



National Défense
Defence nationale



SEA, ARMY, AND AIR CADETS

ADVANCED LEADERSHIP PROGRAM
INSTRUCTIONAL GUIDE

(ENGLISH)

(Cette publication est disponible en français)

Issued on Authority of the DCOS Training, CJCR Gp HQ



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OPI: Deputy Chief of Staff Training – CJCR Gp

2024-08-01

LIST OF EFFECTIVE PAGES

Insert latest changed pages and dispose of superseded pages in accordance with applicable orders.

NOTE

The portion of the text affected by the latest change is indicated by a black vertical line in the margin of the page. Changes to illustrations are indicated by miniature pointing hands or black vertical lines.

Dates of issue for original and changed pages are:

Original	0	2024-08-01	Ch	3
Ch	1		Ch	4
Ch	2		Ch	5

Contact Officer: J7 Youth – CJCR Gp

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FOREWORD AND PREFACE

1. **Issuing Authority.** This instructional Guide (IG) was developed under the authority of Commander Cadets and Junior Canadian Rangers Group (CJCR Gp) and issued on the authority of the DCOS Trg, CJCR Gp HQ.
2. **Development.** Development of this IG was in accordance with the performance-oriented concept of training outlined in the A-P9-050 Series, Canadian Forces Individual Training and Education System, with modifications to meet the needs of the Canadian Cadet Organizations (CCO).
3. **Purpose of the IG.** The IG is to be used by Regional Cadet Support Units (RCSUs) in conjunction with other resources to conduct the Advanced Leadership Program.
4. **Effective Date.** This publication is effective upon receipt. Subsequent changes are effective upon receipt.
5. **Suggested Changes.** Suggested changes to this document shall be forwarded to CJCR Headquarters (HQ) Attn: J7 Youth or by e-mail at

J7youth@forces.gc.ca

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**COMMON TRAINING
ADVANCED LEADERSHIP PROGRAM
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SECTION 1

EO 503.01 – CREATE AN EXERCISE PROPOSAL

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in *Advanced Leadership Program Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Create posters, slides, or handouts of Attachments A, B, and C as suited to your instructional space and class size.

Photocopy relevant local, area, or regional warning and operations orders for the TP 3 activity.

Set up the classroom for collaborative groups of three to five cadets. Provide flipchart paper and markers, or equivalent physical or virtual tools for each group.

Be prepared to distribute links to the [CJCR publications SharePoint page](#) (containing links to QSPs, IGS, etc.) and CCO regulations Internet page to the class through Teams message, hard copy handout, or other means.

If possible, this lesson should be conducted in a computer lab or comparably equipped classroom, allowing cadets to train using the same tools and setting as the Senior Cadet Planning Group.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An outline of the instructional methods used and their substantiation is located at Chapter 4, Annex A.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

The cadet, as a member of a group, shall create a proposal for an exercise.

IMPORTANCE

It is important for cadets to create a proposal as the first step in the achievement of a project. A well thought out proposal enables the team to have a better understanding of the project's workload, the requirements for the project, and determine if the project is feasible with the available parameters and resources.

Teaching Point 1

Define Project Management.

Time: 5 min

Method: Interactive Lecture

Before defining project management, it is useful to understand what is meant by *project*.

DEFINITION OF PROJECT

According to the Canada School of Public Service (CSPS), a project always has the following components:

- **Specific outcome.** A single, definable purpose or result.
- **Defined start and end date.** Projects do not go on forever. Projects are temporary and created to achieve results. When the results are achieved, the project ends.
- **Direction.** Projects require constant monitoring and decision making throughout their life cycle.
- **Completion.** Along with a specific outcome and a defined end date, projects have the capacity to be defined as complete when outcomes are achieved, or the project is deemed to be no longer needed.
- **Business case.** A business case justifies a project and validates its benefits. The business case needs to be revalidated at key points during the project life cycle. In a training context, a training need is required to justify an exercise and assess or define its component activities. The business case is to be referred to during the planning, execution, and conclusion of an exercise.
- **One-off.** It is unique.



A **business case** describes the reasoning for initiating a project or task. In a CAF operation order, the **situation** segment contains the business case.

In addition to the CSPS definitions, it's worth considering these aspects of projects:

- **Established budgets.** Projects define the required amount of funds, people, facilities, equipment, and information.
- Projects vary in:
 - **Size.** Planning a corps/squadron sports event is a project that involves many people. Reorganizing the furniture in a bedroom is also a project, even though it only involves a limited number of people.
 - **Scope.** A project can be business-related or personal. Organizing a corps' annual mess dinner is a business-related project. Hosting a dinner party for 12 people is a personal project.

PROJECT MANAGEMENT

Project management is **the way we organize a project and apply the skills, techniques, and tools necessary to complete it.**

Project management includes three basic operations:

- planning;
- organizing; and
- controlling.

Large projects may require more time to prepare than small projects, but all projects follow the same structure.



Clarify to cadets that being a project manager can turn into a career in a variety of professions. Being a project manager is part of many senior cadet appointments.

Drawing on the CSPS again, a project has the following stages:

Stage 1: Initiation. Establishes the project's utility and aims. The project manager identifies the **business case** and project charter.

In a CAF and CCO context, the *project charter* might be referred to by a variety of other names; in this EO, it's the exercise proposal that becomes an operation order.

The project charter outlines the project's purpose and explains the problem or need that the project will solve. It also presents the project scope, outputs, constraints, activities, resources, risks, benefits, and stakeholders.

The project charter must be approved by the project sponsor before the project manager can proceed to the planning stage. Once approved, the project charter will be the key point of reference throughout the project life cycle. It will also serve as a communication tool between the project manager and the project sponsor.

Stage 2: Planning. Once the project is approved by the project sponsor or committee, the next step is to plan and organize its execution. At this stage, the project manager divides the activities into tasks, organizes the tasks into a sequence of accomplishments, estimates the time and resources required for each task, and anticipates the potential risks.

The key output of the planning stage is the project management plan. This plan describes and details how the project will be executed, monitored, and controlled.

Stage 3: Execution. This stage is about executing the project management plan. The project work begins and is monitored to ensure quality. The project schedule is continually checked. The effectiveness of existing resources is confirmed. All expenditures are tracked to prevent cost overruns, and adjustments are made as needed.

A key activity in the execution stage is making the necessary adjustments for the project to meet its deliverables in terms of scope, budget and schedule. It is the responsibility of the project manager to ensure that the project is on track and to communicate its progress to stakeholders.

Stage 4: Close-out. The key activity in the final project stage is producing the close-out report. The project close-out report presents a final project update that includes the results obtained, any discrepancies between the expected results and the results obtained, and explanations for the discrepancies. It concludes by offering recommendations for future projects based on lessons learned.

The project will then be transitioned to operations, and the project team can get together to celebrate the completion of the project!

For small projects, the entire process can take a few days; for larger projects, it may take many years. No matter how simple or complex the project, the process is the same.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What are the phases of a project?
- Q2. What is project management?
- Q3. In what phase is the proposal developed?

ANTICIPATED ANSWERS:

- A1. The four phases of a project are:
 - Initiation: Coming up with the idea.
 - Planning: Developing a plan.
 - Execution: Doing the work.
 - Close-out: Ending the project.

- A2. Project management is the way we organize a project and apply the skills, techniques, and tools necessary to complete it.
- A3. The proposal is developed during the first phase.

Teaching Point 2

Identify Considerations for Creating an Exercise Proposal.

Time: 25 min

Method: In-Class Activity

Before developing the proposal, it is important to consider factors that affect all cadet activities including training location or time of year.



Divide cadets into groups of three to five cadets, and ensure they are arranged for collaborative work.

ACTIVITY 1

TIME: 10 mins

OBJECTIVE

To identify factors which might influence the development of an exercise proposal.

RESOURCES

Refer to pre-lesson instructions.

ACTIVITY INSTRUCTIONS

1. Have cadets, in their groups, brainstorm the following question: During the initial planning stage, what are some factors that must be considered because they will have an impact on the development of the exercise proposal?
2. Allow five minutes for cadets to generate their ideas.
3. Have each group alternate presenting an item from their list until all items from the groups have been covered. Add clarification as required.
4. Complete the activity by ensuring all of the following limiting factors have been covered. Ask groups to consider and identify limiting factors which might influence the development of an exercise proposal. Anticipated answers include:
 - **Time** (until exercise, required for successful execution, must be conducted by)
 - **Personnel** (overall numbers available/required, staff, specialists)
 - **Facilities** both specific to the activity and generic (quarters, kitchens, washrooms, etc.)

- **Finances** (who, and how much)
- **Food** (how much, what kind, preparation, where, when)
- **Transportation** (to the site, on site, of personnel, of materiel)
- **Supplies** (where stored, how accessed)
- **Equipment** (safety, training, whose, where stored, how accessed, special measures on exercise)
- **Policy and staff approval**

ACTIVITY 2

TIME: 5 mins

OBJECTIVE

To identify policies, directives, and course control documents that must be followed depending on the activity chosen.

RESOURCES

Refer to pre-lesson instructions.

ACTIVITY INSTRUCTIONS

1. Have cadets, in their groups, brainstorm the following questions:
 - What policies, directives, and course control documents must be followed depending on the activity chosen?
 - Which ones are you familiar with?
2. Allow three minutes for cadets to generate their ideas. Encourage them to draw on past experiences as instructors and junior leaders to generate ideas.
3. Have each group alternate in presenting an item from their list until all items from the groups have been covered. Add clarification as required.
4. Complete the activity by ensuring the policies listed below have been covered.

POLICIES AND DIRECTIVES

Those with experiences at nautical, expedition, flying sites, and in similar settings, may already be familiar with a variety of policy sources, including not only CCO and CAF policies, but Transport Canada, parks agencies, civilian certification bodies (mountain and kayak guides, Sail Canada, etc.) and others.

Anticipated answers include:

- QSPs (Qualification Standard and Plan)
- A-CR-CCP-930/PT-002, *Interim Activity Safety Direction*.

Answers that cadets may not be aware of, but should be informed about include:

- CANCDTGENs
- CJCR (Cadets and Junior Canadian Rangers) operation plans
- CJCR group orders and instructions
- Regional training directives/operation plans
- Local policies and laws

If possible, demonstrate where cadets can find this information online and display the sites in question. Distribute web addresses and navigation paths to the cadets.

ACTIVITY 3

TIME: 10 mins



This activity is to be conducted as a quick read-through of the selected documents, rather than an in-depth exploration. Emphasize speed and highlight the following:

- Is the document relevant?
- Does it provide explicit direction, or is it a reference? Both?
- What points or sections appear most critical?

OBJECTIVE

To become familiar with drawing information from policies and directives.

RESOURCES

Refer to pre-lesson instructions.

ACTIVITY INSTRUCTIONS

1. Assign specific policies / documents to each group. Depending on group size, experience level, and composition, you may wish to assign each group a particular type of exercise conducted in your area, or otherwise differentiate their projects.
2. Have the groups brainstorm the following question: What impact or relevance would the assigned policies / documents have when planning an area-level multi-unit exercise?
3. Allow five minutes for cadets to generate their ideas.
4. Have each group present their findings. Define presentation time to ensure sufficient time for all groups to present. Add clarification as required.

CONFIRMATION OF TEACHING POINT 2

Collaborative completion of the in-class activities will serve as confirmation for this TP.

Teaching Point 3**Describe the Process for Developing an Exercise Proposal.**

Time: 15 min

Method: In-Class Activity

For the purposes of this EO:

An **activity** is a component of an exercise related to the exercise's overall goals.



An **exercise** might include only one or two activities, or many concurrent (as in a stations setup) or subsequent activities (as in a qualification weekend with multiple locations or both hands-on and classroom components).

Activities are marked by distinct groupings of content, equipment, and setting; you may have one activity; (e.g., instruct first year marksmanship classroom lessons) conducted by several instructors in several spaces.

IDENTIFYING AN EXERCISE AUDIENCE

When planning an exercise, you need to identify and discuss relevant factors about the intended audience for the exercise, to include:

- Element (Sea/Army/Air/common)
- Age range
- Training level
- Level of comfort/experience

DEFINING LEARNING OUTCOMES

The intended learning outcome(s) of an exercise influences the choice of activities within the exercise. Some exercises may only have a single outcome, while others, especially if divided by skill level, experience, or qualification, may address multiple outcomes within a single exercise.



Ask cadets how past experience with content, methods, or activities would affect comfort during the proposed activity.

ACTIVITY**TIME:** 10 mins**OBJECTIVE**

To Identify and discuss learning outcomes and relevant factors about the intended audience for the exercise with the groups.

RESOURCES

Refer to pre-lesson instructions.

ACTIVITY INSTRUCTIONS

1. Identify and discuss the following learning outcomes with the groups:
 - to participate;
 - to gain knowledge;
 - to develop skills;
 - to practice skills; and
 - to gain qualifications.
2. Have the groups answer the following question: What training that you have participated in matches one or more of the listed learning outcomes?
3. Allow five minutes for cadets to generate their ideas.
4. Have each group present their findings to the class. Define presentation duration to ensure sufficient time for all groups to present. Add clarification as required.

CONFIRMATION OF TEACHING POINT 3

Collaborative completion of the in-class activities will serve as confirmation for this TP.

Teaching Point 4

Identify the Components of a Written Exercise Proposal.

Time: 10 min

Method: In-Class Activity

A proposal should tell how, when, by whom, and how much. The proposal needs to contain enough information for the supervisor to either accept or refuse the project.

By writing a proposal it becomes clear to supervisors what the project will produce, and the resources needed to carry it out.

While there is no standard format for a proposal, it needs to:

- identify the audience,
- outline the training to be delivered,
- what unit or group (a corps/squadron, an Area, an elemental training site, etc.) is conducting it,
- where the training is occurring, and
- address logistical, regulatory, and any other critical requirements.



A **warning order** is a very brief direction to a unit or other group advising of an upcoming event. At the corps/squadron these are usually used to advise the entire establishment of an already-planned upcoming exercise and communicate basic information required for individual participation in the exercise.

Warning orders can also be used at earlier stages in the process, including to announce an overall exercise plan and task or request involvement from staff in the planning process.

ACTIVITY

TIME: 10 mins

OBJECTIVE

To gain familiarity with the fundamentals of creating a proposal.

RESOURCES

Distribute copies of Attachment C, Create a Proposal Aide-Mémoire.

ACTIVITY LAYOUT

Class broken into groups of three to five.

ACTIVITY INSTRUCTIONS

1. Ask cadets to highlight at least five points in the aide memoire as vital for a proposal, and to identify which other points should be included in the proposal if possible, and which can be left until later in the planning process.
2. Allow five minutes for cadets to collaborate.
3. Have each group present their findings to the class and discuss the results.



Points one through three (choose the project, choose the activity or activities, and determine the goal of each activity) are critical. The remaining items in the aide memoire are of variable importance depending on the exercise.

CONFIRMATION OF TEACHING POINT 4

Collaborative completion of the in-class activity will serve as confirmation for this TP.

END OF LESSON CONFIRMATION

PO 503 will be confirmed through practical application.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is evaluated IAW *Advanced Leadership Qualification Standard and Plan*, Chapter 3, Annex B, 503 PC.

CLOSING STATEMENT

Creating a proposal is a crucial step to making a project happen. The more thought put into the proposal, the more defined your ideas are, the easier the rest of the stages of the project should be. Creating a proposal clarifies the scope of the project and how much of a commitment is needed to make it happen.

INSTRUCTOR NOTES / REMARKS

Cadets will be given the opportunity to create a proposal for a multi-corps/ squadron exercise, as a member of a group, as part of Senior Cadet Planning Groups.

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Common Civilian Terminology and its Cadet Program Equivalent

Terminology	
Civil Service / Business	CCO Usage
Project sponsor. The approving or initiating authority for a particular project.	Often an RCSU, Area OC, corps/squadron CO, etc.
Project manager. In overall charge of implementing the project.	The Senior Cadet Planning Groups might handle this responsibility collectively. Likely to <i>also</i> be the OPI (Officer of Primary Interest) for the exercise, but not necessarily.
Business case. The need the project fills. (“Why are we doing it?”)	A defined training need in a particular geographic area would be a business case. The Situation section of an Operation Order addresses a similar concept.
Project charter. The overall concept defining a project created to meet a particular need (“What are we doing?”)	An exercise proposal submitted and approved by an Area OIC is a project charter. The “Mission” section of an op order addresses a similar concept.

HANDOUT: CHARACTERISTICS OF A PROJECT

What qualifies as a project? You have likely worked on a project without realizing it.

A project has the following characteristics:



Has a **single** definable purpose or result



It's **temporary**, with a definite beginning and end



It requires **constant** monitoring and controlling throughout its life cycle



It's **complete** when project goals are achieved or the project is deemed to be no longer needed



A **business case*** is required to justify a project and validate its benefits. The business case needs to be revalidated at key points during the project life cycle



It's **unique**

* A **business case** describes the reasoning for initiating a project or task. In a CAF operation order, which is used in the CCO to describe and direct the conduct of exercises and other activities, the **situation** segment contains the business case.

Create a Proposal Aide-Mémoire

Steps to follow to create a proposal

1. Choose the project.
2. Choose the activity or activities.
3. Determine the goal of each activity.
4. Determine the limitations of each activity.

Questions to help you create a proposal and plan

Here is a list of questions to keep in mind when planning an activity. Some apply to the proposal planning stage and some must be considered later in the process. Either way, it is good to be aware of these questions throughout the entire process.

- Are there policies that apply to this activity (e.g., supervision, specialty training, anaphylaxis, medical limitations)?
- Are there specific safety procedures to follow?
 - fire regulations,
 - medical / emergency situations,
 - weather,
 - equipment, and
 - specialist instructor.
- What are the requirements (if applicable) for:
 - transportation,
 - facilities,
 - supervision,
 - equipment,
 - food and water,
 - time,
 - specialist instructors, and
 - hygiene maintenance?
- What are the costs associated with the activity?
- Is there the potential for a Plan B (e.g., severe weather, insufficient number of instructors)?
- Are there particular requirements for the cadets:
 - for dress / clothing,
 - to bringing lunch, and
 - to have a specific level of fitness, knowledge, or ability?

Sample Exercise Proposal (SMESC Format)

SPRINGFIELD AREA FALL 2024 ORIENTEERING MEET

Ref: Cadet Program Interim Activity Safety Direction, A-CR-CCP-930/AG-001

SITUATION

1. In the Spring of 2024, the Springfield Orienteering Club will be hosting a regional orienteering competition. The club has invited corps/squadrons in the area to participate. To ensure the successful participation of cadets in the area, there is a requirement to provide orienteering training to cadets in the Springfield Area prior to this competition.

MISSION

2. On 13 October 2024, 1234 Shelbyville Cadet Corps will be hosting an orienteering meet for cadet corps and squadrons in the Springfield Area. This meet will provide instruction on essential orienteering skills and give cadets the opportunity to participate in a mini-orienteering competition.
3. Scope: this warning order serves as a proposal for this activity.

EXECUTION

4. Dates and timings: The orienteering meet will occur on 13 October 2024.
5. Training Location: It will be held at Manhattan's Field, 123 Lemon Lane, Shelbyville.
6. Goal: Successful completion of this meet will prepare cadets for the upcoming Springfield Area Regional Orienteering competition.
7. This meet will take place in four phases:
 - a. Phase 1: Planning and preparation (1 August – 31 September 2024)
 - b. Phase 2: Course set up (13 October 2024)
 - c. Phase 3: Conduct of the meet (13 October 2024)
 - d. Phase 4: Lessons learned meeting (19 October 2024).

SERVICE AND SUPPORT

8. Cadet participation details:
 - a. This training is open to cadets of all star levels in the Springfield area.
 - b. To participate in the orienteering course, cadets must successfully complete the skills training.
9. Required supplies:

Attachment F to EO 503.01
Instructional Guide

- a. SPORTident kit (60 controls, 100 dibbers) x1
 - b. Orienteering maps of Manhattan's Field x100
 - c. High visibility vests x100
 - d. Whistles x100
 - e. Compasses x100
 - f. Event Tent x2
 - g. Folding Tables x4
 - h. Folding chairs x8
 - i. First Aid kit x5
 - j. CCO Laptop x1
 - k. Handheld radio x8
 - l. Water can x15
 - m. Flagging tape x50m
10. Meals:
- a. Lunch (Subway) will be provided for all cadets and CIC officers on site.
 - b. Water will be provided. Cadets are encouraged to bring their own water bottle.
11. Transportation: Cadets will be dropped off to and picked up from Manhattan's Field by their parents.

COMMAND AND CONTROL

12. The OPI for this exercise is Capt H. Zhang.
13. Any questions can be forwarded to Capt Zhang at H.Zhang@SpringfieldOClub.net

Sample Exercise Proposal (Civilian Style)

1. Background: In the Spring of 2024, the Springfield Orienteering Club will be hosting a regional orienteering competition. The club has invited corps/squadrons in the area to participate. To ensure the successful participation of cadets in the area, there is a requirement to provide orienteering training to cadets in the Springfield Area prior to this competition.
2. Goal: The goal of this activity is to prepare the cadets in the Springfield area for the Springfield Regional Orienteering Competition.
3. Audience: This exercise will be for cadets of all levels in corps/squadrons in the Springfield area. Following the *Cadet Program Interim Activity Safety Directions*, cadets must successfully complete the skills training before they are allowed on the orienteering course.
4. Group: This exercise will be hosted by 1234 Springfield Cadet Corps.
5. Location: It will be held at Manhattan's Field, 123 Lemon Lane, Shelbyville on 14 October, from 0800 to 1600.
6. Training Outline: This exercise will comprise two activities:
 - a. Orienteering skills stations:
 - (1) Orienting a map;
 - (2) Taking and following bearings; and
 - (3) Reading a map and control descriptions.
 - b. A small orienteering competition.
7. Key dates:
 - a. The planning for this activity will occur from 1 August to 31 September.
 - b. The course will be set up on 13 October.
 - c. This exercise will be conducted on 14 October.
 - d. The after-action review meeting will be on 18 October.
8. Required equipment: The following equipment will be required for this exercise:
 - a. SPORTident kit (60 controls, 100 dibbers) x1
 - b. Orienteering maps of Manhattan's Field x100
 - c. High visibility vests x100

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- d. Whistles x100
 - e. Compasses x100
 - f. Event Tent x2
 - g. Folding Tables x4
 - h. Folding chairs x8
 - i. First Aid kit x5
 - j. CCO Laptop x1
 - k. Handheld radio x8
 - l. Water can x15
9. Meals: All cadets and adult staff will be provided with lunch. Approximately 120 lunches will be required.
10. Contacts: The OPI for this exercise is Capt H. Zhang. Any questions can be forwarded to Capt Zhang at H.Zhang@springfieldOClub.net

CADETS AND JUNIOR CANADIAN RANGERS POLICY DOCUMENTS

1. Canadian Cadet General Orders (CANCDTGENS)
 - a. CANCDTGENS provide information about programs, policies, and events that affect all members of the Cadets and Junior Canadian Rangers Group (CJCR Gp).
2. Cadets and Junior Canadian Rangers Group Orders (CJCR Gp O)
 - a. Cadets and Junior Canadian Rangers Group Orders (CJCR Gp O) provide guidance with respect to CJCR policy and procedures on a wide range of matters relevant to the CJCR operations and administration. They are issued to supplement and amplify existing orders and regulations and provide direction on matters specific to the CJCR.
3. Cadet Administration and Training Orders (CATOS)
 - a. Cadet Administrative and Training Orders (CATOs) are issued by Cadets and Junior Canadian Rangers Group (CJCR Gp) to supplement Queen's Regulations and Orders for Cadets (QR[Cadets]), amplify Canadian Forces Administrative Orders (CFAOs), replace Canadian Forces Cadet Policies and Procedures (CFCPP), and to minimize the requirement for specialized Region Orders and Instructions.
 - b. Please note: As of September 2023, CATOs are in the process of being discontinued and replaced with CJCR Gp Orders.

SPECIFIC POLICIES AND REGULATIONS THAT IMPACT EXERCISE PLANNING

4. Cadet Program Interim Activity Safety Direction
 - a. This is the primary document outlining safety requirements for cadet activities. It is broken down into two sections:
 - (1) general safety, which outlines the safety rules that apply when executing any component of the cadet program; and
 - (2) activity specific, which provides rules that amplify general safety rules for activities such as hiking, canoeing, mountain biking, orienteering, etc.
5. CJCR Gp O 5000-0 Supervision of Cadets
 - a. This Group Order outlines the supervision requirements for all cadet activities, including who can act as a supervisor, and the ratio of supervisors to cadets.

6. *CANCDTGEN 006/23 – Cadets and Junior Canadian Rangers Group Interim Guidance on Gender Inclusion.*

This CANCDTGEN provides guidance on gender inclusivity regarding overnight accommodations, washrooms, and changing facilities.

NOTE ON POLICY UPDATES

7. As with any organization, the CJCR Gp's policies evolve over time. To ensure you are always receiving current policy, do not download copies of policy documents. The most current policy documents can be found at <https://www.canada.ca/en/department-national-defence/services/cadets-junior-canadian-rangers/cjcr-policy.html>.
8. These policies were current as of 28 September 2023. If you notice any rescinded policy in this aide-memoire, please contact the J7 Youth team at J7youth@forces.gc.ca



COMMON TRAINING
ADVANCED LEADERSHIP PROGRAM
INSTRUCTIONAL GUIDE



SECTION 2

EO 503.02 – PREPARE AN EXERCISE

Total Time:	90 min
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PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in *Advanced Leadership Program Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Make PowerPoint slides or handouts of Figures A-1 and A-2 located at Attachment A.

Photocopy the Practical Factors Worksheet located at Attachment B for each cadet.

Photocopy the Sample Practical Factors located at Attachment C for each cadet.

Photocopy and cut up Sample Exercise Components located at Attachment E per directions in the TP 2 activity.

Photocopy the Operation Order Template located at Attachment G for each cadet.

Photocopy IG 503.01 exercise proposal limiting factors, from TP 2 Activity 1 available for review for the activity for TP 1.

PRE-LESSON ASSIGNMENT

Have the cadets bring their Aide-Mémoire from EO 503.01 (Create a Proposal) to the class.

APPROACH

An outline of the instructional methods used, and their substantiation is located at Chapter 4, Annex A.

INTRODUCTION

REVIEW QUESTIONS:

- Q1. What is project management?
- Q2. What are the three basic operations included in project management?
- Q3. What are the four phases of project management?
- Q4. What are the limiting factors for exercise planning?

ANTICIPATED ANSWERS:

- A1. Project management is the process of guiding a project from its beginning to its end.
- A2. Project management includes three basic operations:
- planning;
 - organizing; and
 - controlling.
- A3. The four phases of a project are:
- Initiation: Coming up with the idea.
 - Planning: Developing a plan.
 - Execution: Doing the work.
 - Close-out: Ending the project.
- A4. Answers should include:
- **Time** (until exercise, required for successful execution, must be conducted by)
 - **Personnel** (overall numbers available/required, staff, specialists)
 - **Facilities** both specific to the activity and generic (quarters, kitchens, etc.)
 - **Finances** (who, and how much)
 - **Food** (how much, what kind, who's preparing, where, when)
 - **Transportation** (to the site, on site, of personnel, of materiel)
 - **Supplies** (whose, where stored, how accessed)
 - **Equipment** (whose, where stored, how accessed, special measures on exercise)
 - **Policy and staff approval**

OBJECTIVES

By the end of this lesson the cadet shall be expected to participate in exercise preparation.

IMPORTANCE

It is important for cadets to know how to prepare an exercise so they can take initiative when organizing events that will benefit cadets in their corps/squadron and community. The ability to plan and prepare large events is also a transferrable skill used in adulthood.

Teaching Point 1**Explain the Process of Developing an Exercise Plan and Operation Order.**

Time: 20 min

Method: In-Class Activity



Present the following information to the cadets.

DEVELOPMENT PROCESS

There are many steps that need to be taken when defining a plan. The steps are:

1. developing a work-breakdown structure (WBS);
2. determining order of events;
3. developing a schedule;
4. determining team members' skills and knowledge;
5. defining team members' roles and responsibilities;
6. determining and planning non-personnel resources;
7. identifying risk;
8. preparing a tracking system; and
9. confirming team members' participation.



This EO discusses generic planning concepts and places those concepts in the context of planning an exercise. **Team members** and **exercise staff** both refer to the group of people planning and executing a plan.

For the purposes of this EO, **exercise staff** includes everyone: officers, senior cadets, civilians, and cadets with a defined role during the exercise. Planners, leaders, instructors, administrative staff, and logistical staff may need their exercise role explained to them.

DEVELOPING A WORK BREAKDOWN STRUCTURE (WBS)


A project with dozens or even thousands of tasks may be overwhelming. Project managers can deal with such projects by organizing the numerous tasks into phases to make them more manageable.

The most important guideline when preparing an exercise is to think in detail. Project managers often underestimate the time and resources they need because they do not recognize all they must do to complete their tasks.

The WBS is a representation of all the tasks that must be completed. The WBS allows leaders to see all tasks in an organized manner.

Those representations may take various forms. They are often displayed as a hierarchical tree or a list.

As examples, Figure 1 shows a WBS for a hypothetical banquet and Figure 2 shows a WBS for a report preparation.



Show the cadets Figure A-1 located at Attachment A.
Show the cadets Figure A-2 located at Attachment A.

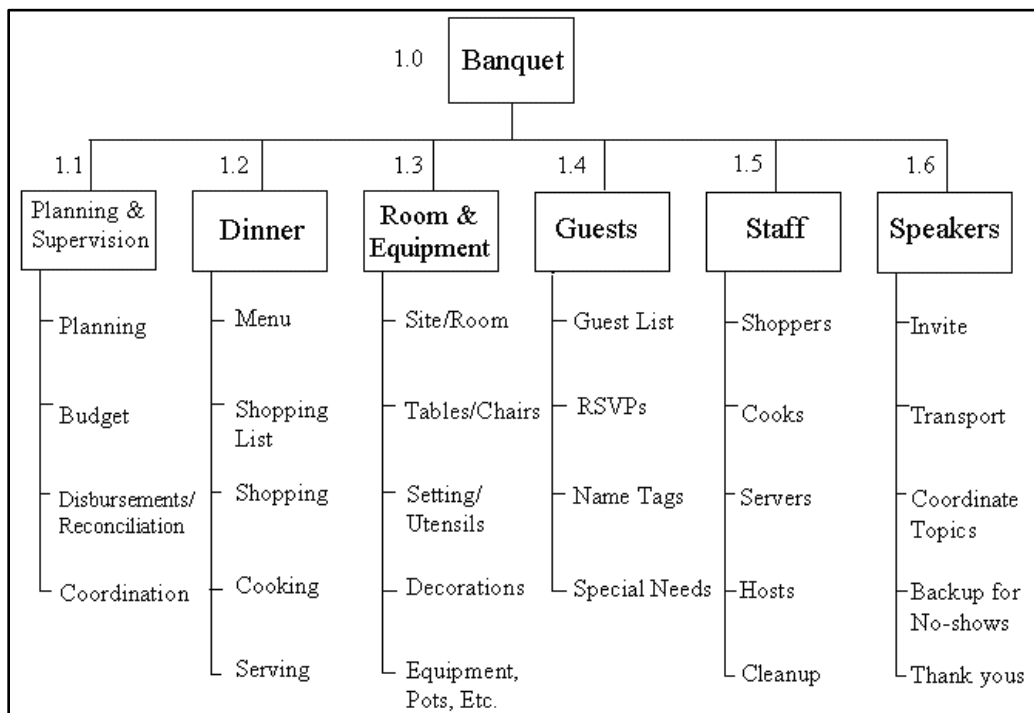


Figure 1 Banquet WBS

Note. From "Principle Based Project Management", 2007, *Work Breakdown Structure (WBS)*. Retrieved October 16, 2008, from http://www.hyperhot.com/pm_wbs.htm

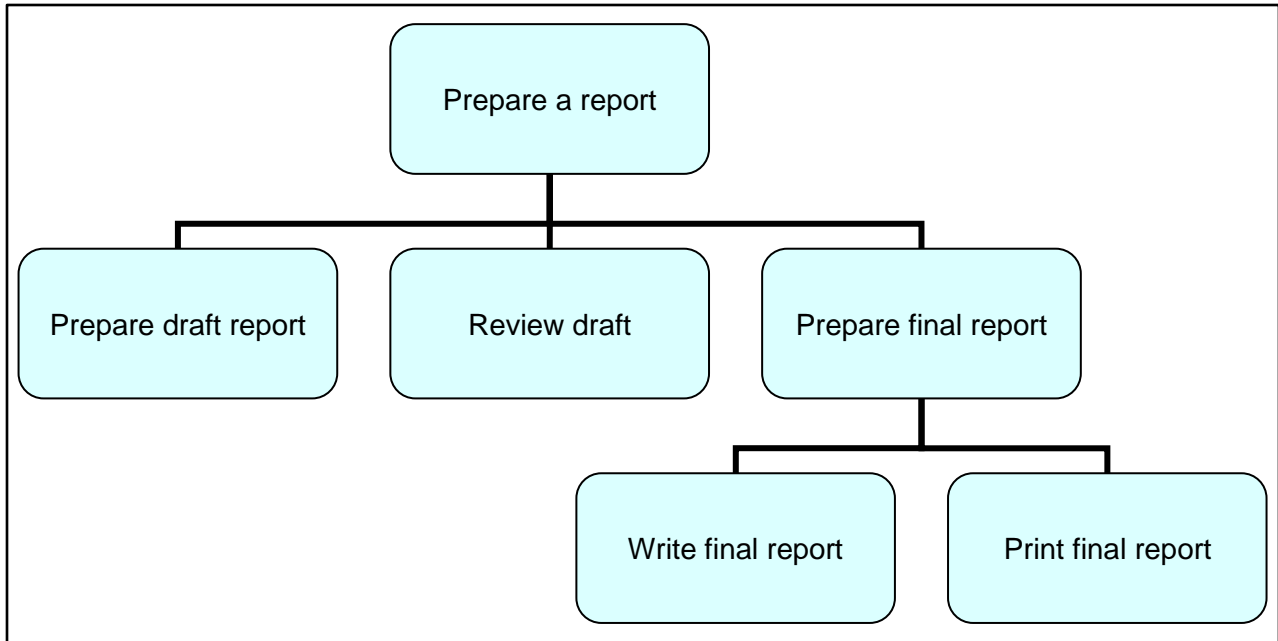


Figure 2 Report Preparation WBS

Note. From Project Management for Dummies (p.76), by S. E. Portny, 2007, Hoboken, NJ: Wiley Publishing.

Here is how to develop a WBS:

- Brainstorm all the necessary tasks for the exercise.
- Group the tasks into a few major categories with common characteristics.
- Within each category, group together the tasks that have the same characteristics.

To determine if the work has been broken into small enough pieces, answer these questions:

- Can the resources needed for the exercise be accurately estimated (i.e. personnel, equipment, raw materials, money, facilities, information, etc.)?
- Can the time requirements for each activity be accurately estimated?
- If some tasks were to be assigned to a stranger, would that person have sufficient detail to understand exactly what to do?

Here are some tips to improve the quality of the WBS:



- Involve the people who will be doing the work.
- Review information from previous similar projects.
- Make assumptions when there is uncertainty about a certain activity. Do not forget to update the WBS (or the plan) when that uncertainty is clarified.

The WBS does not take into consideration the chronological order in which each event should be done.

At this stage, it can be beneficial to identify obstacles that may be encountered throughout the project and generate some contingency plan ideas.

DETERMINING ORDER OF EVENTS

Once all the tasks have been outlined, determine which order they should be completed, and which events do not depend on others. Tasks may be done concurrently with other tasks. Equally, determine which tasks require outside inputs, or rely on other tasks being completed.

In the banquet example, the team handling the dinner might wait until RSVPs and dietary needs are processed before finalizing the menu and committing to purchasing supplies. In the context of an exercise, cadet sign-up and staff availability may affect meal orders, for example.

DEVELOPING A SCHEDULE

Once the order of events has been determined, the duration of each task must be estimated. This step allows leaders to visualize how much time is needed prior to the conduct of the exercise, during the exercise and after the exercise.

In the context of exercise planning, tasks include the training being delivered, concurrent support tasks (meal prep, equipment setup, etc.), pre- and post-exercise communications, logistical, and administrative tasks, and transport to and from the exercise site and, as required, during the exercise.

It is best to start with immovable timings. For example, sometimes personnel cannot arrive before a certain time on the first day due to facility availability, and training must cease by a certain time on the last day to meet a transport timing. The rest of the schedule must work between those points.

When creating an initial schedule, it is convenient to use exercise appointments/roles rather than individual's names: if multiple roles of the same type are planned, number the roles (e.g., if you have four drill instructors for a weekend, DI1 through DI4)

The information could be displayed as follows:

	Activity	Required Time	Comments
1	<i>Distribute warning order and other announcements</i>	<i>~1 hour</i>	<i>Corps Teams channel posts and emails to all involved. Done NLT 2359 4 May</i>
2	<i>Draw and prepare gear for transport</i>	<i>3 hours</i>	<i>Requires at least 5 people. Done NLT 0900 24 May</i>
3			
4			
5			
6			

Figure 3 Sample Schedule

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

DETERMINING TEAM MEMBERS' SKILLS AND KNOWLEDGE

To accomplish the most with a minimum time and resources, each task must be done in the correct order and each person should be assigned roles for which they are best-suited and -qualified.

To ensure this happens, leaders should:

- determine which skills and knowledge they require to get the tasks done; and
- determine who is available and what skills they have to offer.

DEFINING TEAM MEMBERS' ROLES AND RESPONSIBILITIES

A leader may assign tasks for various reasons, such as:

- the assigned person is the most qualified or efficient at that task;
- the assigned person needs further practice at that task; or
- the assigned person has expressed an interest for that task.

No matter how the task is assigned, a leader's focus should be to ensure the project is going to move along smoothly. If someone has been assigned a task in which they have little experience, then a leader should ensure the person receives sufficient support in accomplishing that task.

A leader may be able to delegate but that does not mean they no longer have anything to do with the task. A leader may transfer the decision-making power to someone else, but they still need to ensure that the desired results are achieved.

Delegating is important for three reasons:

- to allow the leader to do other tasks;
- to have the most qualified person make decisions; and
- to develop subordinates' ability to handle additional assignments prudently and successfully.



Leaders should never assign other people tasks that they cannot clearly define themselves. Leaders must understand the nature of the task being assigned, even if they cannot carry it out themselves (as with specialist instructors).

DETERMINING AND PLANNING NON-PERSONNEL RESOURCES

To determine and plan non-personnel resources, a leader should:

- look at every task outlined in the WBS to determine the requirements for each task; and
- determine how those requirements are going to be met.

IDENTIFYING RISK

The first step toward controlling risks is identifying them. Not all risks cause the same degree of concerns. Risk must be managed throughout the duration of the project, from its beginning to its end.

Here is a list of universal risk factors that may arise during an exercise:

- insufficient time to prepare,
- missing parts to the plan (e.g., wet weather plan),
- replacement of team member / leader, and
- a supporting activity (e.g., meals or transportation) has no assigned leader or an outside provider fails to meet commitments.

Leaders must be aware of what may happen. In some cases, the risks are such that they create a requirement for a contingency plan (Plan B).

PREPARING A TRACKING SYSTEM

Before the project starts, leaders must determine the desired results and the measures taken to ensure results are achieved. Throughout the duration of the project, leaders need to maintain control to ensure work is getting done. Monitoring performance makes it easier to detect problems.

Leaders should follow these procedures throughout a project's life:

- At the start of a project, reconfirm with people their commitments.
- At the start of a project, ensure people understand what is expected of them.
- Have people keep track of the work they perform.
- At agreed-upon intervals during the project, confirm with people the work they have completed.
- At intervals during the project, compare actual performance with planned performance, identify any problems, formulate, take corrective actions, and keep people informed.

Any tracking tools used should be visible to all planners and other engaged staff. A virtual tool, such as a spreadsheet, Tasks app, or a dedicated chat, are some commonly used options.

CONFIRMING TEAM MEMBERS' PARTICIPATION

Starting a project correctly is the key to ultimate success. As a project is about to start, here are things that should be done by project leaders:

- Inform team members that the project is going to go ahead, that the plan is finalized.
- Confirm they are still available to support the project.
- Reconfirm the work expected from them.



Before the pre-exercise meeting, leaders should meet with their supervisors to have the plan reviewed and approved. Leaders should be open minded to supervisors' feedback.

- Advise exercise staff of the pre-exercise meeting. They should get a copy of the plan for review before the meeting. The meeting is when everyone becomes aware of what everyone's tasks are and where clarifications from the plan are made.

At this point, it is also important to start the groundwork for the final debrief. Here are some guidelines to follow:



- Inform exercise staff that there will be a post-exercise meeting.
- Encourage staff to record their problems, challenges, ideas, and suggestions throughout the project.
- Clarify the criteria that define exercise success by reviewing the latest version of the exercise's objectives with staff.
- Maintain a log of issues, potential improvements or additions, and occurrences, and encourage exercise staff to do the same.



Divide cadets into groups of 3-5, and ensure they are arranged in a way suited to collaborative work. In very small classes, there might not be a need to break into groups.

ACTIVITY

TIME: 15 mins

OBJECTIVE

Given an exercise description, plan an order of events while considering practical factors.

RESOURCES

1. Either:
 - a. Copies of Attachment B, Practical Factors Worksheet for each cadet, *or*
 - b. Dry-erase magnetic strips (or magnet-and-paper) and a magnetic whiteboard, *or*
 - c. A virtual (e.g., Teams whiteboard) environment.
2. One copy per two cadets of Attachment C, Practical Factors Worksheet Sample.
3. Sample exercises at Attachment D. Instructors may use one or more of the sample exercises at Attachment D or create locally-relevant scenarios using the same format and level of detail.

ACTIVITY INSTRUCTIONS

1. Refer back to IG 503.01's exercise proposal limiting factors, from TP 2 Activity 1: this activity works with the same concepts.
2. Have cadets, in their groups, create an order of events for their assigned exercise from Attachment D that uses the template at Attachments B and C.
3. Allow seven minutes for groups to work.
4. Have each group alternate in presenting an item from their list to the class until all items from the groups have been covered. Add clarification as required.

CONFIRMATION OF TEACHING POINT 1

Completion of the activity and these questions together serve as confirmation of this TP.

QUESTIONS:

- Q1. What are the steps to defining a plan?
- Q2. What is a WBS?
- Q3. What are some procedures that can be followed to ensure the work is getting done?

ANTICIPATED ANSWERS:

- A1. The steps to defining a plan are:
 1. developing a WBS;
 2. determining order of events;
 3. developing a schedule;
 4. determining team members' skills and knowledge;

5. defining team members' roles and responsibilities;
 6. determining and planning non-personnel resources;
 7. identifying risk;
 8. preparing a tracking system; and
 9. confirming team members' participation.
- A2. The WBS is a representation of all the tasks that must be done. The WBS allows leaders to see all tasks in an organized manner.
- A3. Some procedures that can be followed to ensure the work is getting done are:
- At the start of a project, reconfirm with people their commitments.
 - At the start of a project, ensure people understand what is expected of them.
 - Have people keep track of the work they perform.
 - At agreed-upon intervals during the project, confirm with people the work they have completed.
 - At intervals during the project, compare actual performance with planned performance, identify any problems, formulate, take corrective actions, and keep people informed.

Teaching Point 2**Identify the Components of an Operation Order.**

Time: 15 min

Method: In-Class Activity

COMPONENTS OF AN OPERATION ORDER

Identify the key components of an operation order, to include:

1. title of exercise;
2. situation, to include a statement of why the exercise is happening;
3. mission, to include:
 - a. who is involved,
 - b. what is going to happen (briefly),
 - c. where the exercise will happen, and
 - d. when the exercise will happen;
4. execution, to include:
 - a. phases,
 - b. groups,

- c. tasks,
 - d. timings, and
 - e. dress;
5. service and support, to include:
- a. rations,
 - b. accommodations,
 - c. equipment,
 - d. transport,
 - e. emergency procedures,
 - f. water, and
 - g. hygiene;
6. command and signals;
7. distribution list; and
8. annexes and appendices containing additional detail (lists, complete schedules, org charts, etc.).

Note that this format is referred to as “SMESC”:

- Situation,
- Mission,
- Execution,
- Service and support, and
- Command and signals.

These components can be linked to the project process described in 503.01 (Create an Exercise Proposal) as follows:

Project process stage	SMESC segment
Initiation	The <i>situation</i> will either be the source of your proposal or become clear in the early stages of developing that proposal. The <i>mission</i> is the “solution” to the situation: in this case, carrying out day- or weekend training.
Planning	The plan addresses execution, service and support, and command and signals. The entire SMESC structure is communicated to leadership, instructional, and support personnel supporting the exercise.
Execution	Pre-exercise tasks, the exercise, and post-exercise tasks are carried out IAW the op order.

Close-out	Opportunities for debriefing and an after-action meeting are scheduled and built into the execution of the exercise.
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ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets familiarize themselves with the components of an exercise plan.

RESOURCES

- One copy per group of Attachment E, Sample Exercise Components, cut up as noted,
- Answer Key located at Attachment F,
- Copies of the Operation Order Template located at Attachment G,
- Paper,
- Tape,
- Pen / Pencil,
- Flip Chart paper, and
- Markers, or
- Virtual tools, replicating the activity.

ACTIVITY LAYOUT

Collaboration groups per previous TPs.

ACTIVITY INSTRUCTIONS

1. Carry out this activity in the same groups as for the TP 1 activity.
2. Distribute paper, pen/ pencil, flip chart paper and markers to each group.
3. Tell the cadets they must assemble the exercise pieces into the correct order taped to a piece of flip chart paper, and, if they have time, label each piece or group of pieces with its corresponding op order component (Situation, Mission, Execution, Service and Support, Command and Signals, attachments). Remind the cadets that some detailed information should be in annexes rather than the main body of the document.
4. Allow seven minutes for groups to work.
5. Review and discuss groups' solutions. Refer to the answer key in Attachment F as required.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3**Prepare an Emergency Response Plan (ERP).**

Time: 15 min

Method: Group Discussion

Emergency response plans (ERP) are vital to conducting any activity safely. All staff should familiarize themselves with the ERP to quickly and effectively respond to emergencies.

An ERP should include the following:

- Responsibilities
 - What will each person at the exercise be responsible for in an emergency?
 - Who is the designated first-aider?
- General safety procedures
 - What steps will you take to respond to any emergency?
- Environmental procedures
 - What considerations must be made for natural disasters or inclement weather?
- Training specific procedures
 - How will your training impact safety procedures?
 - For example, what will you do if someone gets hurt on a sailing weekend and all the cadets are on the water?
- Fire procedures
 - What will you do in the case of a fire?
- Emergency routes
 - How will you evacuate your training area if needed?
 - What is the quickest route to a hospital?
- Communications
 - How will the activity members communicate with emergency medical services (EMS)?
 - Is there 911 service in the training area?
 - How will members communicate amongst themselves?



Ask the cadets what sort of planning they need to do to respond in an emergency situation. The instructor should guide the cadets towards the parts of an ERP listed above.

CONFIRMATION OF TEACHING POINT 3

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

Teaching Point 4**Explain Required Communications for Successful Implementation of the Exercise Plan.**

Time: 20 min

Method: Group Discussion

IDENTIFY STAKEHOLDERS

Ask the cadets to identify several types of people who have a particular interest or “stake” in a cadet exercise.

COMMUNICATE WITH STAKEHOLDERS

As different stakeholders are identified, the cadets should be prompted to propose appropriate communication methods.

Methods for communicating with various stakeholders:

- Cadets, Staff Cadets, their parents/guardians, and corps/squadron personnel:
 - distribute the Exercise Information Sheet; and
 - communicate on *Cadet365*;
- Exercise activity leaders:
 - conduct a coordination meeting;
 - release the Exercise Plan, which includes:
 - an Exercise Information Sheet;
 - a schedule;
 - an Emergency Response Plan (ERP); and
 - an equipment list, and
 - communicate on *Cadet365*.
- Other stakeholders may need to be informed. These include, but are not limited to:
 - Area office, and
 - RCSU.

CONFIRMATION OF TEACHING POINT 4

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

END OF LESSON CONFIRMATION

PO 503 will be confirmed through participation in the Senior Cadet Planning Group.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is evaluated IAW A-CR-CCP-705/PG-001, *Advance Leadership Qualification Standard and Plan*, Chapter 3, Annex B, 503 PC.

CLOSING STATEMENT

Preparation is the key to success. A well-conceived plan allows operations to go smoothly. Being able to plan and prepare is a skill that may be used in many life opportunities and is therefore a highly transferable skill set.

INSTRUCTOR NOTES / REMARKS

Cadets shall be given the opportunity to plan and prepare an exercise, as a member of a group, as part of their Senior Cadet Planning Group.

REFERENCES

B-GL-303-002/FP-000 Canadian Forces. (1995). *Operational staff procedures: Staff duties in the field. (Volume 2)*. Ottawa, ON: Department of National Defence.

Doc Stoc. (2009). *Format for activity plan*. Retrieved November 1, 2009, from <http://www.docstoc.com/docs/4977554/FORMAT-FOR-ACTIVITY-PLAN>

ISBN 978-0-470-04923-5 Portny, S. E. (2007). *Project management for dummies*. Hoboken, NJ: Wiley Publishing.

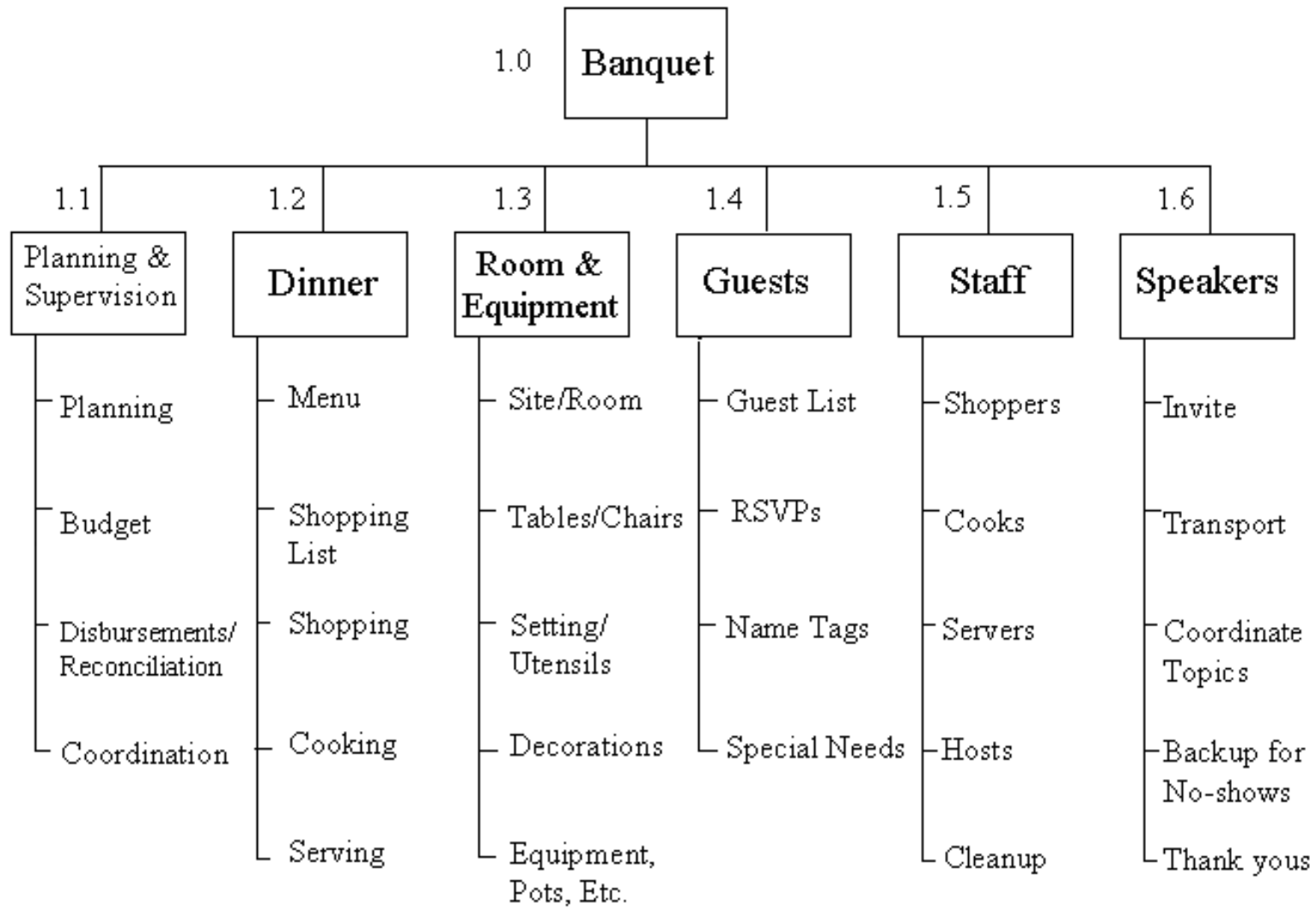


Figure A-1 Banquet WBS

Note. From "Principle Based Project Management", 2007, *Work Breakdown Structure (WBS)*. Retrieved October 16, 2008, from http://www.hyperhot.com/pm_wbs.html

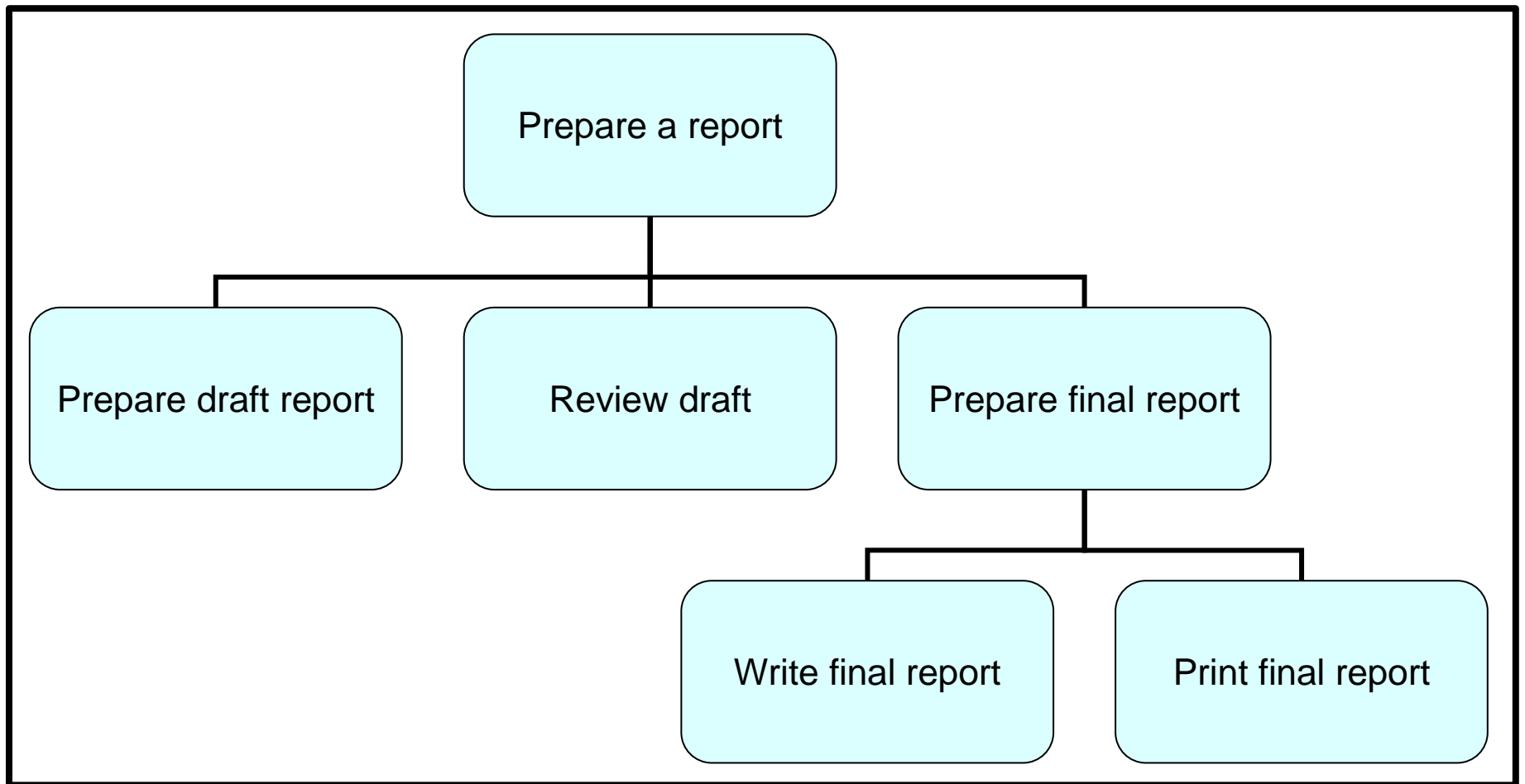


Figure A-2 Report Preparation WBS

Note. From *Project Management for Dummies* (p.76), by S. E. Portny, 2007, Hoboken, NJ: Wiley Publishing.

PRACTICAL FACTORS WORKSHEET

Group members: _____

The basics:

1. What are the basic learning outcomes? _____
2. Who is the audience? _____
3. What is a single-sentence description of the exercise? _____

Order	Activity	Personnel required	Equipment/facilities/site required	Time req

Attachment B to EO 503.02
Instructional Guide

Order	Activity	Personnel required	Equipment/facilities/site required	Time req

Attachment B to EO 503.02
Instructional Guide

Order	Activity	Personnel required	Equipment/facilities/site required	Time req

Ask for more sheets if you have additional activities.

Approximate time needed for planning and preparation: _____

PRACTICAL FACTORS WORKSHEET SAMPLE

Group members: _____

The basics:

1. What are the basic learning outcomes? _____
2. What is the audience? _____
3. What is a single-sentence description of the exercise? _____

Order	Activity	Staff/other personnel responsible	Equipment/facilities/site?	Time req'
1	Site recce	Planning team	BGen Bloggins Armoury (exercise site)	3 hrs
4	Move to site	Corps/squadrons to arrange	Vans for remote corps/squadrons	3 hrs
7	Breakfast	Log O/Log WO, duty section	Armoury kitchen/drill hall	2 hrs
10	Conduct CFA	FSI team	Drill hall	2 hrs

Note: the activities listed here represent a variety of tasks required for an exercise, but are not a complete series of events for any portion of an exercise.

SAMPLE SCENARIOS

Assigned activity: Weekend Area marksmanship clinic

Audience: Cadets undergoing year one through four marksmanship training, and current and candidate range coaches

Learning Outcomes: Skill development and practice, knowledge gain, potentially qualifications

Level of comfort/ experience: Year 1 and accelerated pers may have participated in some range training; remainder have range training experience suitable to their training level. Some have significant range team or CTC experience/training.

Commentary: First year and other novice marksmen to receive M106 training plus related optional training. All without a current air rifle handling test to be tested. Second through fourth year to receive advanced optional marksmanship training. Candidate and current range coaches to receive training and practical development opportunities.

Assigned activity: One weekend of intensive junior leadership training

Audience: Year Three (all)

Learning Outcome: To develop and practice skills, to gain knowledge

Level of comfort/ experience: most of the **audience** has Year One and Two, plus CAP 1 and 2.

Commentary: To deliver a concentrated introduction to small-party leadership, power of command, expectations of junior and transitory leaders, common and elemental duty staff and ceremonial expectations, and related skills and knowledge in an immersive and practical setting.

Assigned activity: Mess dinner

Audience: Local corps and squadron

Learning Outcome: To participate, to meet a QSP standard

Level of comfort/ experience: audience may have participated in a mess dinner before

Commentary: The Powell River Sea and Army corps, and Air squadron, will conduct a tri-service mess dinner, following common CAF practices, and a subsequent social event at their co-located facilities. Year three cadets will fill mess steward duties for the dinner. Local volunteers will cook the meal. The C&POs and Warrants and Sergeants Messes will organize and lead the subsequent social activity.

Assigned activity: One or more half-day or evening orienteering sessions

Audience: Interested year three and up cadets

Learning Outcome: To participate

Level of comfort/ experience: audience may have participated in an orienteering exercise before

Commentary: Year three and four cadets to participate in orienteering activities at a large local park using established maps, to include receiving a safety and familiarization briefing, assignment of courses by skill or desired difficulty, and running one or more courses. Multiple iterations of this exercise may be conducted if interest exceeds capacity for a single event.

Assigned activity: 1 weekend comprehensive Area seamanship/nautical exercise

Audience: Phase One through Three Sea Cadets

Learning Outcome: To develop skills

Level of comfort/ experience: audience may have participated in some seamanship or nautical training before

Commentary: Phase One through Three to rotate as 7-8 person crews through half-day evolutions covering X21 Seamanship material in a practical setting, sailing/pulling 27' whalers, flaghoist, semaphore, and sea survival. RCAF Sea Survival School has been asked to support. Phase Four and up, and those Phase Threes with relevant qualifications, are to coxswain boats, instruct at stations, and carry out support tasks. Entire group to muster for Colours and Sunset daily, and conduct a closing parade Monday afternoon.

Assigned activity: 1 weekend Elemental FTX

Audience: Red Star and Silver Star Army Cadets

Learning Outcome: To develop skills

Level of comfort/ experience: audience may have participated in a winter activity before

Commentary: Red Star and Silver Star Cadets will participate in snowshoe and fat bike introductory lessons while developing their navigational skills and confidence when trying new activities. The weekend elemental FTX is proposed to happen at Ellison Park during the day while the cadets stay at Vernon CTC overnight in the barracks. The cadets may not have participated in a winter activity before. Snowshoeing and fat biking are new skills that will need specialty instructors. The activity meets all the given criteria.

Assigned activity: 1 weekend Area Intro to Aircrew Survival exercise

Audience: Level 1-4 Air Cadets

Learning Outcome: To develop skills

Level of comfort/ experience: audience may have participated in a survival exercise before

Commentary: "Crews" formed of 3-5 cadets of mixed skill levels to establish a base camp on Friday night, rotate through shelter building, enemies of survival, survival tools and equipment, signals, and other opportune and related stations on Saturday, as crews build and overnight in

Attachment D to EO 503.02
Instructional Guide

shelters on Saturday night, and conduct ground SAR training on Sunday. A RCAF SAR Cormorant helicopter will be requested for familiarization training.

SAMPLE EXERCISE COMPONENTS

Cut at dashed lines.

SPORTS EVENT: OPERATION GET-YOUR-MOVE-ON

RCACS 123 Moncton requires a sports event to promote physical fitness amongst all cadets, to introduce them to various sports, and to develop leadership and refereeing skills in senior cadets.

RCACS 123 Moncton will conduct a one day structured to allow the conduct of multiple sports at the Moncton Everblue High School on 10 Mar 2012 from 0900 hrs–1600 hrs.

Phase One – Administration. The pre-activity meeting will be conducted on 21 Feb 12 in the CO's office at 1730 hrs. All members will attend. Booking of facilities, administrative preparation and planning are being completed by the Training Officer.

Phase Two – Facilities prep. Prior to the cadets' arrival, all sergeants are required to prepare the facilities. The equipment for all sports events is to be taken out of the supply room and placed in the appropriate area per Annex X. Signs identifying bathrooms, water points, and safety points must be put up. This should be completed NLT 0840 hrs.

Phase Three – Conduct the Exercise. As per schedule at Annex X. Will include safety briefing, warm-up, conduct of the sports, lunch, cool-down, and activity debriefing. Cadets will be allowed to leave at 1600 hrs.

Phase Four – Secure. Return of stores, clean-up of facilities.

Phase 5 - Post-exercise meeting. Post-exercise meeting will be conducted on Monday 11 Mar 2012 at the CO's office from 1700 hrs to 1830 hrs. All senior cadets and officers will attend.

Group One is exercise senior staff.

Group Two is all exercise staff.

Group Three, formed from certain members of Group Two, is instructional/supervisory/training staff.

Group Four, formed from certain members of Group Two, is support/logistical staff.

Group Five through Eight are trainees, who will be divided upon arrival into four different sports teams.

Tasks are defined by group or individual personnel in Annex X, Taskings.

GROUP	TASKS
Capt. Singh	<ul style="list-style-type: none"> • Plan the sports event. • Book school facilities. • Deliver the safety briefing upon arrival. • Deliver the event's debriefing.
Lt Nixon	<ul style="list-style-type: none"> • Responsible for meal arrangements. • Responsible for all medical emergencies. First-aider for the event.
CWO Zhong	<ul style="list-style-type: none"> • Responsible to ensure that equipment and signs are ready before 0840 hrs as per Annex C. • Responsible to ensure all activities are carried out safely and according to the timetable. • Responsible to have cadets divided into four sports teams.
MWO Landry	<ul style="list-style-type: none"> • Responsible for the training and evaluation of all activity referees. • Offer feedback to activity referees. • Complete and submit an individual evaluation of all referees to the Training Officer.
WO Gagnon	<ul style="list-style-type: none"> • Responsible for the evaluation all activity referees. • Offer feedback to activity referees. • Complete and submit an individual evaluation of all referees to the Training Officer.
Group One	<ul style="list-style-type: none"> • Confirm Group Three and Four assignments, arrange tasks within Groups Three and Four • Conduct start and end of exercise briefings/debriefings.
Group Two	<ul style="list-style-type: none"> • Ensure general supervision, provide duty personnel, other roles as required. • Provide feedback during debrief.
Group Three	<ul style="list-style-type: none"> • Responsible for equipment set-up and tear-down • Referee soccer, volleyball, ball hockey, and badminton. • Carry out the tug-of-war event. • Carry out warm-ups and the cool-downs.
Group Four	<ul style="list-style-type: none"> • Manage meals, distribute and move gear if required, address immediate equipment or facilities needs within available resources.
Groups Five through Eight	<ul style="list-style-type: none"> • Take part in training wholeheartedly. • Provide feedback during debrief.

Dress for the event will be suitable sports gear. No outdoor footwear shall be worn inside.

Rations. Rations will be hayboxes from CFS Flyspeck arranged by Lt Nixon. Meals will be served in the school main lobby.

Accommodations/facilities. Arrangements for the school are to be made by Capt. Singh. The exercise has use of all school common areas, the gym complex including classrooms and changing/showering facilities, and Classroom 202.

Transport. Equipment and rations will be moved as required by Capt Singh and Lt Nixon using their personal vehicles.

Movements. All personnel are responsible for their own transportation to and from the school.

Emergency Procedures. All medical emergencies will be reported to Lt Nixon. First aid will be available on site and will be given if necessary. Medical emergencies will be directed to 911.

Water. Water will be available at school fountains. All cadets are to bring a personal water bottle to have water on hand.

Hygiene. The school washrooms (toilets and showers) will be available.

Appointments for this exercise are:

OIC: Capt. Singh

NCOIC: CWO Zhong

Evaluation team: MWO Landry, WO Gagnon

Log O: Lt Nixon

First Aider: Lt Nixon

Referees: Sgt Penny, Sgt Spielman, Sgt Picard, Sgt Choma and Sgt Belliveau

Emergency contacts are:

911 for fire, ambulance, and police;
xxx-xxx-xxxx for school facilities issues;
CO 123 RCACS xxx-xxx-xxxx

Distribution List

CO

DCO

Supp O

SWO

Sgts & WOs

List of Annexes

Annex A - xxxxxxxx
Annex B - xxxxxxxx
Etc. as required.

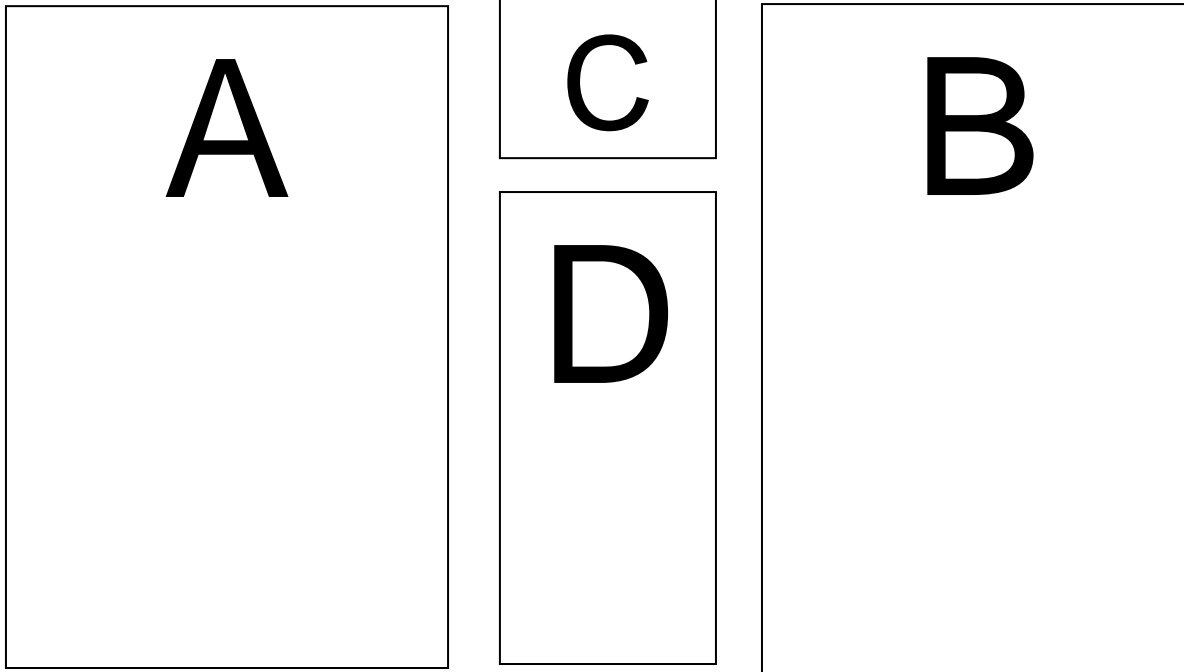
Period	Time	What	Who	Comments
1	0810–0840 hrs	Set-up	All Sergeants	
2	0840–0900 hrs	Cadets arrive	All senior cadets	
3	0900–0910 hrs	Attendance		
4	0910–0920 hrs	Safety briefing	Capt. Singh	CWO to divide teams.
5	0920–0930 hrs	Warm up	Sgt Belliveau	
6	0940–1010 hrs	Game 1	Sgt Spielman Sgt Penny	Soccer (Teams 1 vs 2) Volleyball (Teams 3 vs 4)
7	1010–1030 hrs	Break		
8	1030–1100 hrs	Game 2	Sgt Penny Sgt Spielman	Soccer (Teams 1 vs 3) Volleyball (Teams 2 vs 4)
9	1100–1120 hrs	Break		
10	1120–1200 hrs	Game 3	TBD*	Soccer (Teams 3 vs 4) Volleyball (Teams 1 vs 2)
11	1200–1300 hrs	Lunch		
12	1300–1330 hrs	Game 4	Sgt Picard Sgt Choma	Hockey (Teams 1 vs 2) Badminton (Teams 3 and 4)
13	1330–1350 hrs	Break		
14	1350–1420 hrs	Game 5	Sgt Choma Sgt Picard	Hockey (Teams 3 vs 4) Badminton (Teams 1 and 2)
15	1420–1440 hrs	Break		
16	1440–1510 hrs	Game 6	TBD*	Hockey (Teams 1 vs 4) Badminton (Teams 2 and 3)
17	1510–1535 hrs	Tug of war	Sgt Belliveau	
18	1535–1545 hrs	Cool down	Sgt Belliveau	
19	1545–1600 hrs	Debriefing	Capt. Singh	
20	1600 hrs	Departure	All senior cadets	

* Based on previous experience of both sports, determine who may need more practice and assign appropriately.

EQUIPMENT LIST

- Hockey sticks x 20
 - Hockey masks x 20
 - Hockey gloves x 20
 - Protective goggles x 20
 - Hockey nets x 2
 - Pucks x 2
 - Badminton rackets x 20
 - Badminton birds x 6
 - Badminton sets (nets and poles) x 3
 - Pinnies x 20 of each colour (2 colours)
 - Volleyball set (nets and poles) x 1
 - Volleyball ball x 2
 - Large 18-m (60-foot) rope x 1
 - First aid kit x 2
-

ACTIVITY LAYOUT



Legend:

- A: Soccer / Hockey
 - B: Volleyball / Badminton
 - C: First Aid Station
 - D: Tug of War
-

ANSWER KEY

EXERCISE NAME

SPORTS EVENT: OPERATION GET-YOUR-MOVE-ON

SITUATION

RCACS 123 Moncton requires...

MISSION

RCACS 123 Moncton will conduct...

EXECUTION

PHASES

Phase One – Administration. The pre-activity meeting...

Phase Two – Facilities prep. Prior to the cadets' arrival, ...

Phase Three – Conduct the Exercise. As per schedule...

Phase Four – Secure. Return of stores, clean-up of facilities.

Phase 5 - Post-exercise meeting. Post-exercise meeting...

GROUPINGS & TASKINGS

GROUPS

Group One is exercise senior staff.

Group Two is all exercise staff.

Group Three, formed from certain members of Group Two, is instructional/supervisory/training staff.

Group Four, formed from certain members of Group Two, is support/logistical staff.

Group Five through Eight are trainees, who will be divided upon arrival into four different sports teams.

TASKS

Tasks are defined by group or individual personnel in Annex X, Taskings.

DRESS

Dress for the event will be suitable sports gear. No outdoor footwear shall be worn inside.

SERVICE AND SUPPORT (individual items in any order)

Rations. Rations will be...

Accommodations/facilities. Arrangements for the school are to be made by...

Transport. Equipment and rations will be moved as required by...

Movements. All personnel are responsible...

Emergency Procedures. All medical emergencies will be reported...

Water. Water will be available at...

Hygiene. The school washrooms (toilets and showers) will be available.

COMMAND AND SIGNALS

COMMAND

Appointments for this exercise are:

OIC: Capt. Singh

Etc.

SIGNALS

Emergency contacts are:

Etc.

DISTRIBUTION LIST

Distribution List

CO, etc.

LIST OF ANNEXES

List of Annexes

Etc.

ANNEX A, ACTIVITY LAYOUT

Etc.

ANNEX B, SCHEDULE

Period	Time	What	Who	Comments
1	0810–0840 hrs	Set-up	All Sergeants	

Etc.

ANNEX C TASKINGS

GROUP	TASKS
Capt. Singh	<ul style="list-style-type: none">• Plan the sports event.• Book school facilities.• Deliver the safety briefing upon arrival.• Deliver the event's debriefing.

Etc.

ANNEX D, EQUIPMENT LIST

EQUIPMENT LIST

- Hockey sticks x 20

Etc.

OPERATION ORDER TEMPLATE

EXERCISE NAME: _____

SITUATION (WHY?)

MISSION (WHO/WHAT/WHEN?)

EXECUTION (HOW?)

A. Phases

B. Groups and taskings

(1) Groups.

(2) Tasks.

D. Timings/schedule

E. Dress

SERVICE & SUPPORT (WITH WHAT RESOURCES?)

1. Movements. (How're people getting to/from?)

2. Transport/vehicles. (How's any stuff getting to/from? Safety vehicle on site? Operators?)

3. Rations.

4. Quarters/facilities/training site.

5. Medical/first aid.

Note: this usually defines first aid response and sets out transport times and addresses of local hospitals. More detailed response plans (e.g., if at a remote site) should go in an annex.

6. Security. (Night watches, location-specific measures, etc.)

7. Exercise equipment. (What stuff and who's supplying it?)

Note: this usually ends up with one or more annexes dedicated to lists.

8. Personal kit.

Note: for all but the simplest exercises, this usually ends up with an annex containing a list and needs to match the warning order or other communications out to trainees. It may include both equipment personnel are expected to bring, as well as individual gear being issued for the exercise.

9. _____

10. _____

11. _____

COMMAND & SIGNALS (WHO'S RUNNING IT? WHO DO I CONTACT IF ____?)

OPI: _____ (Officer of Primary Interest; project sponsor; officer under whose authority the exercise is occurring: corps/squadron CO or Area OC, e.g.)

OIC: _____ (Officer in Charge; officer taking specific charge of this exercise)

NCOIC: _____ (NCO in Charge; senior cadet taking specific charge of this exercise)

If the appointments list is long or complex, as with a multi-corps/squadron exercise with a variety of training activities, multiple trainee sub-units, and a dedicated logistical staff, create an annex.

Signature block:

By: _____

Position: _____

Unit: _____

Distribution List

List of Annexes

Annex __ - _____

Annex __ - _____

Annex __ - _____

Annex __ - _____

Annex __ - _____

Annex __ - _____

EMERGENCY ACTION PLAN – SRINGFIELD AREA ORIENTEERING MEET

1. Designated Responsibilities in an Emergency Situation
 - a. In an emergency, the OPI will:
 - (1) ensure the designated first aider(s) attend to the injured or ill persons;
 - (2) limit the possibilities for further injury to personnel and extensive property damage;
 - (3) initiate a brief search if any personnel are not accounted for;
 - (4) if the emergency requires medical or other emergency services, contact emergency services by dialing 911 or other local emergency numbers, using cell phone or established alternate means of communication. In the event of life-threatening injuries or death, local police or RCMP must be contacted. Be prepared to pass on the following information:
 - (a) type of emergency;
 - (b) location of emergency/casualties (six-figure GR if possible);
 - (c) names of casualties;
 - (d) nature of injuries;
 - (e) requirement for ground or air evacuation;
 - (f) indicate if a trained medical assistant is on location;
 - (g) location of a suitable rendezvous point (RV) or landing zone (LZ) with a ground guide as applicable; and
 - (h) any special equipment required (e.g., firefighting equipment, medical supplies).
 - (5) Contact the Regional Operations Coordination Centre (ROCC) and provide an initial report. This may be tasked to another officer if OPI is busy contacting emergency services.
 - (6) Continue to monitor communications and provide updates as requested and available.
 - (7) Maintain a log of all actions during the incident, to be included in a written incident report.

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Instructional Guide

- (8) Be prepared to hand over coordination of search and rescue operations to emergency services personnel if required.
 - (9) If the nature and severity of the injuries allows, coordinate the transportation of casualties to appropriate medical facilities.
 - (10) Initiate a written Incident Report and as required, a CF 98 for CF personnel, or DND 2299 for cadets and civilians, and a DND 663.
 - (11) Determine if training should continue, be modified or cease.
- b. ROCC:
- (1) Take initial report and seek further information regarding the emergency.
 - (2) Collect information from OPI.
 - (3) Assess the seriousness of the emergency.
 - (4) Inform OIC Springfield Region Area Office and send update reports as required.
 - (5) Maintain contact with the next of kin for serious or life-threatening injuries.
 - (6) Direct OPI to coordinate the return of cadets and staff to home in the event training is cancelled.
 - (7) Ensure unit COs are contacted.

2. General Safety Procedures

- a. At all times, everyone must be looking out for safety. This is a responsibility of all officers, senior cadets, and cadets. During the exercise, everything possible must be done to ensure all activities are completed safely.
- b. Prior to the event, a safety briefing will be delivered by the OPI, to include:
 - (1) muster location;
 - (2) course boundaries;
 - (3) safety bearings;
 - (4) actions to take when lost;
 - (5) actions to take upon hearing a whistle;
 - (6) Course cut-off time and return to start;

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Instructional Guide

- (7) Emergency phone numbers for cadets to call; and
 - (8) Map reading skills.
- c. All maps will come with a card summarizing the information above.
 - d. All cadets must be equipped with a compass, whistle, and device to tell time (watch, cell phone, etc.). Cadets will not be permitted to depart from the start line without this equipment. A cell phone is strongly encouraged.
 - e. Several course controllers will be patrolling the course, in radio communication with the OIC.
 - f. Chief Wiggum of the Springfield Regional Police Department will be notified that the event is taking place in advance.

3. Medical Emergencies

- a. St. John Ambulance First Responders are on site to deal with any medical situations, regardless of severity. As well, all emergencies must be made known to the OIC immediately.
- b. If there is an accident that requires immediate medical attention, certain steps must be followed. First aid must be applied immediately by a qualified standard first aider and the following assessments made:
 - (1) **The cadet has minor injury.** Basic first aid will be applied, and the cadet may proceed with the competition. If there are any concerns of a larger injury, then notify OIC.
 - (2) **The cadet cannot walk.** Depending on the severity of the situation, if the cadet is conscious and has a leg injury or an injury that has not involved the spine or the neck, then they will receive first aid and OIC will be notified immediately to take care of all arrangements for proper medical treatment and notification to NOK and the chain of command.
 - (3) **The cadet is not conscious.** The OIC will be notified immediately, EMS will be called immediately, and first aid will be applied to ensure that the cadet is treated properly before movement from the site. Competition staff will be available to assist if this incident is to occur. OIC will contact NOK and chain of command.
 - (4) **The safety vehicle will be at the nearest point possible** (at the beginning and end of the course). For the course of this activity, St John Ambulance First Responders will take care of all first aid of a serious nature.

4. Fire Procedure

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Instructional Guide

- a. Any person who discovers the fire will:
 - (1) yell "FIRE FIRE FIRE;"
 - (2) notify all personnel;
 - (3) notify the OIC so that they may call emergency numbers;
 - (4) no cadet will attempt to fight a fire;
 - (5) selected staff will attempt to fight fire as directed by the senior person in charge; and
 - (6) all other personnel will RV at the muster area and a decision to be evacuated will be made ASAP as all are accounted for.

5. Missing Persons Procedure:

- a. If a person does not arrive by the course cut-off time, or if the cadet contacts the competition staff via cell phone to notify that they are disoriented:
 - (1) Contact will be made with that cadet via cell phone, if possible, to help determine their location (last marker passed, description of surroundings, etc.) and provide further direction depending on the situation (blow whistle, and either stay in location or march on safety bearing).
 - (2) Course controllers will be notified via radio and provided as much information as possible about the cadet (name, age, clothing, last known whereabouts, etc.).
 - (3) If cadet is delayed more than 15 minutes past the course cut-off time and no contact can be made, the Springfield police will be notified for further guidance and to initiate and coordinate any search efforts, if required.

6. Emergency Contact Information

- a. Capt N. Riviera, OPI, 555.462.2288
- b. Lt(N) M. Syzlak, ZTO, 555.344.2057
- c. Capt B. Gumble, OIC Springfield Area, 555.104.2200
- d. Emergency telephone numbers
 - (1) Police, fire, and ambulance, 911
 - (2) Springfield Region Police Department, 555.223.0228

Attachment I to EO 503.02
Instructional Guide

Item	Task	Team Member	Notes	Due Date	Date Completed

Exercise Information Sheet

Activity Name:

Dates:

Location:

Pick up/Drop off:

Description:

Misc Information

Contact Information

Kit List:

Exercise Information Sheet (Sample)

Activity Name: Springfield Orienteering Meet

Date: 12 October 2024

Time: 0800-1600

Location: Farmer's Field, 123 Jebediah Lane, Springfield.

Pick up/Drop off: Parking lot at south end of Farmer's Field.

Description:

On 12 October, 1234 Cadet Corps will be offering an orienteering meet for corps/squadrons in the Springfield area.

Activity 1: Orienteering Refresher Course

The cadets will participate in a round-robin of orienteering skills stations.

Activity 2: Orienteering Competition

Following the completion of the refresher course, cadets will complete a Score O competition.

Misc Information

Every cadet must have a whistle on their person while they are on the course.

This exercise will take place outside and will happen rain or shine. Please wear appropriate clothing that you don't mind getting dirty/muddy.

Contact Information

Capt N. Riviera, OPI, 555.462.2288

Kit List:

Water bottle

Rain Jacket

Rain Pants

Sweater

Hat

Gloves

Pencil

Notebook

Whistle (Issued by cc/sqn)

Compass (Issued by cc/sqn)



COMMON TRAINING
ADVANCED LEADERSHIP PROGRAM
INSTRUCTIONAL GUIDE



SECTION 3

EO 503.03 – CONDUCT AN EXERCISE

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for this lesson's delivery are listed in the lesson specification in *Advanced Leadership Program Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Make slides or handouts of *Lessons Learned Format* located at Attachment A.

Make a copy of *Lessons Learned Worksheet*, located at Attachment B, for each cadet, plus extra copies.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An outline of the instructional methods used, and their substantiation is located at Chapter 4, Annex A.

INTRODUCTION

REVIEW

QUESTIONS:

- Q1. What is a project audience?
- Q2. What is the approach of dividing an item into its component parts to describe a project's details?
- Q3. What is an important guideline to follow when assigning people tasks?

ANTICIPATED ANSWERS:

- A1. A project audience is any person or group that supports, is affected by, or is interested in a project.
- A2. A work-breakdown-structure (WBS) is the approach of dividing an item into its component parts to describe the details of a project.
- A3. An important guideline to follow when assigning tasks is "Leaders should never assign other people tasks they cannot clearly define themselves."

OBJECTIVES

By the end of this lesson, cadets are to be familiar with the process of conducting an exercise, including starting the exercise, supervising the conduct of the exercise, ending an exercise, conducting a debriefing, and completing a Lessons Learned report.

IMPORTANCE

It is important for cadets to know how to conduct an exercise because monitoring and making changes as necessary are important steps in ensuring an exercise meets its goals.

Teaching Point 1

Identify Tasks to Begin and End an Exercise.

Time: 10 min

Method: Interactive Lecture

Exercise start and end tasks are generally mirrors of each other, and have a significant impact on the success of the activity.



Ask the cadets to list actions that should be taken before trainees arrive.

BEFORE TRAINEE ARRIVAL

Before trainees arrive, staff should:

- collect required equipment;
- inspect the exercise area for any damage or safety concerns;
- ensure all staff have a clear understanding of their responsibilities; and
- confirm locations for specific activities, boundaries, etc. especially if staff are not familiar with the site.



Ask the cadets who should be involved in setting up the exercise area.

SITE SETUP

Setting up the exercise area may begin before trainees arrive, especially if the equipment involved is minimal or significant time is required, or if timings and time of year dictate the bulk of personnel will arrive well after dark; however, while all required resources should be on site, there is no common requirement to have everything set up beforehand.

Moving gear from storage or transport to training sites, setting up eating and sleeping areas, and similar tasks provide opportunities for junior leadership (~year three personnel), teamwork, and a convenient way to familiarize trainees with the site.

Exercise staff should confirm the following before trainees arrive:

- Are all required resources on site?
- Does everyone involved in conducting the activity understand their responsibilities?
- Is there sufficient space?
- If applicable, can the weather be relied on? If not, is the backup plan ready and achievable?
- Is there a plan (location, presenter(s), subjects) for the initial briefing?

UPON TRAINEE ARRIVAL

When trainees arrive on the grounds, leaders should hold an introductory meeting with the entire group to cover information that will be important throughout the exercise. If trainees are involved in setting up the training site, conduct this briefing before breaking into work parties.



Ask the cadets to list information that should be included in an introductory meeting.

The introductory briefing should include basic exercise, safety, and administrative/support information. All involved must have the opportunity to ask questions.

At the end of the exercise, leaders should hold a debrief with the entire group.



Ask the cadets what information could be included in a debrief.

END OF EXERCISE

As well as securing the site, cleaning as required, and preparing gear and personnel for departure, the end of any exercise must include a debrief, timed to allow all trainees and exercise staff to participate.

The debrief should include:

- a brief review of the intent and plan for the exercise;
- any closeout or conclusion from training (e.g., competition winners);

- feedback from exercise staff;
- feedback from trainees; and
- recognition of individual or group contribution.



If leaders want more detailed feedback, they could get the cadets to write their feedback and submit it at the next training session or Cadet 365.

After the trainees have left, exercise staff should:

- inspect the exercise area for any damage or safety concerns;
- tear down the exercise area;
- return stores; and
- conduct or arrange to conduct a staff debrief and Lessons Learned (LLs) process.

Any damage to the exercise area or to the equipment needs to be reported to the appropriate authority (e.g., Training Officer, Commanding Officer, building management, Supply Officer, school administration, etc.).

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What should be completed prior to the trainees' arrival?
- Q2. What should be done at the end of an exercise before trainees' departure?

ANTICIPATED ANSWERS:

- A1. Prior to trainees' arrival, leaders should:
- collect required equipment;
 - inspect the exercise area for any damage or safety concerns;
 - ensure all staff have a clear understanding of their responsibilities; and
 - confirm locations for specific activities, boundaries, etc.
- A2. Before trainees' departure, leaders should:
- secure the site;
 - clean as required;
 - prepare gear and personnel for departure; and
 - conduct a debrief.

Teaching Point 2

Discuss How to Conduct Pre- and Post-Exercise Briefings.

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



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

Once trainees (the exercise's audience) arrive on site, they need to be swiftly made aware of a variety of information. The standard way to handle this is to deliver an introductory briefing, as well as posting and/or distributing copies of relevant information.

ELEMENTS OF AN INTRODUCTION

Getting the team's attention. To begin a briefing, the attention of the team must be on the presenter. Ensure this has been achieved before introducing the exercise. If one cadet is not paying attention, they could miss information that might affect their participation in the exercise or the exercise's outcome.

Review the goal of the exercise. The goal of the exercise should be included in communications to trainees prior to the exercise. During the introduction, review, in general terms, what will be learned or accomplished. The context of the exercise should be explained so trainees know why their participation is essential and how the exercise, or its outcomes, fits into their overall training.

Introduce exercise staff. Introduce the OPI and other key personnel (e.g., for a small exercise, all the instructors; for a large exercise, the lead instructor for each subject) and define the exercise chain of command, including, if applicable, how trainee groups will be led, whether that's an exercise staff appointment (e.g., Divisional Petty Officer, Platoon Warrant, or Flight Sergeant) or a rotational position for trainees (e.g., class leader), or some other arrangement.

Explain the exercise. Introduce any other points related to the conduct of the exercise. Depending on the intent and nature of training being conducted, this may be extremely minimal, intentionally low on detail, or highly detailed and supported by briefing packs or other handouts.

Assign duties/tasks as necessary. If specific tasks, especially outside of defined training (e.g., duty sections, night watches, etc.), are performed by trainees during the exercise, these need to be defined and assigned during the briefing.

Confirm timings. Define the exercise end time, any key daily timings (time to wake up, lights out, etc.), and make a schedule available. Have copies for trainee groups, etc.

Identify safety concerns. If there are any general or immediately applicable safety concerns, boundaries, etc., pass these on to the entire contingent. Specific hazards related to high-risk training should be covered at a later point, generally as close as possible to commencing the activity; e.g., don't include information on canoeing safety in the arrival briefing on Friday night, address it with each group when they begin canoe training.

Describe site features, facilities, and boundaries. Identify sleeping and eating areas, washrooms, messes or canteens, training spaces or locations, any boundaries, and other relevant points.

Describe emergency response. Define a muster area, identify first aid measures and designated first aiders, describe actions in case of fire, and address measures in case of any other emergencies.

ELEMENTS OF A DEBRIEFING

An end-of-exercise debrief includes the following key points:

- a brief review of the intent and plan for the exercise,
- any closeout or conclusion from training (e.g., competition winners),
- feedback from exercise staff,
- feedback from trainees, and
- recognition of individual or group contribution.

Review the goal. After the completion of the bulk of an exercise, and before departure, it is important to review what the goal of the exercise was with the trainees. Cadets always want to know why they had to participate in an activity or learn about a specific topic, so reinforce why the training was important.

Providing feedback. The group should first be asked for feedback on the activity. This can be encouraged by using pre-set questions about the exercise as prompts. It is important to find out how the cadets felt about the activity (e.g., did they feel it was useful, did they learn anything from participating in the activity, etc.). Planners, leaders, and instructors gain valuable insights from the cadets on the activity itself (e.g., if they would use it again, how it could be conducted differently, what elements of the activity they would not change if they did the activity again, etc.). The most valuable information to elicit from the cadets is if they felt the activity was worthwhile. Exercise staff must also give feedback to the cadets, including:

- Whether the goal was met?
- Why was the goal met or why not?
- Was the activity completed and did this have an effect on the goal being met?

Depending on the nature of the exercise, it may be desirable to require at least one response from every participant, and to arrange the group to bring everyone into view: standing or kneeling/sitting circles are customary options for this.

Exercise staff should also give and get feedback on how the group interacted throughout the duration of the activity. Staff should tell the cadets how they viewed the groups' interactions and ask how the cadets felt they interacted with each other.

Provide options for later feedback. People often produce insights after some rest and reflection. Ensure there's a contact point or tool for any post-exercise contributions.

Re-motivating the team. The last step in debriefing a group after an activity has been completed is to re-motivate the cadets.

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, e.g., everyone should listen respectfully; do not 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 first thing you should do when starting an exercise? Why?
- Q2. What information should trainees already have about the exercise?
- Q3. Should the goal of the activity be explained prior to commencing the exercise? Why or why not? How will the activity be affected if the goal is not explained?
- Q4. What information about an exercise might be intentionally left out of an introductory briefing? Why?
- Q5. What other points should be passed on during an introductory briefing?
- Q6. What safety concerns should be passed on during the briefing? What safety concerns should be left for later?
- Q7. What is the purpose of reviewing the goal of the exercise during a debrief?
- Q8. What feedback should be given from the group to the staff? How can this information be obtained? What feedback should the staff give to the group?



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



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

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3

Time: 10 min

Discuss Supervision.

Method: Group Discussion

GROUP DISCUSSION



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



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, e.g., everyone should listen respectfully; do not 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.

INTRODUCTION

When conducting an exercise, staff must not only consider supervision in the context of ensuring safety and monitoring behaviour, but also the overall conduct of the exercise. Key points to remember when moving into roles other than direct leadership of trainees or classroom management are:

- monitoring and comparing actual performance with stated goals;
- dealing with problems as they arise; and
- keeping team members informed about progress.

While these points are likely familiar from more direct leadership and instructional settings, exercise leaders must carry these tasks out over the entire exercise site, with a variety of subordinates, peers, and superiors engaged in interlocking tasks, often out of sight of each other.

SUGGESTED QUESTIONS:

- Q1. What are the purposes of supervision? When does supervision take place?
- Q2. What do you think the responsibilities of an effective supervisor are?
- Q3. Which responsibility do you find the most important? Why?

- Q4. Which responsibility do you find the most difficult to apply? Why?
- Q5. List some examples where you have seen leaders engage with or carry out various responsibilities.
- Q6. From prior experience, what roles (e.g., TCOps, duty staff, assigned chain of command, instructors, etc.) at the corps or CTC have supervisory responsibilities, and how do those roles vary in addressing those responsibilities?
- Q7. In addition to monitoring behaviour and ensuring safety, what else are you monitoring to ensure a successful exercise?



Exercise leaders need to transition from thinking solely about division/platoon/flight and class management, to monitoring and responding to the progress of training, support tasks, and other activities.



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.

BACKGROUND KNOWLEDGE



Cadets may have previous knowledge of the subject as this was taught in EO M303.05 (Supervise Cadets).

THE PURPOSES OF SUPERVISION

There are three main purposes of supervision.

To provide protection. Supervision ensures the safety and well-being of personnel. Safety is the number one issue in every aspect of the Cadet Program. When situations are not safe, they are stopped immediately. CATO 14-31, *Director Cadets and Junior Canadian Rangers General Safety Program*, outlines the requirements for a general safety program that must be incorporated in every aspect of cadet activities.

To provide support. Supervision ensures that all members of the team are assisted, provided for and encouraged during tasks. If cadets are not practicing intrapersonal management, interpersonal management, teamwork and effective communication, the supervisor must act on the situation.

To provide quality assurance. Supervision ensures the outcomes of a task meet expectations for that task. If cadets are not meeting their responsibilities in completing the task, the supervisor must act on the situation. No one likes to be over-supervised. It is important not to micromanage the team.

HOW TO SUPERVISE

As leaders, cadets are expected to supervise others. Supervision takes place during the entire task, not just at the beginning or end of the task. Although each situation where supervision takes place is unique, there are some common responsibilities that must be fulfilled. Leaders shall meet these responsibilities by:

Ensuring safety. Ensuring that every situation is carried out in a safe manner is the primary concern of all members involved.

Ensuring the well-being of cadets. The welfare of cadets is a primary concern in the execution of all training and administrative tasks.

Encouraging cadets. Encourage cadets to produce satisfactory work because they want to. Inspiring results through praise creates a positive outcome.

Adjusting responsibilities as required. Being able to adjust a cadet's responsibilities during tasks is important. Cadets with experience may need less supervision and may be given extra responsibilities.

Maintaining control of cadets. Keep cadets on task while they are producing satisfactory work. An effective supervisor keeps cadets focused.

Correcting errors as required. If mistakes are made, effective supervisors communicate this. They revise what and how it needs to be done and remedy errors.

Reporting misconduct as required. When cadets behave in a manner that is inconsistent with the core leadership qualities of a cadet, these behaviours should be reported up the chain of command.

Ensuring completion of responsibilities assigned to cadets as required. When supervisors delegate or assign tasks to others, it is the supervisor's responsibility to ensure all delegated tasks are completed.



Successful supervisors are usually successful leaders.

CONFIRMATION OF TEACHING POINT 3

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

Teaching Point 4

Capture Observations for an After-Action Report.

Creating an After-Action Report helps to define successes, failures, and areas for improvement in a point-by-point format readily understood by anyone interested, including those who didn't attend the exercise.



Completing an After-Action Report contributes to Lessons Learned, defined in Defense Administrative Orders and Directive (DAOD) 8010-0 – *Lessons Learned*, as:

“The adding of value to an existing body of knowledge, or seeking to correct deficiencies, in areas of concepts, policy, doctrine, training, equipment or organizations, by providing feedback and follow-on action.”



During the Advanced Leadership Program, cadets will be required to capture observations and findings related to the exercise they conduct in an *Observations Tracker*. This document could be used to complete an After-Action Report.

GATHER FEEDBACK THROUGH AN AFTER-ACTION REVIEW

The first step in completing an After-Action Report is gathering feedback. A good method to accomplish this is through an After-Action Review, which is a post-activity meeting where individuals are invited to share their observations.

Feedback should be collected from:

- Participants / trainees;
- Stakeholders, to include:
 - Corps / Squadron staff, and
 - Area/Region staff;
- Exercise staff, to include:
 - Team leaders,
 - Instructors,
 - Support staff, and
 - Exercise leaders; and
- Other stakeholders if relevant.

For best results when gathering feedback:

- Demonstrate and encourage critical thinking and a commitment to carry results forward.
- Do not curb negative responses.

- For efficiency's sake during verbal debriefs, if a point is becoming a common response, ask for hands to see how many were affected by the same point, positive or negative.
- Ensure responses are concise and related to the exercise versus individual experiences or interpersonal issues.
- Feedback should be collected as soon as possible after the activity while experiences are still fresh in people's minds.
- Solicit suggested solutions or implementations for any feedback where this isn't implicit.



Ensure all ideas and perspectives receive equal representation. You can assess the value of individual points of feedback later. For now, just listen. You will collect better feedback if all stakeholders feel that their voice will be heard.

ORGANIZE FEEDBACK

A sample format, inspired by the RCAF Lessons Learned system, is provided at Attachment A.



Post, distribute, or display Attachment A – *Observations Tracker Format*.

In short, it draws out as many relevant details as possible from each contributor and allows for a ready quantification of severity and frequency using numbered scales.

Key components are:

- **Entered by.** rank and name of the contributor for that point.
- **Contributor email.** Cadet365 address of the contributor.
- **Contributor title/role.** As relevant to the exercise being commented on (OIC, instructor, trainee, etc. versus home corps/squadron roles)
- **Line of inquiry.** Loose subject area for the point; the standard set is Doctrine, Organization, Training, Materiel, Leadership and education, Personnel, and Facilities.
- **Background.** Any explanatory information.
- **Observation.** The key point, whether it's a fault ("this is bad and needs fixing"), an addition or improvement ("this is good, and we could make it better"), or other comment.
- **Recommendations.** How to address the observation. This may be a one-liner or a paragraph, depending on the nature of the observation.

Activity Name:	[Exercise name]	[EXERCISE NAME]					
RCSU:							
Lessons Learned Coordinator	[EXERCISE OPI]	ANY ISSUES OR QUESTIONS? PLEASE MESSAGE [exercise contact] ON TEAMS					
ID	Entered By	Contributor Email	Contributor Title/Role	Line of Inquiry	Background	Observation	Recommendations
1							
2							
3							

Figure 1 Sample Observations Tracker

Note. Created by J7 - Cadets and Junior Canadian Rangers, 2023, Ottawa, ON: Department of National Defence.

DEVELOP RECOMMENDATIONS

Those responsible for planning and leading an activity should have a focused discussion to analyze each point of feedback. This is in addition to seeking feedback from outside their team.

The focused discussion should result in a defined list of:

- items for improvement,
- things that should continue,
- recommendations for how to do so, and
- individual responsible for implementing changes.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

- Q1. What groups of people do you want to gather feedback from? Be as specific as possible.
- Q2. What are some strategies for promoting honest, insightful feedback points?
- Q3. What specific items should be included in the final report?

ANTICIPATED ANSWERS:

- A1. Groups of people who should give feedback are:
- Participants / trainees;
 - Stakeholders, to include:
 - Unit staff, and
 - Area/Region staff;

- Exercise staff, to include:
 - Team leaders,
 - Instructors,
 - Support staff, and
 - Exercise leaders; and
- Other stakeholders if relevant.

A2. Strategies for promoting useful feedback include:

- Collect feedback as soon as possible.
- Demonstrate an interest in feedback by asking follow-up questions.
- Stay focused on gathering information without value judgement.

A3. Items to include in a final report are:

- Actionable recommendations for change
- Clear explanation of how changes will benefit future exercises.
- Issues requiring input/decisions from senior leadership (above the level of this exercise)
- Specific follow-up actions, such as:
 - Who is responsible for each; and
 - Schedule when they will take place.
- How to codify changes; apply recommendations to all future operations.

Teaching Point 5

Complete an Observations Tracker Using the Provided Template.

Time: 15 min

Method: In-Class Activity



Divide cadets into groups of three to five, and ensure they are arranged in a way suited to collaborative work.

ACTIVITY

TIME: 10 mins

OBJECTIVE

To complete an Observations Table using the provided format.

RESOURCES

- Paper or electronic copies of Attachment B – *Observations Tracker Worksheet* sufficient to allow effective group work.
- Pens/pencils/markers.
- Flip-chart paper.

ACTIVITY LAYOUT

Group project.

ACTIVITY INSTRUCTIONS

1. Provide copies of Attachment B – *Observations Tracker Worksheet* to each group.
2. Have the groups address the following questions:
 - What is the severity of risk for each sample item?
 - What is the frequency of risk for each sample item?
 - What would their recommendation be to address each item?
3. Allow seven minutes for cadets to generate their ideas. Use the flip-chart paper to record their recommendations.
4. Have each group present their findings to the class. Define presentation duration to ensure sufficient time for all groups to present. Add clarification as required and discuss any points of interest, especially ambiguous or confusing material.

END OF LESSON CONFIRMATION

QUESTIONS:

- Q1. What elements should be included in an activity introduction?
- Q2. What actions should leaders take prior to cadets' arrival on an exercise?
- Q3. What are the five steps for providing feedback?

ANTICIPATED ANSWERS:

- A1. Elements that should be included in an activity introduction are:
 - getting the team's attention;
 - explaining the goal of the activity;
 - explaining the activity;
 - assigning tasks as necessary;
 - setting time limits;
 - relaying safety concerns as necessary; and
 - motivating the team.

- A2. Prior to cadets' arrival, leaders should:

- inspect the exercise area for any damage or safety concerns;
- set up the exercise area; and
- ensure everyone involved has a clear understanding of their responsibilities.

A3. The five steps for providing feedback are:

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is evaluated IAW A-CR-CCP-705/PG-001, *Advanced Leadership Qualification Standard and Plan*, Chapter 3, Annex B, 503 PC.

CLOSING STATEMENT

Regardless of the subject and complexity, all exercises share common stages. It is important that cadets recognize these stages, the importance of supervising the activity to ensure it reaches its goals and goes as planned, and if not, that any issues are identified, appropriate changes are either made or identified.

INSTRUCTOR NOTES / REMARKS

Cadets shall be given the opportunity to conduct and conclude an exercise, as a member of a group, as part of their Senior Cadet Planning Group.

REFERENCES

Nil.

OBSERVATIONS TRACKER FORMAT

Activity Name:		[Exercise name]	[EXERCISE NAME]						
RCSU:		[Region name]							
Lessons Learned Coordinator		[Exercise OPI]	ANY ISSUES OR QUESTIONS? PLEASE MESSAGE [exercise contact] ON TEAMS						
ID	Entered By	Contributor Email	Contributor Title/Role	Line of Inquiry	Risk Severity	Risk Frequency	Background	Observation	Recommendations
1	FSgt Bloggins	Jbloggins123@cdt.cadets.gc.ca	Nav Instr.	Materiel	3	5	Provided with 24 compasses for land nav class	All but 3 compasses cracked, missing mirrors, or corroded / encrusted	Repair, clean, or replace 21 unserviceable compasses.
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									

OBSERVATIONS TRACKER WORKSHEET

Activity Name:		[Exercise name]	[EXERCISE NAME]						
RCSU:		[Region name]							
Lessons Learned Coordinator		[Exercise OPI]	ANY ISSUES OR QUESTIONS? PLEASE MESSAGE [exercise contact] ON TEAMS						
ID	Entered By	Contributor Email	Contributor Title/Role	Line of Inquiry	Risk Severity	Risk Frequency	Background	Observation	Recommendations
1							See observation.	Not enough time built in to scheduling for shut down of activities due to weather.	
2							Classrooms used as sleeping quarters airless and hot.	Poor ventilation and possible furnace setting or routing issues.	
3							Corps hasn't conducted field training for three or more years.	Most trainees have no or limited familiarity with tents, stoves, etc.	
4							Unexpected sand/gravel/mud bars in river used for canoeing.	Navigability information outdated.	



**COMMON TRAINING
ADVANCED LEADERSHIP PROGRAM
INSTRUCTIONAL GUIDE**



SECTION 1

EO 507.01 – SET PERSONAL LEADERSHIP GOALS

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for those resources are identified throughout the instructional guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion and to ensure all points are covered.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have self-reflected on their leadership competencies, explained the concept of goal setting, and participated in a goal-setting activity.

IMPORTANCE

It is important to be familiar with leadership development tools that can strengthen leadership practice, help develop others, and establish the basis for a mentoring relationship. Goal mapping is a tool that assists cadets with establishing goals and making “action plans” as manageable steps to achieve those goals. The thinking and planning involved in this process allows the cadets to build their sense of self-efficacy as leaders. Self-efficacy happens when the cadets can see progress towards success happening in small steps throughout the year.

Teaching Point 1

Have the Cadets Brainstorm the Competencies of a Leader.

Time: 15 min

Method: In-Class Activity

OBJECTIVE

The objective of the activity is to have the cadets determine what they think are the most importance competencies of a leader. In TP2, the cadets will self-reflect on how well they perform each of the competencies.

RESOURCES

- Whiteboard;
- Dry erase markers;
- Flip chart paper; and
- Flip chart markers.

ACTIVITY

1. Explain what a competency is.
 - a. A competency is a group of skills, abilities, and knowledge that helps you accomplish a task. For example: if a cadet plays video games very well, its likely because they have a set of competencies like quick thinking, strategy, and coordination.
2. Have the cadets work as a group to create a list of what they believe are the ten most important leadership competencies. Examples could include:
 - a. empathy;
 - b. inclusivity;
 - c. emotional intelligence;
 - d. effective communication
 - e. active listening;
 - f. accountability;
 - g. action orientation;
 - h. initiative;
 - i. adaptability;
 - j. problem-solving; or
 - k. resiliency.

Teaching Point 2

Time: 15 min

Have the Cadets Self-Reflect on Leadership Competencies.Method: In-Class Activity



Reflection is used throughout the ALP to enable the cadet to track their development and progress of leadership skills and knowledge.

A reflection is the evaluation of one's own actions, habits, attitudes and / or performance. To perform self-assessment correctly, honest reflection must take place.

ACTIVITY**OBJECTIVE**

The objective of this activity is to have the cadets self-reflect against the competencies they listed in TP 1, so they have a baseline for their leadership abilities. A baseline will help them set goals and select training opportunities that will tailor their ALP experience to their personal needs / wants.



Self-reflection can be a useful tool to monitor readiness and progression.

It can be completed periodically throughout the year, so the cadets can track when criteria are demonstrated!

ACTIVITY

1. Explain the objective of the activity.
2. Ask the cadets to self-reflect on each of the leadership competencies, giving themselves between a rating between 1 and 5.

Rating scale from 1 to 5:

1. I have an interest in developing this competency, but I am not able to do it yet.
2. I am learning the competency.
3. I am getting better. Sometimes I display the competency, but not all the time.
4. I am good at this competency. I often display the competency in different situations and places.
5. I am very good at this. I can do it easily in any situation.

4. Circulate around the room and check in with the cadets' progress throughout the activity. Encourage the cadets to think of examples of times when they displayed these competencies.
5. Ask the cadets to share an example of a competency they feel they need to work on and why they feel they need to.

Teaching Point 3**Explain the Concept of Goal Setting.**

Time: 10 min

Method: In-Class Activity

ACTIVITY

1. Give each cadet a copy of *Annex A - Set Personal Leadership Goals Worksheet*
2. Give the cadets the following instructions:
 - a. The next activity is meant to make you work through the worksheet quickly.
 - b. You will get numerous warnings to keep you working quickly.
 - c. You will work in pairs or groups of three for five minutes to discuss the questions on the worksheet.
 - d. You are to each fill out the answers on your own worksheet.
 - e. Each group should be prepared to explain what they discussed about each question.
3. Ask if there are any questions.
4. Divide the cadets into groups.
5. Have the cadets start the activity.
6. Throughout the 5 minutes, circulate around the room and check in with the groups. Give a 3-minute warning, a 1-minute warning, and a 20-second warning throughout the 5 minutes.
7. Spend 3 minutes reviewing the worksheet by selecting one group at a time to share their answers to the questions from the worksheet until all the questions have been reviewed. Refer to *Annex B - Set Personal Leadership Goals Answer Key* to clarify or elaborate on any missed points.

ACTIVITY

The objective of this activity is to have cadets set short-term and long-term leadership-related goals to achieve by the end of the Advanced Leadership Program.



For the purposes of this exercise, short-term goals are goals the cadets will work to achieve within three months, and long-term goals are goals that cadets will work to achieve by the end of the Advanced Leadership Program.

1. Give a copy of Annex C - *Goal Setting Exercise* to each cadet.
2. Provide the cadets the following instructions:
 - a. You will have 15 minutes to complete this individual activity.
 - b. You have to write down at least one short-term and one long-term goal, related to leadership, that you would like to achieve during the Advanced Leadership Program. Some examples of areas of focus could be improving the quality of your instruction, gaining confidence when giving verbal directions to a group, or being appointed to a desired leadership position.
 - c. You may use the TOR promotion / appointment criteria from your desired leadership appointment as a source of inspiration for setting a goal to achieve.
3. Ask if they have any questions.
4. Give the cadets 15 minutes to complete the activity. Provide assistance as necessary.

CONCLUSION

Sharing goals can help with remaining accountable to ourselves and someone else for our progress. The goals set during this lesson will be used for their next lesson, EO 507.02 (Create a Personal Schedule). In that lesson, cadets will identify training opportunities that will support them in achieving their goals.

HOMEWORK / READING / PRACTICE

If the cadets did not have the opportunity to complete the self-assessment or the goal-setting activities during the lesson, the cadets are to complete them on their own time. The goals will be revisited during the interview sessions throughout the Advanced Leadership Program.

METHOD OF EVALUATION

The progression towards the cadets' goals can be shared during the 507 PC - Capstone

Presentation.

CLOSING STATEMENT

By setting goals, cadets identify their own areas of development or desired achievement. Goal setting helps leaders remain focused as they encounter new situations that challenge them. When leaders identify areas of discomfort or improvement, it can be empowering to set a goal to ease that discomfort. As that discomfort eases, leaders will appreciate that they have grown and become more confident leaders.

INSTRUCTOR NOTES / REMARKS

Nil.

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Name: _____

Set Personal Leadership Goals Worksheet

You will have five minutes to complete this activity. Use the goal (in box below) as a discussion point to answer the questions on the worksheet. Be prepared to share your answers with the group.

Goal: I want to decrease my 5-km run time by 1 minute over the next three months. I will do this by keeping my running schedule at three times a week and consciously running faster between three of the five legs of my route.

1. **What is a goal?**

2. **Is this a short-term goal or a long-term goal?**

3. **How do you develop a goal?**

4. Determine if the goal meets each of the SMART criteria.		
	Y/N	Explain
Specific: It describes a precise action, behaviour, outcome or achievement that is observable.		
Measurable: It can be measured by noticing an increase or decrease in something.		
Achievable: It can be accomplished within the given timeframe.		
Realistic: It can happen with the available resources.		
Time-bound: The goal has a timeframe to be achieved by.		

Name: _____

Set Personal Leadership Goals Answer Key

1. What is a goal?

- Something you want to achieve because you do not already have it.
- The motivation for a goal is usually improvement.

2. Is this a short-term goal or a long-term goal? Why do you say that? Answers will vary. Discuss.

- Short-term goals: something that can be achieved right away.
The general time frame for a short-term goal is within one year but can be subjective.
- Long-term goals need multiple steps for time and planning.
The general time frame for a long-term goal is one year or more but can be subjective.

3. How do you develop a goal? Answers will vary. Look for a description of the process:

- Think about what I do not have that I want / what I want to improve on.
- Set steps towards getting what I want.

4. Determine if the goal meets each of the SMART criteria.		
	Y/N	Explain
Specific: It describes a precise action, behaviour, outcome, or achievement that is observable.	Y	The goal only talks about running; there is one point of improvement.
Measurable: It can be measured by noticing an increase or decrease in something.	Y	Measurable by amount of decrease is 5 km running time.
Achievable: It can be accomplished within the given timeframe.	Y	Three months is plenty of time to reduce running time.
Realistic: It can happen with the available resources.	Y	The run time can decrease slowly over three months with conscious effort and a reasonable adjustment to current training. No increase in time commitment needed.
Time-bound: The goal has a timeframe to be achieved by.	Y	The goal is met if the run time is decreased by 1 minute at the end of three months.

Goal-Setting Exercise

Short-Term Goals:

Goal #1:

**Action Plan
Steps To Take:**

Goal #2:

**Action Plan
Steps To Take:**

Long-Term Goals:

Goal #1:

**Action Plan
Steps To Take:**

Goal #2:

**Action Plan
Steps To Take:**



COMMON TRAINING
ADVANCED LEADERSHIP PROGRAM
INSTRUCTIONAL GUIDE



SECTION 2

EO 507.02 – CREATE A PERSONAL SCHEDULE

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in *Advanced Leadership Program Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Print the following documents (one per cadet):

- *Annex A – Introduction to ALP Components – Worksheet*, for each cadet, and
- *Advanced Leadership Program Participant Workbook*, for each cadet.

Make a copy of each of the following documents:

- *Annex C – Overview: PO 503 – Lead Cadet Activities*,
- *Annex D – Overview: PO 507 – Serve the Cadet Program*,
- *Annex E – Overview: PO 509 – Develop Instructional Skills*,
- *Annex F – Overview: PO 513 – Attend Leadership Seminars*,
- *Annex G – Overview: The Value of Reflection as a Leadership Development Tool*, and
- *Annex H – Overview: Advanced Leadership Program Workbook*;

From the *Advanced Leadership Program QSP*, Chapter 3 Annex A:

- 503 PC – Assessment instructions, including:
 - Part 1 – Leadership Appointment, and
 - Part 2 – Leadership Project;
- 507 PC Assessment Instructions, including:
 - Attachment 1 – Participant Instructions for Capstone Project, and
 - Attachment 2 – Reflection Sheet;
- 509 PC Assessment instructions, including:
 - Attachment 1 – Self Assessment: Monitoring instruction and peer coaching,
 - Attachment 2 – Self Assessment: Instructing for skill development, and
 - Attachment 3 – Self Assessment: Delivering dynamic Instruction; and

- 513 PC Assessment Instructions, including Attachment 1 – *Seminars Participation Log*.

Set up the classroom so there are six stations around the room. Place documents at each station, as follows:

Station 1:

- Annex C – *Overview: PO 503: Lead Cadet Activities*, and
- 503 PC Assessment Instructions and related documents;

Station 2:

- Annex D – *Overview: PO 507 – Serve the Cadet Program*, and
- 507 PC Assessment Instructions and related documents;

Station 3:

- Annex E – *Overview: PO 509 – Develop Instructional Skills*, and
- 509 PC Assessment Instructions and related documents;

Station 4:

- Annex F – *Overview: PO 513 – Attend a Seminar*, and
- 513 PC Assessment Instructions and related documents;

Station 5: Annex G – *Overview: The Value of Reflection as a Leadership Development Tool*; and

Station 6: Annex H – *Overview: Advanced Leadership Program Workbook*.

Have copies (six copies of each) of the documents that cadets will require to plan their personal schedule, such as:

- Corps / Squadron Training Schedule,
- Area Directed Activity Schedule, and
- Regional Training Directive/ Op Plan.

PRE-LESSON ASSIGNMENT

Inform the cadets in advance of the date for this lesson that they are to bring with them any calendars or schedules from other activities they are involved in, such as school agendas, extra-curricular schedules, job / volunteer shift schedules, etc.

Inform the cadets they must also bring *Annex C – Goal Setting Exercise* from EO 507.01 (Set Personal Leadership Goals). It may help them choose professional development sessions and seminars to make progress toward their goals.

APPROACH

An in-class activity was chosen for TPs 1 and 2 as an interactive way to create movement in the classroom and engage cadets.

A group discussion was chosen for TP 3 to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion and to ensure all points are covered.

INTRODUCTION

REVIEW

QUESTIONS:

- Q1. What is a goal?
- Q2. What is self-assessment?
- Q3. Why is goal setting important as a leader?

ANTICIPATED ANSWERS:

- A1. A goal is something you want to achieve because you do not have it yet.
- A2. Self-assessment is an honest evaluation of actions, habits, attitudes and / or performance.
- A3. Goal setting allows leaders to develop, as they encounter new situations that challenge them. When leaders identify areas of discomfort or improvement, it can be empowering to set a goal to ease that discomfort. When leaders notice that a situation that once caused discomfort was handled more confidently, that can help them realize that they are becoming more confident as a leader.

OBJECTIVES

By the end of this lesson the cadet shall create a personal schedule using the information about the Advanced Leadership Program training opportunities, their personal commitments, and Cadet Program commitments.

IMPORTANCE

It is important for cadets to know what training will be conducted during the Advanced Leadership Program (ALP) to give them an overview of what their training will entail over the next year. This lesson will inform cadets of the ALP training requirements and provide one document on which cadets will record their school, work, personal and cadet commitments to establish a balanced schedule.

Teaching Point 1

Identify the Components of the Advanced Leadership Program.

Time: 35 min

Method: In-Class Activity

ACTIVITY INSTRUCTIONS

- 1. Distribute a copy of *Annex A – Introduction to ALP Components Worksheet* to each cadet.
- 2. Distribute *Advanced Leadership Program Workbook* to each cadet.
- 3. Inform the cadets of the following:

- a. You will be divided into six groups for this activity and rotate through six stations. These stations contain information on each component of the Advanced Leadership Program.
 - b. At each station, you will need to read the information and fill out the applicable answers onto the worksheet.
 - c. You will have five minutes at each station.
4. Ask if the cadets have any questions.
 5. Divide the cadets into six groups and assign each group to a station.
 6. Set a timer to go off every five minutes to signal the rotation.
 7. Once the activity is complete, for five minutes, discuss the answers together as a group. The cadets can fill in any missing information while reviewing the answers. The facilitator's answer sheet is at Annex B.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Create a Personal Schedule.

Time: 15 min

Method: In-Class Activity

OBJECTIVE

The objective of this activity is to have the cadets develop a personal schedule.

RESOURCES

- *Advanced Leadership Program Workbook, or*
- Personal planner (to be brought by the cadet)
- Schedules, to include:
 - Current corps training schedule,
 - Area Directed Activity schedule,
 - Regional Training Directive/ Operation Plan, and
- Pencil.

ACTIVITY LAYOUT

- Cadets should be seated in six groups, in the layout set up in TP 1.
- Put a copy of all schedules at each station.

ACTIVITY INSTRUCTIONS

1. Ensure the cadets have their own copy of the *Advanced Leadership Program Workbook*.
2. Make the following documents available for the cadets to review:
 - a. current corps / squadron training schedule,
 - b. Area Directed Activity schedule,
 - c. Regional Training Directive / Op Plan.
3. Inform the cadets that they will be completing their personal schedule by following these steps (You may want to write them for cadets to read):
 - a. Record their personal commitments, such as family/ friend events, holidays, school events, work, volunteering, and extracurricular activities, as required.
 - b. Record the date(s) they are required to instruct and / or perform other leadership duties at the corps / squadron for the training year. Remind the cadets that some of this information is subject to change in the training schedule and should be updated as required.
 - c. Record any other corps / squadron commitments that they are required to attend. For example, they may be on the marksmanship team that has practices on Wednesday evenings.
 - d. Record relevant Area Directed Activities, Regionally Directed Activities, CAP/ CTC activities in their calendar.
 - e. Pull out their goal sheet from EO 507.01 (Create Personal Goals). Explain to the cadets that the goal sheet can be used to guide them when choosing an appropriate PO 509 – Instructional Technique Session and PO 513 – Seminars to Attend.
 - f. Schedule time to attend the following Advanced Leadership Program activities, including:
 - (1) Senior Cadet Planning Group meetings applicable to the Area Directed Activity they are meant to plan as part of PO 503 in the Advanced Leadership Program;
 - (2) One PO 509 Instructional Technique Professional Development session; and
 - (3) Three PO 513 Seminars.
4. Discuss with the cadets the importance of managing their time effectively and using their calendar to record other commitments as they occur. The calendar is also a great place to identify where activities could count for credit in multiple areas. For example: leading a citizenship activity with the Corps / Squadron could count for the leadership appointment assessment, volunteer hours for school, and volunteer hours for the Duke of Edinburgh Program.
5. Allow the cadets time to start their personal schedule. Provide assistance as required.

6. Inform the cadets that they can complete this activity on their own time.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3 Create a plan to discuss scheduling conflicts with appropriate personnel.

Time: 5 min

Method: Group Discussion

Share the following statement with the cadets: "After creating your schedule using an agenda, you may notice where some of your time is double booked. For example, maybe there is a leadership seminar you want to attend on the same day you have another activity already planned."

Have the cadets turn to someone next to them and discuss the following guiding questions for two minutes:

- What are some options to solve the scheduling conflict?
- Who can you speak with to get help with the scheduling conflict?

After two minutes, bring the cadets' attention back to you as the instructor. Ask the cadets to share what they discussed about solving the scheduling conflict.

END OF LESSON CONFIRMATION

The cadets' production of a personalized schedule will serve as the confirmation of the lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Being aware of the contents of the Advanced Leadership Program, as well as its time requirements, will help you prepare for and contribute to your success.

INSTRUCTOR NOTES / REMARKS

This EO should be scheduled as early as possible in the training year.

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Introduction to ALP Components Worksheet

PO 503 – LEAD CADET ACTIVITIES

The aim: To provide you with ____ opportunities to gain leadership knowledge and skills.

1. Leadership Appointment

How long are you required to maintain your appointment? _____

You get to _____ the occasion when you want to be _____ assessed on your performance in the leadership appointment by your supervisor. You and your supervisor each _____ fill out your own copies of the assessment rubric, then you sit together and _____ on your job performance.

2. Leadership Project

As a member of a team, you will plan and implement a multi-_____ exercise for the _____.

Example of an exercise you may plan and conduct: _____.

Senior Cadet Planning Groups: _____ the skills and knowledge.

How many activities must be in your exercise proposal? _____

What are the three types of assessment to occur throughout the leadership project?

_____; _____; _____.

PO 507 – SERVE THE CADET PROGRAM

1. What is the purpose of reflections?

2. Describe the final presentation for PO 507.

3. How long should the final presentation be? _____

PO 509 – DEVELOP INSTRUCTIONAL SKILLS

1. How many Professional Development (PD) sessions are you required to attend? ____
2. How is PO 509 assessed?

3. What PD session interests you the most?

4. Discuss with your group: How can a self-assessment of instructional skills help you become a better instructor?

PO 513 – ATTEND LEADERSHIP SEMINARS

	True or False?	T	F
1.	Seminar topics are designed to enhance understanding of the Cadet Leadership Competencies.		
2.	You must attend in-person to receive credit for meeting the seminar requirement.		
3.	There are seven seminars offered. You must attend three of them.		
4.	Reflections about the seminars are optional.		

Discuss as a group: How can attending a seminar help you as an aspiring leader?

THE VALUE OF REFLECTION AS A LEADERSHIP DEVELOPMENT TOOL

Reflection is an important part of the _____ cycle.

By reflecting, we _____ the world with a regard for how it _____.

Summarize how reflection is built into each aspect of the Advanced Leadership Program.

PO 503:

PO 507:

PO 509:

PO 513:

Introduction to ALP Components Answer Key

PO 503 – LEAD CADET ACTIVITIES

The aim: To provide you with 2 opportunities to gain leadership knowledge and skills.

1. Leadership Appointment

How long are you required to maintain your appointment? 3 months

You get to choose the occasion when you want to be formally assessed on your performance in the leadership appointment by your supervisor. You and your supervisor each separately fill out your own copies of the assessment rubric, then you sit together and compare notes on your job performance.

2. Leadership Project

As a member of a team, you will plan and implement a multi-unit exercise for the Area.

Example of an exercise you may plan and conduct: Any of the following:

- 1 day Fundamental Training
- 1 weekend Elemental Training Weekend
- 1 day CAF Engagement
- 1 weekend or 2 days of Discretionary Training
- 1 day or 2 days of CAP training

Senior Cadet Planning Groups: Practically apply the skills and knowledge.

How many activities must be in your exercise proposal? More than two

What are the three types of assessment to occur throughout the leadership project?

Feedback by the instructor; self-assessment; peer assessment.

PO 507 – SERVE THE CADET PROGRAM

1. What is the purpose of reflections?

To enable you to generate evidence of learning throughout the year during different activities.

2. Describe the final presentation for PO 507.

Could take many forms (see assessment); explains your leadership philosophy, how the ALP impacted it, and what steps you will take going forward to make sure you live up to your philosophy.

3. How long should the final presentation be? Between 5 to 10 minutes

PO 509 - DEVELOP INSTRUCTIONAL SKILLS

1. How many Professional Development (PD) sessions are you required to attend? One
2. How is PO 509 assessed?

Self-assessment: rate myself from 1–5 on how well I applied the skills during a lesson.

3. What PD session interests you the most?

Answers will vary.

4. Discuss with your group: How can self-assessment of instructional skills help you become a better instructor?

PO 513 – ATTEND LEADERSHIP SEMINARS

		True or False?	
		T	F
1.	Seminar topics are designed to enhance understanding of the Cadet Leadership Competencies.	T	
2.	You must attend in-person to receive credit for meeting the seminar requirement.		F
3.	There are seven seminars offered. You must attend three of them.	T	
4.	Reflections about the seminars are optional.		F

Discuss as a group: How can attending a seminar help you as an aspiring leader?

THE VALUE OF REFLECTION AS A LEADERSHIP DEVELOPMENT TOOL

Reflection is an important part of the experiential learning cycle.

By reflecting, we experience the world with a regard for how it impacts us.

Summarize how reflection is built into each aspect of the Advanced Leadership Program.

PO 503: Making action plans; reflecting on performance (personal and peers), on various occasions

PO 507: Initial self-assessment; reflections exercises throughout ALP in support of PO 507 and capstone project

PO 509: Self-assessment and reflecting on our own performance

PO 513: Reflecting after each seminar and making an action plan from experience

ADVANCED LEADERSHIP PROGRAM WORKBOOK: Are there any questions?

OVERVIEW

PO 503 – Lead Cadet Activities

Description

The aim of the leadership PO is to provide two opportunities to gain leadership knowledge and skills through a:

1. Leadership appointment: For three months at the corps / squadron, and
2. Leadership Project: A team of cadets, from multiple corps and squadrons, plan and implement a multi-unit exercise for the Area. You get to choose to plan one of:
 - 1 day Fundamental Training
 - 1 weekend Elemental Training Weekend
 - 1 day CAF Engagement
 - 1 weekend or 2 days of Discretionary Training
 - 1 day or 2 days of CAP training

Leadership Appointment. You are required to apply for a leadership appointment. Your supervisor will meet with you on several occasions throughout your leadership appointment to provide informal feedback to you on your job performance – Based on **Terms of reference** for your appointment. You get to choose the occasion when you want to be formally assessed on your performance in the leadership appointment by your supervisor. You and your supervisor each separately fill out your own copies of the assessment rubric, then you sit together and compare notes on your job performance.

Leadership Project. To complete the leadership project, cadets must:

1. complete three lessons: EO 503.01 (Create an Exercise Proposal); EO 503.02 (Prepare an Exercise); and EO 503.03 (Conduct and Conclude an Exercise); and
2. as a member of a team:
 - propose an area-level exercise;
 - plan an exercise, including the conduct of a pre-exercise meeting; and
 - conduct and conclude an exercise, including the submission of an Observations Report.



A lot of this will be accomplished through **Senior Cadet Planning Groups!**

- They are meant to practically apply the material from EOs 503.01 to 503.03.
- They may be up to five days in duration.
- Exercise and senior cadet planning group dates to be provided by the Area office.



Check the *Advanced Leadership Program Workbook* for details on assessment of this PO.

OVERVIEW

PO 507 – Serve the Cadet Program

Description

The aim of this PO is to provide the opportunity to set personal and professional goals for yourself as an aspiring leader, create a schedule to balance your commitments, and reflect on your leadership and your involvement as a leader within the Cadet Program.

There are two lessons:

1. 507.01 (Set Personal Goals), and
2. 507.02 (Create a Personal Schedule).

Assessment

Throughout the training year, the cadets will reflect on their experiences in each PO. This allows the cadets to consider their experience in the ALP and determine how these experiences influenced their leadership philosophy.

Upon completion of training, you are required to prepare and orally share a presentation explaining how your participation in the ALP has impacted you, what you learned, how you grew as leaders, and where you see yourself going with your new knowledge and skills.

The presentation can take many forms. It is a great opportunity to display your creativity!



For more abstract presentations of learning, such as a musical composition, dance, or an art piece, an additional verbal or written explanation shall accompany the product you chose to create to explain how different criteria elements are represented.

Cadets may participate in a practice session for the presentation with the corps / squadron Advanced Leadership Program Course Officer, Training Officer, or peers to get feedback on the quality of their presentation.

The suggested length for the presentation portion is between 5 and 10 minutes.



Check the *Advanced Leadership Program Workbook* for details on assessment of this PO.

OVERVIEW

PO 509 – Develop Instructional Skills

Description

The aim of this PO is to refine instructional skills. You are required to attend one of three Instructional Technique Professional Development (PD) sessions offered, and then self-assess your effectiveness after you applied the skills during a lesson at your corps / squadron. The schedule for when the PD sessions are happening is provided by the Area Office. The topics you can choose from are:

- monitoring instruction and peer coaching,
- instructing in a skill-development environment, or
- delivering dynamic instruction.

Assessment

You will be asked to rate yourself, on various criteria, on a scale of 1-5 where:

1. I have an interest in developing this skill but do not yet demonstrate it.
2. I am developing the skill but am not yet proficient.
3. I occasionally demonstrate the skill but not consistently.
4. I often demonstrate the skill under varied conditions, circumstances, or settings.
5. I am highly competent, performing this naturally under all kinds of conditions, circumstances, or settings.



Check the *Advanced Leadership Program Workbook* for details on assessment of this PO.

OVERVIEW

PO 513 – Attend Leadership Seminars

Description

The aim of this PO is to provide a high-quality opportunity to learn from professionals and leaders from various sectors in the community. Seminar topics are designed to enhance understanding about the Cadet Leadership Competencies. You must attend either in-person or virtually. The schedule of when, where, and who the guest speakers are for the seminars will be provided by the Area Office.

To successfully complete PO 513, you will attend three leadership seminars, selected from the following topics:

1. emotional wellness and resilience,
2. interpersonal relations,
3. credibility and influence,
4. action and initiative,
5. adaptability,
6. developing others, and
7. organizational awareness.

Seminars generally take the following format:

1. a short activity to be completed before the seminar. Examples: a pre-reading, watching a video, commenting on a poster, visiting a website, etc;
2. guest speaker presentation;
3. discussion groups; and
4. a participation log, which includes a reflection in the Participant Workbook.

Assessment



Check the *Advanced Leadership Program Workbook* for details on assessment of this PO.

OVERVIEW

The Value of Reflection as a Leadership Development Tool

Reflection is an important part of the experiential learning cycle. After we experience an event, we reflect on what we learned from participating in that event through a series of questions. Those questions help us transform our experiences into knowledge that helps us facilitate better experiences for others next time.

The ALP presents you a broad range of experiences that offer the opportunity to expand your knowledge and improve your leadership. Experiential learning is grounded in educational theory and is used in educational organizations, including school districts, colleges, and universities. By reflecting, we experience the world with a regard for how it impacts us.

Reflection is built into:

PO 503:

- self-assessment and supervisor feedback. They are forms of reflection scheduled to occur throughout your leadership appointment at the corps / squadron. They enable you to make an action plan to improve your effectiveness as a leader.
- self-assessment, peer feedback and supervisor feedback. They all contribute to the reflection process that will occur at various stages of the leadership project.

PO 507:

- goal setting. This helps adjust where you choose to develop as a leader, instructor, and mentor.
- making a personal schedule. Through brainstorming and synthesizing all the aspects of your life that require your presence and commitment over the next year.
- capstone project. It is designed to get you to use all the reflection exercises from the ALP to help you prepare your final assessment. The presentation is designed to help you analyze your experiences in the ALP, develop a leadership philosophy, and encourage you to make an action plan for how you will live up to your leadership philosophy.

PO 509: **Self-assessment.** This allows you to reflect on how well you felt you applied the instructional techniques learned in the professional development session. From your reflection, an action plan is created to improve your instructional techniques next time you try the skills during a lesson, making you a better instructor!

PO 513: **The seminars participation log.** After each seminar, reflection will allow you to make an action plan to use what you learned from the seminar in your leadership practice.

OVERVIEW

Advanced Leadership Program Workbook

The *Advanced Leadership Program Workbook* is a place for you to track your progress throughout the ALP.

All the reflection exercises are in the Participant Workbook, so that when you prepare for 507 PC Capstone Project, all of your thoughts and reflections will be in one spot. You will be able to use them as a reminder of what you have learned about leadership throughout the ALP.

An important component is the *Participant Progression Checklist*.

It contains all the required components to complete the ALP, including:



- Lessons and training requirements
- Practical activities
- Scheduled reflections
- Assessments
- Capstone project

Take the remaining time at this station to flip through the Workbook and ponder the following:

- What questions do I have about the *Advanced Leadership Program Workbook*? How do I see myself using this book?



**COMMON TRAINING
ADVANCED LEADERSHIP PROGRAM
INSTRUCTIONAL GUIDE**



PO 509 – DEVELOP INSTRUCTIONAL SKILLS

WORKSHOP 1: MONITORING INSTRUCTION AND PEER COACHING

Total Time:

90 min

OBJECTIVE

The objective of this professional development session is to learn best practices for giving feedback to a peer after monitoring their instruction. Cadets in Years 3 and 4 need to receive a passing grade in PO 509 (Develop Instructional Skills) to be successful in their star level training for that year.

RESOURCES

- Presentation aids;
- Flipchart paper;
- Markers;
- Notepaper;
- Pen/pencil;
- Whiteboard, cork board, magnetic surface, etc.; and
- Tape, pins, magnets, etc. for attaching paper to the board.

PRE-SESSION INSTRUCTIONS

Review the workshop content and become familiar with the material prior to facilitating the workshop.

Photocopy:

- Attachment A, *Sample Assessment Checklist* for each cadet;
- Attachment B, *Sample Assessment Rubric* for each cadet;
- Attachment C, *Causes of Assessment Errors*, for each cadet;
- Attachment D, *Monitoring Process Activity* and cut into strips as indicated;
- Attachment E, *Monitoring Process* for each cadet;

- Attachment F, *Key Points Activity*, for every two cadets.

Gather resources and arrange the room as required.

ROOM LAYOUT

Provide the cadets with a classroom or training area suitable for group work and collaboration.

TIME

90 min

SAFETY

Nil.

SECTION 1

INTRODUCTION

Time: 5 min

The ability to monitor, assess, and provide useful feedback on instruction is a vital skill. Maintaining a universally high standard of instruction, through ensuring accurate and comprehensive communication of material and an engaging and effective approach to delivery, supports the success of corps/squadron, CTC, and other training programs.

Delivering effective feedback to instructors also supports their development and aids in expanding their capacity not only in instructional settings, but as leaders and in other parts of their lives.


SECTION 2

MONITORING INSTRUCTION

Time: 30 min

THE IMPORTANCE OF MONITORING INSTRUCTION

	Questions to the class and discussion prompts in this section may draw out required information before it is delivered in the IG text. Be prepared to refer back to class answers and augment those answers as required without repeating information already provided as an answer or discussion point.
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	<p>"By providing direction, encouragement, advice and guidance, the supervisor strives to ensure that both instructors and course members are performing to the best of their ability. Fulfillment of this supervisory role contributes to effective training and the attainment of course objectives."</p> <p>Canadian Forces Manual of Individual Training</p>
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	<p>Question to the class: What is your prior experience with monitoring instruction or being monitored as an instructor?</p> <p>Record the answers somewhere visible: flipchart sheets, etc. and keep visible during the remainder of the workshop. Discuss answers as required.</p>
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An assessor is important for the development of instructors because they provide direction, encouragement and advice while ensuring the instructors know they are working toward a common goal. To do this, assessors must be aware of the material being instructed, and methods of instruction suitable to the material and realistic for the setting.

The assessor's job is important because:

- everyone, including good instructors benefit from constructive feedback;
- some technically qualified instructors are not adequately taught how to instruct; and
- most instructors have some weaknesses and may not be aware of them.

	<p>For the purposes of this lesson, the instructor monitor is referred to as the assessor.</p>
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The overall aim of monitoring instruction is to improve instruction and learning. This is done by:

- promoting learning within the training environment;
- assessing whether learning is taking place; and
- providing opportunities for instructors to improve their instructional technique.

Promoting Learning Within the Training Environment

All training staff are responsible to ensure that the training environment promotes learning. Topics such as instructor performance, learner achievement, support and administration are monitored to ensure the training goals are met in an effective and efficient manner. An assessor plays a key role in ensuring that learning takes place by monitoring the delivery of instruction.

	<p>Question to the class: How does monitoring instructors contribute to promoting learning?</p> <p>Record answers somewhere visible: flipchart sheets, etc. and keep visible during the remainder of the workshop. Discuss answers as required.</p>
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Assessing Whether Learning is Taking Place

An assessor determines whether learning is taking place by monitoring instruction. This enables training staff to:

- ensure the content and emphasis of the material is in accordance with the intent of the Qualification Standard and Plan (QSP); and
- confirm the adequacy and appropriate use of instructional materials and training aids as directed in the QSP and Instructional Guide (IG) as required.
- determine whether the class and instructor are motivated to engage with the material being covered.

Providing Opportunities for Instructors to Improve Their Instructional Technique

Monitoring instruction improves both instruction and learning. Instructors should be provided with opportunities to improve their instructional technique. Assessors are responsible for identifying areas for development in instructional staff.

To develop instructional staff, assessors must monitor the instructional staff in the classroom or other training areas to provide feedback, recognize and reinforce effective performance and identify and correct any problems before they become serious and jeopardize learning.

The development of instructional skills can take place only when the instructional staff have the opportunity to instruct under supervision and receive feedback on their performance. Monitoring and feedback must focus on instructional staff development and improvement and be based on mutual respect between the instructional staff and the assessor.

A monitoring and feedback program based on mutual respect can be fostered when:

- the instructor and assessor agree on the specific skills and practices that characterize effective instruction;
- the assessor frequently monitors lessons to verify that the instructor uses the skills/practices and meets to discuss them afterwards (feedback);
- the instructor and the assessor agree on areas for improvement; and
- the instructor and the assessor develop a specific plan for improvement together.

	Review question to class: the aim of monitoring instruction is to improve instruction and learning. How is this done?
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TYPES OF MONITORING

	Question to class: what sorts of instructor monitoring have they seen or been involved with, as assessor, instructor, or trainee? Record answers somewhere visible: flipchart sheets, etc. and keep visible during the remainder of the workshop. Discuss answers as required.
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There are three types of monitoring commonly used to assess instruction. They are:

- formal monitoring,
- informal monitoring, and
- spot checks.

Formal Monitoring

In formal monitoring, the assessor spends a considerable period of time observing an instructor's

techniques. This is the most important kind of assessment because it allows the assessor to determine the instructors strengths and areas that need improvement. This type of monitoring is where the assessor can make the biggest impact on an instructor's development. It should be done at least once a year for every instructor and more frequently for new or weak instructors.

Informal Monitoring

Informal monitoring is a shorter process than formal monitoring. In this method, an assessor ensures the quality of teaching procedures and managerial aspects of an instructor's classroom and training activities. This type of monitoring is useful for checking the progress of individuals who have already received a formal evaluation and determining if further formal evaluation is required.

Spot Checks

Spot checks are an even shorter process than informal monitoring. This type of assessment gives the assessor a general overview of an instructor's abilities. It allows them to verify the methods of instruction being employed and that the principles of instruction are being applied. Spot checks apprise the assessor of the general situation and indicate to the instructor that they are interested in their work. The corrective measures taken from spot checks will probably be limited to cases where poor instructional situations are repeatedly evident. However, this type of monitoring is useful for keeping instructors continually prepared, as they will never know when the assessor may be around to conduct a spot check.

	<p>Question to class: what are the three types of monitoring?</p> <p>Follow up: what are the pros and cons of each?</p>
--	---

ASSESSMENT

There are several techniques an assessor may use. Each technique has advantages and disadvantages that give them a better fit for certain types of evaluation. The three techniques are: assessment by scale, assessment by rating, and assessment by rubric.

Assessment by Scale

An assessment by scale uses a series of numbers to represent a level of achievement. This technique is quick to use but does not adequately define what each number means. It is common for higher numbers to represent more proficiency; lower numbers represent less proficiency.

Criteria	Rating				
Tie a Figure 8 knot.	1	2	3	4	5

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

Figure 1 Example of Assessment by Scale

Assessment by Rating

An assessment by rating uses a series of words to represent a level of achievement. This

technique is almost as quick to use as assessment by scale, but it defines the level of achievement more clearly. This technique is used often in the Cadet Program.

Criteria	Rating			
Adopt the prone position.	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded the Standard

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

Figure 2 Example of Assessment by Rating


Assessment by Rubric

An assessment rubric is the final commonly used assessment technique. It uses a set of word pictures to represent a level of achievement. Rubrics are specific to a task and describe levels of performance for individual criteria needed to complete that task. This gives an assessor a clearer understanding of what is required to attain a specific score. This form of assessment takes longer than scales or ratings, but clearly defines levels of achievement and breaks down a performance into smaller, more assessable, pieces.

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Lesson Preparation				
Lesson plan	<ul style="list-style-type: none"> The lesson plan was not submitted, or It had insufficient detail to deliver a full period of instruction, or It was not developed IAW the QSP. 	The lesson plan was disorganized / hard to follow or was incomplete or included few details of how TPs are to be presented.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete and accurate.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete, accurate and detailed enough for another instructor to follow and implement without difficulty.

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.


Figure 3 Example of Assessment by Rubric

	The above example of assessment of rubric only uses one criterion. This is not typical when using a rubric; more often, the rubric has a series of criteria, each one using a separate row to define performance.
---	---

	Question to class: what are the three types of assessment usually used to assess instructors?
--	---

	Question to class: why would assessment by rating be chosen over assessment by rubric?
--	--

	<p>Distribute Attachments A and B to the class. Ask them to read both, advising them to note any questions, uncertain points, or comments.</p> <p>Discuss these comments.</p>
--	---

	<p>Note that these are sample documents, and corps/squadron, CTC, and specialist or external organization training settings may use other tools for assessing or monitoring instruction.</p>
---	--

Assessor variations

It is rare for two assessors to have the same result when assessing a performance (e.g., one assessor might describe the performance as excellent and the other describes the performance as good). This difference in assessment can be related to many factors.

SUGGESTED ACTIVITY

OBJECTIVE

To brainstorm assessment difficulties.

RESOURCES

Notepaper and pen/pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Ask the cadets to note down as many answers as possible to the following question: what factors might cause variations between assessors?
2. After a sufficient pause, ask for answers. Expected answers include:
 - one assessor having a better understanding of the topic being assessed;
 - one assessor being more familiar with the individual being assessed;
 - one assessor being less focused during the assessment;
 - one assessor allowing their emotions to affect their assessment; or
 - one assessor being more experienced at assessing.
3. Discuss any gaps or additional answers as suitable.

SAFETY

NIL.

	Distribute Attachment C, <i>Causes of Assessment Errors</i> .
--	---

	Briefly review the list of errors before the activity.
--	--

Causes of Assessment Error

Assessment errors occur for a variety of reasons. Some errors can be caused by the design of the assessment, some occur only with certain groups of assessors, and some with individual assessors. The following are examples of common assessment errors:

- **Error of central tendency.** Many assessors hesitate to assess either extremely high or extremely low. They tend to group their ratings close to the centre of the scale. If an error of central tendency is taking place, true ability is not reflected on the monitoring form. Therefore, the rating is of little use.
- **Error of standards.** Some assessors tend to overrate or underrate everyone, as compared to the assessments of other assessors. They do this because of the difference in the standard they expect to see.
- **Error of narrow criterion.** New assessors may use a narrow representation as the entire range of proficiency. If they have three superior instructors, they begin to assess others lower because they cannot perform quite as well.
- **Logical error.** An assessor who has made a logical error allows the performance on one item to influence the assessing of another item. An alert assessor should assess each item separately and objectively.
- **Error of familiarity.** When an assessor is with their instructors every day for a prolonged period, they can lose their assessing objectivity. They become accustomed to some of the instructors' common weaknesses and overlook them as errors. Stepping back and getting a new perspective helps to avoid this type of error.
- **Error of halo.** Many assessors tend to assess after being influenced by their general impression of the individual. An assessor must detach personal feelings about an instructor from the task being assessed. For example, an assessor evaluates an instructor as high during a flight safety period because they speak well in a social environment; a quality which has nothing to do with flying an aircraft.
- **Error of delayed grading.** If assessment occurs long from the actual performance, the information about the performance to be forgotten. If this happens, the assessor often goes to the central-type rating due to lack of information to justify extreme ratings.

SUGGESTED ACTIVITY

OBJECTIVE

To explore how to avoid common errors in assessment.

RESOURCES

- Attachment C, *Causes of Assessment Errors*

ACTIVITY LAYOUT

Arrange the class in groups (ideally seven; one per cause of error).

ACTIVITY INSTRUCTIONS

1. Assign each group a cause of error; adjust as required for class size, including assigning multiple causes or duplicating assignments.
2. Ask each group to come up with as many ways to fix or address their assigned cause(s) of error in five minutes.
3. Have each group present their results. Discuss as required.

SAFETY

Nil.

SECTION 3

THE PROCESS OF MONITORING INSTRUCTION

Time: 30 min

The process of monitoring instruction may be broken down into three stages:

1. preparing for a monitoring session;
2. monitoring a period of instruction; and
3. debriefing the instructor.

SUGGESTED ACTIVITY

OBJECTIVE

In this activity, cadets will become familiar with the process for monitoring instruction, including assessor preparation, monitoring a lesson, and conducting a debrief.

RESOURCES

- Attachment D, *Monitoring Process Activity*, cut up on the dotted lines.
- A whiteboard, cork board, magnetic surface, etc. or equivalent virtual tool with collection points labelled PREPARATION, MONITOR, and DEBRIEF.
- Tape, pins, magnets, etc. for attaching pieces of Attachment D to the surface.


ACTIVITY LAYOUT

Classroom space suitable to moving around.

ACTIVITY INSTRUCTIONS

Note: Adjust these instructions as required based on class size.

1. In three groups, have the cadets attach the Attachment D strips under the appropriate headings in, where relevant, appropriate order.
2. Confirm correct sorting, clarify as required, and discuss any points of contention, referring to the background information below if required.

	It is important to limit the number of areas of improvement to two or three. If an instructor is given too many items to consider, they become overwhelmed. Identify two or three key points upon which the instructor to focus improvement.
---	--

3. On conclusion of the activity, distribute Attachment E, *Monitoring Process* for cadets' future reference.

SAFETY

Nil.

BACKGROUND INFORMATION

	This material is for reference to support instruction, not to be delivered to the class.
--	--

PREPARING FOR A MONITORING SESSION

When preparing to monitor an instructor, an assessor must:

- **Advise the instructor.** Advise the instructor well in advance that the lesson will be monitored and remind them that the purpose of monitoring a lesson is to give feedback to improve instructional skills.
- **Review the lesson.** Review the lesson specification and determine how the lesson fits into the overall program by examining the lessons that precede and follow it. Consider different approaches to delivering the lesson based on the teaching points, ratio of theory to practical and amount of training activity required.

Review and Prepare the Assessment Tools.

Prepare the appropriate assessment tools, by filling in the:

- instructor's name,
- assessor's name,
- date,
- PO / EO,
- time allotted,

- any test details.

MONITOR A PERIOD OF INSTRUCTION

Monitoring a period of instruction can be broken down into three parts: before the lesson; during the lesson; and after the lesson.

Before the Lesson

- Greet the instructor and request a copy of their lesson plan.
- Reassure the instructor that the purpose of monitoring is to help the instructor develop their abilities and discuss any questions or concerns.
- If possible, choose an observation point that is not in the direct line of sight of the learners or the instructor.
- Verify that the training area has been appropriately arranged and training aids are available and in position.

During the Lesson

Observe the instructor's actions and learners' response during the lesson. Use the assessment tools to help record behaviours. Focus on observable behaviours. Take descriptive notes and cite specific examples.

The assessment tools allow the assessor to assess that:

- the lesson plans are prepared and complete;
- the training environment, including the layout of the training area and the orientation board, is appropriately prepared;
- the instructor uses appropriate instructional techniques and principles of instruction;
- the instructor's ability to accommodate different learning styles in their lesson; and
- the visual / training aids employed are unobstructed and easily viewed, relevant to the subject matter and allow for easy transition throughout the lesson.

Do not interfere with the lesson unless there is an emergency or safety violation.

After the Lesson

Complete the assessment tools.

Review the results of the assessment tools and identify items of the lesson that went well, and items of the lessons upon which the instructor needs to improve.

DEBRIEFING THE INSTRUCTOR

Debriefing sessions are used to let the instructor know of the strengths and weaknesses showed during the delivery of a lesson and develops a specific plan on how to overcome them. It is important that the assessor prepares a comfortable and relaxed atmosphere in the debriefing area by:

- selecting a site for the debriefing area that is:
- confidential and out of the hearing range of others; and
- away from any potential distractions and interruptions;
- arranging furniture in an informal manner (e.g., not having a desk separate the assessor

and the instructor); and

- removing any physical barriers to the conversation (e.g., other furniture, lamps, boxes).

Before meeting the instructor, the assessor must take time to plan the debriefing session. When planning the session, the assessor should:

- review the notes taken during the lesson;
- list the instructor's strengths during the lesson and how they contributed to achieving the instructional objective; and
- list areas of improvement in the instructor's performance and how they detracted from the achievements of goals.

To ensure the efficiency and progression of the debriefing sessions, the assessor should:

- welcome the instructor and put them at ease. Many instructors will be tense: assessors are to make every effort to ease this tension;
- explain that the purpose of the session is to provide feedback which helps to improve their performance in the classroom;
- employ active listening skills during the debriefing session. This also includes watching the instructor's body language; and
- discuss the instructor's performance, to include:
 - asking questions that lead the instructor and encourage them to discuss their lesson;
 - asking the instructor to analyze their performance by identifying their strengths and areas for improvement;
 - responding to the instructor's self-evaluation and confirm areas identified as applicable;
 - identifying the strengths and areas for improvement if no areas are identified by the instructor (or if important areas are missed);
 - highlighting the effective areas of the instructor's performance and how this contributed to the achievement of the instructional objectives;
 - assisting the instructor to develop a plan to improve their instructional abilities;
 - having the instructor accept responsibility for the plan and commit to improve; and
 - offering further assistance if appropriate (e.g., coaching in a particular area); and
- conclude the session by having the instructor summarize what was discussed and re-motivate the instructor. It is important to allow the instructor to review the assessment tools.

	Quick review question: what are the three stages to monitoring instruction?
--	---

	Quick review question: when giving a debriefing, how many items should you focus on? Why?
--	---

SECTION 4**PEER COACHING**Time: 20 min

When monitoring instruction, you might find yourself working with peers, as well as junior instructors. Peer coaching techniques and concepts are valuable for all feedback settings, but especially so when working with peers of the assessor.

The concepts and approaches in this section draw on DND course material created to support job-based coaching and may vary from cadets' experiences or training with National Coaching Certification Program or other sports-related coaching structures.

Objectives of Coaching

The broad objectives of coaching in this context are:

- A coach uses questions and feedback to facilitate the other person's thinking and practical learning.
- Coaching empowers and enables the recipient by developing specific competencies.
- Coaching addresses both immediate and longer-term performance.
- Coaching requires the recipient's ongoing commitment and engagement.

Elements of the Coaching Process

Plan for Coaching. In this phase the coach assesses their own current competencies and goals for offering coaching. The coach will need to consider scheduling for any ongoing coaching sessions and review the recipient's background.

Initiate Coaching Relationship. The recipient and coach will verify the appropriateness of the coaching and clarify the expected duration, schedule for any future meetings or assessment and other necessary commitments.

Conduct Coaching Conversations Building Relationships/Exploring Possibilities/Taking Actions. The coaching interaction will be ongoing and may transition from one type of engagement to another. The coaching goal will be identified and reviewed on a regular basis.

Check Progress. An ongoing validation of the recipient's progress will take place throughout the coaching process.

Evaluate Effectiveness. The effectiveness of the coaching conversations is evaluated throughout and at the end of the process.

Revisit Coaching Needs. It is recommended that the coaching goals be revisited with the recipient to determine whether new goal(s) need to be established. If so, then re-engage in the coaching process.

SUGGESTED ACTIVITY

OBJECTIVE

To identify the three key tasks for monitoring instruction and giving feedback.

RESOURCES

- A copy of Attachment F, *Key Tasks* for every two cadets.
- Pens/pencils.
- A means of displaying the background information given below.

ACTIVITY LAYOUT

No change to classroom layout; cadets to work with adjacent individuals.

ACTIVITY INSTRUCTIONS

1. Introduce the activity and advise the cadets that they will be working in pairs to identify key tasks for monitoring instruction and giving feedback.
2. Have the cadets consider the three key tasks for monitoring instruction and giving feedback.
3. Provide a brief pause to allow this.
4. Divide the class into pairs.
5. Distribute the *Key Tasks* attachment to each pair.
6. Ask cadets, in their pairs, to identify the three key tasks, and as many sub-tasks or processes as possible.
7. After 10 minutes, ask the pairs to present their findings to the class.
8. After the presentations, ensure that the background information provided below is covered. Discuss as required.

SAFETY

Nil.

BACKGROUND INFORMATION

	This material is for reference to support instruction, not to be delivered to the class.
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Listening

- Listen intently and actively to what is being said and seek the meaning behind it.

- Paraphrase what you hear to ensure correct understanding.
- Be aware of your reactions, assumptions, and internal dialogue while having a conversation.
- Listen for people’s goal(s), the topic or issue and encourage clarification.
- Use pausing and silence when appropriate to allow processing time.

Observing

- Focus on ensuring that observations are objective by describing only what you saw or heard.
- Be aware of your own way of working/what you tend to focus on and how that may influence observations.

Questioning

- Focus on using questions that encourage self-reflection to enhance learning/performance.
- Use a variety of questioning approaches, such as:
 - evoking possibilities / stimulating new ideas;
 - exploring feelings, attitudes, beliefs, offering support;
 - probing / challenging assumptions; and
 - clarifying / checking understanding.

SECTION 5

CONCLUSION

Time: 5 min

WHAT NEXT?

To complete the requirements for PO 509, cadets are required to apply the skills learned in this session at their corps, squadron, or elsewhere. Cadets will schedule an opportunity to monitor another instructor and complete “Self-Assessment: Monitoring Instruction and Peer Coaching” located in the 509 PC after assessing and providing feedback on a lesson.

CLOSING STATEMENT

Delivering effective feedback to instructors also supports their development and aids in expanding their capacity not only in instructional settings, but as leaders and in other parts of their lives. Acting as an instructor monitor or assessor will also provide a cadet with additional insights into their own development as an instructor.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

Department of National Defence. *Coaching for Excellence*. Retrieved March 22, 2023, from ,
dln-rad.forces.gc.ca, Defence Learning Network, Class ID:
HRCIV_COACH_301642_EN_WBT_1701

**MONITORING INSTRUCTION AND PEER COACHING
SAMPLE ASSESSMENT CHECKLIST**

Assessment (circle one)					Notes				
Communication									
Voice control	I	D	C	E					
Body language	I	D	C	E					
Questioning techniques	I	D	C						
Time Management									
Time management	I	D	C						

I = Incomplete D = Completed With Difficulty C = Completed Without Difficulty E = Exceeded Standard

Assessor's Feedback:

Overall Assessment				
Check One:	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
Overall Performance	The cadet has not achieved the performance standard by receiving an "incomplete" on more than three of the criteria listed on the assessment checklist.	The cadet has achieved the performance standard by receiving an "incomplete" on not more than three of the criteria and a minimum of "completed with difficulty" on all other criteria.	The cadet has achieved the performance standard by receiving a minimum of "completed with difficulty" on all criteria and "completed without difficulty" on 10 or more of the criteria.	The cadet has achieved the performance standard by receiving a minimum of "completed without difficulty" on all criteria listed and "exceeded standard" on 7 or more of the criteria:
Assessor's Name:			Position:	
Assessor's Signature:			Date:	

MONITORING INSTRUCTION AND PEER COACHING
SAMPLE ASSESSMENT RUBRIC

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Lesson Preparation				
Lesson Plan	The lesson plan was not submitted, it had insufficient detail to deliver a full period of instruction, or it was not developed IAW the QSP.	The lesson plan was disorganized / hard to follow or was incomplete or included few details of how TPs are to be presented.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete and accurate.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete, accurate and detailed enough for another instructor to follow and implement without difficulty.
Instructional Aids	The instructional aids were not developed, not relevant or were of poor quality.	The instructional aids were relevant, but their ease of use and effectiveness were questionable.	The instructional aids were relevant, easy to use and assisted in clarifying lesson content.	The instructional aids were relevant, easy to use and assisted in clarifying lesson content. In addition, instructional aids were creative, well thought- out and extra effort on the instructor's part was evident.
Classroom / Training Area Set- Up	Set-up of the classroom / training area was not suitable to the lesson.	Set-up of the classroom / training area was not suitable to the lesson; however, some elements were overlooked.	The classroom / training area was well set up, with due consideration given to such things as: <ul style="list-style-type: none"> • functional seating formation, • lighting, and • instructional aids were easily accessible and ready to use, and • distractions were minimized. 	Nil.
Lesson Introduction				
Review of Previous Lesson (If Applicable)	The instructor did not review the previous lesson.	The instructor stated the topic of the previous lesson.	The instructor stated the topic of the previous lesson and provided a brief summary of the content.	Nil.
Introduction of Lesson	The instructor did not provide an introduction to the lesson.	The instructor stated what will be learned but was unclear in the description of why it is important or where the knowledge / skills will be applied.	The instructor clearly described what will be learned, why it is important and where the knowledge / skills will be applied.	The instructor clearly described what will be learned, why it is important and where the knowledge / skills will be applied in a creative and engaging way.

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Lesson Body				
Method(s) of Instruction	The instructor's choice of method was not appropriate to the content or the audience.	The instructor's choice of method was appropriate, but they displayed some difficulty using the method.	The instructor's choice of method was appropriate, and they displayed no difficulty using the method.	Nil.
Learning Environment	The instructor did not ensure the physical safety of the class, and/ or the instructor made no attempt to employ stress and classroom management techniques.	The instructor ensured the physical safety of the class at all times. The instructor attempted to employ stress and classroom management techniques, however experienced difficulty using them effective and timely manner.	The instructor ensured the physical safety of the class at all times. The instructor employed stress classroom management techniques, as necessary, in an effective and timely manner.	The instructor ensured the physical safety of the class at all times. The instructor always controlled positive and negative stress and displayed excellent classroom management techniques.
Effective Use Instructional Aids	The instructor did not use instructional aids.	The instructional aids were difficult to see / use or were introduced at an ineffective time.	The instructional aids were clearly displayed and were appropriately introduced.	Nil.
Satisfaction of Learner Needs	The lesson was delivered in a way that was inappropriate for the developmental period of the audience and did not present visual, auditory or kinesthetic learning opportunities.	Some aspects of the lesson delivery were not appropriate for the developmental period of the audience. The instructor included little variety with regard to providing visual, auditory or kinesthetic learning opportunities.	The lesson satisfied the needs of the developmental period of the audience. The instructor included some variety of visual, auditory and kinesthetic learning opportunities.	The lesson satisfied the needs of the developmental period of the audience. The instructor included many visual, auditory and kinesthetic learning opportunities throughout the lesson.
Accuracy of Lesson Content	The instructor displayed limited understanding of the lesson content and was unable to provide accurate explanations, demonstrations and/or clarification.	The instructor displayed a general understanding of the lesson content but struggled with the explanation, demonstration and/ or clarification of some of the content.	The instructor displayed a sound understanding of lesson content and provided accurate explanations, demonstrations and/or clarification without difficulty.	The instructor displayed a mastery of the lesson content.
TP Confirmation	The instructor did not use questions or an activity to confirm the understanding of the TP content; and did not adjust the instruction based on audience comprehension.	The instructor used questions or an activity to confirm the understanding of the TP content, however made little effort to adjust instruction based on audience comprehension.	The instructor used questions or an activity to confirm the understanding of the TP content, and as necessary, attempted to adjust instruction based on audience comprehension.	The instructor creatively used questions or an activity to confirm the understanding at the end of each TP and easily adjusted instruction based on audience comprehension.
End of Lesson Confirmation	The knowledge or skills covered in the lesson were not confirmed using questions or an activity.	Questions or an activity was used as an end of lesson confirmation of knowledge or skills, however all teaching points were not covered.	Questions or an activity was used as an end of lesson confirmation of knowledge or skills and all teaching points were covered.	All knowledge or skills covered in the lesson were confirmed in a creative and engaging way.

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Lesson Conclusion				
Lesson Summary	The instructor did not re-state the objective of the lesson and did not summarize important points / areas for improvement.	The instructor re-stated the objectives of the lesson; however, they struggled to summarize important points / areas for improvement.	The instructor re-stated the objectives of the lesson and concisely summarized important points / areas for improvement.	Nil.
Re-Motivation	The instructor did not attempt re- motivate the cadets.	Nil.	The instructor attempted to re- motivate the cadets.	Nil.
Description of Next Lesson	The instructor did not describe the next lesson.	The instructor stated the topic of the next lesson.	The instructor stated the topic of the next lesson and provided a brief and accurate description of the lesson content.	Nil.
Communication				
Voice Control	The instructor did not speak clearly or consistently spoke to too quickly or quietly to be understood.	The instructor was understood, however struggled with the use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.	The instructor spoke clearly and made clear attempts to control pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.	The instructor spoke clearly and made excellent use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.
Body Language, Dress, and Deportment	The instructor exhibited inappropriate body language and/or poor dress and deportment.	The instructor attempted to use body language to help communicate and emphasize points and exhibited acceptable dress and deportment.	The instructor easily incorporated the use of body language to help communicate and emphasize points and exhibited acceptable dress and deportment.	The instructor easily incorporated the use of body language to help communicate and emphasize points and exhibited a high standard of dress and deportment.
Questioning Techniques	The instructor did not use any questions or apply the questions sequence (pose, pause, pounce, ponder and praise).	The instructor used appropriate types of questions but inconsistently applied the question sequence (pose, pause, pounce, ponder and praise).	The instructor used a variety of questions and consistently applied the question sequence (pose, pause, pounce, ponder and praise).	Nil.
Time Management				
Time Management	The lesson was not completed within the allotted time, with more than 5 minutes deviation.	Time planned for and/or spent on individual TPs / activities was somewhat inaccurate or insufficient however the lesson was completed within the allotted time (+ / - 5 minutes).	Time planned for and/or spent on individual TPs / activities was appropriate and the lesson was completed within the allotted time (+ / - 5 minutes).	Nil.

Score overall assessment on the Assessment Checklist as:

1. **Incomplete.** If the assessed instructor received an “incomplete” on more than three of the criteria listed on the assessment checklist;
2. **Completed With Difficulty.** If the assessed instructor received an “incomplete” on not more than three of the criteria and a minimum of “completed with difficulty” or better on all other criteria;
3. **Completed Without Difficulty.** If the assessed instructor received a minimum of “completed with difficulty” on all criteria and “completed without difficulty” or better on 10 or more of the criteria; and
4. **Exceeded Standard.** If the assessed instructor received a minimum of “completed without difficulty” on all criteria listed on the checklist and “exceeded standard” on seven or more of the criteria.

MONITORING INSTRUCTION AND PEER COACHING

CAUSES OF ASSESSMENT ERRORS

Assessment errors occur for a variety of reasons. Some errors can be caused by the design of the assessment, some occur only with certain groups of assessors, and some with individual assessors. The following are examples of common assessment errors:

- **Error of central tendency.** Many assessors hesitate to assess either extremely high or extremely low. They tend to group their ratings close to the centre of the scale. If an error of central tendency is taking place, true ability is not reflected on the monitoring form. Therefore, the rating is of little use.
- **Error of standards.** Some assessors tend to overrate or underrate everyone, as compared to the assessments of other assessors.
- **Error of narrow criterion.** New assessors may use a narrow representation as the entire range of proficiency. If they have three superior instructors, they begin to assess others lower because they cannot perform quite as well.
- **Logical error.** An assessor who has made a logical error allows the performance on one item to influence the assessing of another item.
- **Error of familiarity.** When an assessor is with their instructors every day for a prolonged period, they can lose their assessing objectivity. They become accustomed to some of the instructors' common weaknesses and overlook them as errors.
- **Error of halo.** Many assessors tend to assess after being influenced by their general impression of the individual. Halo error is so called because the assessment clusters like a halo around the assessor's general impression. For example, an assessor evaluates an instructor as high during a flight safety period because they speak well in a social environment; a quality which has nothing to do with flying an aircraft.
- **Error of delayed grading.** If assessment occurs long from the actual performance, the information about the performance to be forgotten. If this happens, the assessor often goes to the central-type rating due to lack of information to justify extreme ratings.

MONITORING INSTRUCTION AND PEER COACHING
MONITORING PROCESS ACTIVITY

PREPARING FOR A MONITORING SESSION

When preparing to monitor an instructor, an assessor must:

Advise the instructor. Advise the instructor well in advance that the lesson will be monitored and remind them that the purpose of monitoring a lesson is to give feedback to improve instructional skills.

Review the lesson. Review the lesson specification and determine how the lesson fits into the overall program by examining the lessons that precede and follow it. Consider different approaches to delivering the lesson based on the teaching points, ratio of theory to practical and amount of training activity required.

Review and prepare the assessment tools.

Prepare the appropriate assessment tools, by filling in the:

- instructor's name,
 - assessor's name,
 - date,
 - PO / EO,
 - time allotted,
 - any test details.
-

MONITOR A PERIOD OF INSTRUCTION

On the day of the lesson, the assessor will:

Before the Lesson

Greet the instructor and request a copy of their lesson plan.

Reassure the instructor that the purpose of monitoring is to help the instructor develop their abilities and discuss any questions or concerns.

If possible, choose an observation point that is not in the direct line of sight of the learners or the instructor.

Verify that the training area has been appropriately arranged and training aids are available and in position.

During the Lesson

Observe the instructor's actions and learners' response during the lesson.

Use the assessment tools to help record behaviours. Focus on observable behaviours. Take descriptive notes and cite specific examples.

Assess whether lesson plans are prepared and complete;

Assess whether the training environment, including the layout of the training area and the orientation board, is appropriately prepared;

Assess whether the instructor uses appropriate instructional techniques and principles of instruction;

Assess the instructor's ability to accommodate different learning styles in their lesson; and

Assess whether visual / training aids employed are unobstructed and easily viewed, relevant to the subject matter and allow for easy transition throughout the lesson.

Do not interfere with the lesson unless there is an emergency or safety violation.

After the Lesson

Complete the assessment tools.

Review the results of the assessment tools and identify items of the lesson that went well, and items of the lessons upon which the instructor needs to improve.

DEBRIEFING THE INSTRUCTOR

Debriefing sessions are used to let the instructor know of the strengths and weaknesses showed during the delivery of a lesson and develops a specific plan on how to overcome them.

Prepare a comfortable and relaxed atmosphere in the debriefing area by

Selecting a site for the debriefing area that is confidential and out of the hearing range of others; and away from any potential distractions and interruptions.

Arranging furniture in an informal manner (e.g., not having a desk separate the assessor and the instructor); and

Removing any physical barriers to the conversation (e.g., other furniture, lamps, boxes).

Before meeting the instructor, the assessor must take time to plan the debriefing session. When planning the session, the assessor should:

Review the notes taken during the lesson;

List the instructor's strengths during the lesson and how they contributed to achieving the instructional objective; and

List areas of improvement in the instructor's performance and how they detracted from the achievements of goals.

To ensure the efficiency and progression of the debriefing sessions, the assessor should:

Welcome the instructor and put them at ease.

Explain that the purpose of the session is to provide feedback which helps to improve their performance in the classroom;

Employ active listening skills during the debriefing session. This also includes watching the instructor's body language.

Discuss the instructor's performance, to include:

Asking questions that lead the instructor and encourage them to discuss their lesson;

Asking the instructor to analyze their performance by identifying their strengths and areas for improvement;

Responding to the instructor's self-evaluation and confirm areas identified as applicable;

Identifying the strengths and areas for improvement if no areas are identified by the instructor (or if important areas are missed);

Highlighting the effective areas of the instructor's performance and how this contributed to the achievement of the instructional objectives;

Assisting the instructor to develop a plan to improve their instructional abilities;

Having the instructor accept responsibility for the plan and commit to improve; and

Offering further assistance if appropriate (e.g., coaching in a particular area); and

Conclude the session by having the instructor summarize what was discussed and re-motivate the instructor. It is important to allow the instructor to review the assessment tools.

MONITORING INSTRUCTION AND PEER COACHING

MONITORING PROCESS

PREPARING FOR A MONITORING SESSION

When preparing to monitor an instructor, an assessor must:

- **Advise the instructor.** Advise the instructor well in advance that the lesson will be monitored and remind them that the purpose of monitoring a lesson is to give feedback to improve instructional skills.
- **Review the lesson.** Review the lesson specification and determine how the lesson fits into the overall program by examining the lessons that precede and follow it. Consider different approaches to delivering the lesson based on the teaching points, ratio of theory to practical and amount of training activity required.

Review and prepare the assessment tools.

Prepare the appropriate assessment tools, by filling in the:

- instructor's name,
- assessor's name,
- date,
- PO / EO,
- time allotted, and
- any test details.

MONITOR A PERIOD OF INSTRUCTION

Monitoring a period of instruction can be broken down into three parts: before the lesson; during the lesson; and after the lesson.

Before the Lesson

- Greet the instructor and request a copy of their lesson plan.
- Reassure the instructor that the purpose of monitoring is to help the instructor develop their abilities and discuss any questions or concerns.
- If possible, choose an observation point that is not in the direct line of sight of the learners or the instructor.
- Verify that the training area has been appropriately arranged and training aids are available and in position.

During the Lesson

Observe the instructor's actions and learners' response during the lesson.

Use the assessment tools to help record behaviours. Focus on observable behaviours. Take descriptive notes and cite specific examples. The assessment tools allow the assessor to assess that:

the lesson plans are prepared and complete;

the training environment, including the layout of the training area and the orientation board, is appropriately prepared;

the instructor uses appropriate instructional techniques and principles of instruction;
the instructor's ability to accommodate different learning styles in their lesson; and
the visual / training aids employed are unobstructed and easily viewed, relevant to the subject matter and allow for easy transition throughout the lesson.

Do not interfere with the lesson unless there is an emergency or safety violation.

After the Lesson

Complete the assessment tools.

Review the results of the assessment tools and identify items of the lesson that went well, and items of the lessons upon which the instructor needs to improve.

DEBRIEFING THE INSTRUCTOR

Debriefing sessions are used to let the instructor know of the strengths and weaknesses showed during the delivery of a lesson and develops a specific plan on how to overcome them.

It is important that the assessor prepares a comfortable and relaxed atmosphere in the debriefing area by:

- selecting a site for the debriefing area that is:
 - confidential and out of the hearing range of others; and
 - away from any potential distractions and interruptions;
- arranging furniture in an informal manner (e.g., not having a desk separate the assessor and the instructor); and
- removing any physical barriers to the conversation (e.g., other furniture, lamps, boxes).

Before meeting the instructor, the assessor must take time to plan the debriefing session. When planning the session, the assessor should:

- review the notes taken during the lesson;
- list the instructor's strengths during the lesson and how they contributed to achieving the instructional objective; and
- list areas of improvement in the instructor's performance and how they detracted from the achievements of goals.

To ensure the efficiency and progression of the debriefing sessions, the assessor should:

- welcome the instructor and put them at ease. Many instructors will be tense: assessors are to make every effort to dispel this tension;
- explain that the purpose of the session is to provide feedback which helps to improve their performance in the classroom;
- employ active listening skills during the debriefing session. This also includes watching the instructor's body language; and
- discuss the instructor's performance, to include:
 - asking questions that lead the instructor and encourage them to discuss their lesson;
 - asking the instructor to analyze their performance by identifying their

- strengths and areas for improvement;
- responding to the instructor's self-evaluation and confirm areas identified as applicable;
- identifying the strengths and areas for improvement if no areas are identified by the instructor (or if important areas are missed);
- highlighting the effective areas of the instructor's performance and how this contributed to the achievement of the instructional objectives;
- assisting the instructor to develop a plan to improve their instructional abilities;
- having the instructor accept responsibility for the plan and commit to improve; and
- offering further assistance if appropriate (e.g., coaching in a particular area); and
- conclude the session by having the instructor summarize what was discussed and re-motivate the instructor. It is important to allow the instructor to review the assessment tools.



It is important to limit the number of areas of improvement to two or three. If an instructor is given too many items to consider, they become overwhelmed. Identify two or three key points upon which the instructor to focus improvement.



**COMMON TRAINING
ADVANCED LEADERSHIP PROGRAM
INSTRUCTIONAL GUIDE**



**PO 509 – DEVELOP INSTRUCTIONAL SKILLS
WORKSHOP 2: INSTRUCTING FOR SKILL DEVELOPMENT**

Total Time:

90 min

OBJECTIVE

The objective of this professional development session is to build on skills for instructional technique. Instructing for skill development will focus on specialized training that occurs in addition to the phase / star program.

RESOURCES

- Flipchart paper
- Index cards
- Pens/markers/pencils etc.

PRE-SESSION INSTRUCTIONS

Review the workshop content and become familiar with the material prior to facilitating the workshop.

Gather resources and arrange the room as required.

ROOM LAYOUT

Provide the cadets with a classroom or training area suitable for group work and collaboration.

TIME

90 min

SAFETY

Nil.

SECTION 1

INTRODUCTION

Time: 5 min

This professional development session focuses on instructing activities that cadets choose to specialize in. These are optional activities that occur outside of phase/star training and often provide motivation and rewards for cadets to participate in the cadet program. Cadets are

motivated to attend optional training activities when they are provided with challenges that are achievable and provide a sense of accomplishment.

These include marksmanship, biathlon, first aid in a team setting, drill, and similar activities.

Instruction for skill development looks at longer term development of cadets and the need to the shift from instruction to coaching as cadets move through stages of development. For this session, instruction and coaching are defined as:

Instruction. Instruction is how we provide new information. During instruction, the instructor is highly involved in the execution of skills and leads cadets through activities.

Coaching. Coaching includes the process of repeatedly applying a skill in a variety of activities and drills to move a cadet through the stages of skill development. The instructor adjusts variables within activities to reduce or increase the challenge experienced and the number of decisions made by the cadet while performing the skill.

SECTION 2

STAGES OF SKILL DEVELOPMENT

Time: 15 min

Understanding how skills develop can help instructors to plan meaningful lessons and activities that provide the right balance of support and challenge for cadets to achieve a sense of accomplishment. This section will introduce the Dreyfus Model of Skill Acquisition, which breaks skill development into five stages:

- Novice,
- Advanced Beginner,
- Competent,
- Proficient,
- Expert.

Novice. The novice stage is where cadets have first contact with a new skill. They have no prior experience or context to guide their actions and are relying on the instructor to guide them through rules and instructions to perform the skill. A controlled environment with completely safe conditions is important at this stage.

Advanced Beginner. At the advanced beginner stage, the rules and instructions learned begin to make sense in different scenarios. Cadets can execute the steps of the skill in the correct order, but they must think about what they are doing during the execution. For this reason, it is important to keep the environmental conditions as stable, easy, and safe as possible. Learners must repeat the skill often. The focus should be on proper execution rather than speed.

Competent. Cadets reach the competent stage when they can execute the skill consistently under easy and stable conditions. They may become overwhelmed with the amount of relevant information they have been given but are able to organize rules and tasks related to the skill to achieve their goals. Focus of training should be on repetition of the skill under a variety of conditions.

Proficient. Proficiency is reached when cadets can execute the skill consistently under a variety of conditions. They'll continue to fall back on established rules and instructions as needed but

performance of the skill becomes automated, which allows for more focus on the environment and ability to adjust what they are doing while executing the skill. Training at this stage should focus on developing solutions to problems encountered on their own.

Expert. At the expert stage cadets can see what needs to be done and react without having to consciously think about what they are doing. Skills are executed perfectly in the most complex and demanding situations and cadets can come up with creative solutions when required to achieve their goals. Continued training should focus on generating new and unfamiliar situations.

SUGGESTED ACTIVITY

OBJECTIVE

Discuss what each stage of skill development may look like for the skill of knot tying.

RESOURCES

Nil.

ACTIVITY LAYOUT

Classroom Setting

ACTIVITY INSTRUCTIONS

Conduct a discussion where cadets brainstorm what the stages of skill progression for knot tying may look like.

Expected Answers:

1. **Novice.** The instructor demonstrates individual steps and has cadets tie the knot with them.
2. **Advanced Beginner.** The instructor talks cadets through tying each knot and corrects as needed.
3. **Competent.** Cadets can tie a knot when they are asked to.
4. **Proficient.** Cadets can identify what knot to tie when they are given the purpose that it is used for.
5. **Expert.** The cadet can problem solve and determine what knot to use based only on the situation.

SAFETY

Nil.

SECTION 3**PREPARING FOR A TRAINING SESSION**

Time: 30 min

When developing lessons for skill development it is important to consider how to accommodate individual cadets and monitor how they are progressing through the stages of skill development. When developing lesson plans for skill development the following points should be considered:

1. Experience of the cadets participating in the activity. To identify experience the following steps can be taken:
 - a. Check for previous training records to review,
 - b. Ask corps / squadron staff for participation records, and
 - c. Check with participants when they arrive.
2. What are the conditions of the training environment, to include:
 - a. Environmental safety concerns, and
 - b. Resources and equipment available to aid instruction.

3. What is the goal of the training session?

Every training session should have a specific skill that is being worked on to ensure that cadets leave with a sense of accomplishment. For example, the activity of knot tying can be broken down into smaller skills to create achievable goals. One training session may be devoted to increasing the skill level for a specific knot or set of knots. At the novice level a goal may be to tie a reef knot while at the proficient level a goal may be to increase speed when identifying and tying knots.

4. What activities will be conducted to achieve the goal? To include:
 - a. Developing a progression for activities to increase challenge and maintain interest,
 - b. Balancing repetition or drill-based activities with game-play activities, and
 - c. Identifying how to transition between activities.
5. How can activities be modified or adjusted to accommodate the individual progression of cadets?

The concept of scaffolding as a teaching method may be discussed here. Scaffolding refers to providing individualized support to simplify a task, making it more achievable. Scaffolds may include providing models, cues, prompts, hints, or partial solutions with the goal that they will be removed as the learner's skill level increases, and they can perform the task on their own.

6. What are the key evaluation points that the instructor will be watching for during the lesson?

Cadets should be informed of the key points or standard for the skill being developed at the beginning of the training session.

SUGGESTED ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets brainstorm and share training activities that meet the needs for instructing for skill development.

RESOURCES

- Index cards
- Pens/markers/pencils etc.

ACTIVITY LAYOUT

Setting suitable for forming groups.

ACTIVITY INSTRUCTIONS

1. Provide each cadet with two index cards and have them write an activity they are interested in on each card (i.e., Band, Biathlon, Marksmanship, Mountain Biking, Sailing, Expedition, Gliding).
2. Form groups of 3-6 by having cadets walk around and form groups with cadets who have the same or similar activity on one of their cards.
3. Provide flipchart paper and markers to each group.
4. Provide the following scenario, have cadets identify a goal for a training session and brainstorm activities that they could run.

Scenario: The head instructor has asked you to plan a Saturday morning training session for the beginner group at your training weekend. This includes cadets who have participated in one or two previous training sessions.

5. Have the cadets discuss the following questions within their group:
 - a. What stage of skill development do you expect most of the group to be at?
 - b. Where can you find information to help you prepare activities that are best for the current skill level of your group?
 - c. How can the activities that you planned be adjusted to accommodate different skill levels?
6. Have each group give a short presentation on the activities that they brainstormed.

SAFETY

Nil.

SECTION 4**DURING A TRAINING SESSION**

Time: 20 min

	Have this information posted or visible to groups for the activity below.
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When conducting a training session, coaches must keep the following points in mind:

- Be punctual and arrive prepared for all activities.
- Check the training environment for safety concerns prior to the arrival of the participants.
- Modify activities as required to meet the needs and skill level of individuals.
- Identify teachable moments and used them to develop the skills of participants.
- Position themselves to best observe key points identified for the session.
- Create opportunities to interact with all participants.
- Make descriptive notes with specific examples for the debrief session.

SUGGESTED ACTIVITY**OBJECTIVE**

The objective of this activity is to have the cadets engage with key points for conducting a training session.

RESOURCES

Flipchart paper and markers or equivalent.

ACTIVITY LAYOUT

Space suitable for three to five groups.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into three to five groups.
2. Provide flipchart paper and markers to each group.
3. The groups will have seven minutes to briefly identify why each of the seven points given above is important and provide an example from a group member of how either:
 - a. they have addressed the point in a training/skill-development setting; or
 - b. how they have seen the point addressed/achieved, preferably in a skill-development setting.

4. Have each group present two to three points of the seven given above, including why each is important and their example.
5. Discuss and reinforce key points as required.

SAFETY

Nil.

SECTION 6

CONDUCTING A DEBRIEF

Time: 15 min

SUGGESTED ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets identify key points to be aware of when debriefing.

RESOURCES

Flipchart paper and markers or equivalent tools.

ACTIVITY LAYOUT

Space suitable for three to five groups.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into the same groups as for Section 4.
2. Provide flipchart paper and markers to each group.
3. Have each group identify at least four points they think a coach should be mindful of when preparing for or conducting a debrief.
4. Have each group work for five minutes.
5. Have each group present their results to the class. Discuss and review as appropriate. Highlight the following as vital:
 - a. Come prepared to the debrief with key discussion points identified and having reviewed any notes.
 - b. Maintain a relaxed environment that encourages discussion.
 - c. Use an appropriate method that allows all participants to reflect on their experience and share what they learned.
 - d. Set new group goals so that participants can come prepared to the next session.

SAFETY

Nil.

SECTION 6

CONCLUSION

Time: 5 min

WHAT NEXT?

To complete the requirements for PO 509, cadets are required to apply the skills learned in this session at their corps, squadron, or elsewhere.

METHOD OF EVALUATION

Cadets will plan and conduct a training session for skill development and complete “Self-Assessment: Instructing for Skill Development” located in the 509 PC afterward.

CLOSING STATEMENT

Instruction for skill development looks at longer term development of cadets and the need to the shift from instruction to coaching as cadets move through stages of development. These skills will be of special relevance when leading corps teams and are also of value when leading corps/squadron departments, training site staff, and other longer-term development roles.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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COMMON TRAINING
ADVANCED LEADERSHIP PROGRAM
INSTRUCTIONAL GUIDE
PO 509 – DEVELOP INSTRUCTIONAL SKILLS
WORKSHOP 3: DYNAMIC INSTRUCTION



Total Time:

90 min

OBJECTIVE

The objective of this workshop is to develop cadets' ability to create appropriate training aids, creative lesson plans and dynamic in-class activities for use in any instructional setting.

RESOURCES

The following resources are needed for this professional development session:

- Presentation aids (e.g., whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area,
- Flip chart paper,
- Markers (various colours),
- Sticky notes,
- Scissors,
- Glue sticks,
- Straws,
- String,
- Balloons,
- Deck of cards,
- Dice,
- Construction paper (various colours),
- Clear adhesive tape,
- Adhesive putty,
- Index cards (20),
- Paper, and
- Pen / pencil.

PRE-SESSION INSTRUCTIONS

Review the workshop content and become familiar with the material prior to facilitating the workshop.

Photocopy:

- Attachment G - *Benefits of Dynamic Instruction*, and

- Lists of potential lessons from the instructor guide for Phase Three/Silver Star/Level Three PO 309.

Gather the resources and arrange the room as required.

ROOM LAYOUT

Provide the cadets with a classroom or training area suitable for group work and collaboration.

TIMINGS

90 minutes.

SAFETY

Nil.

SECTION 1

INTRODUCTION

Time: 5 min

WHAT IS DYNAMIC INSTRUCTION

The *Canadian Oxford Dictionary* defines dynamic as energetic, active.

Activities that involve and engage cadets are ones in which they manipulate information, physically and mentally. Cadets need to be moving around, working in groups, and discovering information for themselves.

To deliver a dynamic class and get cadets motivated, you must be motivated yourself. You can get cadets actively thinking and moving by being creative (thinking outside the box). Some aspects of the Cadet Program are personally interesting to the cadets, which helps compensate for this. Some lessons, however, depend more heavily on the instructors' creative ability.

Creating those activities where cadets are active, both physically and mentally, is not easy. You have to provide structure and constantly monitor and guide cadets as they work. You will not have perfect products in the beginning, and that is normal. It takes time and effort to achieve good results.

SECTION 2

BENEFITS OF DYNAMIC INSTRUCTION

Time: 30 min

SUGGESTED ACTIVITY

LOOK UNDER YOUR SEAT – YOU'RE A WINNER!

OBJECTIVE

The objective of this activity is to introduce foundational knowledge for your lesson in an interactive way.

RESOURCES

- Copies of Attachment G, Benefits of Dynamic Instruction for each cadet,
- Flash cards or printed slips of paper, and
- Tape.

ACTIVITY LAYOUT

Classroom should be set-up with one chair per cadet.

ACTIVITY INSTRUCTIONS

1. Prior to cadets arriving, tape cards with sentences of required information (see “Background Information” after this activity instruction) under random chairs. Cards may be numbered if the order that the information is read is important.
2. When the information is required for the lesson, have cadets look under their chair and retrieve any cards.
3. Yell “You’re a Winner,” read their information to the class, and:
 - a. In larger classes, each cadet with a card is to lead a group for this activity: each group is to come up with three specific techniques or approaches they’ve used, seen used, or think might accomplish the core goal on the card; or
 - b. In smaller classes, each cadet with a card carries out point a. but with the whole class, noting answers on the board or a flipchart.
4. Ask the group for other means to make this basic activity; reviewing a set of concepts; dynamic or interactive. Let them brainstorm a few creative ideas, then propose one that they will implement.
5. Distribute Attachment G, Benefits of Dynamic Instruction, for their future reference.

Note. For 3., select the option best suited to the class size and setting you are working with, or create your own application.

SAFETY

Nil.

<p>This is a simple activity that can be set-up with short notice and few resources. The goal is to demonstrate that dynamic instruction does not have to be resource intensive.</p>
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BACKGROUND INFORMATION

	This material is for reference to support instruction, not to be delivered to the class.
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Prevent disruptions. Cadets often misbehave during a lesson because of boredom. When they are bored, their minds begin to wander, and they start to wonder "What would happen if I ...". The cadets' attention is not focused on the lesson and soon little disruptions occur, which often become big disruptions. Creative lessons focus the cadets' attention on the instructional activity, keeping them too busy to become disruptive.

Engage cadets. When the instructor develops a fresh approach to a lesson, the cadets become interested in the lesson and motivated to pay attention. If the instructor conducts activities that physically and mentally involve the cadets, a transfer of power from the instructor to the cadets occurs. The cadets assume more responsibility for their own learning and the instructor becomes a guide.

Involve more cadets. In a traditional lesson, the instructor talks more than two thirds of the time, mostly giving instructions and answering questions. Less than one third of the time is spent on individual interactions with cadets in the form of praise, encouragement, specific feedback, and guiding cadets as they work with others. In creative lessons the instructor communicates less to the whole group and more with individual cadets or small groups of cadets. By using techniques such as jigsaw activities, timed pair share, or rally coach, the instructor can involve at least half of the cadets in an interaction at one time and all the cadets before the lesson is over.

Bridge the gap between watching (passive) and doing (active). Learning is an active social process and occurs best when the cadets participate with their peers and their instructor to experiment with new ideas and complete exercises. Creative lessons encourage cadets to actively participate by providing them with interactive opportunities, rather than sitting and watching or listening to the instructor.

Identify cadets' weaknesses. Continually involving cadets in interactive activities provides an observant instructor with numerous opportunities to identify who is doing well and who is having trouble. The instructor can intervene and make changes to immediately meet that need rather than wait for the lesson or a series of lessons on the one topic to be concluded and tested.

Encourage the cadets to interact with one another. Creative learning activities actively encourage social interactions between the cadets and their peers, and the cadets and their instructors. Learning is an active social process that cadets need to practice if they are to get the most out of the Cadet Program.

Pace learning. To pace learning is to challenge the cadets just beyond their present level of ability. If challenged too far, cadets give up; if challenged too little, cadets become bored. The trick is to stimulate cadets to the point of mild discomfort, forcing them to learn something new.

SECTION 3**PREPARING FOR A LESSON**Time 20 min

PURPOSE

The purpose of this section is to discuss best practices when preparing a dynamic lesson and to practice brainstorming activities for specific lessons. Cadets will brainstorm activities for a variety of teaching points selected from year one and two IGs, followed by a discussion on best practices to be prepared for lessons. Discussion for best practices should include:

- Planning early to have time to request resources,
 - Asking for support from corps staff,
 - Planning to have time to set-up activities (do you need an assistant?),
 - Planning transition time.
-

SUGGESTED ACTIVITY
GROUP BRAINSTORMING**OBJECTIVE**

The objective of this activity is to have cadets brainstorm creative activities for a variety of teaching points, to develop their familiarity and level of comfort with as many as possible.

RESOURCES

- Lists of potential lessons from the instructor guide for Phase Three/Silver Star/Level Three PO 309.
- Flipchart paper or index cards,
- Markers, and
- Tape.

ACTIVITY LAYOUT

Place TPs around the room in stations with flipchart paper or index cards and markers.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups or pairs.

Teachable Moment! After conducting an activity to form groups, take a few minutes to discuss the challenges of transitioning between activities and the importance of planning for smooth transitions.

Challenges in transitioning between activities include:

- Cadets taking an opportunity to socialize or misbehave;
- Time required if cadets need to move between physical stations or rearrange furniture; and
- Managing/setting up equipment or other resources for each activity.

Planning will mitigate these challenges, including:

- Arranging breaks and activity transitions to overlap, providing an outlet for social impulses and avoiding time loss;
- If possible, using breakout rooms, other spaces, or multiple “zones” in a classroom set up for different activities or modes of work;
- Pre-setting resources and equipment to allow as seamless a transition as possible; and
- Drawing on other staff to assist with equipment or resources while instruction is in progress.

2. Have groups move around to as many stations as they can during the allowed time. At each station they should read the suggestions of other groups and add their own idea for a creative activity to instruct the material in the TP.
3. Review the resources required to conduct some of the suggested activities and discuss best practices to be prepared for lessons.
4. Identify one activity from each TP that could be conducted with resources that are available.

For a variation of this activity, put together a toolkit of supplies that are easy to keep on-hand in a personal instruction box or at the corps / squadron. Have the groups brainstorm activities that can be done with the available supplies, including but not limited to:

- Flip chart paper,
- Markers (various colours),
- Sticky notes,
- Scissors,
- Glue sticks,
- Straws,
- String,
- Balloons,
- Deck of cards,
- Dice,
- Construction paper (various colours),
- Clear adhesive tape,
- Adhesive putty,
- Index cards (20),
- Paper, and
- Pen / pencil.

SAFETY

Nil.

SECTION 4

CONDUCTING DYNAMIC INSTRUCTION

Time: 40 min

PURPOSE

The purpose of this section is to build on current knowledge of instructional technique by identifying areas to focus on when utilizing dynamic instruction in the classroom.

Cadets will select one of the brainstormed activities from section 3 to prepare and conduct with a partner or in a group of three. Practice activities should be short, the objective is to demonstrate introducing, conducting, and concluding an in-class activity. Continue with the activity only long enough to give the group instructing an opportunity to engage with the cadets participating in the activity.

While the next group sets up, conduct a discussion on what was observed. Areas to focus discussion on include:

1. **TRANSITIONS**

Plan Transitions. Discuss the importance of planning transitions and strategies to reduce time required to form groups and start a new activity.

2. **INTRODUCTION**

Set Clear Expectations. Focus on the need to set clear behavioural expectations when conducting activities. Instructors should not be too rigid but should develop consistent procedures for beginning lessons, getting the cadets' attention, and handling disruptions and distractions.

Identify Purpose. Identifying how each activity supports the objective of the lesson will help to maintain focus in the classroom.

3. **CONDUCTING ACTIVITIES**

Lead with a positive attitude. Cadets appreciate a positive environment with a positive and enthusiastic instructor. When instructors show interest in what they are teaching, the cadets will become interested as well.

Provide feedback. The instructor's feedback should be specific and help the cadets compare their current progress to past performance rather than compare it to the performance of others. The instructor should be accurate and consistent. When they assign specific tasks to be done, the instructor should tell the cadets that they will be coming back to check on their progress.

Use encouragement. The instructor should use encouragement to boost the cadets' enthusiasm and self-esteem, being careful not to confuse encouragement with reinforcement. Encouragement makes the cadets feel better but does not improve their learning in the same way as providing specific feedback regarding a specific task. Instructors should be selective and provide encouragement when it is due to keep the cadets on track.

4. **CONCLUDING THE ACTIVITY / LESSON**

Reinforce. The conclusion should reinforce what was learned and confirm how the activities met the objectives of the lesson.

Encourage Feedback. When time allows, feedback should be encouraged to continue improving and developing more creative lessons. This can be done verbally or by creating a short questionnaire. Seeking feedback can help to ensure that activities are meeting the needs of all learners.

SUGGESTED ACTIVITY

OBJECTIVE

The objective of this activity is to demonstrate introducing, conducting, and concluding an in-class activity.

RESOURCES

Nil.

ACTIVITY LAYOUT

Space suitable for six to nine groups to work.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of six to nine to form presentation teams.
2. Assign three 10-minute TPs from the brainstorming activity to each group and divide the group so that two or three cadets are working on each TP,
3. For each TP select one of the activities brainstormed during section 3 and give 20 minutes for teams to prepare their activity, to include:
 - a. having an introduction that reviews expectations for participant behaviour and identifies the purpose of the activity;
 - b. confirming the learning being conducted in the activity relates to the TP in question;
 - c. organizing training aids and activity materials; and
 - d. assigning roles for each team member to assist during the activity.
4. Within their presentation teams, have the pairs or groups of three take turns conducting their prepared activity, with the remainder of the team as participants.
5. Allow 5 minutes after each activity for the teams to discuss what went well and what changes could make the activity even better.

Hand out the Self-Assessment for the 507 PC to aid discussion. Cadets can peer-assess the last three sections of "Introducing My Lesson", "Conducting Activities", and "Concluding My Lesson".

6. Conduct a final group discussion to confirm understanding of key points listed above.

SAFETY

Nil.

SECTION 5

CONCLUSION

Time: 5 min

WHAT NEXT?

To complete the requirements for PO 509, cadets are required to apply the skills learned in this session at their home corps or unit. Cadets will schedule an opportunity to apply dynamic

instruction and complete “Self-Assessment: Delivering Dynamic Instruction” located in the 509 PC after conducting a lesson.

CLOSING STATEMENT

There are many ways in which cadets can deliver dynamic and creative lessons. Taking time to prepare, thinking outside the box, and allowing yourself to try new and innovative things will allow any instructor to find techniques that work for them. Not all new things will work; however, by persevering you will find ways to keep cadets moving and learning.

NETWORKING

Networking is an efficient way to develop professional relationships with cadets from outside the corps / squadron. Provide cadets with five minutes to interact with each other to exchange contact information.

INSTRUCTOR NOTES / REMARKS

Nil.

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DYNAMIC INSTRUCTION

BENEFITS OF DYNAMIC INSTRUCTION

Prevent disruptions. Many times, cadets misbehave during a lesson because of boredom. When they are bored, their minds begin to wander, and they start to wonder "What would happen if I ..." The cadets' attention is not focused on the lesson and soon little disruptions occur, which often become big disruptions. Creative lessons focus the cadets' attention on the instructional activity, keeping them too busy to become disruptive.

Engage cadets. When the instructor develops a fresh approach to a lesson, the cadets become interested in the lesson and motivated to pay attention. If the instructor conducts activities that physically and mentally involve the cadets, a transfer of power from the instructor to the cadets occurs. The cadets assume more responsibility for their own learning and the instructor becomes a guide.

Involve more cadets. In a traditional lesson, the instructor talks more than two thirds of the time, mostly giving instructions and answering questions. Less than one third of the time is spent on individual interactions with cadets in the form of praise, encouragement, specific feedback, and guiding cadets as they work with others. In creative lessons the instructor communicates less to the whole group and more with individual cadets or small groups of cadets. By using techniques such as jigsaw activities, timed pair share, or rally coach, the instructor can involve at least half of the cadets in an interaction at one time and all of the cadets before the lesson is over.

Bridge the gap between watching (passive) and doing (active). Learning is an active social process and occurs best when the cadets participate with their peers and their instructor to experiment with new ideas and complete exercises. Creative lessons encourage cadets to actively participate by providing them with interactive opportunities, rather than sitting and watching or listening to the instructor.

Identify cadets' weaknesses. Continually involving cadets in interactive activities provides an observant instructor with numerous opportunities to identify who is doing well and who is experiencing difficulty. The instructor can intervene and make changes to immediately meet that need rather than wait for the lesson or a series of lessons on the one topic to be concluded and tested.

Encourage the cadets to interact with one another. Creative learning activities actively encourage social interactions between the cadets and their peers, and the cadets and their instructors. Learning is an active social process that cadets need to practice if they are to get the most out of the Cadet Program.

Pace learning. To pace learning is to challenge the cadets just beyond their present level of ability. If challenged too far, cadets give up; if challenged too little, cadets become bored. The trick is to stimulate cadets to the point of mild discomfort, forcing them to learn something new.



COMMON TRAINING
ADVANCED LEADERSHIP
INSTRUCTIONAL GUIDE



SECTION 1

PO 513 – ATTEND LEADERSHIP SEMINARS

Total Time:

60 min

SEMINAR ADMINISTRATIVE INSTRUCTIONS

Guest Speaker

Once a guest speaker has been selected, confirm their equipment, technology, or mobility requirements.

Facilities

Coordinate:

- Seminar facilitator(s);
- Facility with washrooms;
- Technology and equipment required by the guest speaker;
- Any equipment required for hybrid or virtual delivery, as applicable;
- Classroom supplies: flip-charts, white boards, markers, masking tape, paper, etc.; and
- Refreshments for in-person guest speaker and attendees.

Seminar Administration

- Communicate the information to cadets using the by template below by inserting the correct information.
- Consider:
 - posting to the appropriate MS Teams channel or chat
 - emailing cadets.

Who: My name is ____ and I am the facilitator of the ____ leadership seminar.

What: Leadership Seminar on [Topic] with [Guest Speaker X]. [Guest Speaker X is/does/is notable for [describe what they do in one sentence].

There are four learning components of this leadership seminar:

1. Flipped classroom: read and complete a short assignment before coming to the seminar;
2. Attend the guest speaker presentation;
3. Create meaning through discussion; and

4. Reflect on learning from the seminar.

Where: [address and name of location]. For example:

In-Person: [Address and room information]

Online: Teams Meeting Link

When: [Date] at 1830-2030hrs.

Dress: ...


- Register the cadets in Fortress.
- Gather learning materials for the seminar (flip charts, whiteboards markers, easels, etc.).
- Set up the link for the seminar as an MS Teams meeting and make it a live link on the poster below.
- Confirm availability of facility, supplies, equipment, and refreshment details at least 7 days ahead of the scheduled seminar.
- Contact the guest speaker at least 7 days ahead of the scheduled seminar to confirm attendance, details, and any needs of the guest speaker.
- Arrive early to the seminar location to get keys and an orientation to the room.
- Set-up the space as applicable for the needs of the guest speaker and discussion activities.
- Answer any inquiries.
- Set-up the room(s).
- Take attendance at seminar.
- Facilitate seminars as outlined in:
 - Annex A, *Facilitator Handout – Action and Initiative*;
 - Annex B, *Facilitator Handout – Adaptability*;
 - Annex C, *Facilitator Handout – Credibility and Influence*;
 - Annex D, *Facilitator Handout – Developing Others*;
 - Annex E, *Facilitator Handout – Emotional Wellness and Resilience*;
 - Annex F, *Facilitator Handout – Interpersonal Relations*;
 - Annex G, *Facilitator Handout – Organizational Awareness*;
- Conduct wrap-up activities as required, including securing equipment, ensuring facilities are returned in good order, and related tasks.

REFERENCES

Nil.

SEMINAR LEADER INSTRUCTIONS

Seminar Goal: Explain how initiative, decision-making, and promoting an ethical environment help you become an action-driven leader.

	<p>Seminar Leader. Individual in charge of the overall leadership seminar experience – to include communicating required pre-readings, welcoming the guest speaker, coordinating the questions and answers period, and coordinating the following group discussion(s). This person would generally be an adult member.</p> <p>Group discussion facilitator. Individual in charge of leading a group of 5 to 10 cadets through a discussion. They are required to complete a pre-reading and attend the guest speaker’s presentation. They may be a senior cadet (Year 6+, ideally having completed the ALP) or an adult member. This person will be selected because they have the agility required in leading a group discussion.</p>
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Preparation. The seminar leader must ensure that each group discussion facilitator is present during the guest speaker’s presentation and is provided with:

- Required pre-reading, as determined in TP 1 by the seminar leader;
- Attachment 2 – Tips for Facilitating a Group Discussion
- Attachment 3 – Discussion Prompts.

Teaching Point 1	Engage with Pre-reading Material
Time: 20 min	Method: Pre-Reading

1. Identify 10-20 minutes of pre-reading material, from *Attachment 1 – Suggested pre-reading Options*, that the cadets and group discussion facilitators must complete *before* attending the seminar.
2. Inform the cadets and group discussion facilitators of this task at least two weeks prior to the seminar.

Teaching Point 2	Attend a Guest Speaker Seminar
Time: 70 min	Method: Guest Speaker

Guest Speaker Presentation
Time: 45 min


1. Welcome the guest speaker when they arrive.
2. Thank them for coming.
3. Offer any refreshments.
4. Help the guest speaker set up their technology, files, microphone, notes, water, and other needs.

5. Introduce the guest speaker to the audience at the designated start time.
6. The guest speaker presents for approximately 45 minutes.

Question and Answer Session

Time: 15 min

1. When the guest speaker is finished, announce that there is now time for the cadets to ask questions to the guest speaker.
2. Facilitate the Question + Answer session for a maximum of 15 minutes.
3. Thank the guest speaker for their time and for what they taught us today about the subject.
4. Follow the appropriate protocol for thanking additional distinguished guests.

	<p><u>Break Time:</u> 10 minutes</p> <ul style="list-style-type: none"><input type="checkbox"/> Announce a 10-minute break.<input type="checkbox"/> Announce the current time and the time the cadets must be back.<input type="checkbox"/> Prepare the supplies and arrange the room(s) for the discussion activities.
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Teaching Point 3

Time: 40 min

Participate in a Discussion

Method: In-Class Activity

Prior to facilitating the discussion, refer to:

- *Attachment 2 – Tips for Facilitating a Group Discussion; and*
- *Attachment 3 – Discussion Prompts.*

1. Arrange cadets into groups of 5-10.
2. Assign a discussion facilitator to each group.
3. Explain the discussion instructions to the cadets:
 - a. Your discussion facilitator will lead your group through a guided discussion.
 - b. Throughout the discussion, consider the speaker's presentation and the pre-reading material.
 - c. Select a note taker and spokesperson for your group.
 - d. Allow twenty minutes for group discussions.

- e. After 20 minutes of discussion time, each spokesperson will share the group's top highlight to the whole seminar.
4. Invite spokespeople from each group to share their top highlight.



There may not be enough time for each group to share. This is dependent on the size of the seminar.

5. Thank the cadets for participating in the discussion.

Teaching Point 4


Time: 10 min

Reflect on a Seminar

Method: In-Class Activity





1. Direct the cadets to turn to the 513 PC pages in their Advanced Leadership Program Workbook.
2. Have the cadets fill out the information from today's seminar and write their reflections.
3. Have each cadet get their book signed by one of the seminar's supervisors before leaving the seminar.
4. Ask if any cadets are available to stay and help clean-up the seminar space before they leave.


**SUGGESTED OPTIONS FOR PRE-READINGS
ACTION AND INITIATIVE**



You may post an announcement on MS Teams in *CADET365*, to inform participants of the selected 10-20 minutes of required pre-readings.

To do so, copy / paste the applicable row(s) from the chart and the following message: **Cadets attending the Action and Initiative seminar must complete the following tasks and come to the seminar prepared to discuss it.**

Resource	Time Est.	Task – Think about the following:
Anti-Racism Poster 	10 min	You hear a guest speaker at school talk about anti-racism. At the end of the presentation they give everyone an anti-racism poster to put up in your community. You want to put up the poster at your Cadet Corps/ Squadron. How do you do this? Is putting up a poster considered action? Is putting up a poster considered leadership?
Initiative - Comic 	5 min	What does “taking initiative” mean? What does the cartoon suggest about taking initiative in an organization?
The Science of Taking Action - TED Talk 	10 min	What does Steve Garguilo have to say about what stops people from acting on their own ideas? What can you do to act on your ideas?
Youth Leadership: Changing the World Through Service - TED Talk 	11 min	How did Jean, a high school student, transform an idea into action? What did Jean’s experience teach her about managing projects and people?

<p>Doers, Dreamers, and the Differences Between Them - TED Talk</p> 	<p>14 min</p>	<p>Joshua York discusses the traits of doers and what dreamers lack. What could happen if you ask a question to get what you want?</p>
<p>Website, poster, brochure about the guest speaker's initiative</p>		<p><u>NOTE FOR SEMINAR LEADER.</u></p> <p>Search or ask for any material related to the guest speaker that will inform the cadets about the guest speaker and their initiative before the cadets attend the seminar.</p> <p>Create some thought-provoking questions about the material.</p>

TIPS FOR FACILITATING A GROUP 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. Provide reminder of remaining time when five minutes are left.
- 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.



During the guest speaker's presentation, discussion facilitators may come up with thought provoking or inspiring questions that can be included in the group discussion.

Any discussion questions arising from the presentation can be discussed with other facilitators during break.

DISCUSSION PROMPTS ACTION AND INITIATIVE



The purpose of this group discussion is to get the cadets to reflect on the readings and the speaker's presentation and think about how they can apply the lessons learned from this seminar to their own personal leadership philosophy.

The questions are meant as a guide. Allow cadets to bring up elements that stood out to them; that they wish to discuss; that were important to them, from a leadership perspective.


1. **The following are examples of questions to start off the discussion:**
 - a. What do we think action and initiative look like in an organization?
 - b. Describe the attitude and attributes of people who take action and initiation.
 - c. Does taking action make you a leader?
 - d. What difference did the guest speaker make by taking action and initiative?

2. **Ask the cadets:** How can you take the characteristics displayed by the speaker and apply them to your corps/squadron, CTC, or CAP site?

3. **Ask the cadets:** How will the readings and this seminar change your personal leadership philosophy? How so?

SEMINAR LEADER INSTRUCTIONS

Seminar Goal: Discuss how behavioural flexibility, openness to alternative points of view, and maintaining productivity during periods of uncertainty can help you to be an adaptable leader.

	<p>Seminar Leader. Individual in charge of the overall leadership seminar experience – to include communicating required pre-readings, welcoming the guest speaker, coordinating the questions and answers period, and coordinating the following group discussion(s). This person would generally be an adult member.</p> <p>Group discussion facilitator. Individual in charge of leading a group of 5 to 10 cadets through a discussion. They are required to complete a pre-reading and attend the guest speaker’s presentation. They may be a senior cadet (Year 6+, ideally having completed the ALP) or an adult member. This person will be selected because they have the agility required in leading a group discussion.</p>
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Preparation. The seminar leader must ensure that each group discussion facilitator is present during the guest speaker’s presentation is being provided with:

- Required pre-reading, as determined in TP 1 by the seminar leader;
- Attachment 2 – Tips for Facilitating a Group Discussion; and
- Attachment 3 – Discussion Prompts.

Teaching Point 1	Engage with Pre-Reading Material
Time: 30 min	Method: Pre-Reading

1. Identify 20-30 minutes of pre-reading material, from *Attachment 1 – Suggested pre-reading Options*, that the cadets and group discussion facilitators must complete *before* attending the seminar.
2. Inform the cadets and group discussion facilitators of this task at least two weeks prior to the seminar.

Teaching Point 2	Attend a Guest Speaker Seminar
Time: 70 min	Method: Guest Speaker

Guest Speaker
Time: 45 min

1. Welcome the guest speaker when they arrive.
2. Thank them for coming.
3. Offer any refreshments.

4. Help the Guest Speaker set up their technology, files, microphone, notes, water, and other needs.
5. Introduce the guest speaker to the audience at the designated start time.
6. The guest speaker presents for approximately 45 minutes.

Question and Answer Session

Time: 15 min

1. When the guest speaker is finished, announce that there is now time for the cadets to ask questions to the guest speaker.
2. Facilitate the Question + Answer session for a maximum of 15 minutes.
3. Thank the Guest Speaker for their time and for what they taught us today about the subject.
4. Follow the appropriate protocol for thanking distinguished guests.

Break Time: 10 minutes



- Announce a 10-minute break.
- Announce the current time and the time the cadets must be back.
- Prepare the supplies and arrange the room(s) for the discussion activities.

Teaching Point 3

Time: 40 min

Participate in a Discussion

Method: In-Class Activity

Prior to facilitating the discussion, refer to:

- *Attachment 2 – Tips for Facilitating a Group Discussion; and*
- *Attachment 3 – Discussion Prompts.*

1. Arrange cadets into groups of 5-10.
2. Assign a discussion facilitator to each group.
3. Explain the discussion instructions to the cadets:
 - a. Within your group, your discussion facilitator will lead you through a guided discussion.
 - b. Throughout the discussion, consider the speaker's presentation and the pre-reading material.
 - c. Select a note taker and spokesperson for your group.

- d. Allow twenty minutes for group discussions.
 - e. After 20 minutes of discussion time, each spokesperson will share the group's top highlight to the whole seminar.
4. Invite spokespeople from each group to share their top highlight.



There may not be enough time for each group to share. This is dependent on the size of the seminar.

5. Thank the cadets for participating in the discussion.


Teaching Point 4**Reflect on a Seminar**

Time: 10 min

Method: In-Class Activity




1. Direct the cadets to turn to the 513 PC pages in their Advanced Leadership Program Workbook.
2. Tell the cadets to fill out the information from today's seminar and write their reflections.
3. Have each cadet get their book signed by one of the seminar's supervisors before leaving the seminar.
4. Ask if any cadets are available to stay and help clean-up the seminar space before they leave.

**SUGGESTED OPTIONS FOR PRE-READINGS
ADAPTABILITY**



You may post an announcement on MS Teams in *CADET365*, to inform participants of the selected 20-30 minutes of required pre-readings.

To do so, copy / paste the applicable row(s) from the chart and the following message: **Cadets attending the Adaptability seminar must complete the following tasks and come to the seminar prepared to discuss it.**

Resource	Time Est.	Task – Think about the following:
<p><u>Cartoon</u></p> <p>*Mandatory: The cadets must be assigned this cartoon.</p> <p>Cartoon: Adapt to Survive</p> 	10 min	<ol style="list-style-type: none"> 1. Describe what you see. 2. Why do you think the cartoonist used a chameleon to illustrate adaptability? 3. How could the cartoon be applied to leadership?
<p><u>Cartoon</u></p> <p>Who Wants Change?</p> 	2 min	<p>Points covered:</p> <ul style="list-style-type: none"> - Critical thinking exercise about being involved in change
<p><u>TED Talk</u></p> <p>TED Talk 3 ways to measure your adaptability and how to improve it</p> 	6 min 22 seconds	<p>What three criteria does Natalie Fratto use to measure adaptability?</p> <p>How does someone’s adaptability determine the likelihood of success as a business leader?</p>
<p>Website, poster, brochure about the guest speaker’s initiative</p>		<p><u>NOTE FOR SEMINAR LEADER.</u></p> <p>Search or ask for any material related to the guest speaker that will inform the cadets</p>

		<p>about the guest speaker and their initiative before the cadets attend the seminar.</p> <p>Create some thought-provoking questions about the material.</p>
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TIPS FOR FACILITATING A GROUP 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. Provide reminder of remaining time when five minutes are left.
- 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.



During the guest speaker's presentation, discussion facilitators may come up with thought provoking or inspiring questions that can be included in the group discussion.

Any discussion questions arising from the presentation can be discussed with other facilitators during break.

DISCUSSION PROMPTS ADAPTABILITY




The purpose of this group discussion is to get the cadets to reflect on the readings and the speaker's presentation and think about how they can apply the lessons learned from this seminar to their own personal leadership philosophy.

The questions are meant as a guide. Allow cadets to bring up elements that stood out to them; that they wish to discuss; that were important to them, from a leadership perspective.

1. **The following are examples of questions to start off the discussion:**
 - a. What does “being adaptable” mean?
 - (1) Is it the same as behavioural flexibility?
 - b. How does the ability to adapt to change contribute to personal and professional success?
 - c. Can you share an example of adaptability from your personal experience, the guest speaker, or the readings?
 - d. What happens to an organization if it is not adaptable?
 - e. How can we, as leaders, create an environment of openness?
 - (1) What risks could a cadet corps/squadron face without a culture of openness?
2. **Ask the cadets:** How can you take the characteristics displayed by the speaker and apply them to your corps/squadron, CTC, or CAP site?
3. **Ask the cadets:** Will this seminar and readings will change your personal leadership philosophy? How so?

SEMINAR LEADER INSTRUCTIONS

Seminar Goal: Explain how confidence, taking responsibility, being reliable, being an inspiration, using the art of influence, and impact help you to be a credible and influential leader.

	<p>Seminar Leader. Individual in charge of the overall leadership seminar experience – to include communicating required pre-readings, welcoming the guest speaker, coordinating the questions and answers period, and coordinating the following group discussion(s). This person would generally be an adult member.</p> <p>Group discussion facilitator. Individual in charge of leading a group of 5 to 10 cadets through a discussion. They are required to complete a pre-reading and attend the guest speaker’s presentation. They may be a senior cadet (Year 6+, ideally having completed the ALP) or an adult member. This person will be selected because they have the agility required in leading a group discussion.</p>
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Preparation. The seminar leader must ensure that each group discussion facilitator is present during the guest speaker’s presentation and be provided with:

- Required pre-reading, as determined in TP 1 by the seminar leader;
- Attachment 2 – Tips for Facilitating a Group Discussion; and
- Attachment 3 – Discussion Prompts.

Teaching Point 1	Engage with Pre-Reading Material
Time: 20 min	Method: Pre-Reading

1. Identify 10-20 minutes of pre-reading material, from *Attachment 1 – Suggested pre-reading Options*, that the cadets and group discussion facilitators must complete *before* attending the seminar.
2. Inform the cadets and group discussion facilitators of this task at least two weeks prior to the seminar.

Teaching Point 2	Attend a Guest Speaker Seminar
Time: 70 min	Method: Guest Speaker

Guest Speaker
Time: 45 min

1. Welcome the guest speaker when they arrive.
2. Thank them for coming.
3. Offer any refreshments.
4. Help the guest speaker set up their technology, files, microphone, notes, water, and other needs.
5. Introduce the guest speaker to the audience at the designated start time.

6. The guest speaker presents for approximately 45 minutes.

Question and Answer Session

Time: 15 min

1. When the guest speaker is finished, announce that there is now time for the cadets to ask questions to the guest speaker.
2. Facilitate the Question + Answer session for a maximum of 15 minutes.
3. Thank the guest speaker for their time and for what they taught us today about the subject.
4. Follow the appropriate protocol for thanking distinguished guests.



Break Time: 10 minutes

- Announce a 10-minute break.
- Announce the current time and the time the cadets must be back.
- Prepare the supplies and arrange the room(s) for the discussion activities.

Teaching Point 3

Time: 40 min

Participate in a Discussion

Method: In-Class Activity

Prior to facilitating the discussion, refer to:

- *Attachment 2 – Tips for Facilitating a Group Discussion; and*
- *Attachment 3 – Discussion Prompts.*

1. Arrange cadets into groups of 5-10.
2. Assign a discussion facilitator to each group.
3. Explain the discussion instructions to the cadets:
 - a. Within your group, your discussion facilitator will lead you through a guided discussion.
 - b. Throughout the discussion, consider the speaker's presentation and the pre-reading material.
 - c. Select a note taker and spokesperson for your group.
 - d. After 20 minutes of discussion time, each spokesperson will share the group's top highlight to the whole seminar.
4. Allow twenty minutes for group discussions.

5. Invite spokespeople from each group to share their top highlight.



There may not be enough time for each group to share. This is dependent on the size of the seminar.

6. Thank the cadets for participating in the discussion.

Teaching Point 4


Time: 10 min

Reflect on a Seminar

Method: In-Class Activity



1. Direct the cadets to turn to the 513 PC pages in their Advanced Leadership Program Workbook.
2. Tell the cadets to fill out the information from today's seminar and write their reflections.
3. Have each cadet get their book signed by one of the seminar's supervisors before leaving the seminar.
4. Ask if any cadets are available to stay and help clean-up the seminar space before they leave.

**SUGGESTED OPTIONS FOR PRE-READINGS
CREDIBILITY AND INFLUENCE**



You may post an announcement on MS Teams in *CADET365*, to inform participants of the selected 10-20 minutes of required pre-readings.

To do so, copy / paste the applicable row(s) from the chart and the following message: **Cadets attending the Credibility and Influence seminar must complete the following tasks and come to the seminar prepared to discuss it.**

Resource	Time Est.	Task – Think about the following:
Credibility and Influence Comic Strip  *On Next Page	5 min	What actions do Senior Cadets Kean and Jamison demonstrate in the comic strip? Why do you think Senior Cadet Kean was not the recipient of the leadership award?
Being Young and Making an Impact - TED Talk 	13 min	How can everyday acts establish or ruin credibility? How do everyday acts influence others?
Tell the cadets to research <u>one</u> online or print article about a youth leader and read it. (i.e. Greta Thunberg, Malala Yousafazi, Rishab Jain, Haile Thomas)	20 min	a. How did the leader build the credibility that enabled them to influence people to support their cause? b. Can you identify examples of how the leader meets the sub-competencies for Credibility and Influence in the <i>Cadet Competency Dictionary</i> : <ul style="list-style-type: none"> - confidence, - responsibility, - reliability, - inspiration, - art of influence, and - impact.
Website, poster, brochure about the guest speaker’s initiative		<u>NOTE FOR SEMINAR LEADER.</u> Search or ask for any material related to the guest speaker that will inform the cadets

	<p>about the guest speaker and their initiative before the cadets attend the seminar.</p> <p>Create some thought-provoking questions about the material.</p>
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TIPS FOR FACILITATING A GROUP 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. Provide reminder of remaining time when five minutes are left.
- 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.



During the guest speaker's presentation, discussion facilitators may come up with thought provoking or inspiring questions that can be included in the group discussion.

Any discussion questions arising from the presentation can be discussed with other facilitators during break.

DISCUSSION PROMPTS CREDIBILITY AND INFLUENCE




The purpose of this group discussion is to get the cadets to reflect on the readings and the speaker's presentation and think about how they can apply the lessons learned from this seminar to their own personal leadership philosophy.

The questions are meant as a guide. Allow cadets to bring up elements that stood out to them; that they wish to discuss; that were important to them, from a leadership perspective.

1. **The following are examples of questions to start off the discussion:**
 - a. What is credibility? What is influence?
 - b. How can we establish credibility as leaders?
 - c. How does a leader's credibility impact trust, collaboration, and team cohesion?
 - d. In what ways do effective leaders influence and inspire their team members?
 - e. How can an influential and inspiring leader impact performance and morale?
2. **Ask the cadets:** How can you take the characteristics displayed by the speaker and apply them to your corps/squadron, CTC, or specialty training site?
3. **Ask the cadets:** How will this seminar and set of readings change your personal leadership philosophy? How so?

SEMINAR LEADER INSTRUCTIONS

Seminar Goal: Discuss how fostering a positive learning environment, giving performance feedback, coaching, and managing personnel help you develop leadership potential in others.

	<p>Seminar Leader. Individual in charge of the overall leadership seminar experience – to include communicating required pre-readings, welcoming the guest speaker, coordinating the questions and answers period, and coordinating the following group discussion(s). This person would generally be an adult member.</p> <p>Group discussion facilitator. Individual in charge of leading a group of 5 to 10 cadets through a discussion. They are required to complete a pre-reading and attend the guest speaker’s presentation. They may be a senior cadet (Year 6+, ideally having completed the ALP) or an adult member. This person will be selected because they have the agility required in leading a group discussion.</p>
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Preparation. The seminar leader must ensure that each group discussion facilitator is present during the guest speaker’s presentation and also being provided with:

- Required pre-reading, as determined in TP 1 by the seminar leader;
- Attachment 2 – Tips for Facilitating a Group Discussion; and
- Attachment 3 – Discussion Prompts.

Teaching Point 1	Engage with Pre-reading Material
Time: 30 min	Method: Pre-Reading

1. Identify 20-30 minutes of pre-reading material, from *Attachment 1 – Suggested pre-reading Options*, that the cadets and group discussion facilitators must complete *before* attending the seminar.
2. Inform the cadets and group discussion facilitators of this task at least two weeks prior to the seminar.

Teaching Point 2	Attend a Guest Speaker Seminar
Time: 70 min	Method: Guest Speaker

Guest Speaker Presentation

Time: 45 min

1. Welcome the guest speaker when they arrive.
2. Thank them for coming.
3. Offer any refreshments.
4. Help the guest speaker set up their technology, files, microphone, notes, water, and other needs.
5. Introduce the guest speaker to the audience at the designated start time.

6. The guest speaker presents for approximately 45 minutes.

Question and Answer Session

Time: 15 min

1. When the guest speaker is finished, announce that there is now time for the cadets to ask questions to the guest speaker.
2. Facilitate the Question + Answer session for a maximum of 15 minutes.
3. Thank the guest speaker for their time and for what they taught us today about the subject.
4. Follow the appropriate protocol for thanking additional distinguished guests.



Break Time: 10 minutes

- Announce a 10-minute break.
- Announce the current time and the time the cadets must be back.
- Prepare the supplies and arrange the room(s) for the discussion activities.

Teaching Point 3

Time: 40 min

Participate in a Discussion

Method: In-Class Activity

Prior to facilitating the discussion, refer to:

- *Attachment 2 – Tips for Facilitating a Group Discussion; and*
- *Attachment 3 – Discussion Prompts.*

1. Arrange cadets into groups of 5-10.
2. Assign a discussion facilitator to each group.
3. Explain the discussion instructions to the cadets:
 - a. Within your group, your discussion facilitator will lead you through a guided discussion.
 - b. Throughout the discussion, consider the speaker's presentation and the pre-reading material.
 - c. Select a note taker and spokesperson for your group.
 - d. After 20 minutes of discussion time, each spokesperson will share the group's top highlight to the whole seminar.

4. Allow twenty minutes for group discussions.
5. Invite spokespeople from each group to share their top highlight.



There may not be enough time for each group to share. This is dependent on the size of the seminar.

6. Thank the cadets for participating in the discussion.

Teaching Point 4**Reflect on a Seminar**

Time: 10 min

Method: In-Class Activity



1. Direct the cadets to turn to the 513 PC pages in their Advanced Leadership Program Workbook.
2. Tell the cadets to fill out the information from today's seminar and write their reflections.
3. Have each cadet get their book signed by one of the seminar's supervisors before leaving the seminar.
4. Ask if any cadets are available to stay and help clean-up the seminar space before they leave.

**SUGGESTED OPTIONS FOR PRE-READINGS
DEVELOPING OTHERS**



You may post an announcement on MS Teams in *CADET365*, to inform participants of the selected 20-30 minutes of required pre-readings.

To do so, copy / paste the applicable row(s) from the chart and the following message: **Cadets attending the Developing Others seminar must complete the following tasks and come to the seminar prepared to discuss it.**

Resource	Time Est.	Task – Think about the following:
Leadership competencies in the BC Public Service - Province of British Columbia (gov.bc.ca) 	10 min	Read the “leading people” section. How do these competencies compare to what is expected of you as a senior cadet?
Developing Employees- Cartoon 	10 min	<p>What will happen at your corps / squadron if your cadets are not developed as leaders, instructors, and mentors?</p> <p>How can <i>you</i> help your cadets develop as leaders, mentors, and instructors?</p>
<p>Team Leader Story (Attachment 4)</p> <p>Team Leader Story Answer Key (Attachment 5)</p>	30 min	<p>Read the story. Use different colour highlighters to identify examples of how Mytchell:</p> <ol style="list-style-type: none"> Fosters a positive learning environment; Gives performance feedback; Employs coaching; and Manages personnel. <p>Optional- extend your thinking: For each example you highlighted from the story, answer this: why do you think this is an example of [whatever you chose]?</p>
Website, poster, brochure about the guest speaker		<p><u>NOTE FOR SEMINAR LEADER.</u></p> <p>Search or ask for any material related to the guest speaker that will inform the cadets about</p>

		<p>the guest speaker and their initiative before the cadets attend the seminar.</p> <p>Create some thought-provoking questions about the material.</p>
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TIPS FOR FACILITATING A GROUP 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. Provide reminder of remaining time when five minutes are left.
- 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.



During the guest speaker's presentation, discussion facilitators may come up with thought provoking or inspiring questions that can be included in the group discussion.

Any discussion questions arising from the presentation can be discussed with other facilitators during break.

**DISCUSSION PROMPTS
DEVELOPING OTHERS**



The purpose of this group discussion is to get the cadets to reflect on the readings and the speaker's presentation and think about how they can apply the lessons learned from this seminar to their own personal leadership philosophy.

The questions are meant as a guide. Allow cadets to bring up elements that stood out to them; that they wish to discuss; that were important to them, from a leadership perspective.

1. **The following are examples of questions to start off the discussion:**
 - a. What does “developing others” mean?
 - b. As a leader, why is it important to develop members of your team?
 - c. What are some effective strategies for developing members of your team?
 - d. What are the potential impacts on a team when a leader does not invest in the development of their team members?
 - (1) How could this impact team performance and morale?
2. **Ask the cadets:** How can you take the characteristics displayed by the speaker and apply them to your corps/squadron, CTC, or CAP site?
3. **Ask the cadets:** Will this seminar and readings will change your personal leadership philosophy? How so?

DEVELOPING OTHERS

DEVELOPING OTHERS: TEAM LEADER STORY

Mytchell has been attending as a staff cadet Team Leader for silver star expedition weekends for the past five weekends. Mytchell keeps volunteering to be a Team Leader because they enjoy teaching expedition skills to other cadets, and they enjoy meeting up with friends they met at Expedition Team Leader course last year. Mytchell gets a new team of approximately 10 cadets every weekend, most of them with no expedition experience. Mytchell facilitates a team check-in session with every member of the team present every morning to set the individual and team goals for the day. Mytchell shares their expedition knowledge and skills with cadets to teach hard skills like how to use water filtration equipment, how to use the expedition stoves, how to pack a rucksack, setting up and tearing down tents, canoe strokes, mountain bike manoeuvres, and hiking techniques, etc.

Mytchell has learned from their experience that every cadet learns differently, and the cadets come to the expedition with different skills, goals, and experiences. Mytchell states out loud for everyone that the expedition is a safe and respectful place to learn and ask questions. Some cadets learn more on the expedition weekends than others, which means that Mytchell uses the cadets with previous experience as coaches within the team to help other cadets build their skills and confidence. Whenever the group is struggling with a skill or decision, Mytchell stops the group and uses the moment as a learning opportunity for everyone. While on the trail and at the bivouac site, Mytchell chats with each team member to learn about them. Mytchell also gives specific individual feedback and coaching to team members on their skills and performance so far on the expedition. Mytchell facilitates a team “check-out” session with everyone present at the end of every day to celebrate successes, report out on whether the goals for the day were met, share what was learned today. Mytchell facilitates a brainstorm with the team about the criteria are for being successful in the morning so the team can plan together to delegate who will do each concurrent task in the morning so the team can leave on-time. An overall individual performance feedback at the end of the expedition is given so the cadets know where they performed well, where they improved over the weekend, and what they can improve next time they participate in an expedition activity.

Mytchell works closely with their adult Team Leader to ask questions and seek guidance quickly on the expedition weekends. Mytchell has noticed their own confidence grow as they learned the expedition routes, routines, expectations, checklists, and facilitation methods.

DEVELOPING OTHERS: TEAM LEADER STORY ANSWER KEY

Answer Key

Fosters Positive Learning Environment

Evidence of Coaching

Gives Performance Feedback

Manages Personnel


Mytchell has been attending as a staff cadet Team Leader for silver star expedition weekends for the past five weekends. Mytchell keeps volunteering to be a Team Leader because they enjoy teaching expedition skills to other cadets, and they enjoy meeting up with friends they met at Expedition Team Leader course last year. Mytchell gets a new team of approximately 10 cadets every weekend, most of them with no expedition experience. Mytchell facilitates a team check-in session with every member of the team present every morning to set the individual and team goals for the day. Mytchell shares their expedition knowledge and skills with cadets to teach hard skills like how to use water filtration equipment, how to use the expedition stoves, how to pack a rucksack, setting up and tearing down tents, canoe strokes, mountain bike manoeuvres, and hiking techniques, etc.

Mytchell has learned from their experience that every cadet learns differently, and the cadets come to the expedition with different skills, goals, and experiences. Mytchell states out loud for everyone that the expedition is a safe and respectful place to learn and ask questions. Some cadets learn more on the expedition weekends than others, which means that Mytchell uses the cadets with previous experience as coaches within the team to help other cadets build their skills and confidence. Whenever the group is struggling with a skill or decision, Mytchell stops the group and uses the moment as a learning opportunity for everyone. While on the trail and at the bivouac site, Mytchell chats with each team member to learn about them. Mytchell also gives specific individual feedback and coaching to team members on their skills and performance so far on the expedition. Mytchell facilitates a team “check-out” session with everyone present at the end of every day to celebrate successes, report out on whether the goals for the day were met, share what was learned today. Mytchell facilitates a brainstorm with the team about the criteria are for being successful in the morning so the team can plan together to delegate who will do each concurrent task in the morning so the team can leave on-time. An overall individual performance feedback at the end of the expedition is given so the cadets know where they performed well, where they improved over the weekend, and what they can improve next time they participate in an expedition activity.

Mytchell works closely with their adult Team Leader to ask questions and seek guidance quickly on the expedition weekends. Mytchell has noticed their own confidence grow as they learned the expedition routes, routines, expectations, checklists, and facilitation methods.

SEMINAR LEADER INSTRUCTIONS

Seminar Goal: Discuss how performance under stress, stress management, and emotional wellness help you to be a resilient leader.

	<p>Seminar Leader. Individual in charge of the overall leadership seminar experience – to include communicating required pre-readings, welcoming the guest speaker, coordinating the questions and answers period, and coordinating the following group discussion(s). This person would generally be an adult member.</p> <p>Group discussion facilitator. Individual in charge of leading a group of 5 to 10 cadets through a discussion. They are required to complete a pre-reading and attend the guest speaker’s presentation. They may be a senior cadet (Year 6+, ideally having completed the ALP) or an adult member. This person will be selected because they have the agility required in leading a group discussion.</p>
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Preparation. The seminar leader must ensure that each group discussion facilitator is present during the guest speaker’s presentation and also being provided with:

- Required pre-reading, as determined in TP 1 by the seminar leader;
- Attachment 2 – Tips for Facilitating a Group Discussion; and
- Attachment 3 – Discussion Prompts.

Teaching Point 1	Engage with Pre-Reading Material
Time: 45 min	Method: Pre-Reading

1. Identify 15-45 minutes of pre-reading material, from *Attachment 1 – Suggested pre-reading Options*, that the cadets and group discussion facilitators must complete *before* attending the seminar.
2. Inform the cadets and group discussion facilitators of this task at least two weeks prior to the seminar.

Teaching Point 2	Attend a Guest Speaker Seminar
Time: 70 min	Method: Guest Speaker

Guest Speaker
Time: 45 min

1. Welcome the guest speaker when they arrive.
2. Thank them for coming.
3. Offer any refreshments.
4. Help the guest speaker set up their technology, files, microphone, notes, water, and other needs.

5. Introduce the guest speaker to the audience at the designated start time.
6. The guest speaker presents for approximately 45 minutes.

Question and Answer Session

Time: 15 min

1. When the guest speaker is finished, announce that there is now time for the cadets to ask questions to the guest speaker.
2. Facilitate the Question + Answer session for a maximum of 15 minutes.
3. Thank the guest speaker for their time and for what they taught us today about the subject.
4. Follow the appropriate protocol for thanking distinguished guests.



Break Time: 10 minutes

- Announce a 10-minute break.
- Announce the current time and the time the cadets must be back.
- Prepare the supplies and arrange the room(s) for the discussion activities.

Teaching Point 3

Time: 40 min

Participate in a Discussion

Method: In-Class Activity

Prior to facilitating the discussion, refer to:

- *Attachment 2 – Tips for Facilitating a Group Discussion; and*
- *Attachment 3 – Discussion Prompts.*

1. Arrange cadets into groups of 5-10.
2. Assign a discussion facilitator to each group.
3. Explain the discussion instructions to the cadets:
 - a. Within your group, your discussion facilitator will lead you through a guided discussion.
 - b. Throughout the discussion, consider the speaker's presentation and the pre-reading material.
 - c. Select a note taker and spokesperson for your group.
 - d. After 20 minutes of discussion time, each spokesperson will share the group's top highlight to the whole seminar.

4. Allow twenty minutes for group discussions.
5. Invite spokespeople from each group to share their top highlight.



There may not be enough time for each group to share. This is dependent on the size of the seminar.

6. Thank the cadets for participating in the discussion.


Teaching Point 4**Reflect on a Seminar**

Time: 10 min

Method: In-Class Activity



1. Direct the cadets to turn to the 513 PC pages in their Advanced Leadership Program Workbook.
2. Tell the cadets to fill out the information from today's seminar and write their reflections.
3. Have each cadet get their book signed by one of the seminar's supervisors before leaving the seminar.
4. Ask if any cadets are available to stay and help clean-up the seminar space before they leave.


**SUGGESTED OPTIONS FOR PRE-READINGS
EMOTIONAL WELLNESS AND RESILIENCE**






You may post an announcement on MS Teams in *CADET365*, to inform participants of the selected 15-45 minutes of required pre-readings.

To do so, copy / paste the applicable row(s) from the chart and the following message: **Cadets attending the Emotional Wellness and Resilience seminar must complete the following tasks and come to the seminar prepared to discuss it.**

Sub-competency	Resource	Time	Notes	Task: Think about the following:
Emotional Wellness	<p><u>E-learning module</u> NCCP’s “Mental Health in Sport” module 3: The importance of self-care. The Locker (coach.ca) (requires account set-up)</p> 	15 min	<p>Includes videos and interactive activities.</p> <p>Points covered:</p> <ul style="list-style-type: none"> - Methods of self-care and why it is important. - Coping strategies - Creating a self-care plan <p>*Available in French</p>	<p>Do you think that self-care makes you a better leader?</p> <p>As a group, brainstorm some ways that self-care can improve your ability to be a good leader.</p>
Stress Management	<p><u>Info Graphic</u> “How to Help & Support a Friend” – Youth Speak Tip-Sheet-How-To-Support-A-Friend.pdf (youthspeak.ca)</p> 	5 min	Supports stress management and helping others deal with stress.	<p>Is it your job, as a leader, to “fix” the stressful situation that your subordinate is going through?</p> <p>Anticipated Answer: <i>It depends on the type of stress. If stress is the result of organizational structure that can be changed</i></p>

				<i>then look for solutions. When it comes to personal stress and hard times, be supportive but remember that we do not always have the answers.</i>
Emotional Wellness	<p><u>Podcast</u></p> <p>Mental Health in Teenage Years Speak Real Podcast - Episode 25 - Alex & Sara from The Speak Real Podcast on RadioPublic</p> 	40 min	<p>Recommended as a resource that is youth speaking to youth.</p> <p>Aim to normalize discussion of mental health. Discuss coping mechanisms and what friends did to help that made a difference.</p>	<p>What are some ways that you have helped someone deal with stress or anxiety? What was effective and what would you do differently?</p> <p>Are there ways that we, as leaders, can help to remove barriers to speaking about mental health?</p>
Stress Management and Emotional Wellness	<p><u>Video</u></p> <p>LifeSpeak Videos (https://canada.lifespeak.com/)</p> <p>*Login using the corporate ID “Canada” and department of national defence (civilian) as the organization</p> <p>Suggested Videos:</p> <p>LifeSpeak - How mindfulness is a core resiliency skill (with guided breathing exercise)</p> <p>LifeSpeak - How emotional intelligence can boost your self-regulation skills (with guided breathing exercise)</p>	10 min	<p>Many options for videos on emotional intelligence, self-regulation, mindfulness, etc. Videos are created by experts and include a biography to introduce the speaker.</p> <p>Recommend choosing a video that includes a breathing exercise, links to suggested videos provided.</p>	<p>How can practicing mindfulness help you become a better leader?</p> <p>What are some changes in your daily routine that you can make to improve your mindfulness and resiliency?</p>

	 			
<p>Performance Under Stress and Stress Management</p>	<p><u>Video</u> Kelly McGonigal: How to make stress your friend TED Talk</p> 	<p>15 min</p>	<p>Focuses on the science of stress and introduces the concept that how we think about stress can change our body's response.</p>	<p>What do you think of the statement: "Chasing meaning is better for your health than trying to avoid discomfort." – Kelly McGonigal How do you think mindfulness and stress management are connected?</p>
	<p>Website, poster, brochure about the guest speaker's initiative</p>		<p><u>NOTE FOR SEMINAR LEADER.</u> Search or ask for any material related to the guest speaker that will inform the cadets about the guest speaker and their initiative before the cadets attend the seminar.</p>	<p><u>NOTE FOR SEMINAR LEADER.</u> Create some thought - provoking questions about the material.</p>

TIPS FOR FACILITATING A GROUP 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. Provide reminder of remaining time when five minutes are left.
- 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.



During the guest speaker's presentation, discussion facilitators may come up with thought provoking or inspiring questions that can be included in the group discussion.

Any discussion questions arising from the presentation can be discussed with other facilitators during break.

FACILITATOR INSTRUCTIONS

**DISCUSSION PROMPTS
EMOTIONAL WELLNESS AND RESILIENCE**




The purpose of this group discussion is to get the cadets to reflect on the readings and the speaker’s presentation and think about how they can apply the lessons learned from this seminar to their own personal leadership philosophy.

The questions are meant as a guide. Allow cadets to bring up elements that stood out to them; that they wish to discuss; that were important to them, from a leadership perspective.

1. **The following are examples of questions to start off the discussion:**
 - What does “emotional wellness” mean? What does “resilience” mean?
 - Using an example from your personal experience, the guest speaker, or the readings, what does resilience look like?
 - Why is resilience important for leaders?
 - Is it important for a leader to be aware of the emotional wellness of their team?
 - How can leaders manage stress in their leadership role?
 - What practices do you find helpful for managing stress?
 - How can a leader help their team members manage stress in the face of challenging or emotional situation?
2. **Ask the cadets:** How can you take the characteristics displayed by the speaker and apply them to your corps/squadron, CTC, or CAP site?
3. **Ask the cadets:** Will this seminar and readings will change their personal leadership philosophy? How so?

SEMINAR LEADER INSTRUCTIONS

Seminar Goal: Explain how developing relationships, trust, demonstrating concern for others, a culture of respect, and conflict resolution skills help you as a leader.

	<p>Seminar Leader. Individual in charge of the overall leadership seminar experience – to include communicating required pre-readings, welcoming the guest speaker, coordinating the questions and answers period, and coordinating the following group discussion(s). This person would generally be an adult member.</p> <p>Group discussion facilitator. Individual in charge of leading a group of 5 to 10 cadets through a discussion. They are required to complete a pre-reading and attend the guest speaker’s presentation. They may be a senior cadet (Year 6+, ideally having completed the ALP) or an adult member. This person will be selected because they have the agility required in leading a group discussion.</p>
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Preparation. The seminar leader must ensure that each group discussion facilitator is present during the guest speaker’s presentation and also being provided with:

- Required pre-reading, as determined in TP 1 by the seminar leader;
- Attachment 2 – Tips for Facilitating a Group Discussion; and
- Attachment 3 – Discussion Prompts.

Teaching Point 1	Engage with Pre-reading Material
Time: 30 min	Method: Pre-Reading

1. Identify 20-30 minutes of pre-reading material, from *Attachment 1 – Suggested pre-reading Options*, that the cadets and group discussion facilitators must complete *before* attending the seminar.
2. Inform the cadets and group discussion facilitators of this task at least two weeks prior to the seminar.

Teaching Point 2	Attend a Guest Speaker Seminar
Time: 70 min	Method: Guest Speaker

Guest Speaker
Time: 45 min

1. Welcome the guest speaker when they arrive.
2. Thank them for coming.
3. Offer any refreshments.
4. Help the guest speaker set up their technology, files, microphone, notes, water, and other needs.

5. Introduce the guest speaker to the audience at the designated start time.
6. The guest speaker presents for approximately 45 minutes.

Question and Answer Session

Time: 15 min

1. When the guest speaker is finished, announce that there is now time for the cadets to ask questions to the guest speaker.
2. Facilitate the Question + Answer session for a maximum of 15 minutes.
3. Thank the guest speaker for their time and for what they taught us today about the subject.
4. Follow the appropriate protocol for thanking additional distinguished guests.

Break Time: 10 minutes



- Announce a 10-minute break.
- Announce the current time and the time the cadets must be back.
- Prepare the supplies and arrange the room(s) for the discussion activities.

Teaching Point 3

Participate in a Discussion

Time: 40 min

Method: In-Class Activity

Prior to facilitating the discussion, refer to:

- *Attachment 2 – Tips for Facilitating a Group Discussion; and*
- *Attachment 3 – Discussion Prompts.*

1. Arrange cadets into groups of 5-10.
2. Assign a discussion facilitator to each group.
3. Explain the discussion instructions to the cadets:
 - a. Within your group, your discussion facilitator will lead you through a guided discussion.
 - b. Throughout the discussion, consider the speaker's presentation and the pre-reading material.
 - c. Select a note taker and spokesperson for your group.
 - d. After 20 minutes of discussion time, each spokesperson will share the group's top highlight to the whole seminar.

4. Allow twenty minutes for group discussions.
5. Invite spokespeople from each group to share their top highlight.



There may not be enough time for each group to share. This is dependent on the size of the seminar.

6. Thank the cadets for participating in the discussion.


Teaching Point 4**Reflect on a Seminar**

Time: 10 min

Method: In-Class Activity





1. Direct the cadets to turn to the 513 PC pages in their Advanced Leadership Program Workbook.
2. Tell the cadets to fill out the information from today's seminar and write their reflections.
3. Have each cadet get their book signed by one of the seminar's supervisors before leaving the seminar.
4. Ask if any cadets are available to stay and help clean-up the seminar space before they leave.

**SUGGESTED OPTIONS FOR PRE-READINGS
INTERPERSONAL RELATIONS**



You may post an announcement on MS Teams in *CADET365*, to inform participants of the selected 20-30 minutes of required pre-readings.

To do so, copy / paste the applicable row(s) from the chart and the following message: **Cadets attending the Interpersonal Relations seminar must complete the following tasks and come to the seminar prepared to discuss it.**

Resource	Time Est.	Task – Think about the following:
Building Relationships is a Priority- Quote 	5 min	What happens if you, as a leader, make your people your priority? How can you make your team feel like a priority?
Trusting people inspires possibility- Quote 	5 min	What does this quote mean to you as a leader? Can you think of a time when someone else trusted you to lead something? What effect did it have on you?
How Teachers Can Make Caring More Common Harvard Graduate School of Education 	10 min	Are there any strategies from this website that you can implement as a Senior Cadet at your Corps / Squadron / CTC / CAP Site?
Three Ways Great Leaders Show They Care About Their Team (forbes.com) Article 	5 min	Ask yourself: How can a boss or supervisor connecting with employees strengthen relationships?

<p>Website, poster, brochure about the guest speaker</p>		<p><u>NOTE FOR SEMINAR LEADER.</u></p> <p>Search or ask for any material related to the guest speaker that will inform the cadets about the guest speaker and their initiative before the cadets attend the seminar.</p> <p>Create some thought-provoking questions about the material.</p>
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TIPS FOR FACILITATING A GROUP 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. Provide reminder of remaining time when five minutes are left.
- 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.



During the guest speaker's presentation, discussion facilitators may come up with thought provoking or inspiring questions that can be included in the group discussion.

Any discussion questions arising from the presentation can be discussed with other facilitators during break.

DISCUSSION PROMPTS INTERPERSONAL RELATIONS




The purpose of this group discussion is to get the cadets to reflect on the readings and the speaker's presentation and think about how they can apply the lessons learned from this seminar to their own personal leadership philosophy.

The questions are meant as a guide. Allow cadets to bring up elements that stood out to them; that they wish to discuss; that were important to them, from a leadership perspective.

1. **The following are examples of questions to start off the discussion:**
 - a. What does "interpersonal relations" mean?
 - b. Why should you care about interpersonal relations as a leader?
 - c. What can a leader do to create a healthy resolution to interpersonal conflict among team members?
 - d. How can leaders create a culture of respect, dignity, and inclusion in their team?
 - (1) Why is this important for team morale, cohesion, and effectiveness?
 - e. Given your personal experience, the guest speaker, and the pre-readings: how can leaders show genuine concern for their team members?
2. **Ask the cadets:** How can you take the characteristics displayed by the speaker and apply them to your corps/squadron, CTC, or CAP site?
3. **Ask the cadets:** Will this seminar and readings will change their personal leadership philosophy? How so?

SEMINAR LEADER INSTRUCTIONS

Seminar Goal: Discuss the relationship between organizational knowledge, Canadian Armed Forces engagement, external influences and how these factors help you as a leader in the Canadian Cadet Organizations.

	<p>Seminar Leader. Individual in charge of the overall leadership seminar experience – to include communicating required pre-readings, welcoming the guest speaker, coordinating the questions and answers period, and coordinating the following group discussion(s). This person would generally be an adult member.</p> <p>Group discussion facilitator. Individual in charge of leading a group of 5 to 10 cadets through a discussion. They are required to complete a pre-reading and attend the guest speaker’s presentation. They may be a senior cadet (Year 6+, ideally having completed the ALP) or an adult member. This person will be selected because they have the agility required in leading a group discussion.</p>
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Preparation. The seminar leader must ensure that each group discussion facilitator is present during the guest speaker’s presentation and also being provided with:

- Required pre-reading, as determined in TP 1 by the seminar leader;
- Attachment 2 – Tips for Facilitating a Group Discussion;
- Attachment 3 – Discussion Prompts.

Teaching Point 1	Engage with Pre-Reading Material
Time: 30 min	Method: Pre-Reading

1. Identify 10-20 minutes of pre-reading material, from *Attachment 1 – Suggested pre-reading Options*, that the cadets and group discussion facilitators must complete *before* attending the seminar.
2. Inform the cadets and group discussion facilitators of this task at least two weeks prior to the seminar.

Teaching Point 2	Attend a Guest Speaker Seminar
Time: 70 min	Method: Guest Speaker

Guest Speaker Presentation

Time: 45 min

1. Welcome the guest speaker when they arrive.
2. Thank them for coming.
3. Offer any refreshments.

4. Help the guest speaker set up their technology, files, microphone, notes, water, and other needs.
5. Introduce the guest speaker to the audience at the designated start time.
6. The guest speaker presents for approximately 45 minutes.

Question and Answer Session

Time: 15 min

1. When the guest speaker is finished, announce that there is now time for the cadets to ask questions to the guest speaker.
2. Facilitate the Question + Answer session for a maximum of 15 minutes.
3. Thank the guest speaker for their time and for what they taught us today about the subject.
4. Follow the appropriate protocol for thanking distinguished guests.

Break Time: 10 minutes



- Announce a 10-minute break.
- Announce the current time and the time the cadets must be back.
- Prepare the supplies and arrange the room(s) for the discussion activities.

Teaching Point 3

Time: 40 min

Participate in a Discussion

Method: In-Class Activity

Prior to facilitating the discussion, refer to:

- *Attachment 2 – Tips for Facilitating a Group Discussion; and*
- *Attachment 3 – Discussion Prompts.*

1. Arrange cadets into groups of 5-10.
2. Assign a discussion facilitator to each group.
3. Explain the discussion instructions to the cadets:
 - a. Within your group, your discussion facilitator will lead you through a guided discussion.
 - b. Throughout the discussion, consider the speaker's presentation and the pre-reading material.
 - c. Select a note taker and spokesperson for your group.

- d. After 20 minutes of discussion time, each spokesperson will share the group's top highlight to the whole seminar.
4. Allow twenty minutes for group discussions.
5. Invite spokespeople from each group to share their top highlight.



There may not be enough time for each group to share. This is dependent on the size of the seminar.

6. Thank the cadets for participating in the discussion.

Teaching Point 4


Time: 10 min

Reflect on a Seminar

Method: In-Class Activity




1. Direct the cadets to turn to the 513 PC pages in their Advanced Leadership Program Workbook.
2. Tell the cadets to fill out the information from today's seminar and write their reflections.
3. Have each cadet get their book signed by one of the seminar's supervisors before leaving the seminar.
4. Ask if any cadets are available to stay and help clean-up the seminar space before they leave.


**SUGGESTED OPTIONS FOR PRE-READINGS
ORGANIZATIONAL AWARENESS**



You may post an announcement on MS Teams in *CADET365*, to inform participants of the selected 10-20 minutes of required pre-readings.

To do so, copy / paste the applicable row(s) from the chart and the following message: **Cadets attending the Organizational Awareness seminar will seminar will complete the following tasks and come to the seminar prepared to discuss it.**

Resource	Time Est.	Task – Think about the following:
CAF Organizational Awareness		
CAF Story How the CAF helped CPO 2 Stevens find his culture 	3 min 30 sec	CPO2 Stevens speaks about how he learned about his Indigenous culture within the Canadian Armed Forces
CAF Story CAF Pride 	2 min 41 sec	2Lt John Byrtus discusses the protection of members sexual orientation and the right to a harassment free workplace in the Canadian Armed Forces.
Defence Team News: Carcajou Program 	3 min 31 sec	The video explains the Carcajou program that is available to Indigenous youth who may be interested in joining the Canadian Armed Forces.

CCO Organizational Awareness		
CATO 11-03 Cadet Program Mandate 	10 min	Read and make notes about the Cadet Program Mission, Vision, and Aims. How does knowing this information help you as a leader in the Cadet Program?
Website, poster, brochure about the guest speaker's initiative		<u>NOTE FOR SEMINAR LEADER.</u> Search or ask for any material related to the guest speaker that will inform the cadets about the guest speaker and their initiative before the cadets attend the seminar. Create some thought-provoking questions about the material.

TIPS FOR FACILITATING A GROUP 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. Provide reminder of remaining time when five minutes are left.
- 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.



During the guest speaker's presentation, discussion facilitators may come up with thought provoking or inspiring questions that can be included in the group discussion.

Any discussion questions arising from the presentation can be discussed with other facilitators during break.

DISCUSSION PROMPTS ORGANIZATIONAL AWARENESS



The purpose of this group discussion is to get the cadets to reflect on the readings and the speaker's presentation and think about how they can apply the lessons learned from this seminar to their own personal leadership philosophy.

The questions provided below are meant as a guide. Facilitators should allow cadets to bring up elements that stood out to them; that they wish to discuss; or that were important to them, from a leadership perspective.

1. **The following are examples of questions to start off the discussion:**
 - a. What does it mean to think strategically? What does it mean to think tactically?
 - b. How does understanding the structure of an organization help you in building relationships within that organization?
 - c. Explain how knowing the organization mission, vision, and aims can help you as a leader within the organization.
 - d. How does the acknowledgement, celebration, and training of members about differences, within the organization, affect the members of the organization?
 - e. "We have to know that an organization is just made up of people, and as the people change, so does the organization"- 2Lt John Byrtus. What does this quote mean to you as a leader?

2. **Ask the cadets:** How can you take the characteristics displayed by the speaker and apply them to your corps/squadron, CTC, or CAP site?

3. **Ask the cadets:** Will this seminar and readings will change their personal leadership philosophy? How so?



Additional Information

Leadership Team Model question

1. Team members are the largest group, followed by team leaders, activity leaders, and activity managers are the smallest group at the top.
2. The youngest group are the team members, then the progression follows age and development period level.
3. Promotions mean increased responsibility and demonstration of skills.
4. There are 12 competencies.

5. Each competency is made up of sub-competencies.
6. Each sub-competency shows progression from:
 - a. Junior to senior,
 - b. team member to activity leader,
 - c. easier to harder, and
 - d. simple to complex