parade markers for a parade.

- Tear down chairs after a parade.

- Tear down the dais area after a parade.

- Tear down flags and parade markers after a parade.

Weekly Cadet Night Assignments

- Set up classroom space.

- Rearrange classroom space.

- Tear down classroom space.

- Set up a canteen.

- Staff a canteen.

- Tear down a canteen.

- Set up a presentation area for a guest speaker.

- Tear down a presentation area for a guest speaker.

- Set up for an extracurricular activity.

- Conduct a concurrent activity.

Community Service Assignments

- Organize a team during a community service activity.

- Conduct concurrent activities during a community service activity.

- Complete a final garbage sweep.

Other Leadership Assignment Possibilities

- Ensure the safe loading and unloading of personnel on vehicles during transportation.

- Conduct uniform inspection of cadets.

- Collect and dispose of garbage after weekly parade.

- Collect, sort and dispose of recycling after weekly parade.

- Turn off lights and close windows after weekly parade.

AIR CADET SURVIVAL TRAINING ASSIGNMENTS

Prior to the Survival Training

- Distribute personal equipment.

- Label personal equipment.

- Load team equipment and supplies.

Setting Up the Bivouac Site

- Unload equipment and supplies.

- Construct a food hang.

- Set up the POL, first aid and fire points.

- Set up the female sleeping area.

- Set up the male sleeping area.

- Mark the components of the bivouac site.

Routine Tasks That Will Occur Throughout the Survival Training

- Prepare a meal for a section.

- Clean up the site after a meal.

- Prepare the bivouac site for the night.

- Organize lights out for the female cadets.

- Organize lights out for the male cadets.

Tearing Down the Bivouac Site

- Tear down the female sleeping area.

- Tear down the male sleeping area.

- Dismantle the POL, first aid and fire points.

- Load team equipment and supplies after the survival training.

- Erase signs of occupancy and complete a final garbage sweep.

After the Survival Training

- Unload equipment and supplies.

- Collect personal equipment.

AIR CADET GLIDING DAY ASSIGNMENTS

- Organize the distribution of a meal.

- Clean up the site after a meal.

- Conduct concurrent activities.

- Complete a final garbage sweep.

AIR CADET SKILLS DAY ASSIGNMENTS

- Organize the distribution of a meal.

- Clean up the site after a meal.

- Set up a skills activity.

- Organize a team for a skills activity.

- Conduct a warm-up prior to the skills activity.

- Conduct a concurrent activity during the skills activity.

- Conduct a cool-down after skills activity.

- Tear down a skills activity.

- Complete a final garbage sweep.

POSSIBLE YEAR FOUR LEADERSHIP APPOINTMENTS

Organizational Appointments

- Flight Sergeant,

- Flight Commander,

- Squadron Commander,

- Drum Major, and

- Flag Party Commander.

Training Appointments

- Proficiency Level Instructor,

- Aviation Subjects Instructor,

- Leadership and Ceremonial Instructor,

- Fitness and Sports and Instructor,

- Air Rifle Marksmanship Instructor,

- Survival Instructor, and

- Band Section Leader.

Supplementary Appointments

- Supply Assistant,

- Administration Assistant,

- Training Assistant,

- Canteen Steward,

- Drill Team Commander,

- Marksmanship Team Captain,

- Range Assistant,

- First Aid Team Captain,

- Biathlon Team Captain, and

- Sports Team Captain.

LEADERSHIP APPOINTMENT AIDE-MEMOIRE

TABLE OF CONTENTS

During year four training, each cadet will be assessed at least once on a leadership assignment and once on a leadership appointment.

LEADERSHIP ASSIGNMENT

A leadership assignment is a specific, short- or long-term practical leadership opportunity during which the team leader must apply their leadership skills. The team leader will have temporary team members either within or outside their peer group for whom they will be responsible. The team will accomplish a singular minor duty or task.

LEADERSHIP APPOINTMENT

A leadership appointment is a specific long-term practical leadership opportunity that is more comprehensive in nature than a leadership assignment. The team leader must apply their leadership knowledge and skills and display the core leadership qualities of a cadet. The team leader will have an assigned, established team of cadets outside their peer group. The team will accomplish a singular major duty or task. These may be organizational appointments (eg, Flight Sergeant, Squadron Commander, etc.), training appointments (eg, Proficiency Level Instructor, Leadership and Ceremonial Instructor, etc.) or supplementary appointments (eg, Canteen Steward, Drill Team Commander, etc.). In generating leadership appointments, consideration must be given to the duration of the major duty or task and frequency of opportunities to exercise leadership. The team leader is expected to meet with their team on a number of occasions over a period of time. Leadership appointments may be held by a single PL4 cadet (eg, Drill Team Commander) or the PL4 cadets may rotate through a position (eg, Canteen Steward). If a PL4 cadet rotates through a leadership appointment, the appointment must be meaningful for the cadet and be of a duration that allows the cadet to meet the objectives of applying their leadership knowledge and skills and displaying the core leadership qualities of a cadet.

The team leader must supervise team members, communicate with team members to solve problems, strive to meet the needs and expectations of team members, motivate team members, and provide feedback to team members. The team leader must attempt to develop the skills and knowledge of their team members.

Direction for the leadership appointment must be given by a superior, usually an activity leader or activity manager.

HOW TO CONDUCT A LEADERSHIP APPOINTMENT

When conducting the leadership appointment, use the following steps:

1.   prepare for the leadership appointment;

2.   brief the team members at the onset and then throughout the leadership appointment;

3.   carry out the tasks associated with the leadership appointment;

4.   provide feedback to the team members throughout and at the completion of the leadership appointment; and

5.   meet with the activity manager throughout and at the completion of the leadership appointment to discuss the outcomes of the leadership appointment.

PREPARING FOR THE LEADERSHIP APPOINTMENT

Ensuring the Required Resources are Available

Make sure all the resources necessary for using during the appointment are available. For example, if the appointment is to act as a flag party commander, the flags, poles, etc will need to be available, both for practice and performance opportunities.

Completing a Time Appreciation

Be aware of the end date of the appointment. If the appointment is comprised of stages or phases, the leader must determine how much time to allocate to each stage or phase. All members involved in the appointment must be aware of the current date and the end date of the appointment.

Making a Plan

Make a plan to be successful in the appointment by:

1. determining what stages or phases comprise the appointment;

2. determining tasks inherent within the appointment;

3. developing a process to accomplish all tasks; and

4. identifying and allocating resources.

BRIEFING TEAM MEMBERS DURING THE LEADERSHIP APPOINTMENT

Communicating the Overall Plan

Explain how the appointment will be carried out. All team members should know what is involved as the leader carries out the appointment. This may include identifying various stages and phases.

Communicating the Tasks Involved in the Leadership Appointment

Explain the tasks involved within the leadership appointment. Leadership appointments may be comprised of a series of tasks.

Assigning Tasks to Team Members as Applicable

Assign each team member the tasks that must be completed within the scope of the appointment. Every team member should be actively engaged in a meaningful activity.

Ensuring the Team Members Understand Their Tasks

Confirm the team members understand their tasks and ask the team members if they have any questions. The team leader should also ask a few questions to various team members to ensure comprehension. When team members are assigned specific tasks, it is important they understand what is expected of them.

CARRYING OUT THE TASKS ASSOCIATED WITH THE LEADERSHIP APPOINTMENT

Supervising Team Members

Throughout the leadership appointment, the team leader will have many occasions during which to supervise team members. The most important aspect of supervision is to ensure the tasks are being conducted safely. Supervision also allows the team leader to provide ongoing feedback to team members.

Ensuring the Tasks Within the Appointment are Progressing According to the Time Allotted

Do not wait until the last minute to ensure tasks are being completed. If tasks are not being completed as planned, whether too slow or too fast, the plan may need to be adjusted and feedback should be given. Careful monitoring of team members and the overall situation will ensure the team leader is leading successfully during the leadership appointment and the major duty or task will be accomplished.

Providing Feedback to the Team Members Throughout the Appointment

The team leader will provide feedback throughout the appointment. This feedback may be given to the team as a whole or it may be given to individual team members. Feedback should be provided such that it is frequent, accurate, specific, and timely. Successful supervision allows for ongoing feedback to be provided to the team. Feedback is necessary for the team members as it will allow them to develop as leaders also.

Modifying the Plan as Required

If the plan is not working, take time to modify it. If help is required from team members, ask for it. Modifying aspects of the plan partway through the appointment may benefit the outcome; however, always keep time limits and constraints in mind. If the plan is being revised, communicate the new plan to the team members and work with them to implement it.

PROVIDING FEEDBACK TO THE TEAM MEMBERS UPON CONCLUSION OF THE LEADERSHIP APPOINTMENT

It is important to give feedback to the team members upon conclusion of the leadership appointment. It is vital for the team leader to spend time focusing on how the team members worked together to achieve a common goal. When team members successfully complete a task, praise should be given. It is important to recognize dedication shown in seeing a task through to completion. Team leaders should try to recognize each team member for their contribution to the completion of a task.

The team leader should ask for feedback on the appointment from the team members. This can be done using general questions about the leadership appointment, such as:

- What was learned during the appointment?

- Was the goal met? What contributed to the success?

- How did everyone interact during the appointment?

- Were there behaviours that helped and / or hindered during the appointment?

- Were there any cadets who were not motivated to participate in the activity? How did this affect the morale of the remainder of the team?

- Were there leaders that emerged from within the team?

MEETING WITH THE ACTIVITY MANAGER TO DISCUSS THE OUTCOMES OF THE LEADERSHIP APPOINTMENT

Just as the team leader will provide ongoing feedback to the team members during the leadership appointment, the team leader will need periodic feedback from the activity manager to discuss and monitor progress of the major duty or task. Feedback from the activity manager should assist the team leader in improving performance. Once the leadership appointment is concluded, the team leader should meet with the activity leader for an overall debriefing. This feedback will aid the team leader during future leadership appointments.

403 PC 01 ASSESSMENT RUBRIC
LEADERSHIP ASSIGNMENT

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded the Standard (E)
Select a leadership approach.	Did not select an approach appropriate to the assignment.	Selected an approach and was challenged with balancing focus on the team members and the goal.	Selected an approach and strived to balance team members and the goal and simplicity and safety of the task.	Selected the most appropriate approach with a strong balance of team members and the goal and simplicity and safety of the task.
Communicate as a team leader.	Did not communicate with team members.	Communicated with team members occasionally. Team members needed clarification on many occasions.	Communicated with team members on many occasions. Team members needed few clarifications.	Communicated to the team throughout the leadership task. Team members did not need clarification.
Supervise team members.	Did not supervise team members.	Only supervised team members at the beginning and / or end of the leadership assignment.	Supervised throughout the leadership assignment making some corrections when necessary.	Supervised throughout the leadership assignment making corrections as necessary.
Solve problems.	Did not solve problems.	Attempted to solve some problems and selected inefficient problem solving methods.	Solved most problems as they arose and often selected the appropriate problem solving method.	Solved problems as they arose and selected the most appropriate problem solving method.
Motivate team members.	Did not motivate team members.	Only motivated periodically and without enthusiasm.	Motivated frequently and with enthusiasm, with attention at times to both individuals and the team.	Motivated consistently and with enthusiasm, addressing both individuals and the team.
Provide feedback to team members.	Did not provide feedback to team members.	Provided select feedback; was not always frequent, accurate, specific and / or timely.	Provided periodic feedback and was often frequent, accurate, specific and / or timely.	Provided consistent feedback and was regularly frequent, accurate, specific and / or timely.
Meet expectations of team members.	Made no effort to meet the needs and expectations of team members.	Made some efforts to meet the needs and expectations of team members but with limited results.	Made considerable efforts to meet the needs and expectations of team members with adequate results.	Made consistent efforts to meet the needs and expectations of team members with solid results.
Complete the leadership assignment.	Did not complete the leadership assignment.		Completed the leadership assignment.	
Perform self-assessment.	Did not complete the self-assessment.		Completed the self-assessment.	

**403 PC 02 ASSESSMENT RUBRIC
LEADERSHIP APPOINTMENT**

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded the Standard (E)
Select a leadership approach.	Did not select appropriate approach(es) throughout the appointment.	Selected an approach and was challenged with balancing focus on the team members and the goal throughout the appointment.	Selected approach(es) throughout the appointment and strived to balance team members and the goal and simplicity and safety of the task.	Selected the most appropriate approach(es) throughout the appointment with a strong balance of team members and the goal and simplicity and safety of the task.
Communicate as a team leader.	Did not communicate with team members.	Did not communicate with team members frequently enough. Team members needed clarification on many occasions.	Communicated with team members on many occasions. Team members needed few clarifications.	Communicated with team members consistently throughout the leadership appointment. Team members did not need clarification.
Supervise team members.	Did not supervise team members.	Did not successfully apply the principles of supervision; supervision was infrequent throughout the appointment.	Supervised throughout the leadership appointment, making some corrections when necessary.	Supervised consistently throughout the leadership assignment, making corrections as necessary.
Solve problems.	Did not solve problems.	Attempted to solve some problems and selected inefficient problem solving methods.	Solved most problems as they arose and often selected the appropriate problem solving method.	Solved problems as they arose and selected the most appropriate problem solving method.
Motivate team members.	Did not motivate team members.	Only motivated periodically and without enthusiasm.	Motivated frequently and with enthusiasm, with attention at times to both individuals and the team.	Motivated consistently and with enthusiasm, addressing both individuals and the team.
Provide feedback to team members.	Did not provide feedback to team members.	Provided select feedback; was not always frequent, accurate, specific and / or timely.	Provided periodic feedback and was often frequent, accurate, specific and / or timely.	Provided consistent feedback and was regularly frequent, accurate, specific and / or timely.
Meet expectations of team members.	Made no effort to meet the needs and expectations of team members.	Made some efforts throughout the appointment to meet the needs and expectations of team members but with limited results.	Made considerable efforts throughout the appointment to meet the needs and expectations of team members with adequate results.	Made consistent efforts throughout the appointment to meet the needs and expectations of team members with solid results.
Perform self-assessment.	Did not complete the self-assessment.		Completed the self-assessment.	

SECTION 7

EO C403.01 – PARTICIPATE IN A LEADERSHIP SEMINAR

Total Time:	90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-804/PG-001, *Proficiency Level Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Review the information on seminars located at Attachment A.

Choose one of the four seminars. Prepare all materials for the seminar located at Attachments B–E.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A seminar method was chosen for this lesson to stimulate active participation in a tutorial setting and to allow cadets to practice reflective thinking skills. Seminars assist cadets in developing new and imaginative interpretations of leadership topics being explored. Seminars are an interactive way to exchange information on techniques and approaches to the leadership subjects being researched and discussed.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadets shall have participated in a leadership seminar.

IMPORTANCE

It is important for cadets to participate in a leadership seminar so they have an opportunity to further develop their leadership skills and knowledge. Leadership seminars allow cadets to discuss the best practices and explore leadership topics. This EO may be an introduction to the seminar format, which will be used throughout Proficiency Level Five.

Teaching Point 1	Have the cadets participate in a leadership seminar.

Time: 80 min   Method: Seminar

> Have the cadets participate in a leadership seminar on one or more of the following topics:
>
> - problem solving,
>
> - time management,
>
> - communication, and
>
> - supervision.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets participate in a leadership seminar.

RESOURCES

As per the selected topic (located at Attachments B–E).

ACTIVITY LAYOUT

Set up the classroom IAW the selected leadership seminar (located at Attachments B–E).

ACTIVITY INSTRUCTIONS

Follow the activity instructions IAW the selected leadership seminar (located at Attachments B–E).

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in a leadership seminar will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in a leadership seminar will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Participating in leadership seminars may assist you in further developing leadership skills and knowledge. One can never know all there is to know about leadership and seminars are an important tool to further explore each leadership topic. In addition, the seminar format used during this lesson will be used throughout Proficiency Level Five.

INSTRUCTOR NOTES / REMARKS

This EO may be conducted as many as four times during Proficiency Level Four training.

REFERENCES

C0-022 ISBN 0-02864-207-4 Cole, Kris (2002). *The complete idiot's guide to clear communication*. Indianapolis, IN: Alpha Books.

C0-115 ISBN 0-7879-4059-3 van Linden, J. A., & Fertman, C. I. (1998). *Youth leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.

C0-425 Shurdington Scouts Resource. (1999). *NASA exercise: Survival on the moon*. Retrieved April 14, 2009, from http://www.shurdington.org/Downloads/NASA%20Exercise.pdf

C0-477 Mindtools: Essential skills for an excellent career. (2009). *Stepladder technique: Making better group decisions*. Retrieved April 14, 2009, from http://www.mindtools.com/pages/article/newTED_89.htm

C0-477 Mindtools: Essential skills for an excellent career. (2009). *Six thinking hats*. Retrieved April 14, 2009, from http://www.mindtools.com/pages/article/newTED_07.htm

C0-477 Mindtools: Essential skills for an excellent career. (2009). *Why do we procrastinate*. Retrieved March 30, 2009, from http://www.mindtools.com/pages/article/newHTE_96.htm

C0-477 Mindtools: Essential skills for an excellent career. (2009). *Preparing a to-do list*. Retrieved March 30, 2009, from http://www.mindtools.com/pages/article/newHTE_05.htm

C0-477 Mindtools: Essential skills for an excellent career. (2009). *Simple prioritization*. Retrieved March 30, 2009, from http://www.mindtools.com/pages/article/newHTE_92.htm

C0- 479 PedagoNet: Brainteasers. (2009). *Problem solving: Do you have the answer?* Retrieved April 15, 2009, from http://www.pedagonet.com/brain/brainers.html

C0-480 Discovery Education. (2009). *Brain boosters*. Retrieved April 15, 2009, from http://school.discoveryeducation.com/brainboosters/

C0-481 Total success: A different type of training. (2009). *Time management: Manage yourself, not your time*. Retrieved March 31, 2009, from, http://www.tsuccess.dircon.co.uk/timemanagementtips.htm

C0-482 About.com: Small Business: Canada. (2009). *11 Time management tips*. Retrieved March 30, 2009, from, http://sbinfocanada.about.com/cs/timemanagement/a/timemgttips.htm

C0-483 College Board: Inspiring Minds (2009). *Time management tips for high school students*. Retrieved March 31, 2009, from, http://www.collegeboard.com/student/plan,college-success/116.html

C0-487 Department for Community Development, Government of Western Australia. (2008). *Supervision of children*. Retrieved April 1, 2009, from http://www.pscwa.org.au/documents/DCDGUIOSHCFactSheetSupervisionofChildren.pdf

THIS PAGE INTENTIONALLY LEFT BLANK

SEMINAR INFORMATION

SEMINARS

Seminars are effective ways to communicate information on a particular topic to the rest of the group. Seminars are a tutorial arrangement involving an instructor and a small group. They are best used as a part of the developmental learning process. A seminar will be meaningful and realistic when it is focused on specific needs.

Seminars have many uses. They can be used to:

- pass on new information to a group;

- provide general guidance for a group working on a project;

- exchange information on techniques and approaches being explored by members of a group; and

- develop new and imaginative solutions to problems a group is encountering.

PREPARATION OF A GROUP

Prepare the group attending the activity so that they understand the importance of the seminar and are in the proper mindset. The instructor should:

1. prepare the problem, project, or topic of study in advance of the session;

2. introduce the lesson, identify the topic and its importance / relevance to the group, and describe how the seminar will proceed prior to the actual forum; and

3. assign research or study materials on a topic, prior to the seminar, if appropriate.

HOW TO CONDUCT A SEMINAR

During a seminar, employ strategies / approaches to explore new material, solve problems and exchange information such as:

- instructor presentation;

- learner presentation;

- group discussion;

- group brainstorming; or

- group work.

Follow the discussions and lead the group to draw conclusions regarding how to solve the problem or how they will use the new information.

Finally, close the discussion by highlighting the major conclusions and decisions made.

Workshops are similar and closely related to seminars. During a workshop, the group is presented with a problem or study subject and are required to produce possible solutions. A workshop can be used as an aspect of a seminar where the group concentrates on small amounts of material.

THIS PAGE INTENTIONALLY LEFT BLANK

LEADERSHIP SEMINAR
PROBLEM SOLVING

Total Time:	90 min

PREPARATION

Photocopy Appendices 1, 4, 5 and 6 to Attachment B for each cadet.

Photocopy Appendices 2 and 3 to Attachment B.

The following components are conducted during this seminar:

Number	Component	Time
1	Conduct an in-class activity where cadets solve the NASA moon survival scenario individually.	10 min
2	Conduct an in-class activity where cadets solve the NASA moon survival scenario as a group.	20 min
3	Conduct a group discussion on the NASA moon survival scenario.	10 min
4	Explain how to use the stepladder problem-solving technique and the six thinking hats technique.	10 min
5	Conduct an in-class activity where cadets solve a problem using the stepladder or six thinking hats technique.	10 min
6	Have cadets solve problems.	15 min
7	Conduct a group discussion on the problem-solving seminar.	5 min

CONDUCT AN IN-CLASS ACTIVITY WHERE CADETS SOLVE
THE NASA MOON SURVIVAL SCENARIO INDIVIDUALLY

ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets solve the NASA Survival on the Moon scenario individually.

RESOURCES

- NASA Survival on the Moon scenario and individual answer sheet located at Appendix 1 to Attachment B, and

- Pen / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1.   Distribute the NASA Survival on the Moon scenario and individual answer sheet to each cadet.

2.   Have the cadets complete the NASA Survival on the Moon scenario.

SAFETY

Nil.

**CONDUCT AN IN-CLASS ACTIVITY WHERE CADETS SOLVE
THE NASA MOON SURVIVAL SCENARIO AS A GROUP**

ACTIVITY

Time: 20 min

OBJECTIVE

The objective of this activity is to have cadets solve the NASA Survival on the Moon scenario as a group.

RESOURCES

- NASA Survival on the Moon scenario,

- Completed NASA Survival on the Moon scenario and individual answer sheet from previous activity,

- NASA Survival on the Moon team answer sheet located at Appendix 2 to Attachment B, and

- Pen / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1.   Distribute NASA Survival on the Moon scenario to one cadet from the group.

2.   Have one cadet read the scenario to the group.

3.   Have the cadets complete the NASA Survival on the Moon scenario as a group using their previous answers as a guide.

4.   Review the group's answers to the NASA Survival on the Moon scenario using Appendix 3 to Attachment B.

5.   Have cadets score their answers as a group and then as individuals.

SAFETY

Nil.

CONDUCT A GROUP DISCUSSION ON THE NASA MOON SURVIVAL SCENARIO

Time: 10 min

BACKGROUND KNOWLEDGE

The purpose of the group discussion is to draw the following information from the group using the tips for answering / facilitating discussion and the suggested questions provided.

TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP

Transactional leadership. Leaders exchange promises of rewards and benefits to team members so the team members will fulfill agreements with the leaders. This type of leadership is task-oriented. The leader sets the rules and procedures to complete a task and the team members comply with the rules and follow the procedures to accomplish the task.

Transactional Leadership:

- Values problem and solution identification.

- Makes decisions – even if everyone has not been heard – in order to move forward.

- Uses standards and principles as guides in decision making.

- Develops the self to be a better decision maker for the group.

- Gets things done.

- Recognizes the importance of the product.

- Takes charge (personal power).

Transformational leadership. Focuses on the process of being a leader by helping team members transform themselves from followers into leaders. Transformational leadership involves assisting team members to transcend their own self-interest for the good of the group, organization or society; to consider their long-term needs to develop themselves, rather than their immediate needs; and generally, to become more aware of what is really important.

Transformational Leadership:

- Values the participation and contribution of others.

- Takes all viewpoints and advice into account before making a decision.

- Considers individuals within their contexts and situations.

- Uses individuals to test decisions.

- Develops the self first to be a better contributor to the group.

- Learns from experiences to generalize to 'real life'.

- Recognizes the importance of the process.

- Shares leadership (group power).

> Leadership within the cadet program has been designed to create transformational leadership. Transformational leadership enables the Cadet Program to meet its first aim—to develop in youth the attributes of good citizenship and leadership.

Transactional leadership focuses on the skills and tasks associated with leadership, such as public speaking, writing, delegating authority, leading meetings and making decisions. It is what people who are leaders do. Transformational leadership focuses on the process of leadership and what it means to be a leader. It is concerned with how individuals use their abilities to influence people. Think of the main difference between transactional and transformational leadership as doing leadership tasks versus being a leader.

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.

- Sit the group in a circle, making sure all cadets can be seen by everyone else.

- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.

- Manage time by ensuring the cadets stay on topic.

- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.

- Give the cadets time to respond to your questions.

- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.

- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS:

Q1. Based on the two previous activities, which decisions were easier to make—individually or as a group?

Q2. Which do you think was more effective?

Q3. Give some examples of how decisions were made.

Q4. Who influenced the decisions and how?

Q5. Could better decisions have been made? How?

Q6. How was conflict managed?

Q7.   How do you feel about the decisions?

Q8.   Were you satisfied with each decision? Why or why not?

Q9.   What would you change if you did this again?

Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.

Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

**EXPLAIN HOW TO USE THE STEPLADDER PROBLEM SOLVING
TECHNIQUE AND THE SIX THINKING HATS TECHNIQUE**

Time: 10 min

The Stepladder Technique

The stepladder technique is a step-by-step approach to help ensure that all members of the group are heard. The technique allows shy, quiet people to present their ideas to the group before other group members may influence them. This method allows everyone to hear many different viewpoints before reaching a final decision.

The stepladder technique steps:

1.   present the problem or task;

2.   form the core group of two members;

3.   share ideas and discuss;

4.   add the third member to the group;

5.   share ideas and discuss;

6.   add the fourth member to the group;

7.   share ideas and discuss;

8.   add additional members, one at a time, sharing ideas and discussing after each, until all members have been added; and

9.   reach a final decision.

Many groups begin to lose effectiveness and the ability to make quality decisions if they have too many members. Keep the group small—four to six team members—to maximize effectiveness.

The Six Thinking Hats Technique

Six Thinking Hats is a good technique for looking at the effects of a decision from a number of different points of view. It allows necessary emotion and scepticism to be brought into what would otherwise be purely rational decisions. It opens up the opportunity for creativity within decision making. The Six Thinking Hats technique helps groups make better decisions by moving people outside their habitual ways of thinking. For example, persistently pessimistic cadets may be asked to be positive and creative.

Each Thinking Hat is a different style of thinking. These are:

White Hat. With this thinking hat, cadets must focus on the data available. They must look at the information they have and see what can be learned from it. They must look at gaps in the knowledge and either try to fill them or account for them. These cadets will analyze past trends and try to predict on the basis of what is known, what may happen.

Red Hat. With this thinking hat, cadets must look at the decision using intuition, gut reaction and emotion. They must try to think how other people may react emotionally, and try to understand the responses of others who do not know how the decision was made.

Black Hat. With this thinking hat, cadets must look at things pessimistically, cautiously and defensively. They try to see why ideas and approaches might not work. This may highlight the weak points in a plan or course of action. This allows the group to alter the approach or prepare contingency plans to counter problems that arise.

Yellow Hat. With this thinking hat, cadets must think only positively. They must keep an optimistic viewpoint that helps to see all the benefits and opportunities that arise from the decision or course of action. Yellow hat thinking helps to keep the group going when everything seems to be gloomy or difficult.

Green Hat. With this thinking hat, cadets must think creatively. They try to develop new, innovative and imaginative solutions to the problem or task. These cadets must think outside the box and not critique their own ideas before expressing them.

Blue Hat. With this thinking hat, cadets must focus on process control. This is the hat worn by people chairing the problem-solving session. When running into difficulties because ideas are running dry, they may direct cadets into a different coloured hat.

Using the Six Thinking Hats technique should improve the quality of decision-making. By "wearing" each of the thinking hats in turn, decisions are systematically explored.

**CONDUCT AN IN-CLASS ACTIVITY WHERE CADETS SOLVE A PROBLEM
SCENARIO USING THE STEPLADDER OR SIX THINKING HATS TECHNIQUE**

ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this activity is to have cadets solve a problem using the stepladder or Six Thinking Hats technique.

RESOURCES

Scenario located at Appendix 4 to Attachment B.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1.   Have the cadets select the stepladder technique or six thinking hats technique to solve the scenario.

2.   Distribute the scenario to each cadet.

3.   Have the cadets read the scenario.

4.   Divide the cadets into groups of no more than six.

5.   Have the cadets solve the scenario using the technique selected.

SAFETY

Nil.

HAVE CADETS SOLVE PROBLEMS

ACTIVITY

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets solve problems.

RESOURCES

*   Brainteasers and puzzles located at Appendix 5 to Attachment B, and

*   Answer keys located at Appendix 6 to Attachment B.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

> There are 10 problems to be solved. Cadets do not have to solve all the problems. Cadets should work on the problems in small groups.

1.   Distribute Appendix 5 to Attachment B to each cadet.

2.   Divide cadets into groups of no larger than three.

3.   Have cadets solve the problems.

4.   After 12 minutes, distribute answer keys located at Appendix 6 to Attachment B to each group.

5.   Have the groups check their answers.

SAFETY

Nil.

CONDUCT A GROUP DISCUSSION ON THE PROBLEM-SOLVING SEMINAR

Time: 5 min

> The purpose of the group discussion is to have cadets practice reflective thinking skills. Use the tips for answering / facilitating discussion and the suggested questions provided.

GROUP DISCUSSION

> **TIPS FOR ANSWERING / FACILITATING DISCUSSION:**
>
> - Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
>
> - Sit the group in a circle, making sure all cadets can be seen by everyone else.
>
> - Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
>
> - Manage time by ensuring the cadets stay on topic.
>
> - Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
>
> - Give the cadets time to respond to your questions.
>
> - Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
>
> - Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS:

Q1. What have you learned during this seminar?

Q2. Which activities did you enjoy during the seminar? Why?

Q3. Will this information be useful to you?

Q4. Where do you think you will use the information from this seminar?

Q5. Now that you know the Stepladder and Six Thinking Hats Techniques, how have you changed your approach to solving a problem? How will this impact your decision-making?

Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.

Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

THIS PAGE INTENTIONALLY LEFT BLANK

NASA Survival on the Moon

Scenario:

You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. However, due to mechanical difficulties, your ship was forced to land at a spot some 200 kilometres from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-kilometre trip. The 15 items left intact and undamaged after landing are listed on the next page. Your task is to rank them in order of importance for your crew to help them reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15 for the least important.

NASA Survival on the Moon Individual Answer Sheet

Name _____

To be completed individually.

_____ Box of Matches

_____ Food Concentrate

_____ 15 Metres of Nylon Rope

_____ Parachute Silk

_____ Portable Heating Unit

_____ Two .45 Calibre Pistols

_____ One Case of Dehydrated Milk

_____ Two 50-Kilogram Tanks of Oxygen

_____ Stellar Map

_____ Self-Inflating Life Raft

_____ Magnetic Compass

_____ 20 Litres of Water

_____ Signal Flares

_____ First Aid Kit, Including Injection Needle

_____ Solar-Powered FM Receiver-Transmitter

NASA Survival on the Moon Team Answer Sheet

TEAM NAME_____

To be completed as a group.

Team ranking   NASA Ranking

_____ Box of Matches _____

_____ Food Concentrate _____

_____ 15 Metres of Nylon Rope _____

_____ Parachute Silk _____

_____ Portable Heating Unit _____

_____ Two .45 Calibre Pistols _____

_____ One Case of Dehydrated Milk _____

_____ Two 50-Kilogram Tanks of Oxygen _____

_____ Stellar Map _____

_____ Self-inflating Life Raft _____

_____ Magnetic Compass _____

_____ 20 Litres of water _____

_____ Signal Flares _____

_____ First Aid Kit, Including Injection Needle _____

_____ Solar-Powered FM Receiver-Transmitter _____

THIS PAGE INTENTIONALLY LEFT BLANK

Answers to the Survival on the Moon

ITEM	NASA RANKING	NASA REASONING
Box of Matches	15	Virtually worthless—there is no oxygen on the moon to sustain combustion.
Food Concentrate	4	Efficient means of supplying energy requirements.
15 Metres of Nylon Rope	6	Useful for scaling cliffs and for tying team members together while scaling cliffs.
Parachute Silk	8	Protection from the sun's rays.
Portable Heating Unit	13	Not needed unless on the dark side of the moon.
Two .45 Calibre Pistols	11	Possible means of self-propulsion.
One Case of Dehydrated Milk	12	Bulkier duplication of food concentrate.
Two 50-Kilogram Tanks of Oxygen	1	Most pressing survival need (weight is not a factor since gravity is one-sixth of the Earth's).
Stellar Map	3	Primary means of navigation—star patterns appear essentially identical on the moon as on Earth.
Self-Inflating Life Raft	9	Carbon dioxide bottle in the military raft may be used for propulsion.
Magnetic Compass	14	The magnetic field on the moon is not polarized, so it is worthless for navigation.
20 Litres of Water	2	Needed for tremendous liquid loss on the light side of the moon.
Signal Flares	10	Use as distress signal when the mother ship is sighted.
First Aid Kit Including Injection Needle	7	Needles connected to vials of vitamins and medicines will fit in a special aperture in the NASA spacesuit.
Solar-Powered FM Receiver-Transmitter	5	For communications with the mother ship (FM radio requires line of sight transmission and can only be used over a short range).

Scoring:

For each item, mark the number of points that your team score differs from the NASA ranking, then add up all the points. Disregard plus or minus differences. The lower the total, the better your score.

0–25 excellent

26–32 good

33–45 average

46–55 fair

56–70 poor—suggests use of Earth-bound logic.

71–112 very poor—you are one of the casualties of the space program!

STEPLADDER OR SIX THINKING HATS SCENARIO

Your squadron has been given a large grant from the town / city of $20 000. The squadron staff want to spend the money on a tour. The entire squadron can go on a fully paid tour of Washington, DC for seven days or the squadron can send two cadets from each proficiency level on a fully paid tour for one week to World War II sites in Europe. A decision must be made and the squadron staff would like your input.

THIS PAGE INTENTIONALLY LEFT BLANK

PROBLEMS TO SOLVE

Problem #1

Four women, Louise, Lise, Carol and Lily, are seated at a table. They are chatting about their holidays.

They went to California, Texas, Florida and Arizona riding a lion, a tiger, a zebra, and a pony.

Question: What are the destinations and mode of transportation for each woman?

Hints:

- The woman riding the zebra did not smoke.

- Carol declared that she loved Miami.

- The woman riding the tiger had a cigarette with Lily.

- Louise said "Buy your pony a new saddle, Carol. I saw some during our trip to California?"

- The women riding the tiger mentioned that she has seen the Alamo in Texas.

- Lise was a chain smoker.

Problem #2

An army general wanted 10 soldiers to cross a river. There was no bridge and the soldiers could not swim. The general saw a row boat with two children on board. The boat could only hold two children or one soldier.

Question: How did the soldiers cross the river in the boat?

Problem #3

A crime has been committed. A life has been taken. The name, address and personal information are known to the police. However, this person shall never go to trial.

Question: Why?

Problem #4

A knight wanted to visit a princess. He had to arrive exactly at 1700 hours. If he travelled at 15 kilometres per hour, he would arrive one hour too early. If he travelled at 10 kilometres per hour, he would arrive one hour too late.

Questions:

At what time should he leave?
What distance will he travel?
At what speed will he travel?

Problem #5

A large ship is ignited on the high seas. All sailors, except the captain, leave aboard lifeboats. The captain dives and swims under the water for 90 metres. He hears an explosion. When he surfaces, he immediately hears another explosion. The captain rejoins a lifeboat and is pulled aboard by the sailors.

The captain mentions that he heard two explosions. The sailors state that they only heard one explosion. Both the captain and the sailors are telling the truth.

Question: How is this possible?

Problem #6

A girl, who was just learning to drive, went down a one-way street in the wrong direction, but did not break the law.

Question: How is this possible?

Problem #7

After school on Monday, Jody found this note in code taped to her locker.

Yg ctg jcxkpi c uwtrtkug rctva hqt Ou. Dtqyp.

At first, she couldn't figure it out. Then someone whispered in her ear, "M stands for K." Just that one clue helped Jody crack the code.

Question: What does the note say? How did you crack the code?

Problem #8

One man, one woman and some kids are out boating. There were three boats—one red, one blue, and one yellow—out on the river that morning. The boats were three different types: a yacht, a sailboat and a canoe. The people on the boats were from three different countries: France, Sweden and Italy.

Questions: What colour is each boat? What type is each boat? Who is on each boat? Which country do the people come from?

Hints:

- The woman is not in a yellow boat and is not from France.

- The red boat is not from Italy.

- The kids are in a blue boat, but they are not from Italy or Sweden.

- The man and his dog are on a yacht with an Italian flag.

- The sailboat is from France, while the canoe is red.

Problem #9

Amir tied two sacks of salt to the back of his donkey and headed for the market to sell the salt. On the way, Amir and the donkey passed a stream. The donkey jumped in to cool himself. As a result, much of the salt dissolved into the water, ruining the salt for Amir but improving matters for the donkey because his load became much lighter. Amir tried to get to the market on the following days, but the donkey always ruined the salt. Finally, Amir decided to teach the donkey a lesson. He once again set out with the donkey and the two sacks.

Question: What did Amir do differently this time so that after that day the donkey stopped taking a swim?

Problem #10

Train A and train B are crossing the country, from coast to coast, over 5 000 kilometres of railroad track. Train A is going from east to west at 80 kilometres per hour, and Train B is going from west to east at 90 kilometres per hour.

Question: Which train will be closer to the west coast when they meet?

Hint: You don't have to do any math to get the answer.

THIS PAGE INTENTIONALLY LEFT BLANK

ANSWER KEY TO PROBLEMS

Problem #1

Answer:

Louise - California - zebra
Lise - Texas - tiger
Carol - Florida - pony
Lily- Arizona - lion

Problem #2

Answer:

Start with two children crossing. One child gets out of the boat, the other child returns in the boat. The second child gets out of the boat and the soldier crosses. The first soldier gets out of the boat, and the first child gets in the boat and returns. Repeat the process until all the soldiers, the general and the children have crossed the river.

Problem #3

Answer:

No person shall go to trial because the crime was a suicide.

Problem #4

Answer:

He should leave at 1200 hours. He will travel 60 kilometres. He will travel 12 kilometres per hour.

Problem #5

Answer:

It is true because sound travels more rapidly under water than on the surface.

Problem #6

Answer:

She was walking.

Problem #7

Answer:

The message reads, "We are having a surprise party for Ms. Brown." M stands for K tells you that the alphabet has shifted two letters.

STRATEGY: Write the alphabet in a row, with a second alphabet below it, starting with a below c. When you get to x in the second row, go to the a in the top row and write y below it and z below b.

Problem #8

Answer:

Yellow - yacht - man - Italy
Red - canoe - woman - Sweden
Blue - sailboat - kids - France

Problem #9

Answer:

Amir loaded the sacks not with salt but with sand. When the donkey jumped in the stream and got the sacks wet, they became much heavier.

Problem #10

When the trains meet, they will be at exactly the same point. Therefore, they will each be the same distance from the west coast.

LEADERSHIP SEMINAR
TIME MANAGEMENT

Total Time:	90 min

PREPARATION

Photocopy Appendix 1 to Attachment C.

The following components are conducted during this seminar:

Number	Component	Time
1	Explain that time management is a myth.	5 min
2	Conduct an activity where cadets brainstorm a list of time stealers.	10 min
3	Conduct an activity where cadets reflect on and create a list of activities where they spend the most time and the least time.	10 min
4	Explain procrastination.	10 min
5	Conduct an activity where cadets brainstorm time-management tips.	10 min
6	Explain time-management tips for teens.	5 min
7	Explain preparing to-do lists.	5 min
8	Conduct a group discussion on how technology may aid in time management.	5 min
9	Conduct an in-class activity where cadets create a to-do list based on a scenario.	15 min
10	Conduct a group discussion on the time-management seminar.	5 min

EXPLAIN THAT TIME MANAGEMENT IS A MYTH

Time: 5 min

TIME MANAGEMENT IS A MYTH

There are only 24 hours in every day. Time never changes. Time management does not refer to managing time; it refers to managing ourselves. Organizing and managing workload and free time is what is meant by time management. It means what one does with the time one has.

CONDUCT AN ACTIVITY WHERE CADETS BRAINSTORM A LIST OF TIME STEALERS

BACKGROUND KNOWLEDGE

Time stealers include:

- interruptions (telephones, visitors, etc),

- procrastination and indecisions,

- dealing with minor tasks that should have be delegated,

- acting with incomplete information,

- lack of planning,

- stress and fatigue,

- inability to say "No", and

- personal disorganization.

ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets brainstorm a list of time stealers.

RESOURCES

- Two flip charts, and

- Two markers.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two groups.

2. Give each group a flip chart and marker.

3. Have each group brainstorm and record on the flip chart a list of time stealers.

4. Have one member from each group share their list with the class.

SAFETY

Nil.

**CONDUCT AN ACTIVITY WHERE CADETS REFLECT ON AND CREATE A LIST
OF ACTIVITIES WHERE THEY SPEND THE MOST TIME AND THE LEAST TIME**

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets reflect on and create a list of activities where they spend the most time and the least time.

RESOURCES

- Paper, and

- Pen / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute paper and pen / pencil to each cadet.

2. Explain to the cadets that they are to reflect and create a list of activities where they spend the most time and the least time.

> Do not force cadets to share their list if they do not wish.

3. After six minutes have the cadets present their list to the class.

SAFETY

Nil.

EXPLAIN PROCRASTINATION

Time: 10 min

WHY DO CADETS PROCRASTINATE?

Procrastination is putting things off that should be focused on right now. Usually, things are put off in favour of doing something that is more enjoyable or that is easier to accomplish. Procrastinators work as many hours in a day as other cadets but procrastinators invest their time in the wrong tasks.

Sometimes this is simply because cadets do not understand the difference between urgent tasks (time-sensitive) and important tasks (significant), and they jump straight into urgent tasks that are not actually important. They may think they are doing the right thing because they are reacting quickly or they may simply be driven by the person whose demands are the loudest.

Important. Of great effect or consequence; significant.

Urgent. Demanding or requiring immediate action or attention.

Causes of Procrastination

Another common cause of procrastination is that cadets feel overwhelmed by the task. Cadets may not know where to begin, or they may doubt they have the skills or resources to complete the task. Cadets may seek comfort in doing tasks that they know they are capable of completing.

Other Causes of Procrastination

Other causes of procrastination include:

- waiting for the "right" mood or the "right" time to tackle the important tasks;

- a fear of failure or success;

- underdeveloped decision-making skills;

- poor organizational skills; and

- perfectionism (cadets think they do not have the right skills or resources to accomplish the task perfectly so they do not begin at all).

Ask cadets to name some tasks that they might procrastinate on rather than getting started.

HOW TO OVERCOME PROCRASTINATION

Whatever the reason behind procrastination, it must be acknowledged, dealt with and controlled.

1. **Recognize that you are procrastinating.** Be honest with yourself; you probably know when you are procrastinating.

2. **Work out why you are procrastinating.** Why you procrastinate can depend on both you and the task. Understanding the reason for procrastination for each situation will help you select the best approach to overcoming your reluctance to get going.

3. **Get over it.** If you are putting something off because you just do not want to do it, and you can not delegate the work, you need to find a way to motivate yourself. The following approaches may be helpful:

   - make up you own rewards;

   - ask someone to check up on you; or

   - identify unpleasant consequences of not doing the task.

   If you are putting off starting a project because you find it overwhelming, you may need a different approach. Here are some tips:

   - break the project into smaller, or manageable tasks;

   - start with some quick small tasks, even if these are not the logical place to start. This will help you feel like you are achieving results.

CONDUCT AN ACTIVITY WHERE CADETS BRAINSTORM TIME-MANAGEMENT TIPS

ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets brainstorm time-management tips.

RESOURCES

- Flipchart, and

- Marker.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of no more than six.

2. Have the cadets select a recorder for the brainstorming session.

3. Explain to cadets that they are to create a list of time-management tips for other cadets.

4. Have the selected cadet record the suggestions.

5. Have each group share their tips with the rest of the class.

SAFETY

Nil.

EXPLAIN TIME-MANAGEMENT TIPS FOR TEENS

Time: 5 min

If it seems like there is never enough time in the day to get everything done, use the following tips to organize and take control of the situation:

- make a to-do list;

- use spare minutes wisely;

- it's okay to say "No";

- find the right and best time for work;

- get a good night's sleep;

- communicate the schedule to others;

- create a time budget and plan accordingly;

- don't waste time agonizing; get on with it; and

- set realistic goals.

EXPLAIN HOW TO PREPARE TO-DO LISTS

Time: 5 min

A to-do list is a prioritized list of tasks that need to be completed. It lists what must be done with the important tasks at the top of the list and the least important tasks at the bottom of the list.

Keeping to-do lists ensures that all tasks that need to be accomplished are captured in one place. This is essential in order not to forget things. By prioritizing work, a plan is created. This ensures that tasks that need immediate attention are completed first.

Preparing a To-do List

Begin by writing down all of the tasks that need to be completed. If the tasks are large, break them into parts. All tasks on the list should take no more than 1–2 hours to complete.

How to Prioritize the To-do List

The next step in creating a useful to-do list is to prioritize each task on the to-do list. There are many ways to prioritize but usually priorities are based on time constraints and / or the benefit of the accomplishment of the task. For example, a priority based on time constraints could be if you have to take a sibling to a ball game at six in the evening, and the clock reads 5:30 pm, that task will move to a very high priority. An example based on a benefit of the task could be if you wish to buy a newer car, you cannot miss shifts at work. Shifts at work will have a very high priority.

Allocate priorities for each task from A (very important or very urgent) to F (unimportant or not urgent at all). If too many tasks have a high priority, go through the to-do list again and demote the less important tasks. Once this has been accomplished, rewrite the list in order of priority.

CONDUCT A GROUP DISCUSSION ON HOW TECHNOLOGY MAY AID IN TIME MANAGEMENT

Time: 5 min

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.

- Sit the group in a circle, making sure all cadets can be seen by everyone else.

- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.

- Manage time by ensuring the cadets stay on topic.

- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.

- Give the cadets time to respond to your questions.

- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.

- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS:

Q1.   What types of technology may help in time-management?

Q2.   How can those technologies help?

Q3. Do you use technologies to help keep you on track and organized?

Q4. How do they help you?

Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.

Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONDUCT AN IN-CLASS ACTIVITY WHERE CADETS CREATE A TO-DO LIST BASED ON A SCENARIO

ACTIVITY

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets create a to-do list based on a scenario.

RESOURCES

- Scenario located at Appendix 1 to Attachment C,
- Paper, and
- Pen / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the scenario to each cadet.

2. Have cadets create a to-do list based on the scenario.

3. Have cadets present their to-do list to the group, and explain why they prioritized their list the way they did.

SAFETY

Nil.

CONDUCT A GROUP DISCUSSION ON THE TIME-MANAGEMENT SEMINAR

Time: 5 min

BACKGROUND KNOWLEDGE

The purpose of the group discussion is to have cadets practice reflective thinking skills. Use the tips for answering / facilitating discussion and the suggested questions provided.

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.

- Sit the group in a circle, making sure all cadets can be seen by everyone else.

- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.

- Manage time by ensuring the cadets stay on topic.

- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.

- Give the cadets time to respond to your questions.

- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.

- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS:

Q1.   What have you learned during this seminar?

Q2.   Which activities did you enjoy during the seminar? Why?

Q3.   Will this information be useful to you?

Q4.   Where do you think you will use the information from this seminar?

Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.

Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

THIS PAGE INTENTIONALLY LEFT BLANK

SCENARIO FOR CREATING A TO-DO LIST

It is Friday morning at 8:00 am. All tasks must be completed by 8:00 am on Monday.

The following tasks must be accomplished. Create a to-do list in priority order.

- Go to school from 9:00 am to 3:00 pm on Friday.

- Work from 6:00 pm to 9:00 pm on Saturday night.

- Pick up your sister from ballet on Sunday at 1:00 pm.

- Clean your room.

- Polish your boots.

- Take out the garbage.

- Make a lesson plan for cadets on Monday night.

- Go to a movie.

- Hang out with your friends.

- Cut the lawn.

- Do your homework which includes a 1 000 word essay, four math problems, and reading two chapters of your history text.

- Play basketball on Saturday.

- Update your resume.

- Have supper at your grandparents on Sunday.

- Study for final exams.

- Eat meals.

- Sleep at least eight hours a night.

- Work out with weights.

THIS PAGE INTENTIONALLY LEFT BLANK

LEADERSHIP SEMINAR COMMUNICATIONS

Total Time:	90 min

PREPARATION

Photocopy Appendices 1 and 3 to Attachment D for each cadet.

Photocopy Appendices 2 to Attachment D.

The following components are conducted during this seminar:

Number	Component	Time
1	Have cadets participate in a communication exercise.	15 min
2	Conduct a group discussion on the communications exercise.	5 min
3	Demonstrate and explain how to build rapport using a role-play scenario.	20 min
4	Explain reading body language.	15 min
5	Conduct an activity where cadets read negative and positive body language.	20 min
6	Conduct a group discussion on the communications seminar.	5 min

HAVE CADETS PARTICIPATE IN A COMMUNICATION EXERCISE

ACTIVITY

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets give and receive instructions without non-verbal cues.

RESOURCES

- Figures located at Appendix 1 to Attachment D,

- Paper, and

- Pens / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have the cadets find a partner.

2. Have the cadets sit back-to-back.

3. Distribute paper and pen / pencil to each cadet.

4. Distribute picture A to one cadet and picture B to the other cadet.

5.   Have the first cadet describe and give instructions to the other cadet to reproduce picture A. The cadet receiving instructions cannot ask for clarification; they may only ask for repetition.

6.   Allow the first cadet seven minutes to complete the instructions.

7.   Have the other cadet describe and give instructions to the first cadet to reproduce picture B. The cadet receiving instructions cannot ask for clarification; they may only ask for repetition.

8.   Allow the second cadet seven minutes to complete the instructions.

9.   Have each cadet exchange pictures.

SAFETY

Nil.

CONDUCT A GROUP DISCUSSION ON THE COMMUNICATIONS EXERCISE

Time: 5 min

> The purpose of the group discussion is to have cadets practice reflective thinking skills. Use the tips for answering / facilitating discussion and the suggested questions provided.

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.

- Sit the group in a circle, making sure all cadets can be seen by everyone else.

- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.

- Manage time by ensuring the cadets stay on topic.

- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.

- Give the cadets time to respond to your questions.

- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.

- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS:

Q1.   How did you feel about giving instructions? Were your instructions to the point?

Q2.   How did you feel about receiving instructions? Could the instructions you were given be more clear?

Q3.   Which was more difficult, giving or receiving instruction? Why?

Q4.   Would this exercise have been easier if you could see your partner? Why or why not?

Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.

Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

DEMONSTRATE AND EXPLAIN HOW TO BUILD RAPPORT USING A ROLE-PLAY SCENARIO

BACKGROUND KNOWLEDGE

BUILDING RAPPORT

Rapport builds naturally over time with cadets who are trusted and who are believable. The process of building rapport can be sped up by matching and mirroring the other cadet's verbal and non-verbal communications.

Matching Body Language

Matching body language can take several forms. One may match the other cadet's whole body position, the position of the upper or lower half of their body, or the angle of their head and shoulder. Matching may also be done by using the cadet's same type and rate of movement and gestures. One may match things exactly or partially.

Matching Voice

Matching may also be done using the other cadet's voice. One may match their volume, speed, pitch, rhythm, inflections and pauses. One may match their type of language and vocabulary and speech patterns.

Matching Energy

One may match the other cadet's energy level also. One may match how rapidly they breathe and whether they breathe using shallow or deep breaths.

Mirroring

Instead of matching the cadet's body movements, one may mirror them. When the cadet crosses their right leg over their left, one may cross their left leg over their right.

The idea of building rapport through matching and mirroring is not to copy blindly every movement a cadet makes or each body position they sit in. Building rapport is something that is done "with" a cadet, not "to" a cadet.

ACTIVITY

Time: 20 min

> When conducting the role-play, take the part of a mentor. Ensure when acting as the mentor during the role-play to use matching and mirroring techniques.

OBJECTIVE

The objective of this activity is to have the cadets see communications that build rapport using a role-play scenario.

RESOURCES

- Role-play scenario located at Appendix 2 to Attachment D,

- Paper,

- Pen/ pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute paper and a pen / pencil to each cadet.

2. Ask cadets to volunteer to take part in the role-play.

3. Select one cadet to take part in the role-play.

4. Distribute the role-play scenario to the selected cadet.

5. Ask all other cadets to write down their observations about the role-play scenario.

6. Conduct the role-play scenario with the selected cadet.

7. After eight minutes, conclude the role-play scenario.

8. Have the rest of the cadets share their observations about the scenario. Ensure the cadets give examples for their observations.

9. Describe the matching and mirroring techniques that were used during the role-play scenario.

SAFETY

Nil.

EXPLAIN READING BODY LANGUAGE

Time: 15 min

Body language reveals a cadet's true thoughts. It may forewarn problems, such as lack of understanding, disagreement or conflict. It may signal support, agreement or encouragement. It may show how comfortable a cadet is with what is being said or how committed they really are to their own words.

Reading Other's Body Language

Most people understand body language intuitively and quickly, and the conclusions that are reached go straight into the subconscious. However, it pays to look out for certain positive and negative signals. If other's body language is read correctly, one should know whether one's communications are succeeding or missing their mark.

The Signal	What it may say
Nodding the head.	This cadet is listening to me. This cadet agrees with me.
Scratching the neck or rubbing eyes and looking at the ceiling (female) or the floor (man).	This cadet may not be telling the truth.
Clenched hands.	This cadet is frustrated.
Hand on cheek.	This cadet has some doubts.
Hand on cheek with thumb under chin.	This cadet is interested but has some doubts.
Picking off imaginary lint.	This cadet disagrees with or disproves of what has been said but is not willing to say so.
Crossed arms and legs.	This cadet is tuning out or filtering what is being said.

One must be careful of a cadet's unspoken messages. Crossed arms may say "I feel threatened by what you are saying and I am closed to hearing it", but it may also say "I'm cold". A tapping foot may mean "I would like to be on my way", but it may also reflect a lot of nervous energy or a need to go to the washroom.

Look Out for Negative Signals

A cadet's body language may serve as an early warning signal that something is amiss in the communication process. Negative signals include:

Boredom may look like:

- feet pointing away from the speaker;
- tapping feet;
- rapidly nodding the head;
- covering the nose;
- rubbing or scratching the neck or nose;
- looking skyward;
- avoiding or limiting eye contact;
- covering the mouth;
- body orienting away from the speaker;

- tense posture;
- covering or rubbing of the ears;
- "dancing" around;
- forming a fist, clenching the hands;
- rapidly exhaling breath;
- fidgeting (eg, tapping a pencil);
- drumming the fingers on the table; and
- buttoning the coat or jacket.

Boredom may look like:

- doodling;
- drumming the fingers;
- crossed legs with the foot swinging or kicking;
- head held in hands;

- a blank stare;
- taking deep breaths;
- tapping the floor with the foot; and
- clicking a pen in and out.

Frustration may look like:

- short breaths;
- "tssk" sounds;
- hands tightly clenched;
- fist-like gestures;
- wringing hands;

- pointing index fingers;
- running hands through the hair;
- rubbing the back of the neck; and
- kicking the ground at an imaginary object.

Look Out for Positive Signals

Just as body language may alert one to looming problems, it may also herald success. Positive signals include:

- nodding thoughtfully;
- relaxed posture;
- body oriented toward the speaker;

- open hands;

- feet pointed towards the speaker;

- stroking of the chin;
- open body position;
- eye contact, particularly when the pupils are dilated (enlarged);
- handling the documents or materials one is presenting; and
- thoughtful "um-hums".

Cooperation may look like:

- open hands;
- sitting on the edge of the chair;
- unbuttoning the coat or jacket;

- tilted head;
- leaning toward the speaker; and
- moving closer to the speaker.

Evaluation may look like:

- hand-to-face gestures;
- tilted head;
- stroking the chin or chin in the palm of the hand;

- taking their glasses off to clean them;
- sucking on a pen or glasses' arm; and
- peering over their glasses.

 Distribute Appendix 3 to Attachment D to each cadet.

CONDUCT AN ACTIVITY WHERE CADETS READ NEGATIVE AND POSITIVE BODY LANGUAGE

Time: 20 min

OBJECTIVE

The objective of this activity is to have the cadets read negative and positive body language.

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have cadets select a partner.

2. Select one set of partners to go first.

3. Have one cadet act as the sender while the other cadet acts as the receiver of the information.

4. Have the receiver select one body language signal to display throughout the sender's presentation.

5. Have the sender tell the receiver about everything they have done during the previous week.

6. Have the receiver display the body language selected throughout the sender's presentation.

7. Have the sender talk for approximately two minutes.

8. Have the sender guess what body language was being displayed.

9. Have the rest of the class guess what body language was being displayed.

10. Have the receiver confirm or deny the guesses. If the guesses were not correct, have the receiver explain what body language was being displayed.

11. Repeat Steps 5–10 until each set of partners has been both the sender and the receiver.

SAFETY

Nil.

CONDUCT A GROUP DISCUSSION ON THE COMMUNICATIONS SEMINAR

Time: 5 min

The purpose of the group discussion is to have cadets practice reflective thinking skills. Use the tips for answering / facilitating discussion and the suggested questions provided.

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.

- Sit the group in a circle, making sure all cadets can be seen by everyone else.

- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.

- Manage time by ensuring the cadets stay on topic.

- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.

- Give the cadets time to respond to your questions.

- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.

- Additional questions should be prepared ahead of time.
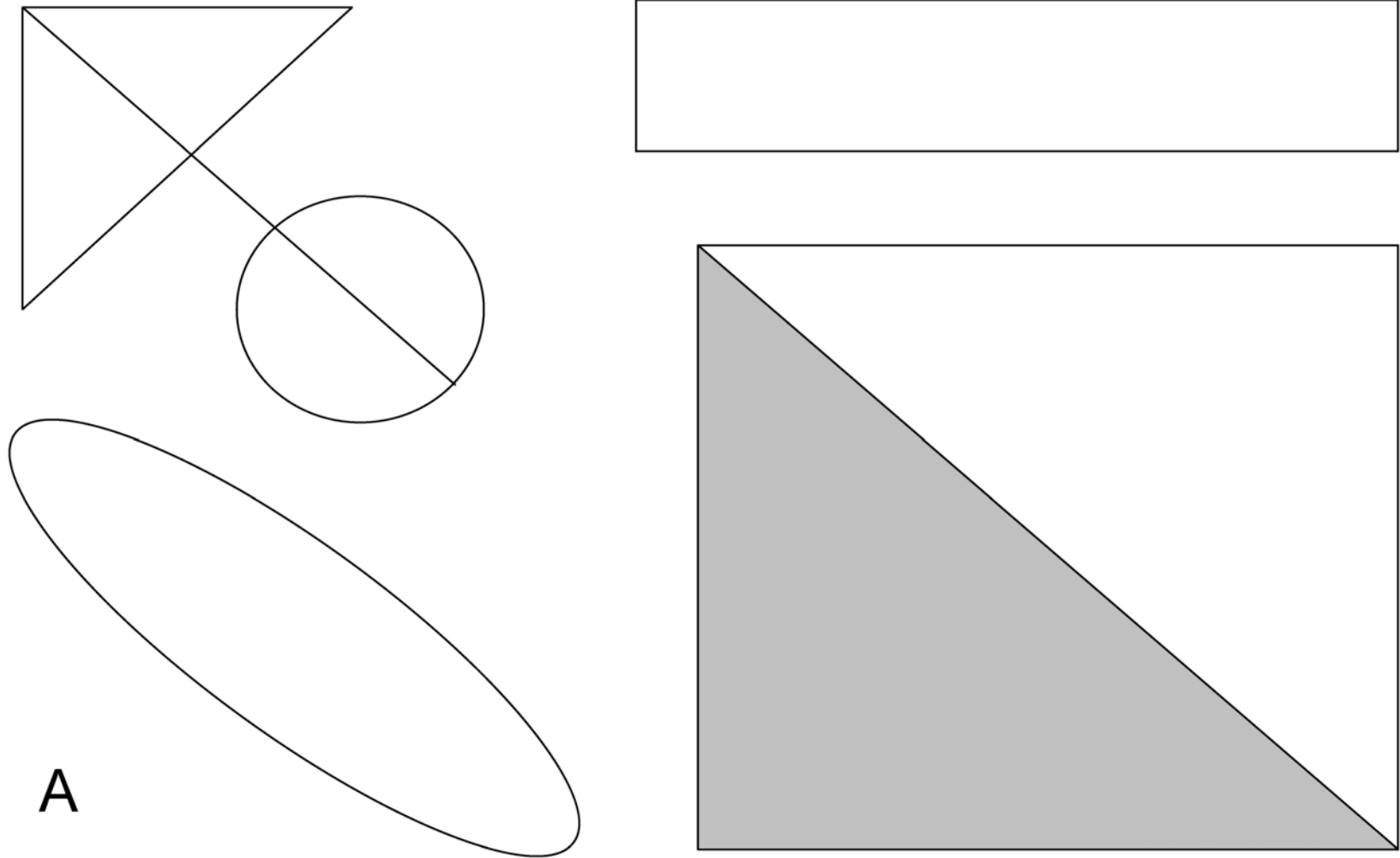
SUGGESTED QUESTIONS:

Q1. What have you learned during this seminar?

Q2. Which activities did you enjoy during the seminar? Why?

Q3. Will this information be useful to you?

Q4. Where do you think you will use the information from this seminar?

Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.

Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

Figure D1-1   Picture A

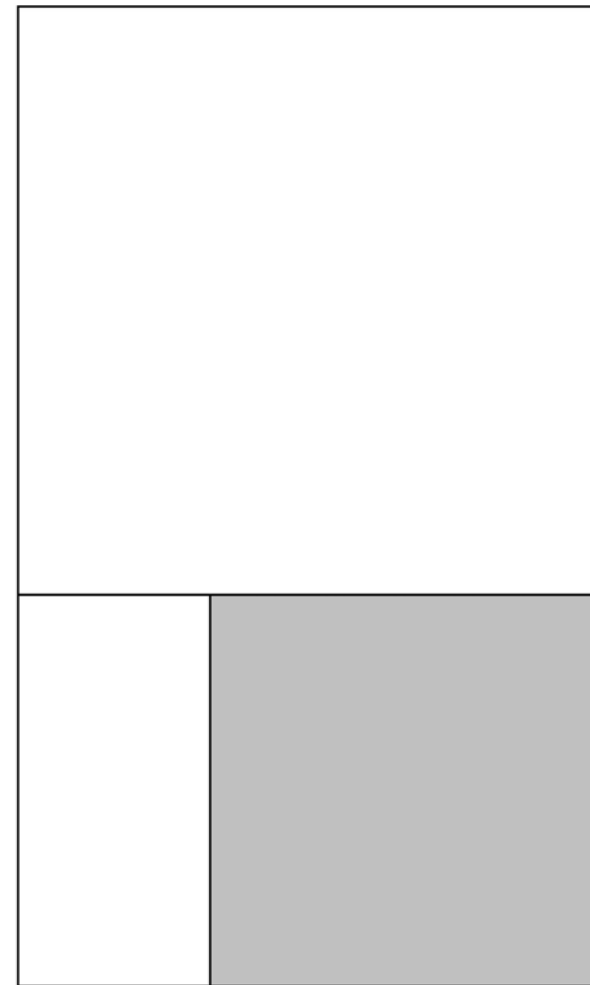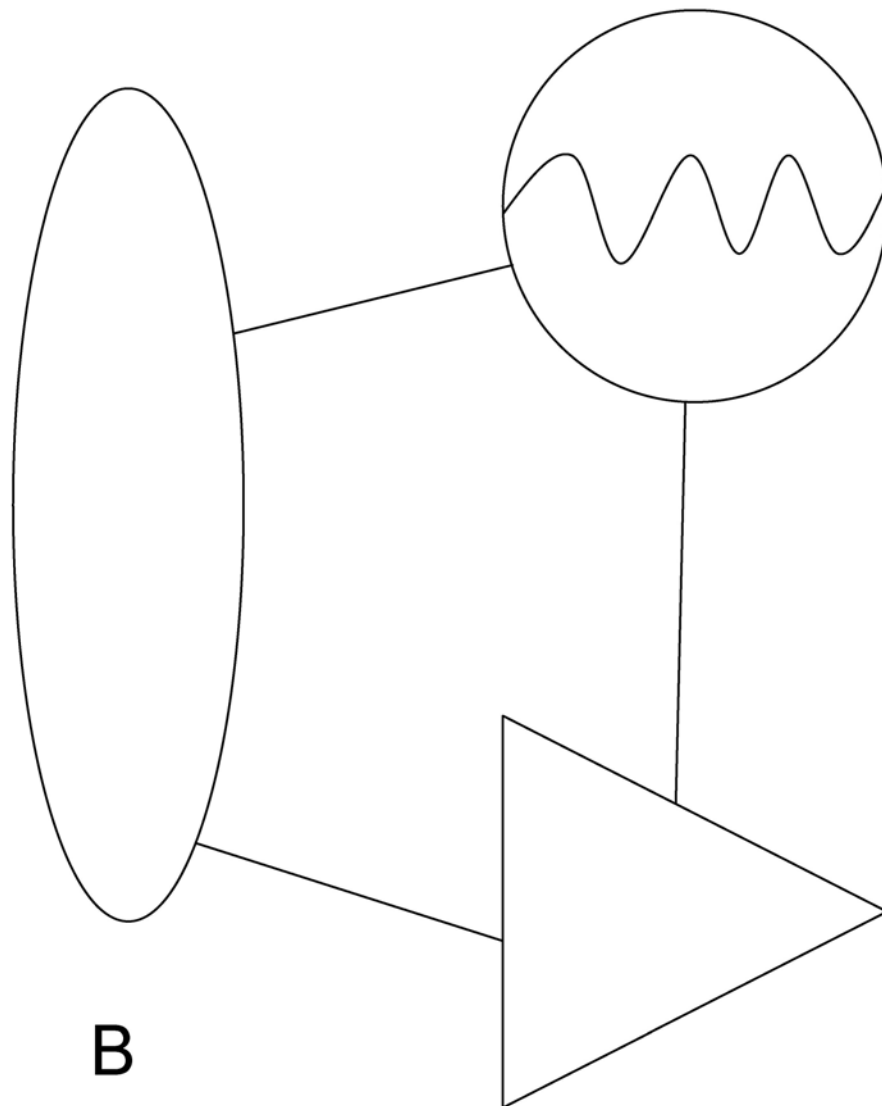*Note*. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence

B

Figure D1-2   Picture B

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence

C403.01D1-2

SCENARIO FOR ROLE-PLAY

You are a second year cadet who is often timid and shy. You are often late to parade nights and you do not take care of your uniform very well. You attended the General Training (GT) course last summer and this summer you wish to attend the three-week Basic Musician Course.

THIS PAGE INTENTIONALLY LEFT BLANK

READING BODY LANGUAGE

Body language reveals a cadet's true thoughts. It may forewarn problems, such as lack of understanding, disagreement or budding conflict. It may signal support, agreement or encouragement. It may show how comfortable a cadet is with what is being said or how committed they really are to their own words.

Reading Other's Body Language

Most people understand body language intuitively and quickly, and the conclusions that are reached go straight into the subconscious. However, it pays to look out for certain positive and negative signals. If other's body language is read correctly, one should know whether one's communications are succeeding or missing their mark.

The Signal	What it may say
Nodding the head.	This cadet is listening to me. This cadet agrees with me.
Scratching the neck or rubbing eyes and looking at the ceiling (female) or the floor (man).	This cadet may not be telling the truth.
Clenched hands.	This cadet is frustrated.
Hand on cheek.	This cadet has some doubts.
Hand on cheek with thumb under chin.	This cadet is interested but has some doubts.
Picking off imaginary lint.	This cadet disagrees with or disproves of what has been said but is not willing to say so.
Crossed arms and legs.	This cadet is tuning out or filtering what is being said.

One must be careful of a cadet's unspoken messages. Crossed arms may say "I feel threatened by what you are saying and I am closed to hearing it", but it may also say "I'm cold". A tapping foot may mean "I would like to be on my way", but it may also reflect a lot of nervous energy or a need to go to the washroom.

Look Out for Negative Signals

A cadet's body language may serve as an early warning signal that something is amiss in the communication process. Negative signals include:

- feet pointing away from the speaker;
- tapping feet;
- rapidly nodding the head;
- covering the nose;
- rubbing or scratching the neck or nose;
- looking skyward;
- avoiding or limiting eye contact;
- covering the mouth;
- body orienting away from the speaker;
- tense posture;
- covering or rubbing of the ears;
- "dancing" around;
- forming a fist, clenching the hands;
- rapidly exhaling breath;
- fidgeting (eg, tapping a pencil);
- drumming the fingers on the table; and
- buttoning the coat or jacket.

Boredom may look like:

- doodling;
- drumming the fingers;
- crossed legs with the foot swinging or kicking;
- head held in hands;

- a blank stare;
- taking deep breaths;
- tapping the floor with the foot; and
- clicking a pen in and out.

Frustration may look like:

- short breaths;
- "tssk" sounds;
- hands tightly clenched;
- fist-like gestures;
- wringing hands;

- pointing index fingers;
- running hands through the hair;
- rubbing the back of the neck; and
- kicking the ground at an imaginary object.

Look Out for Positive Signals

Just as body language may alert one to looming problems, it may also herald success. Positive signals include:

- nodding thoughtfully;
- relaxed posture;
- body oriented toward the speaker;

- open hands;

- feet pointed towards the speaker;

- stroking of the chin;
- open body position;
- eye contact, particularly when the pupils are dilated (enlarged);
- handling the documents or materials one is presenting; and
- thoughtful "um-hums".

Cooperation may look like:

- open hands;
- sitting on the edge of the chair;
- unbuttoning the coat or jacket;

- tilted head;
- leaning toward the speaker; and
- moving closer to the speaker.

Evaluation may look like:

- hand-to-face gestures;
- tilted head;
- stroking the chin or chin in the palm of the hand
;

- taking their glasses off to clean them;
- sucking on a pen or glasses' arm; and
- peering over their glasses.

LEADERSHIP SEMINAR
SUPERVISION

Total Time:	90 min

PREPARATION

Photocopy Appendices 1 and 2 to Attachment E for each cadet.

The following components are conducted during this seminar:

Number	Component	Time
1	Describe supervision systems.	10 min
2	Explain how to supervise effectively.	15 min
3	Conduct a group discussion on supervision.	25 min
4	Conduct an activity where cadets create a supervision plan based on a scenario.	25 min
5	Conduct a group discussion on the supervision seminar.	5 min

DESCRIBE SUPERVISION SYSTEMS

Time: 10 min

In general, the system of supervision will vary according to:

- the type of activity,

- the location of the activity,

- the age and skill of cadets, and

- the age and skill of the team leader / supervisor.

An assessment of the situation will determine the most appropriate supervision system to ensure the safety of cadets. The following systems may be used to cater to various situations.

Direct and Constant Supervision

Some activities require direct and constant supervision by a team leader to ensure all cadets remain safe. To determine whether direct and constant supervision is required, an assessment must be made on the level or risk involved in the activity and the skills and development of the cadets participating in the activity.

Intermittent Supervision

Intermittent supervision is appropriate for the supervision of more mature, responsible cadets participating in low-risk activities. Intermittent supervision must be well planned. The expectations for the cadets must be clearly stated and the cadets must be checked regularly.

Area Supervision

Area supervision requires a team leader to take responsibility for a particular area such as a basketball court or dining area. Area supervision allows cadets to move freely between areas and is easy to manage and plan.

Group Supervision

Group supervision relates to the supervision of a group of cadets regardless of the area they are in. Group supervision is more useful on excursions to venues where it is more difficult to supervise a large group of cadets or allow cadets to be grouped according to interest or skill level.

Floater Supervision

Floater supervision refers to a system where a team leader moves among all areas supporting and encouraging cadets and staff. The floater keeps track of the big picture and does not monitor a specific area or activity.

EXPLAIN HOW TO SUPERVISE EFFECTIVELY

Time: 15 min

Being totally aware of what is happening around and beyond a specific activity requires the development of specific supervision skills. These skills include:

- scanning;

- positioning;

- listening; and

- being "with it".

Scanning

Scanning involves regularly glancing around the whole area to see what is happening. By continually scanning the area, the team leader is able to quickly intervene in a situation where cadets could be at risk or intervene in a dispute.

Positioning

The physical position that the team leader takes will determine how well the team leader is able to supervise the cadets in their vicinity. Always position the body to be able to observe the maximum area possible. If the team leader is responsible for a high-risk activity, they must never leave the activity.

Listening

As well as positioning and scanning the area, the team leader will need to listen carefully to what is happening. As the team leader listens to cadets, they will learn the sounds that indicate that all is well or sounds that indicate something is not right.

Being "With It"

Being "with it" is the key to any supervision system. It is the desire and ability to be aware of:

- what has happened in the past;

- what is happening in the present; and

- what is likely to happen in the future.

Being "with it" requires the team leader to know the cadets in their care and monitor what they are doing. This includes all cadets' range of skills, interests, and their ability to interact with others. Being "with it" may enable the team leader to be aware of the positive behaviour displayed by cadets. The team leader may notice the leadership, perseverance, cooperation, and kindness of cadets.

Distribute Appendix 1 to Attachment E to each cadet.

CONDUCT A GROUP DISCUSSION ON SUPERVISION

Time: 25 min

The purpose of the group discussion is to have cadets practice reflective thinking skills. Use the tips for answering / facilitating discussion and the suggested questions provided.

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.

- Sit the group in a circle, making sure all cadets can be seen by everyone else.

- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.

- Manage time by ensuring the cadets stay on topic.

- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.

- Give the cadets time to respond to your questions.

- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.

- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS:

Q1.   Name some locations around the squadron where the cadets will need to be supervised in the building?

Q2.   How do you supervise these areas?

Q3.   Is supervision of cadets different in the classroom than in the rest of the building? Why or why not?

Q4.   Is supervision of cadets different in the canteen than in the rest of the building? Why or why not?

Q5. Is supervision of cadets different on the range than in the rest of the building? Why or why not?

Q6. How will you supervise the areas in the rest of the building (eg, washrooms, stairs, hallways)?

Q7. Is supervision of cadets different when cadets are participating in an outdoor activity (eg, sailing, expedition, or launching rockets)?

Q8. Give some examples of how and why the supervision is different?

Q9. How does supervision lower the risks of those activities?

Q10. Can supervision duties be delegated to others? Why or why not?

Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.

Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONDUCT AN ACTIVITY WHERE CADETS CREATE A SUPERVISION PLAN BASED ON A SCENARIO

Time: 25 min

OBJECTIVE

The objective of this activity is to have the cadets create a supervision plan based on a scenario.

RESOURCES

- Scenario located at Appendix 2 to Attachment E,
- Paper, and
- Pen / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have the cadets find a partner.

2. Distribute the scenario to each pair of cadets.

3. Allow the cadets 15 minutes to create their supervision plan.

4. Have each pair present their supervision plan to the other cadets.

5. Allow one minute for questions and answers.

SAFETY

Nil.

CONDUCT A GROUP DISCUSSION ON THE SUPERVISION SEMINAR

Time: 5 min

The purpose of the group discussion is to have cadets practice reflective thinking skills. Use the tips for answering / facilitating discussion and the suggested questions provided.

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.

- Sit the group in a circle, making sure all cadets can be seen by everyone else.

- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.

- Manage time by ensuring the cadets stay on topic.

- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.

- Give the cadets time to respond to your questions.

- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.

- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS:

Q1.   What have you learned during this seminar?

Q2.   Which activities did you enjoy during the seminar? Why?

Q3.   Will this information be useful to you?

Q4.   Where do you think you will use the information from this seminar?

Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.

Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

SUPERVISION SYSTEMS

In general, the system of supervision will vary according to:

- the type of activity,

- the location of the activity,

- the age and skill of cadets, and

- the age and skill of the team leader / supervisor.

An assessment of the situation will determine the most appropriate supervision system to ensure the safety of cadets. The following systems may be used to cater to various situations.

Direct and Constant Supervision

Some activities require direct and constant supervision by a team leader to ensure all cadets remain safe. To determine whether direct and constant supervision is required, an assessment must be made on the level or risk involved in the activity and the skills and development of the cadets participating in the activity.

Intermittent Supervision

Intermittent supervision is appropriate for the supervision of more mature, responsible cadets participating in low-risk activities. Intermittent supervision must be well planned. The expectations for the cadets must be clearly stated and the cadets must be checked regularly.

Area Supervision

Area supervision requires a team leader to take responsibility for a particular area such as a basketball court or dining area. Area supervision allows cadets to move freely between areas and is easy to manage and plan.

Group Supervision

Group supervision relates to the supervision of a group of cadets regardless of the area they are in. Group supervision is more useful on excursions to venues where it is more difficult to supervise a large group of cadets or allow cadets to be grouped according to interest or skill level.

Floater Supervision

Floater supervision refers to a system where a team leader moves among all areas supporting and encouraging cadets and staff. The floater keeps track of the big picture and does not monitor a specific area or activity.

HOW TO SUPERVISE EFFECTIVELY

Being totally aware of what is happening around and beyond a specific activity requires the development of specific supervision skills. These skills include:

- scanning;

- positioning;

- listening; and

- being "with it".

Scanning

Scanning involves regularly glancing around the whole area to see what is happening. By continually scanning the area, the team leader is able to quickly intervene in a situation where cadets could be at risk or intervene in a dispute.

Positioning

The physical position that the team leader takes will determine how well the team leader is able to supervise the cadets in their vicinity. Always position the body to be able to observe the maximum area possible. If the team leader is responsible for a high-risk activity, they must never leave the activity.

Listening

As well as positioning and scanning the area, the team leader will need to listen carefully to what is happening. As the team leader listens to cadets, they will learn the sounds that indicate that all is well or sounds that indicate something is not right.

Being "With It"

Being "with it" is the key to any supervision system. It is the desire and ability to be aware of:

- what has happened in the past;

- what is happening in the present; and

- what is likely to happen in the future.

Being "with it" requires the team leader to know the cadets in their care and monitor what they are doing. This includes all cadets' range of skills, interests, and their ability to interact with others. Being "with it" may enable the team leader to be aware of the positive behaviour displayed by cadets. The team leader may notice the leadership, perseverance, cooperation, and kindness of cadets.

SCENARIO FOR SUPERVISION PLAN

Your squadron is going on a weekend citizenship tour. The squadron will travel by bus approximately 150 kilometres. The bus will depart Saturday morning at 8:00 am. The first stop for the squadron will be a museum. Lunch will occur at 12:00 pm on site at the museum. The bus will depart the museum and travel to a restaurant for supper at 4:30 pm. The bus will depart the fast food restaurant after one hour to drive to the armoury. The squadron will spend the night sleeping in the armoury. On Sunday morning, breakfast will be brought to the armoury at 08:30 am. The bus will depart the armoury at 10:00 am to drive to a mall. Cadets will have lunch in the mall at the food court. The bus will depart the mall at 2:30 pm to return home.

The squadron will take 15 first year cadets, 10 second year cadets, 7 third year cadets, 4 fourth year cadets, and 2 fifth year cadets. There will be 6 adult supervisors: 4 officers and 2 Civilian Instructors.

Create a supervision plan for the weekend activity using third, fourth and fifth year cadets. Adult supervisors may also be used.

THIS PAGE INTENTIONALLY LEFT BLANK