

CHAPTER 3

PO 203 – DEMONSTRATE LEADERSHIP ATTRIBUTES WITHIN A PEER SETTING



**COMMON TRAINING
INSTRUCTIONAL GUIDE**



SECTION 1

EO M203.01 – DISCUSS LEADERSHIP WITHIN A PEER SETTING

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-802/PG-001, 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.

The list of responsibilities of Proficiency Level Two cadets will vary for each squadron. Information about the specific responsibilities should be available in the squadron Standing Orders or by speaking to the squadron Commanding Officer/Training Officer.

Photocopy the handout located at Annex A, one for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 to orient the cadets to leadership within a peer setting, to generate interest and to present basic material.

An in-class activity was chosen for TP2 as an interactive way to provoke thought, stimulate an interest among cadets and present leadership within a peer setting.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to discuss leadership within a peer setting.

IMPORTANCE

It is important for cadets to learn about leadership within a peer setting because there are responsibilities for second year cadets. Being aware of the responsibilities second year cadets perform will assist them in setting achievable goals and adapting to their new role as leaders in the squadron.

Teaching Point 1

Explain Leadership Within a Peer Setting

Time: 15 min

Method: Interactive Lecture

Within junior leadership, there are responsibilities for a Proficiency Level Two cadet at the squadron. To make the second year of cadets a fun, challenging and dynamic experience, second year cadets should know their responsibilities.



Have cadets brainstorm a list of what they think the responsibilities of a Proficiency Level Two cadet are. As you teach each of the following points, try to match them to the cadet generated list.

There are some responsibilities common to every Proficiency Level Two cadet in the squadron. They are:

- **Following the Chain of Command.** Following the chain of command ensures that all information that must be passed up and down the chain is delivered. Following the chain of command prevents gaps in the information flow.
- **Setting the Example.** A Proficiency Level Two cadet must set a personal example in dress and deportment. A good leader will never ask more of their followers and teammates than they are willing to give themselves.
- **Being Firm, Fair and Friendly With Everyone, Especially New Recruits.** No one is impressed with a Proficiency Level Two cadet who yells, least of all new cadets. A highly influential and respected Proficiency Level Two cadet is one who is consistent in their approach to people and each situation. Being approachable at all times should enable the cadet to fulfill all duties and responsibilities in an effective manner.
- **Being Respectful to Superiors and Subordinates.** Using a proper tone of voice, looking people in the eyes when they speak and standing up straight is a physical way to show respect. If the Proficiency Level Two cadet wishes to be treated with respect, they must display respect toward others.
- **Being Aware of Safety Hazards.**
- **Displaying Initiative.** Undertaking small matters, like cleaning up, before being told to do so is an example of using initiative. Superiors notice when small tasks are completed without any request to do so.
- **Setting Goals.** Every leader needs to set goals. Goals allow people the opportunity to turn ideas into results. A goal is a glimpse of the future. Setting goals like improving their drill, dress and deportment, gives Proficiency Level Two cadets something to strive for. By setting goals, and working towards them, a Proficiency Level Two cadet will show commitment.



If the squadron has no specific duties for Proficiency Level Two cadets, do not teach the following point.

There are specific responsibilities of a Proficiency Level Two cadet in this squadron.



Explain the squadron specific Proficiency Level Two cadet responsibilities.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. List the responsibilities of Proficiency Level Two cadets in the squadron.
- Q2. Why is setting goals important for a Proficiency Level Two cadet?
- Q3. List the specific Proficiency Level Two cadet duties and responsibilities for your squadron.

ANTICIPATED ANSWERS

- A1. The responsibilities of every Proficiency Level Two cadet in the squadron are:
- following the chain of command;
 - setting the example;
 - being firm, fair and friendly with everyone, especially new recruits;
 - being respectful towards your superiors and subordinates;
 - being aware of safety hazards;
 - displaying initiative; and
 - setting goals.
- A2. By setting goals and working towards them, the Proficiency Level Two cadet will show commitment.
- A3. Answers will vary.

Teaching Point 2

Conduct a Goal Mapping Activity

Time: 10 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have cadets map out personal short-term goals achievable at the squadron and personal long-term goals for the training year.

RESOURCES

- Flip chart paper,
- Markers, and
- Goal mapping template located at Annex A.

ACTIVITY LAYOUT

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

ACTIVITY INSTRUCTIONS

For this in-class activity, short-term goals are goals that can be achieved within three months, and long-term goals are goals that can be achieved by the end of Proficiency Level Two.

Have cadets, in groups of no more than six, brainstorm, then generate a list on flipchart paper, of personal short-term goals, in order to fulfill their Proficiency Level Two responsibilities, such as:

- improving their uniform;
- improving their drill; and
- attending all parade nights for the next three months, etc.



Record all the cadet generated short-term goals on a whiteboard/flipchart/OHP so cadets may use the examples.

Have cadets, in groups of no more than six, brainstorm, then generate a list on flipchart paper, of personal long-term goals for the training year, such as:

- getting promoted;
- achieving perfect attendance; and
- attending summer training, etc.



Record all the cadet generated long-term goals on a whiteboard/flipchart/OHP so cadets may use the examples.

Distribute the goal recording sheet located at Annex A. Have the cadets write down two short-term and two long-term personal goals and the steps involved in achieving those goals. These goals may be from the generated list, or they may be completely individual.



After the activity is complete, have the cadets hand in their list of goals. Make a copy to file in each cadet's training file. These lists of goals may be used for periodic interviews by Proficiency Level Officers to see if cadets met their goals. The list of goals may also be used at the beginning of the next training year to assist cadets in creating goals for Proficiency Level Three.



Return the original copy of the short-term and long-term goals to the cadet. Encourage cadets to post their personal short-term and long-term goals in a visible place at home, so cadets will be reminded of the goals they have set and whether they are moving towards achieving them.

SAFETY

N/A.

END OF LESSON CONFIRMATION

The cadets' participation in TP1 and TP2 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

In order for a cadet to be successful in the role of a Proficiency Level Two, they must know their responsibilities. By setting personal short and long term goals, cadets have something to work toward and may be more motivated to complete the tasks ahead.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

C0-022 (ISBN 0-02864-207-4) Cole, K. (2002). *The Complete Idiot's Guide to Clear Communication*. Indianapolis, IN: Alpha Books.

C0-134 (ISBN 0-7852-7440-5) Maxwell, J. (1999). *The 21 Indispensable Qualities of a Leader: Becoming the Person Others Will Want to Follow*. Nashville, TN: Thomas Nelson Publishers.

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GOAL MAPPING EXERCISE

SHORT-TERM GOALS

Goal No. 1: _____

Steps To Take: _____

Goal No. 2: _____

Steps To Take: _____

LONG-TERM GOALS

Goal No. 1: _____

Steps To Take: _____

Goal No. 2: _____

Steps To Take: _____

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**COMMON TRAINING
INSTRUCTIONAL GUIDE**



SECTION 2

EO M203.02 – DISCUSS THE PRINCIPLES OF LEADERSHIP

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-802/PG-001, 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.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 and TP2 to orient the cadets to the principles of leadership, to generate interest and to present basic material.

A group discussion was chosen for TP3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about leaders who display positive influence.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to discuss the principles of leadership.

IMPORTANCE

It is important for cadets to learn the principles of leadership because they are fundamentals of leadership theory. As listed in CATO 11-03, *Cadet Program Mandate*, leadership is inherent in the participant outcomes of social competence and it is one of the three aims of the Cadet Program.

Teaching Point 1**Discuss the Principles of Leadership**

Time: 5 min

Method: Interactive Lecture

Leadership is a demonstrable skill. This means it can be displayed and observed. Leadership can be learned and the skills involved can be improved with practice. Within leadership there are set of principles that may be used to improve leadership ability.

PRINCIPLES OF LEADERSHIP**Leadership is influence.**

The ability to influence others is fundamental within the leadership process. Everyone influences someone. People are influenced by those around them on a daily basis: friends, family, teachers, newsmakers, athletes, etc. all influence others. In turn, those same people are influenced.

INFLUENCE CAN BE POSITIVE OR NEGATIVE.

There are many people who use their influence in a positive manner and while doing so help their community, their school, their family, and the world around them. There are some people who use their influence in a negative manner and while doing so do not help anyone including themselves.

LEADERSHIP CAN CREATE OPPORTUNITIES IN LIFE.

Qualities of leadership are learned and practiced, therefore improving your ability to lead may create opportunities in life. Throughout the Cadet Program, cadets may be given many occasions to lead. Success in a leadership role may lead to greater leadership opportunities with bigger challenges, more responsibility, rewards, etc.



Ask cadets what occupations they know of in which leadership skills would be an asset.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Why is leadership a demonstrable skill?
- Q2. Name the three principles of leadership discussed during the class.
- Q3. Success in a leadership role may lead to what?

ANTICIPATED ANSWERS

- A1. Leadership can be displayed and observed by you and by others.
- A2. The three principles of leadership discussed are:
- Leadership is influence.
 - Influence can be positive or negative.
 - Leadership can create opportunities in life.

- A3. Success in a leadership role may lead to greater leadership opportunities with bigger challenges, more responsibility, rewards, etc.

Teaching Point 2

Share a Brief Narrative of Youth Who Have Influenced the Environment or their Community

Time: 10 min

Method: Interactive Lecture



Choose one of the following four narratives to read to the class.

SIMON JACKSON

When he was seven, Simon Jackson's parents took him from his home in Vancouver, British Columbia to Yellowstone National Park in the United States. Ever since then he has been fascinated with bears. "I came to realize that humans had an option - we had the power to destroy or preserve these magnificent monarchs of the wilderness," says Simon. He set up a lemonade stand in grade two and raised \$60 to protect grizzly bears. A few years later Simon heard about Kermode bears. "I have followed a dream to ensure wild bears a wild place for generations to come." Simon Jackson is one of the few people to have seen the white Kermode or Spirit bear. If things go his way, Simon won't be the last. Simon is doing all he can to save these rare bears from becoming extinct. Loggers want to take trees from the ancient rainforest where they live. Simon has been trying to save the bears for years now. Simon speaks at schools to spread the word about the bears. He persuaded 700 kids to write letters asking the BC government to keep logging companies out of the bear's habitat. In 1996, the government received more letters about the Kermode bear than any other preservation issue. Simon also started the Spirit Bear Youth Coalition. "Many people ask me why I chose to campaign for the future of the spirit bear rather than other endangered animals such as the panda or the elephant," Simon explains. "As I saw it, the spirit bear was as unique to the world as the panda bear is to China and lived only in my home province. This bear, I thought, deserved our admiration, respect and most of all, our protection. I knew I had to help." Simon works with naturalist Jane Goodall, scientist David Suzuki, Native Leader Chief Leonard George and artist Robert Bateman. All of them are trying to save the last of about 100 Kermode bears which live around the Terrace area of BC and Princess Royal Island. So far, the support from tens of thousands of people from around the world helped to protect 135 000 hectares from loggers. Simon hopes the Spirit Bear Youth Coalition will be able to protect the remaining 125 000 hectares for the Kermode bears. "It is like ripples in a pond. If I can get through to one person, that person will get to another," he says. "That is how issues are won." Time magazine named Simon Hero of the Planet – one of six young people selected from around the world in their Spring 2000 edition.

CRAIG KIELBURGER

Craig Kielburger was born 17 December 1982 in Thornhill, Ontario, and is an accomplished child rights advocate and leadership specialist, an award-winning author and a popular speaker. He is the founder of Free The Children, the world's largest network of children helping children through education, and the co-founder of Leaders Today, the world's top youth leadership training organization. When Craig was 12, he was shocked to learn about the murder of a child labourer-turned-child rights activist. Eager to take action, he established Free The Children to help free children from poverty, exploitation and powerlessness. The organization began as a small group of classmates and quickly evolved into an international phenomenon. Under Craig's leadership, Free The Children has now changed the lives of more than one million young people around the world. The organization has built more than 450 primary schools, providing daily education to more than 40 000 children. Free The Children's many accomplishments in the areas of education, alternative income, health care, water and sanitation provision and peace building have earned three Nobel Peace Prize nominations and facilitated

high profile partnerships with organizations such as the United Nations and Oprah's Angel Network. Convinced of the importance of leadership development in empowering youth, Craig co-founded Leaders Today in 1999. Leaders Today empowers young people through leadership education, providing them with the inspiration and tools to affect positive social change. The organization delivers one-of-a-kind local and international training experiences, reaching more than 350 000 youth every year. Craig has travelled to more than 50 countries, visiting underprivileged children and speaking out in defence of children's rights. An internationally renowned speaker, Craig frequently addresses business groups, government bodies, educators, unions and students. A sought-after speaker, he has shared the podium a number of times with former U.S. president Bill Clinton, as well as with such world renowned leaders as Nelson Mandela, Queen Noor, Archbishop Desmond Tutu and the Dalai Lama. Craig has shown the world that no one is ever too young to make a difference. His work has been featured on The Oprah Winfrey Show, CNN, CBC, BBC, 60 Minutes and profiled in The Economist, Time and People magazines and numerous newspapers.

THE GREENKIDS

GreenKids was established during 1990-1991 school year by the sixth grade students in Lafayette Regional School in rural Franconia, New Hampshire. It started as a part of an integrated subject, Critical Skills L.B.R.P. (Learning By Real Problems). The students knew of an absence of children's environmental projects in New England and they wanted to alleviate the problem of the environment. The first group of students, First Generation GreenKids, brainstormed and came up with a list of goals that they hoped to achieve during the school year. Goals included establishing the group, writing a Book of Issues, For Kids by Kids, having it published, writing quarterly newsletters, promoting recycling and responsible environmental attitudes throughout the area and finally, showing that adults will listen to the opinions of children when their opinions are presented intelligently. These lofty goals might seem impossible for a group of 11 and 12 year olds, but through hard work and empowerment they realized all but one of their goals: that of getting their book published. The First Generation succeeded in producing a quality newsletter, and parts of it were featured in the quarterly newsletter of the New Hampshire Wildlife Federation. They researched, edited, and entered their product into a word processor, developed a group of subscribers, and helped pay for materials. The book was based on environmental issues which they felt were very important. They followed the same processes in publishing the book as they did in creating the newsletter. Their work was high quality. GreenKids also had the opportunity to visit other schools to talk about their experiences and to help start their own activist groups. Letters were written to persons in power to expand recycling. But the year was ending and the completed, illustrated book was not yet published. GreenKids Second Generation decided to make these goals its yearly objective: keep the newsletter going; get the school to recycle; buy trees for all nursery school and Kindergarten through grade 5 students; promote community cleanups; and raise funds to publish the book.

KIDS FOR A CLEAN ENVIRONMENT

In 1989, Melissa Poe, a fourth grader in Nashville, Tennessee, founded a children's environmental club called Kids For A Clean Environment or Kids F.A.C.E. In three years the club had grown from a group of six within her elementary school to a positive, proactive international youth organization with more than 200 000 members. She also wrote for the newsletter she created for her club, which had a worldwide distribution of 2 million. In August 1989, Melissa began an ongoing campaign to encourage children and adults to become involved with the protection of our natural resources. Kids F.A.C.E. started when Melissa wrote a letter to the President of the United States. Dissatisfied with the President's initial response, she decided to take action on her own. In January of 1990, she appeared on NBC's Today show after writing a letter requesting an appearance. In April of 1990, 250 billboards were placed nationwide with her letter to the President. She also began speaking to encourage children to get involved, and she established chapters of Kids F.A.C.E. In May 1990, she wrote a letter to Wal-Mart Corporation asking for help for her club, and in November 1990, Melissa created her club newsletter: Kids F.A.C.E. Illustrated. In October 1991, she drafted the Children's Forest concepts with another organization and prepared and circulated petitions. In September 1992, she launched Kids F.A.C.E. Save-A-Tree project with tree-planting programs. In January 1993, she created the design for International Kid's Earth Flag and began the campaign to get kids to help make the flag. Kids For A Clean Environment is an international children's environmental organization whose purpose is to sponsor educational, community-wide

programs in order to further children's involvement in environmental causes; to present information to children concerning the environment and the detrimental effects of pollution and waste on the environment; and to sponsor membership organizations designed to heighten awareness of hazards to the environment and ways of curbing such hazards.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. How do cadets feel about the person or people in the narrative?
- Q2. Do cadets feel these leaders were using the principles of leadership discussed in TP1?
- Q3. How were these principles used?

ANTICIPATED ANSWERS

- A1. Answers will vary.
- A2. Answers will vary.
- A3. Answers will vary.

Teaching Point 3

Discuss a Peer Leader Who has Influenced the Environment or the Community in a Positive Way

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



The point 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.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g. 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. Describe what types of things could be considered being a positive influence in their community.
- Q2. Describe a situation where their peers have used their influence to help the environment or to help their community.
- Q3. Describe a situation where they have used their influence to help the environment or to help their community.
- Q4. Describe what types of things youth at their age level could do in their community to be a positive influence.



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.

END OF LESSON CONFIRMATION

The cadets' participation in the group discussion in TP3 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Throughout the Cadet Program, cadets may be given many occasions to lead. To improve their leadership ability, cadets may incorporate the principles of leadership into their own leadership style. Cadets may learn from the situations discussed that they are never too young to use their influence in a positive manner.

INSTRUCTOR NOTES/REMARKS

Instructors are encouraged to research recent newsworthy articles of youth in the area that have positively influenced the environment or their community, to share as in-class stories.

REFERENCES

A0-010 CATO 11-03 D Cdts 2. (2006). *Cadet Program Mandate*. Ottawa, ON: Department of National Defence.

C0-112 (ISBN 0-8407-6744-7) Maxwell, J. C. (1993). *Developing the Leader Within You*. Nashville, Tennessee: Thomas Nelson Inc. Publishers.

C0-113 (ISBN 1-882664-12-4) Karnes, F. A. & Bean, S. M. (1995). *Leadership for Students: A Practical Guide for Ages 8-18*. Waco, Texas: Prufrock Press.

C0-131 Free The Children. (2007). *Craig Kielburger Biography*. Retrieved 13 March 2007, from <http://www.freethechildren.com/aboutus/craigmarc/craigkielburger.htm>.

C0-132 Kidz World. (2007). *Teen Protects White Bear*. Retrieved 13 March 2007, from <http://www.kidzworld.com/article/1065-teen-protects-white-bear>.

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**COMMON TRAINING
INSTRUCTIONAL GUIDE**



SECTION 3

EO M203.03 – DISCUSS EFFECTIVE COMMUNICATION IN A PEER SETTING

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-802/PG-001, 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.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to effective communication in a peer setting, to generate interest and to present basic material.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall discuss effective communication in a peer setting.

IMPORTANCE

It is important for cadets to learn effective communication in a peer setting to continue to improve their leadership skills. Effectively communicating in a peer setting may improve the leadership skills of cadets because communication is the most basic way to influence others. Effective communication may be used to resolve and/or reduce problems and conflict. By experiencing the benefits of effective communication in a peer setting, cadets may enhance their self-confidence and self-esteem.

Teaching Point 1**Discuss How Communication Is Fundamental to Influencing Others**

Time: 10 min

Method: Interactive Lecture

Effective communication is a critical skill for leaders in a peer setting. Communication is the exchange of thoughts, messages and information. It is the process of sharing knowledge, interests, attitudes, opinions, feelings and ideas with others. Through communication one person can influence others. Effective communication may also be used to resolve and/or reduce problems and conflict.

COMMUNICATION IS A SKILL

Like any skill, the ability to communicate with competence must be learned and developed over a lifetime. Communication skills permit the flow of ideas from one individual to another or to a group, and vice versa. The process of communication can include both verbal and non-verbal messages.

NON-VERBAL COMMUNICATION

Non-verbal communication uses many channels for sending and receiving information. Information is received through all our senses (taste, sight, smell, touch and sound). Some aspects of non-verbal communication include:

Eye Contact. Looking directly at another person when speaking is an effective way of indicating sincerity and getting someone's attention.

Body Posture. The weight of the message being sent will be increased when facing the person being spoken to, standing or sitting closer to them and leaning forward. Using correct body posture when listening is also an effective way of indicating interest in the conversation.

Gestures. A message that has a body gesture attached to it takes on added emphasis.

Facial Expressions. When making a statement, make sure facial expressions agree with the message.

Voice Tone, Volume Changes. Shouting may cause people to become defensive, just a whispering may cause people to tune out the message. Make sure voice levels are correct for the space and that statements are convincing without being intimidating.

Being able to read non-verbal responses to communication, while leading in a peer setting, may help cadets understand how they are being perceived.

SENDING, RECEIVING AND RESPONDING TO A MESSAGE

Communication consists of three things: sending, receiving and responding to a message.

The sender must deliver a clear message, taking into consideration the characteristics of the individual(s) receiving the message. Is the person a child or an adult? Is there one person, or are there 20? These and similar factors all determine how the message should be sent.

Next, the message is received. It is important to remember that receivers translate what they have heard based on their own set of definitions, which may differ greatly for those of the sender.

The final component of communication is response. A response lets the sender know the message has been received. All three parts are necessary for effective communication.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. Why are communication skills a fundamental part of leadership?
- Q2. List some aspects of non-verbal communication.
- Q3. Communication consists of three things, name them.

ANTICIPATED ANSWERS

- A1. Communication skills are a fundamental part of leadership because they permit the flow of ideas from one individual to another or to a group, and vice versa.
- A2. Some aspects of non-verbal communication include:
- eye contact;
 - body posture;
 - gestures;
 - facial expressions; and
 - voice tone, volume changes.
- A3. Communication consists of three things: sending, receiving and responding to a message.

Teaching Point 2

Explain the Three Styles of Communication

Time: 5 min

Method: Interactive Lecture

THREE STYLES OF COMMUNICATION

Aggressive Communication. A person who is an aggressive communicator puts their own wants and needs ahead of everyone else and they often ignore or belittle other people's concerns.

Aggressive communicators often:

- talk over people and interrupt;
- make sarcastic, demeaning or threatening remarks;
- consider only their own point of view; or
- stand too close, lean over you or in some other way make you feel physically uncomfortable.

Aggressive communication usually leads to hostility, anger and resentment.

Passive Communication. A person who is a passive communicator puts other people's wants and needs ahead of their own and often denies what they want or need.

Passive communicators often:

- hardly ever say what they want or need;
- let others make decisions for them;
- avoid conflict and disagreement at all costs; and

- drop hints rather than directly request that something gets done.

Passive communication usually leads to bad feelings and damages relationships.

Assertive Communication. A person who is an assertive communicator uses skills based on mutual respect. Assertive communicators can say how they see things and hear how others see things. They work towards outcomes that satisfy everyone.

Assertive communicators often:

- are open and honest about what they are thinking and feeling;
- make direct requests if they want something done, leaving the option to say “no”;
- respect themselves and show respect to others; and
- are able to disagree without creating bad feelings.

Assertive communication usually results in clear and open communication.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. Name the three styles of communication.
- Q2. What are some characteristics of assertive communicators?
- Q3. Assertive communication usually results in what?

ANTICIPATED ANSWERS

- A1. The three styles of communication are aggressive, passive and assertive.
- A2. Assertive communicators often:
- are open and honest about what they are thinking and feeling;
 - makes direct requests if they want something done, leaving the option to say “no”;
 - respect themselves and show respect to others; and
 - are able to disagree without creating bad feelings.
- A3. Assertive communication usually results in clear and open communication.

Teaching Point 3

Discuss Assertive Communication

Time: 10 min

Method: Interactive Lecture

Assertive people use a number of important communication skills. They ask questions to gather information and check that they have understood correctly. Assertive people say what is on their mind in a direct yet courteous way so there is no hidden message.

USING “I” STATEMENTS

One of the most important skills that an assertive communicator uses is making “I” statements. Assertive people use “I” language. An assertive communicator uses statements like “I’d like...”, “I’d appreciate...”, “I think...”, and “I feel”... etc. They own their own messages and speak for themselves. Their suggestions are not weighted with advice, commands, and “shoulds” or “oughts”. Their feedback is constructive and free from blame.

Non-verbally assertive people:

- make appropriate eye contact;
- sit or stand comfortably erect;
- use open gestures to support their comments;
- speak in a clear, steady, firm tone of voice; and
- maintain open, unchanging and relaxed facial expressions that accurately reflect their thoughts.

ACTIVE LISTENING SKILLS

Assertive people also use active listening skills. These skills include:

- repeating the conversation back to the speaker, in their own words, to understand the speakers meaning;
- not talking about themselves;
- letting the speaker take the lead by encouraging them back to the issue if the speaker digresses;
- concentrating fully on what the speaker is saying;
- asking for clarification if it is needed;
- acknowledging the speaker's feelings; and
- allowing for silence.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. Give three examples of "I" statements.
- Q2. Give some examples of non-verbal communication used by assertive people.
- Q3. Give some examples of active listening skills.

ANTICIPATED ANSWERS

- A1. "I'd like...", "I'd appreciate...", "I think..." and "I feel" ... etc.
- A2. Non-verbally assertive people:
- make appropriate eye contact;
 - sit or stand comfortably erect;
 - use open gestures to support their comments;
 - speak in a clear, steady, firm tone of voice; and
 - maintain open, unchanging and relaxed facial expressions that accurately reflect their thoughts.
- A3. Active listening skills include:
- repeating the conversation back to the speaker, in their own words, to understand the speakers meaning;
 - not talking about themselves;

- letting the speaker take the lead by encouraging them back to the issue if the speaker digresses;
- concentrating fully on what the speaker is saying;
- asking for clarification if it is needed;
- acknowledging the speaker's feelings; and
- allowing for silence.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. Communication consists of three things; name them.
- Q2. What are some characteristics of assertive communicators?
- Q3. Why do assertive people use "I" statements?

ANTICIPATED ANSWERS

- A1. Communication consists of three things: sending, receiving and responding to a message.
- A2. Assertive communicators often:
- are open and honest about what they are thinking and feeling;
 - makes direct requests if they want something done, leaving the option to say "no";
 - respect themselves and show respect to others; and
 - are able to disagree without creating bad feelings.
- A3. Assertive people use "I" statements because they own their own messages and speak for themselves.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Effective communication is a critical talent for leaders. Effectively communicating in a peer setting may improve the leadership skills of cadets because communication is the most basic way to influence others. Using their influence in a peer setting, cadets may resolve and/or reduce problems and conflict and it may enhance cadets' self-confidence and self-esteem.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

C0-022 (ISBN 0-02864-207-4) Cole, K. (2002). *The Complete Idiots Guide to Clear Communications*. Indianapolis, IN: Pearson Education, Inc.

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**COMMON TRAINING
INSTRUCTIONAL GUIDE**



SECTION 4

EO M203.04 – DEMONSTRATE POSITIVE GROUP DYNAMICS

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-802/PG-001, 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.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

A group discussion was chosen for TP1 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about positive group dynamics.

An interactive lecture was chosen for TP2 to orient the cadets to positive group dynamics, to generate interest and to present basic material.

An in-class activity was chosen for TP3 as an interactive way to provoke thought and stimulate interest among cadets.

INTRODUCTION

REVIEW

The review for this lesson will be from EO M103.03 (Participate in Team-building Activities).

QUESTIONS

Q1. What are the characteristics of a successful team?

Q2. What are the advantages of effective teamwork?

ANTICIPATED ANSWERS

A1. The characteristics of a successful team are:

- clear communication,
- mutual cooperation and support,
- share a common goal, and
- high esprit de corps.

A2. The advantages of effective teamwork are:

- everyone is included ensuring a better outcome;
- tasks are often easier when more people are involved; and
- communication skills are developed.



Write down the characteristics of a successful team and advantages of effective teamwork on a whiteboard/flipchart/OHP.

OBJECTIVES

By the end of this lesson the cadet shall be expected to demonstrate positive group dynamics.

IMPORTANCE

It is important for cadets to learn about positive group dynamics to continue to improve their leadership skills. By experiencing the benefits of working as a supportive and encouraging team member in a peer setting, cadets may enhance their self-confidence and self-esteem.

Teaching Point 1

Discuss Positive Group Dynamics

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



The point 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.

According to “Youth Leadership”, as individuals begin to work in groups, they discover that there are patterns of group development; they learn that all groups develop in predictable ways. Information about group development and dynamics dispels myths about groups. One myth many cadets believe is that “nobody feels the way I do.” Feelings of isolation and detachment are common among individuals who enter a new group. As cadets learn more about the tasks necessary for groups to evolve, they discover that there is more to forming a positively functioning group than just bringing people together.

Cadets learn why people have come to the group. Through activities, cadets share what they are feeling and why they are there. As cadets discover how groups operate and as they learn about the kinds of forces that exist within groups, they begin to understand how they fit into their own group.

In order for a peer group or team to perform at its highest level, each member of the team should display positive group dynamics. To demonstrate positive group dynamics, group members should:

- contribute to the group's goal;
- exhibit trust in the group;
- create a safe environment for others to share their opinions;
- follow the leader;
- finish the task;
- display esprit de corps; and
- appreciate others within the group.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g. 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 attributes must a cadet display within the team, to help the team be successful?



Have cadets brainstorm a list of the attributes that enable positive group dynamics. Copy the list on a whiteboard/flipchart/OHP.

Q2. Are there some attributes that contribute more to the success of the team than other attributes? Why or why not?

Q3. Besides cadets, where else would these attributes be advantageous in a peer setting?



The attributes brainstormed by the cadets may not match the attributes in the background knowledge. Correct cadets during the discussion if the attributes suggested do not match the criteria for positive group dynamics.



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 1

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

Teaching Point 2

Explain How to Display Positive Group Dynamics

Time: 25 min

Method: Interactive Lecture

When placed within a peer setting, each cadet should display positive group dynamics.



After explaining each point below, have cadets give examples of when they have seen the attribute displayed.

To display positive group dynamics, cadets must:

- Contribute to group discussions by providing input. This means contributing to every discussion. Even if a cadet has no new or original ideas, agree or disagree with other member's suggestions. Ask questions. Offer support and volunteer to take on extra assignments.
- Be motivated. Be enthusiastic and ensure the best effort each time when working in a team setting.
- Participate in establishing the team's goals. Cadets will have to work to meet the team's goals, so cadets should have a say in determining them. Ensure group goals are consistent with the aims of the cadet organization.
- Try new things. Do not be afraid to take risks. Trying new things shows courage, and courage is a leadership quality. Remember the turtle: it is perfectly safe when it stays in its shell, but to move ahead, the turtle must stick its neck and feet out.
- Be sensitive to other points of view. Listen to the opinions of other team members. Do not be afraid to express your view even if it is different or even the opposite of everybody else's. Deal respectfully with teammates who disagree. Be willing to compromise to achieve a consensus.

- Know teammates' strengths and weaknesses. If members know their teammates' talents and limitations, it enables the team to use all its personnel to its best advantage. Being aware of teammates individual habits may make working with them easier.
- Increase self-confidence through positive self-talk. Focusing on one's positive characteristics leads to increased self-confidence. To feel better about yourself, concentrate on the things done well and compliment yourself on those things. This is not always easy.
- Be cooperative. Be polite, be a team player, and support your teammates. Help them by distributing work evenly and by sharing information; do not compete.
- Resolve conflicts as quickly as possible at the lowest and most appropriate level. As mentioned in the CHAP program, if teammates have a conflict, find a solution. Do not let problems fester and do not hold a grudge. Once conflicts are resolved, let them go.
- Celebrate successes. When the team completes a task or completes a goal, share in the enjoyment. Have a quick team meeting and compliment all team members on a job well done. Praise team members in front of others. Show appreciation to teammates who have been especially helpful. Everyone likes to be congratulated. This may lead to increased feelings of enthusiasm and self-confidence by members of the team.



Compare the list of attributes developed during the group discussion with the attributes taught in TP2.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. How can cadets contribute to group discussions?
- Q2. Why should cadets not be afraid to try new things within a team setting?
- Q3. Why should successes be celebrated?

ANTICIPATED ANSWERS

- A1. Cadets can contribute to group discussions by providing input. This means contributing to every discussion.
- A2. Trying new things shows initiative, and initiative is a leadership quality.
- A3. Successes should be celebrated because everyone likes to be congratulated. This may lead to increased feelings of enthusiasm and self-confidence by members of the team.

Teaching Point 3

Demonstrate Positive Group Dynamics

Time: 15 min

Method: In-Class Activity



It is very difficult to find an activity that will display all the aspects of positive group dynamics at once. This activity was chosen to give cadets the opportunity to be sensitive to other points of view, to listen without interrupting, to learn their teammates' strengths and weaknesses and to increase their self-confidence through positive self-talk.

ACTIVITY

OBJECTIVE

The objective of this activity is to have cadets demonstrate positive group dynamics within a peer setting to build mutual support and trust.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS



Remind cadets that the ability to build mutual trust is based on being able to communicate openly with members of the team.

1. Ask the cadets to find a partner, preferably someone they do not know well, or someone they would like to know better.
2. Have the cadets sit facing each other.
3. Have the cadets decide who will go first. Tell them to make eye contact with one another and get comfortable. Cadets must maintain an open body posture (no crossing of the arms or legs and no slouching). Cadets must tell their partners "What I like about myself." Cadets must speak for two minutes.
4. The passive partner cannot say a word, but through body language, (head nodding, leaning forward, smiling, etc.) must express a keen interest in what is being said.
5. At the end of two minutes, have the cadets switch roles and repeat the speaking/listening exercise.
6. Have cadets switch back to their original positions. Tell them to make eye contact with one another and get comfortable. Cadets must maintain an open body posture (no crossing of the arms or legs and no slouching). Have the first cadet speak about "What I don't like about myself". Cadets must speak for one minute.
7. The passive partner cannot say a word, but through body language, (head nodding, leaning forward, smiling, etc.) must express a keen interest in what is being said.
8. At the end of one minute, have cadets switch roles and repeat the speaking/listening exercise.
9. After everyone is finished speaking/listening, conduct a short de-brief with the cadets to include the following questions:
 - Was it difficult to remain passive, silent and interested?
 - Was it easier to listen to another cadet speaking about their strengths or their weaknesses? Why?
 - Was it easier to speak about their own strengths or their own weaknesses? Why?
 - Did having the listener show interest through body language help them be more open with their remarks? Why?

SAFETY

N/A.



Ensure cadets understand that this activity was chosen to give them an opportunity to demonstrate positive group dynamics by being sensitive to other points of view, listening without interrupting, learning your teammates' strengths and weaknesses and increasing their self-confidence through positive self-talk.

END OF LESSON CONFIRMATION

The cadets' participation in the activity in TP3 will serve as confirmation of this lesson.

CONCLUSION**HOMEWORK/READING/PRACTICE**

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

It is important to demonstrate positive group dynamics by being a supportive and encouraging team member within a peer setting. As a full participant in team activities, cadets may enjoy their tasks more and they may make more effective contributions to the team's success. This may assist in building the cadet's self-confidence and self-esteem and may improve their basic leadership skills.

INSTRUCTOR NOTES/REMARKS

The instructor shall provide a safe learning and team-building environment in which the cadets will display and demonstrate positive group dynamics.

REFERENCES

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C0-114 (ISBN 0-02-863656-2) Pell, A. R. (1999). *The Complete Idiot's Guide to Team Building*. USA: Alpha Books.

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

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**COMMON TRAINING
INSTRUCTIONAL GUIDE**



SECTION 5

EO M203.05 – DISCUSS INFLUENCE BEHAVIOURS

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-802/PG-001, 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.

Make six copies of the handouts located at Annexes A, B and C for the activities in TP1 to TP3.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An in-class activity was chosen for TP1 to TP3 as an interactive way to provoke thought and stimulate an interest among cadets.

A group discussion was chosen for TP4 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about influence behaviours.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to discuss influence behaviours.

IMPORTANCE

It is important for cadets to acknowledge the influence they have in a peer setting. Learning influence behaviours may enable cadets to choose the correct influence behaviour for the situation to successfully accomplish tasks in a peer setting.

Teaching Point 1**Perform in a Skit to Portray Directive Behaviour**

Time: 5 min

Method: In-Class Activity



The earliest studies of leadership commonly referred to influence behaviours as leadership styles or approaches. The three influence behaviours listed below are chosen from a spectrum of eight influence behaviours.

ACTIVITY**OBJECTIVE**

The objective of this activity is to have cadets perform in a skit to portray directive behaviour and to recognize its use.

RESOURCES

Skit located at Annex A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have cadets volunteer to perform in the skit.
2. Distribute the scripts to the cadets who volunteered.
3. Have cadets perform the skit.
4. Ask cadets to brainstorm a list of traits they noticed about Cadet Purple in this skit.
5. Copy the list on a whiteboard/flipchart/OHP.
6. Have cadets return the scripts.



Upon completion of the brainstorming conclude by summarizing directive behaviour before moving on to the next TP.

DIRECTIVE BEHAVIOUR

Generally, directive behaviour involves telling teammates what they are to do, and possibly, when, how and to what standard they are to accomplish the task. Directive behaviour may be expressed as a simple request, a formal order or something in between. Directive behaviour is appropriate when passing on and executing a superior's objective, when assigning and co-ordinating tasks and when teammates lack information or experience and need guidance.

Directive behaviour is used most often in emergency situations where time, safety, and control of personnel are factors. Another example is drill. Drill is normally conducted using directive behaviour.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What does directive behaviour involve?
- Q2. When is directive behaviour appropriate?
- Q3. Where is directive behaviour used most often?

ANTICIPATED ANSWERS

- A1. Directive behaviour involves telling teammates what they are to do, and possibly, when, how and to what standard.
- A2. Directive behaviour is appropriate when passing on and executing a superior's objective, when assigning and co-ordinating tasks and when teammates lack information or experience and need guidance.
- A3. Directive behaviour is used most often in emergency situations where time, safety, and control of personnel are factors.

Teaching Point 2**Perform in a Skit to Portray Persuasive Behaviour**

Time: 5 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have cadets perform in a skit to portray persuasive behaviour and to recognize its use.

RESOURCES

Skit located at Annex B.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have cadets volunteer to perform in the skit.
2. Distribute the scripts to the cadets who volunteered.
3. Have cadets perform the skit.
4. Ask cadets to brainstorm a list of traits they noticed about Cadet Purple in this skit.
5. Copy the list on a whiteboard/flipchart/OHP.
6. Have cadets return the scripts.



Upon completion of the brainstorming conclude by summarizing persuasive behaviour before moving on to the next TP.

PERSUASIVE BEHAVIOUR

Generally, persuasive behaviour is intended to influence decision-making and motivation. This is accomplished by explaining to, or convincing others why a certain course of action is necessary. Persuasive behaviour may involve rational argument based on facts, reason and logic and/or inspirational appeals which motivate others. This behaviour may allow teammates to understand the potential benefits to them created by the course of action and should aid teammates in their commitment to the task. Persuasive behaviour is appropriate to secure agreement or commitment and when particularly high or sustained levels of effort are required to accomplish a task.

There are many situations when persuasive behaviour is used. These may include problem-solving, counselling, teaching, etc. Persuasive behaviour is usually effective in a peer setting if all teammates display positive group dynamics.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. When is persuasive behaviour used?
- Q2. What are the potential benefits of the persuasive behaviour?
- Q3. Name three situations where persuasive behaviour may be used?

ANTICIPATED ANSWERS

- A1. Persuasive behaviour is used to influence decision-making and motivate others.
- A2. Persuasive behaviour may allow teammates to understand the potential benefits to them created by the course of action and should aid teammates in their commitment to the task.
- A3. Persuasive behaviour may be used when problem-solving, counselling, teaching, etc.

Teaching Point 3

Perform in a Skit to Portray Participative Behaviour

Time: 5 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have cadets perform in a skit to portray participative behaviour and to recognize its use.

RESOURCES

Skit found at Annex C.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have cadets volunteer to perform in the skit.
2. Distribute the scripts to the cadets who volunteered.
3. Have cadets perform the skit.
4. Ask cadets to brainstorm a list of traits they noticed about Cadet Purple in this skit.
5. Copy the list on a whiteboard/flipchart/OHP.
6. Have cadets return the scripts.



Upon completion of the brainstorming conclude by summarizing participative behaviour before moving on to the next TP.

PARTICIPATIVE BEHAVIOUR

Generally, participative behaviour involves sharing decision-making with others. The primary objective is to improve the quality and/or acceptance of decisions. Participative behaviours employ two basic methods – individual or group consultations and joint decision-making. Obtaining advice, opinions and recommendations from others before sharing decision-making is essential. Sometimes teammates possess critical information or expertise and that knowledge may make the difference between success or failure of the task. The use of the participative behaviour depends on the availability of time to involve others. Teammates expect to be consulted on and have a voice in decisions that affect them.

There are many situations when participative behaviour is used including problem-solving, participating in team-building activities, resolving conflict in a peer setting, etc. Participative behaviour is usually effective in a peer setting because all teammates have a part to play in making the decision.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What does participative behaviour involve?
- Q2. What are the two basic methods of employing persuasive behaviours?
- Q3. Name three situations where participative behaviour may be used.

ANTICIPATED ANSWERS

- A1. Participative behaviour involves sharing decision-making with others.
- A2. Participative behaviours employ two basic methods – individual or group consultations and joint decision-making.
- A3. Participative behaviour may be used during problem solving, participating in team-building activities, resolving conflict in a peer setting, etc.

Teaching Point 4

Discuss Situations in Which Cadets May Employ the Various Influence Behaviours in Peer Group Settings

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



The point 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.

Different influence behaviours will be used during different situations. A good leader may use a combination of behaviours based on the situation, the experience of the followers, the time to get a task done, etc. Each of the influence behaviours has its place and can be used effectively under the correct conditions.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g. 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. When is directive behaviour most effective at cadets or at school?
- Q2. When is persuasive behaviour most effective at cadets or at school?
- Q3. When is participative behaviour most effective at cadets or at school?
- Q4. What are the differences between persuasive and participative behaviours?



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 4

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

END OF LESSON CONFIRMATION

The cadets' participation in the activities in TP1 to TP3 and the group discussion in TP4 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Through the Cadet Program there may be many opportunities for cadets to influence their peers. Choosing the correct influence behaviour for a situation may assist them in accomplishing tasks in a peer setting.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

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SKIT FOR DIRECTIVE BEHAVIOUR

(**Setting:** Six first year cadets at a CSTC are getting ready for a barrack inspection to take place in one hour.)

Cadet Red: Okay we have a barrack inspection in an hour, we better get ready.

Cadet Orange: Do we have a uniform inspection at the same time or is it just the room?

Cadet Red: I don't know. Does anyone else?

Cadet Purple: Yes, I know, I asked the staff cadet. We're having a room and uniform inspection at the same time. We're supposed to wear our T-shirts, cadet trousers and parade boots.

Cadet Grey: Man, that's a lot of stuff in just an hour.

Cadet Yellow: No kidding.

Cadet Pink: I don't think I'll be ready.

Cadet Purple: We need to get stuff done fast, so here's what should happen. You two, Cadet Red and Cadet Orange will make the beds and sweep the room. That takes care of the room.

Cadet Grey: What about our uniforms?

Cadet Purple: You, Cadet Grey, take everyone's T-shirts and iron them.

Cadet Yellow: And trousers and boots?

Cadet Purple: You, Cadet Yellow, take everyone's trousers and iron them and Cadet Pink and I will do everyone's boots.

Cadet Red: That didn't take long to come up with a plan. I hope we get everything done.

Cadet Purple: We will, if everyone does their job and right now.

Cadet Red: I'm not great at making beds but I'll do what I'm told.

Cadet Orange: I'm okay at beds, we'll do fine.

Cadet Purple: Okay everyone give your T-shirt to Cadet Grey, your trousers to Cadet Yellow and give me your boots. Everyone, listen up: we have a lot to do and not a lot of time... so get at it. Be back here in 40 minutes.

Cadet Pink: I'll get my polishing kit.

(ALL CADETS PRETEND TO DELIVER REQUIRED ITEMS TO THE CADET WHO HAS BEEN TASKED.)

(40 MINUTES PASS.)

(ALL CADETS RETURN TO THE ROOM.)

Cadet Red: As everyone can see, the beds are done and the room is swept.

Cadet Orange: The beds aren't great, but they'll pass inspection.

Cadet Purple: How did the ironing go?

Cadet Grey: Here are the T-shirts ready to go. I've never ironed that many in such a short time. I hope they pass the inspection.

Cadet Yellow: All the trousers have the right creases and I don't see any railroad tracks.

Cadet Pink: And we finished everyone's boots.

Cadet Purple: Let's get into our uniforms right now because we're running out of time.

(EVERYONE GETS READY FOR THE INSPECTION.)

Cadet Purple: We look okay. I'm pretty sure we will pass the inspection. Okay everyone stand at attention by your bed, because here comes the staff cadet.

SKIT FOR THE PERSUASIVE BEHAVIOUR

(**Setting:** Six second year cadets at CSTC getting ready for a barrack inspection to take place in one hour.)

Cadet Red: Okay we have a barrack inspection in an hour, we had better get ready.

Cadet Orange: Do we have a uniform inspection at the same time or is it just the room?

Cadet Purple: I asked the staff cadet. We're having a room and uniform inspection at the same time. We're supposed to wear our T-shirts, cadet trousers and parade boots.

Cadet Grey: Man, that's a lot of stuff in just an hour.

Cadet Yellow: No kidding.

Cadet Pink: I don't think I'll be ready.

Cadet Purple: We can be ready, we just need a plan. We need to get beds made, the room swept, T-shirts and trousers ironed and boots done.

Cadet Grey: That's a lot.

Cadet Purple: I have an idea to be able to everything done on time. Would you guys like to hear it?

(EVERYONE NODS IN AGREEMENT.)

Cadet Purple: I think we should divide the work that way we will be able to get things done fast. And if we get people to volunteer to do what they're good at... that should help too. Does that plan make sense to everyone?

(EVERYONE NODS IN AGREEMENT.)

Cadet Purple: I know if we work as a team, we can get everything finished on time and we will look great for the inspection. Okay, so which of us likes making beds?

Cadet Pink: I do. I want to make beds.

Cadet Purple: Anyone else?

Cadet Red: Not me, I like ironing T-shirts, I'll do that.

Cadet Purple: That sounds good. Anyone else want to volunteer?

Cadet Yellow: I like to polish boots. That's what I'll do.

Cadet Orange: Me too. I'll help Cadet Yellow.

Cadet Grey: I don't mind ironing. I'll press everyone's trousers.

Cadet Purple: That leaves me to help with making beds and sweeping the room. Now that everyone has a task, we need to give out our T-shirts, trousers and boots.

(ALL CADETS PRETEND TO DELIVER REQUIRED ITEMS TO THE CADET WHO HAS BEEN TASKED.)

Cadet Red: How long does everyone think this will take?

Cadet Purple: I think it should take about 40 minutes. Does that sound right?

(EVERYONE NODS IN AGREEMENT.)

Cadet Purple: Can everyone be back in 40 minutes?

Cadet Orange: No problem. Let's all be back in 40 minutes.

(EVERYONE NODS IN AGREEMENT.)

(40 MINUTES PASS.)

(ALL CADETS RETURN TO THE ROOM.)

Cadet Purple: As you can see the beds look really good. Thanks Cadet Pink. How did everyone else do?

Cadet Red: T-shirts are finished and look good.

Cadet Yellow: Boots are polished and very shiny. Thanks Cadet Orange.

Cadet Orange: Thanks, we make a good team.

Cadet Grey: Trousers are done too and if I do say so...they look good.

Cadet Purple: I think it's time to get into our uniforms 'cause I believe we're running out of time.

(EVERYONE GETS READY FOR THE INSPECTION.)

Cadet Purple: We look awesome, I know we will pass the inspection. Okay everyone, please stand at attention by your bed, because here comes the staff cadet.

SKIT FOR THE PARTICIPATIVE BEHAVIOUR

(**Setting:** Six senior cadets at CSTC getting ready for a barrack inspection to take place in one hour.)

Cadet Red: Okay we have a barrack inspection in an hour, we had better get ready.

Cadet Orange: Do we have a uniform inspection at the same time or is it just the room?

Cadet Purple: I asked the staff cadet. We're having a room and uniform inspection at the same time. We're supposed to wear our T-shirts, cadet trousers and parade boots.

Cadet Grey: Man, that's a lot of stuff in just an hour.

Cadet Yellow: It's not like we haven't done this before. We'll be okay.

Cadet Grey: We just need to get organized.

Cadet Purple: Let's make a plan. Any ideas?

Cadet Yellow: I know we are going to have to divide up the work, but how?

Cadet Red: What if we pick our jobs from a hat? That could work.

Cadet Grey: How about just doing what we want to do?

Cadet Yellow: I thought, maybe, we could do what we're good at.

Cadet Purple: I really like that idea.

Cadet Orange: Me too, I like doing what I'm good at.

Cadet Red: Okay, sounds good.

Cadet Pink: I'm on board.

Cadet Grey: Besides if we do what we're good at, everything should take less time.

Cadet Purple: Okay so who's good at what?

Cadet Pink: I'm really good at ironing T-shirts.

Cadet Purple: Okay, that's your job and the team is expecting good things.

Cadet Red: My speciality is polishing boots. That should be my task.

Cadet Purple: That's your assignment then. Go ahead.

Cadet Yellow: I am an expert boot polisher. I'll assist Cadet Red.

Cadet Orange: I make the best beds. I should do that.

Cadet Grey: I'm good at making beds too and I'll sweep the floor.

Cadet Purple: Go to it, both of you. I iron trousers very well. That's what I'll do, and I'll stay out of everyone else's business. Okay let's get at it.

(EVERYONE NODS IN AGREEMENT.)

Cadet Red: How long does everyone think this will take?

Cadet Grey: About 40 minutes?

Cadet Orange: Sound goods. Be back in 40 minutes then.

(ALL CADETS PRETEND TO DELIVER REQUIRED ITEMS TO THE CADET WHO HAS BEEN TASKED.)

(40 MINUTES PASS.)

(ALL CADETS RETURN TO THE ROOM.)

Cadet Purple: Wow, this room looks really good. Excellent job, Cadet Orange and Cadet Grey. How did everyone else do?

Cadet Pink: T-shirts are finished and look awesome.

Cadet Yellow: Boots are polished and very shiny. Thanks Cadet Red.

Cadet Red: Thanks, we make a good team.

Cadet Purple: Trousers are done too and if I do say so...they look really good. I think it's time to get into our uniforms because I believe we're running out of time.

(EVERYONE GETS READY FOR THE INSPECTION.)

Cadet Purple: We look excellent, I know this team will pass the inspection. Okay everyone, please stand at attention by your bed, because here comes the staff cadet.



**COMMON TRAINING
INSTRUCTIONAL GUIDE**



**SECTION 6
EO M203.06 – EMPLOY PROBLEM SOLVING**

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-802/PG-001, 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.

Copy handouts located at Annex A for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 to orient the cadets to problem solving.

An in-class activity was chosen for TP2 as an interactive way to provoke thought, stimulate an interest among cadets and present problem solving.

A group discussion was chosen for TP3 as it allows the cadets to interact with their peers and share their knowledge, experiences, and opinions about problem solving.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall employ problem solving.

IMPORTANCE

One of the qualities of leadership is problem solving. As cadets become leaders within a peer setting they will use this quality more often. By having some tools to solve problems cadets may have an easier time to resolve them.

Teaching Point 1**Explain Problem Solving**

Time: 20 min

Method: Interactive Lecture

A Problem. This is a doubtful or difficult matter requiring a solution.

Proficiency Level Two cadets deal with varying problems daily. We all possess a natural ability to solve dilemmas that may take little effort or planning such as trying to decide with our friends what to do on a Saturday night or getting up to go to school. However, when faced with more complex matters like working with a group on a cadet or school project or finding more than one solution to a problem, a more efficient methodology than trial and error analysis may be required.

Trial and Error Analysis. This method used to solve problems if there is a great deal of time available and the possible outcomes are not serious.

A PROBLEM-SOLVING PROCESS

Logical Analysis. One of the processes to solve problems is logical analysis, if there is sufficient time available for consideration of all the options. Logical analysis helps reduce a complex thought process into a simple format. However, some problems are very simple so all the steps in the process may not be used. If the team follows these steps, they should be able to create a plan to implement a solution.

When a task is assigned to cadets in a peer setting, the cadets should follow all the steps in the logical analysis process. If a problem develops that cadets within a peer setting must solve, without being directed to do so, the cadets should begin the logical analysis at step 2.

STEPS IN LOGICAL ANALYSIS:

1. **Confirm the Task.** By understanding both the problem and the aim or intent of the person assigning the task, the team has the freedom to act within their initiative to lead the team to success, especially when factors or plans change.
2. **Identify the Problem(s).** Once a problem is understood, the team must consider the problem or challenges that may occur in the implementation. This usually requires breaking the problem down into its component parts (“do this, then this, then this...”).
3. **Determine the “Critical Factor”.** There is usually one overriding problem in which all other issues will depend. This is called the CRITICAL FACTOR. Once identified, a plan to solve the problem can be formed around solving the critical factor.
4. **Develop Alternate Solutions.** Create as many possible solutions as time allows, drawing from the experience, knowledge and initiative of the team.
5. **Compare Alternatives.** Each solution must then be compared by the team in order to decide on the best solution. To decide which solution is the best, some questions may be asked:
 - (1) Which solution is the simplest?
 - (2) Which solution is the safest? What is the worst possible outcome? What are the dangerous elements?
 - (3) Which solution is the most flexible?
 - (4) Which solution uses available resources in an economical manner?
 - (5) Which solution will solve the critical factor and all other problems?
6. **Determine the Best Solution.** The team should choose the best solution to implement the plan of action.

7. **Implement the Solution.** The team should create a plan to implement the solution and get the problem solved. If a plan does not work like the team wanted, they may try another of the alternative solutions.
8. **Evaluate the Plan and the Implementation.** The team should evaluate performance once the problem is solved. The team should examine the implementation of the solution and the needs that may not have been anticipated. Questions may include:
 - (1) Was the solution a good one?
 - (2) Was the plan to implement the solution a success?
 - (3) What can we do to improve the plan or the implementation for the next time?
 - (4) What lessons were learned?

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is the definition of a problem?
- Q2. List the steps in Logical Analysis.
- Q3. List some questions that should be asked to evaluate the plan and implementation.

ANTICIPATED ANSWERS

- A1. A problem is a doubtful or difficult matter requiring a solution.
- A2. The steps in Logical Analysis are:
 - (1) confirm the task;
 - (2) identify the problem(s);
 - (3) determine the "Critical Factor";
 - (4) develop alternate solutions;
 - (5) compare alternatives;
 - (6) determine the best solution;
 - (7) implement the solution; and
 - (8) evaluate the plan and the implementation.
- A3. Questions may include:
 - (1) Was the solution a good one?
 - (2) Was the plan to implement the solution a success?
 - (3) What can we do to improve the plan or the implementation for the next time?
 - (4) What lessons were learned?

Teaching Point 2

**Conduct a Writing Activity Where Cadets Solve Problems
Using the Technique From TP1**

Time: 10 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is for cadets to follow the problem solving steps in a written format.

RESOURCES

- 8.5 x 11 inch paper,
- Pen/pencil, and
- Scenario located at Annex A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

Distribute the problem scenario located at Annex A to each cadet.

Instruct cadets to write down in point form how they would solve the problem. Cadets must list at least three possible solutions to solve the problem.



Ensure cadets follow all the steps in the process.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3**Conduct a Discussion Where Cadets Explain Their Choices From the Problem-solving Exercise**

Time: 20 min

Method: Group Discussion

BACKGROUND KNOWLEDGE

The point 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.

Ask for volunteers to share how they would solve the problem.

GROUP DISCUSSION**TIPS FOR ANSWERING/FACILITATING DISCUSSION**

- Establish ground rules for discussion, e.g. 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 is the problem?
- Q2. What is the critical factor?
- Q3. What alternate solutions were developed?
- Q4. List some comparisons for alternate solutions.
- Q5. What solution was chosen?
- Q6. Why was this choice made?

Q7. What was the plan to implement the solution?

Q8. What questions would be asked to evaluate the plan and the implementation?



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

END OF LESSON CONFIRMATION

The cadets' participation in TP2 and TP3 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

It is important to practice the skill of problem solving in a peer environment. Learning to solve problems is a quality of leadership. Knowing and using a technique to solve problems may help develop problem-solving skills.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A2-036 A-CR-CCP-121/PT-001 D Cdts 3. (2003). *Royal Canadian Army Cadet Reference Book*. 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, California: Jossey-Bass Inc.

C0-135 (ISBN 0-7645-5176-0) Loeb, M. & Kindel, S. (1999). *Leadership for Dummies*. Indianapolis, Indiana: Wiley Publishing, Inc.

PROBLEM SOLVING SCENARIO

In recently studying about the environment, cadets decide to initiate the creation of a recycling program at the squadron.

1. **Confirm the task** – (what must you do?)

2. **Identify the problem** – (what is the problem?)

3. **Determine the Critical Factor** – (what is the overriding problem?)

4. **Develop alternate solutions** – (different ways to solve the problem)

1)

2)

3)

5. **Compare alternatives** – (simplest, safest, most flexible, best use of resources, best solution to the critical factor)

Solutions	Answer Questions

6. **Determine the best solution** – (make a choice)

7. **Implement the solution** – (develop a plan to get the problem solved)

8. **Evaluate the plan and the implementation** – (list some questions to ask for evaluation)



**COMMON TRAINING
INSTRUCTIONAL GUIDE**



SECTION 7

EO M203.07 – DISCUSS PERSONAL INTEGRITY AS A QUALITY OF LEADERSHIP

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-802/PG-001, 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.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP1 to orient the cadets to personal integrity as a quality of leadership.

An in-class activity was chosen for TP2 and TP3 as an interactive way to provoke thought, stimulate an interest among cadets and present personal integrity as a quality of leadership.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to discuss personal integrity as a quality of leadership.

IMPORTANCE

It is important for cadets to learn that personal integrity is a fundamental quality of leadership. Without personal integrity, a leader may never build the trust of his followers or his teammates. As listed in CATO 11-03, *Cadet Program Mandate*, leadership is one of the three aims of the Cadet Program.

Teaching Point 1**Explain Personal Integrity**

Time: 5 min

Method: Interactive Lecture

The most basic quality of leadership is personal integrity.



Ask cadets if they know what the word integrity means.

Integrity means moral uprightness; honesty. Personal integrity means doing the right thing, even if nobody is watching.

People struggle daily with situations that demand decisions between what they want to do and what they ought to do.

According to John C. Maxwell, the author of a number of best-selling books on leadership, if a leader uses personal integrity, a leader should be consistent. If what the leader says and what the leader does is the same, the results by the team will be consistent. For example,

The leader says to their team: "Be on time."	The leader arrives on time.	The team will be on time.
The leader says to their team: "Be positive."	The leader exhibits a positive attitude.	The team will be positive.
The leader says to their team: "Put others first."	The leader puts others first.	The team puts others first.

If what the leader says and what the leader does is not the same, the results by the team will be inconsistent.

The leader says to their team: "Be on time."	The leader arrives late regularly.	Some of the team will be on time, some will not.
The leader says to their team: "Be positive."	The leader exhibits a negative attitude regularly.	Some of the team will be positive, some will not.
The leader says to their team: "Put others first."	The leader puts themselves first.	Some of the team will put others first, some will not.



Aristotle, the Greek philosopher, once said, "We are what we repeatedly do. Excellence, then, is not an act but a habit."

Personal integrity builds trust. To earn the trust of others, a leader should lead by example. If the leader's words and actions match, teammates and followers should have trust and confidence in the group. Personal integrity usually results in a solid reputation, not just an image.



Personal integrity builds trust. Trust builds confidence. Confidence builds relationships. Relationships build leadership.



For the next series of questions, ensure cadets do NOT name the people they are thinking about. This is NOT a sharing activity.



Ask cadets to think of someone they know who has a good reputation. Is this person trustworthy? Ask cadets to think of someone they know who has poor reputation. Is this person trustworthy?

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What does integrity mean?
- Q2. What is the most basic quality of leadership?
- Q3. What does personal integrity build?

ANTICIPATED ANSWERS

- A1. Integrity means moral uprightness; honesty.
- A2. Personal integrity is the most basic quality of leadership.
- A3. Personal integrity builds trust.

Teaching Point 2

Conduct an Activity Where Cadets Brainstorm Where They Have Seen Integrity Displayed Within Their Peer Group

Time: 5 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is for cadets to brainstorm where they have seen integrity displayed within their peer group. This reflective activity allows cadets to integrate their thoughts about leadership theory into their own experiences.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

Have cadets brainstorm examples where they have seen integrity displayed within their peer group either during cadets, school, or other extra-curricular activities. Write in point form, the examples on a whiteboard/ flipchart/OHP.

Discuss instances where the cadets' peers have displayed:

- honesty
- honour,
- good character,
- decency,
- fairness,
- sincerity, and
- trustworthiness, etc.



Ask cadets how they think the person in their example, who displayed personal integrity, would feel if they were in the class at that moment, after all the positive things have been said about them?



If cadets mention someone in the class, be sure to praise the person mentioned. Positive reinforcement of correct behaviour is an excellent instructional technique.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3**Conduct an Activity Where Cadets Create a Poster That Shows an Example of Integrity**

Time: 15 min

Method: In-Class Activity

ACTIVITY**OBJECTIVE**

The objective of this activity is for the cadets to create a poster that shows an example of integrity. This activity allows cadets to reflect on personal integrity as a quality of leadership.

RESOURCES

- Pencil crayons/felt markers; and
- 8.5 x 14 inch paper.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

- Distribute pencil crayons/felt markers and the 8.5 x 14 inch paper to the cadets.
- Have the cadets draw and colour a poster to represent personal integrity as a quality of leadership. Cadets may create a picture, use a mind-map, use a saying, etc. Cadets may use the examples from TP2 or another instance of personal integrity.



Be sure to display posters in a place where they may be seen by as many squadron members as possible.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

The cadets' creation of posters displaying personal integrity will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT



Brian Tracy, a leadership trainer, says, "The glue that holds all relationships together, including the relationship between the leader and the led is trust, and trust is based on integrity."

Personal integrity is the foundation of leadership. When cadets display this quality, it is the first step in their role as leaders within a peer setting.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-010 CATO 11-03 D Cdts 2. (2006). *Cadet Program Mandate*. Ottawa, ON: Department of National Defence.

C0-112 (ISBN 0-8407-6744-7) Maxwell, J. C. (1993). *Developing the Leader Within You*. Nashville, Tennessee: Thomas Nelson Inc. Publishers.



**COMMON TRAINING
INSTRUCTIONAL GUIDE**



SECTION 8

EO M203.08 – PARTICIPATE IN TEAM-BUILDING ACTIVITIES

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-802/PG-001, 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.

The time spent on each activity is at the discretion of the instructor. One activity may be conducted for the entire period or both activities may be conducted consecutively.

If the group is large, both activities may be conducted concurrently. When conducting activities concurrently, ensure additional supervision is provided.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An in-class activity was chosen for this lesson as it is a fun and challenging way to expand the cadets' experience participating in team-building activities and reinforce the cadets' appreciation of the fundamentals of leadership.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to participate in team-building activities.

IMPORTANCE

It is important for cadets to participate in team-building activities, including trust games, as it may improve their leadership abilities in a peer setting by allowing cadets to practice communication skills and positive group dynamics.

Teaching Point 1

Conduct Team-building Activities Through Trust Games

Time: 25 min

Method: In-Class Activity

ACTIVITY 1

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets develop trust within their peer group.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the group into pairs.
2. Cadets must assume a squatting position.
3. Cadets must face each other with their hands extended in front of their bodies, fingers pointing toward the ceiling and touching palms with their partner.
4. Cadets must attempt to knock their partner off balance by either pushing their palms, or withdrawing their palms using only slow motion movements. (Using slow motion movements should allow the two cadets to become cooperative partners.)
5. A player may lose the game if their feet move. (Most games conveniently end with both partners falling or moving their feet at the same time.)
6. Cadets may change partners as time allows.

SAFETY

The activity will be stopped if horseplay occurs.

ACTIVITY 2

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets develop trust in their peer group.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the group into two lines facing each other, forming a corridor.
2. Have cadets put their arms straight in front of themselves. Arms should intersect, overlapping about a hand width apart from the person opposite them.



Wilderness (2007). Index to Group Activities, Games, Exercises and Initiatives: Trust-Building Activities. Retrieved 26 April 2007, from <http://wilderness.com/games/descriptions/SliceNDice.html>

Figure 1 Slice and Dice

3. The first cadet peels off and walks down the corridor. To let the cadet pass, have the other cadets raise and then lower their arms, creating a ripple effect in the corridor, through which the cadet is walking.
4. Once the cadet is finished walking down the corridor, the cadet joins the end of the corridor from which they have just emerged.
5. The next cadet, at the front of the line, peels off and walks down the corridor, and then joins the end of the line.
6. Each cadet takes a turn going down the corridor.



As cadets become more confident, invite them to walk fast, run and then sprint down the corridor. At some point, have the cadets chop their arms up and down, only pausing to allow the corridor runner through.

SAFETY

The activity will be stopped if horseplay occurs.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the team-building activities will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the team-building activities will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Trust in others and trust in the leader are key leadership attributes and they may assist cadets in leading in a peer setting. When members of a team trust each other, accomplishing any task is usually easier. If cadets cultivate trust and protect the trust that others offer and share, cadets may increase the confidence others have in them and this should increase their own self-confidence.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

C0-152 Wilderdom. (2007). *Index to Group Activities, Games, Exercises and Initiatives: Trust-Building Activities*. Retrieved 26 April 2007, from <http://wilderdom.com/games/descriptions/SliceNDice.html>.

C1-006 (ISBN 0-8403-5682-X) Ronhke, C. (1984). *Silver Bullets: A Guide to Initiative Problems, Adventures Games and Trust Activities*. Dubuque, Iowa: Kendall/Hunt Publishing Company.



**COMMON TRAINING
INSTRUCTIONAL GUIDE**



SECTION 9

EO C203.01 – RECORD ENTRIES IN A REFLECTIVE JOURNAL

Total Time:

3 x 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-802/PG-001, 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.

Choose one template of questions for reflection from the four located at Annex A and make a copy for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An in-class activity was chosen for this lesson to reinforce leadership principles and characteristics and to provoke thought. It also allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about a recent team-building or training activity.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall record entries in a reflective journal.

IMPORTANCE

Reflective thinking and evaluating past performance of tasks through journaling allows cadets to synthesize new knowledge and experiences to prior understanding. Cadets may develop self-awareness and/or recognize positive attributes of leadership that they may wish to integrate into their own personal leadership style.

Teaching Point 1

Conduct an Activity During Which Cadets Record Their Thoughts on Leadership

Time: 25 min

Method: In-Class Activity

Recording in a reflective journal may encourage cadets to evaluate and analyze experiences they have undergone. It is an opportunity to think about, describe and communicate their impressions on peer interactions.

ACTIVITY

OBJECTIVE

The objective of this activity is for cadets to record their thoughts on leadership they displayed or the leadership they observed on a specific training activity.

RESOURCES

- Handouts of questions for reflection;
- 8.5 x 11 inch paper; and
- Pen/pencil.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Distribute a handout of the chosen template for reflection to each cadet.
2. Based on the last training activity in which the cadet participated (e.g. a field exercise, a community service exercise, a tour, etc.) the cadet must reflect on the leadership qualities and attributes they displayed or observed.
3. Instruct cadets to complete the template to the best of their ability.
4. Templates may be completed using sentences or point form. Mind mapping or drawing may be done on a separate piece of paper.



Cadets may share their journal or work with the class.

There are no right or wrong journal entries when cadets record their thoughts. Put as few restrictions as possible on the journal entries cadets may give during this activity.

If time permits, another template of questions for reflection may be completed.

SAFETY

N/A.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Recording in a reflective journal, cadets have the opportunity to consider and/or evaluate experiences they have undergone. This may assist them in recognizing leadership qualities, principles and approaches the cadet wishes to incorporate into their own personal leadership style.

INSTRUCTOR NOTES/REMARKS

This EO should follow a significant practical activity such as a tour, a field exercise or EO M203.08 (Participate in Team-Building Activities).

REFERENCES

C0-113 (ISBN 1-882664-12-4) Karnes, F. A. & Bean S. M. (1995). *Leadership for Students: A Practical Guide for Ages 8-18*. Waco, Texas: Prufrock Press.

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TEMPLATE No. 2

Defining Leadership

Based on the last training activity, my definition of leadership is:

Based on the last training activity, my leader's definition of leadership is (what you think your leader would say):

Based on the last training activity, I observed positive leadership when:

TEMPLATE No. 4

Leadership Looks Like/Sounds Like/Feels Like

Based on the last training activity, positive leadership that I observed looked like:

Based on the last training activity, positive leadership that I observed sounded like:

Based on the last training activity, positive leadership that I observed felt like:

Based on the last training activity, attributes I observed and wish to incorporate into my own personal leadership style are:

Based on the last training activity, attributes I wish to avoid incorporating into my own personal leadership style are:



**COMMON TRAINING
INSTRUCTIONAL GUIDE**



**SECTION 10
EO C203.02 – EMPLOY PROBLEM SOLVING**

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-802/PG-001, 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 scenarios located at Annex A.

Cut up scenarios located at Annex A.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An in-class activity was chosen for TP1 as an interactive way to provoke thought and stimulate an interest among cadets.

A group discussion was chosen for TP2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about problem solving.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall employ problem solving.

IMPORTANCE

One of the qualities of leadership is problem solving. As cadets become leaders within a peer setting they will use this quality more often. It is important to practice this quality. Knowing and using a technique to solve problems may give the cadet increased confidence in their leadership ability.

Teaching Point 1

Conduct an Activity Where Cadets Solve Problems Using Logical Analysis

Time: 25 min

Method: In-Class Activity

STEPS TO LOGICAL ANALYSIS

1. **Confirm the Task.** The team must understand both the problem and the aim or intent of the person assigning the task.
 2. **Identify the Problem.** The team must consider the problem and the challenges that may occur in the implementation.
 3. **Determine the Critical Factor.** The critical factor is usually the one overriding problem, on which all other issues depend. The critical factor should be determined by the team.
 4. **Develop Alternate Solutions.** The team should create as many possible solutions to solve the critical factor and other issues as time allows.
 5. **Compare Alternate Solutions.** Each solution must be compared by the team in order to decide on the best solution.
 6. **Determine the Best Solution.** The team should choose the best solution to implement a plan of action.
 7. **Implement the Solution.** The team should create a plan to implement the solution and get the problem solved.
 8. **Evaluate the Plan and Implementation.** The team should evaluate their performance once the problem is solved.
-

ACTIVITY

Time: 15 min

OBJECTIVE

The objective of this activity is for cadets to solve problems within a peer setting.

RESOURCES

- Flipchart paper,
- Markers,
- Paper bag, and
- Scenarios of problems.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the class into small groups of no more than four cadets.
2. Distribute flipchart paper and markers to each group.

3. Have one representative from each group come to the front of the class and pick one or two scenarios at random from a paper bag or a wedge.
4. Instruct the cadets that the problem-solving steps must be used to solve the scenario.
5. Cadets must list at least three solutions to each problem.
6. Cadets must record the steps they would use to solve each scenario on the flipchart paper.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Conduct a Group Discussion Where Cadets Explain Their Choices From the Problem-solving Exercise

Time: 25 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



The point 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.

Have one representative from each group present their problem scenario and the steps the group used to solve the problem.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g., 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 is the problem?
- Q2. What is the critical factor?
- Q3. What alternate solutions were developed?
- Q4. What are some comparisons for alternate solutions?
- Q5. What solution was chosen?
- Q6. Why was this choice made?
- Q7. What was the plan to implement the solution?
- Q8. What questions would be asked to evaluate the plan and the implementation?
- Q9. Are there different problems, other solutions, etc.?



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 confirmation of this TP.

END OF LESSON CONFIRMATION

QUESTIONS

- Q1. List the steps in Logical Analysis.
- Q2. What is the critical factor?
- Q3. Who should determine the best solution?

ANTICIPATED ANSWERS

- A1. The steps in Logical Analysis are:
- (1) confirm the task;
 - (2) identify the problem;
 - (3) determine the critical factor;
 - (4) develop alternate solutions;
 - (5) compare alternate solutions;
 - (6) determine the best solution;
 - (7) implement the solution; and
 - (8) evaluate the plan and implementation.
- A2. The critical factor is usually the one overriding problem on which all other issues depend.
- A3. The team should determine the best solution.
-

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Applying the steps in logical analysis to a given problem enables the cadet to determine and implement a solution. With practice, this problem-solving skill will develop. Knowing and using logical analysis to solve problems may give the cadet increased confidence in their ability to lead in a peer setting.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A2-036 A-CR-CCP-121/PT-001 D Cdts 3. (2003). *Royal Canadian Army Cadet Reference Book*. 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, California: Jossey-Bass Inc.

C0-135 (ISBN 0-7645-5176-0) Loeb, M. & Kindel, S. (1999). *Leadership for Dummies*. Indianapolis, Indiana: Wiley Publishing, Inc.

SCENARIOS

Scenario No. 1

You and five other Proficiency Level Two cadets are tasked to set up a classroom for a class that will begin in ten minutes. You arrive to find the door to your classroom locked. The officer who is supposed to have the key is nowhere to be found.

Scenario No. 2

Your Training Officer is preparing for a weekend exercise and asks you to inventory and restock the three field first aid kits with the help of five cadets.

Scenario No. 3

While on a canteen break, you and other cadets see your best friend take some money that belongs to another cadet.

Scenario No. 4

You enter your squadron building with four other cadets to find two male Leading Air Cadets (LAC) in a verbal and physical altercation.

Scenario No. 5

You are told by the Warrant Officer Second Class (WO2) that the large classroom was not set up properly for the guest speaker who is arriving in 10 minutes. You and three other cadets are told to make sure the classroom is ready on time.

Scenario No. 6

Your squadron is holding a mandatory training exercise on the same day as your soccer team is scheduled to play in the regional playoffs. You and three other cadets from your squadron play on the same team. Your soccer coach is counting on you to be at the game.

Scenario No. 7

Your Flight Sergeant (FSgt) and Flight Commander are both absent from the parade night. You and one other cadet are tasked by the Administration Officer to verify the attendance and have your flight members sign the attendance sheet.

Scenario No. 8

You and five of your friends notice that the parade square needs to be cleaned. Your team accepts this small challenge and have decided to ensure that the parade square is clean for the parade practice for the next period.

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**COMMON TRAINING
INSTRUCTIONAL GUIDE**



SECTION 11

EO C203.03 – DISCUSS CHARACTERISTICS OF A LEADER

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-802/PG-001, 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.

Copy the handouts located at Annex A and distribute to each cadet prior to the lesson.

PRE-LESSON ASSIGNMENT

Using the research information sheet provided, the cadets will research a leader of their choice (a military person, political leader, pastor, teacher, etc.) prior to the lesson.

Cadets will bring to the class presentation materials (if needed) and information about the leader they researched.

APPROACH

An in-class activity was chosen for TP1 to reinforce leadership principles to provoke thought.

A group discussion was chosen for TP2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about characteristics of a leader.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall discuss the characteristics of a leader.

IMPORTANCE

In discussing the characteristics of various leaders, cadets may be able to discern different leadership qualities, principles and approaches. After reflection, cadets may wish to incorporate these qualities, principles and approaches into their own leadership style.

Teaching Point 1

Discuss the Study of Specific Leaders

Time: 30 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have cadets discuss, in a group of no more than four, their studies of specific leaders.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the class into groups of no more than four.
2. In a group of four, the first cadet will present their study of a specific leader.
3. The other three cadets will be given three minutes to ask questions.



Questions from cadets to the presenter should be created using the research template located at Annex A.

4. Another cadet will present their study of a specific leader.
5. The other three cadets will be given three minutes to ask questions.
6. The rest of the cadets will present their specific leader in turn.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2**Conduct a Group Discussion Where Cadets Volunteer to Share Their Study of a Specific Leader With the Entire Group**

Time: 20 min

Method: Group Discussion

BACKGROUND KNOWLEDGE

The point 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.



Use the completed handouts from the cadets as the material for the group discussion.

GROUP DISCUSSION**TIPS FOR ANSWERING/FACILITATING DISCUSSION**

- Establish ground rules for discussion, e.g. 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.



Ask cadets if they wish to volunteer to share their study of a specific leader with the class.

SUGGESTED QUESTIONS

- Q1. Where did the leader use their influence?
- Q2. Was the leader's influence positive or negative?
- Q3. How was it positive or negative?
- Q4. How did their leadership style create opportunities in the leader's life?
- Q5. What kind of leadership approach did the leader use?
- Q6. Was the leader able to solve problems?
- Q7. How did the leader solve problems?
- Q8. When did the leader display personal integrity?
- Q9. How did the leader display personal integrity?



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 confirmation of this TP.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Learning about different leaders and being able to describe their attributes may help cadets understand that leaders come from all walks of life with different leadership qualities, principles and approaches. Deciding

whether to incorporate those attributes into the cadet's leadership style may assist the cadet in becoming a more effective leader.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

C0-113 (ISBN 1-882664-12-4) Karnes, F. A. & Bean S. M. (1995). *Leadership for Students: A Practical Guide for Ages 8-18*. Waco, Texas: Prufrock Press.

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INFORMATION TO RESEARCH

Name (in Full): _____

Date of Birth: _____

Place of Birth: _____

Date of Death (if Deceased): _____

If Deceased, How Did They Die? _____

Information on Their Childhood: _____

Positions of Responsibility (if Applicable): _____

Incidents Where Influence Was Displayed: _____



**COMMON TRAINING
INSTRUCTIONAL GUIDE**



SECTION 12

EO C203.05 – PARTICIPATE IN TRUST-BUILDING ACTIVITIES

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-802/PG-001, 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.

The time spent on each activity is at the discretion of the instructor. If time permits, activities may be conducted consecutively. If the group is large, activities may be conducted concurrently. When conducting activities concurrently, ensure enough resources and supervision are available.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An experiential approach was chosen for this lesson as it allows the cadets to acquire new skills through a direct experience. This approach allows cadets to experience trust-building activities and define that experience on a personal level. They will be given the opportunity to reflect on and examine what they saw, felt and thought while they were having the experience, and consider how this will relate to future experiences.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to participate in trust-building activities.

IMPORTANCE

It is important for cadets to participate in trust-building activities as it may improve their leadership abilities in a peer setting by allowing cadets to practice communication skills and positive group dynamics.

BACKGROUND KNOWLEDGE

Trust is a powerful and essential leadership attribute because it is a key to personal involvement. A cadet will seldom take a physical or emotional chance if they perceive callousness or an unreasonable risk. A group surrounded with positive experiences and successes will undergo growth in trust and personal confidence. Trust, within the framework of leadership, is gained with patience, thoughtfulness and care over a period of time. Trust can also be lost in a second by carelessness or inconsiderate behaviour. Cultivating and protecting the trust that another individual offers should be a fundamental leadership quality to be acquired.

ACTIVITY

Time: 20 min

Method: Experiential

OBJECTIVE

The objective of this activity is to have cadets develop trust in their peer group.

RESOURCES

- A large empty space with four walls; and
- A blindfold.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS



Brief the cadets on any safety rules or any other guidelines pertaining to the activity.

1. Have one cadet stand with their back to one wall of a large four-walled room. This cadet becomes the jogger.
2. The jogger must hold their hands up in front of their body, palms out, to protect themselves.
3. Blindfold the jogger.
4. Place three-quarters of the group in a line with their backs to the wall that the jogger will be approaching. They will act as spotters. The spotter's job is to prevent the jogger from running into the wall.
5. Place the remaining quarter of the group three-quarters of the way down the room to prevent wildly disoriented joggers from running into the side walls.
6. Ask the jogger to jog toward the far wall at a steady, unchanging pace.
7. Have cadets take turns being the jogger.

SAFETY

The spotters must be as quiet as possible to increase the resolve of the jogger.

The spotters must concentrate on the jogger at all times. If the jogger hits a wall the trust of the group may be broken.

ACTIVITY

Time: 20 min

OBJECTIVE

The objective of this activity is to have cadets develop trust in their peer group.

RESOURCES

A blindfold.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS



Brief the cadets on any safety rules or any other guidelines pertaining to the activity.

1. Divide the group into pairs.
2. Blindfold one cadet. This cadet becomes the walker. The walker must hold their hands up in front of their body, palms out, to protect themselves.
3. The second cadet becomes the talker.
4. The talker must lead the walker on a tour through a pre-determined location in the cadet squadron facility.
5. The talker must give directions as simply as possible. (e.g. take two steps forward, turn to your left, take four steps to the right, etc.).
6. The talker is not allowed to touch the walker, unless the walker is about to fall.
7. Have cadets change positions and repeat the activity.

SAFETY

If there are stairs at the cadet squadron facility, ensure extra supervision.

REFLECTION

Time: 5 min

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g. 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 it feel to trust others in your group? Why?
- Q2. How did it feel to have others trust you? Why?
- Q3. How does it feel when someone does not trust you?
- Q4. Why is trust an important part of leadership?



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

CONCLUSION

REVIEW

Upon completion of the group discussion the instructor will conclude by summarizing the discussion to ensure that all teaching points have been covered. The instructor must also take this opportunity to explain how the cadet will apply this knowledge and/or skill in the future.

TEACHING POINTS

TP1. Trust is a powerful and essential leadership attribute because it is a key to personal involvement.

TP2. A group surrounded with positive experiences and successes will undergo growth in trust and personal confidence.

TP3. Trust can also be lost in a second by carelessness or inconsiderate behaviour.

TP4. Cultivating and protecting the trust that another individual offers should be a fundamental leadership quality to be acquired.



Reinforce those answers given and comments made during reflection, but ensure that the teaching points have been covered. Any teaching point not brought out during the group discussion shall be covered during review.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Trust is a key leadership attribute that may assist cadets in leading in a peer setting. Participating in trust-building activities may assist cadets by increasing the confidence others have in them and this should increase their own self-confidence.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

C1-006 (ISBN 0-8403-5682-X) Ronhke, C. (1984). Silver Bullets: A Guide to Initiative Problems, Adventures Games and Trust Activities. Dubuque, Iowa: Kendall/Hunt Publishing Company.

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**COMMON TRAINING
INSTRUCTIONAL GUIDE**



SECTION 13

EO C203.06 – PARTICIPATE IN PROBLEM-SOLVING ACTIVITIES

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-802/PG-001, 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.

The time spent on each activity is at the discretion of the instructor. If time permits, activities may be conducted consecutively. If the group is large, activities may be conducted concurrently. When conducting activities concurrently, ensure enough supervision is available.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An experiential approach was chosen for this lesson as it allows the cadets to acquire new skills through a direct experience. This approach allows cadets to experience problem-solving activities and define that experience on a personal level. They will be given the opportunity to reflect on and examine what they saw, felt and thought while they were having the experience, and consider how this will relate to future experiences.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to participate in problem-solving activities.

IMPORTANCE

It is important for cadets to participate in problem-solving activities as it may improve their leadership abilities in a peer setting by allowing cadets to practice communication skills, positive group dynamics and problem-solving techniques.

BACKGROUND KNOWLEDGE

Problem-solving activities offer a clearly defined opportunity to practice the skill of problem-solving. Each task is designed so that the group must employ communication skills, positive group dynamics and problem-solving techniques. This problem-solving approach to learning can be useful in developing each individual's awareness of their decision making, responsibilities and cooperation with others. Groups engage the problem by taking advantage of the combined physical and mental strengths of each of its members. Problem solving is an unrivalled way to build morale and a sense of camaraderie.

ACTIVITY

Time: 20 min

Method: Experiential

OBJECTIVE

The objective of this activity is to have cadets solve a problem within a peer setting.

RESOURCES

N/A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS



Brief the cadets on any safety rules or any other guidelines pertaining to the activity.

1. Divide the cadets into groups of 8 (preferably 4 males and 4 females).



If there is not an even number of males and females, any alternative to identify the two groups may be used (e.g. hats on/hats off, tunics on/tunics off, etc.)

2. The group must solve the problem in the least number of moves. The object of the game is to have all the males end up on one end of the line and all the females on the other end of the line.
3. Have males and females alternate in line.
4. All moves must be made in pairs. Any two cadets standing side by side (without a space between them) may be considered a pair. Pairs may change with each move.
5. As a pair moves, an empty space is created in the line.
6. The empty space may be filled by another pair.
7. Pairs may not pivot or turn around.
8. The final line must have no spaces or gaps.



There are many ways to solve this problem. Have cadets attempt to solve this problem a number of times, trying to minimize the number of moves on each attempt.

The following sequence illustrates the minimum 4 move solution.

1. Move 1 – Pair 2/3 move to the end of the line past 8.

M F M F M F M F
1 (2 3) 4 5 6 7 8

M F M F M F F M
1 4 5 6 7 8 (2 3)

2. Move 2 – Pair 5/6 move into the slot vacated by the previous pair.

M F M F M F F M
1 4 (5 6) 7 8 2 3

M M F F M F F M
1 (5 6) 4 7 8 2 3

3. Move 3 – Pair 8/2 move into the slot vacated by the previous pair.

M M F F M F F M
1 5 6 4 7 (8 2) 3

M M F F F F M M
1 5 6 4 (8 2) 7 3

4. Move 4 – Pair 1/5 move into the slot vacated by the previous pair.

M M F F F F M M
(1 5) 6 4 8 2 7 3

F F F F M M M M
6 4 8 2 7 1 5 3

SAFETY

N/A.

ACTIVITY

Time: 20 min

OBJECTIVE

The objective of this activity is to have the cadets solve a problem within a peer setting.

RESOURCES

- Masking tape, and
- A stopwatch.

ACTIVITY LAYOUT

Using masking tape make a rectangle shape on the floor, 5 m long and 30 cm wide.

ACTIVITY INSTRUCTIONS



Brief the cadets on any safety rules or any other guidelines pertaining to the activity.

1. Divide the cadets into two groups.
2. Each group forms a line inside the rectangle, one behind the other, facing into the centre of the rectangle.



D Cdts 3, 2007, Ottawa, ON: Department of National Defence

Figure 1 Cadet Shuffle

3. Each group must exchange places with the other group without touching the floor outside the rectangle.



D Cdts 3, 2007, Ottawa, ON: Department of National Defence

Figure 2 Cadet Shuffle

4. Time each attempt.
5. For each person that steps outside the rectangle, add 10 seconds to the time.
6. Have cadets attempt this game a number of times, trying to minimize their time on each attempt.

SAFETY

Remind cadets that there is to be no horseplay or pushing other cadets outside the rectangle.

REFLECTION

Time: 5 min

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g. 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 it feel to solve the problem?

Q2. How could your group have improved on its performance?

Q3. Did the group follow a problem-solving technique? Why or why not?

Q4. Did your group members use positive group dynamics when discussing how to solve the problem? 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.

CONCLUSION

REVIEW

Upon completion of the group discussion the instructor will conclude by summarizing the discussion to ensure that all teaching points have been covered. The instructor must also take this opportunity to explain how the cadet will apply this knowledge and/or skill in the future.

TEACHING POINTS

TP1. The group must employ communication skills, positive group dynamics and problem-solving techniques.

TP2. Problem solving develops each individual's awareness of their decision making, responsibilities and cooperation with others.

TP3. Groups engage the problem by taking advantage of the combined physical and mental strengths of each of its members.

TP4. Problem solving is an unrivalled way to build morale and a sense of camaraderie.



Reinforce those answers given and comments made during reflection, but ensure that the teaching points have been covered. Any teaching point not brought out during the group discussion shall be covered during review.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Problem solving is a key leadership quality. Practicing the skills of problem-solving should assist cadets in leading in a peer setting by increasing their self-confidence. Problem-solving activities allow cadets to practice communication skills, positive group dynamics and problem-solving techniques.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

C1-006 (ISBN 0-8403-5682-X) Ronhke, C. (1984). *Silver Bullets: A Guide to Initiative Problems, Adventures Games and Trust Activities*. Dubuque, Iowa: Kendall/Hunt Publishing Company.