



## ROYAL CANADIAN SEA CADETS

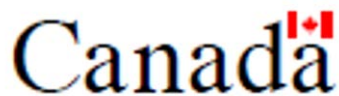
# PHASE FOUR INSTRUCTIONAL GUIDES

(ENGLISH)

(Supersedes A-CR-CCP-604/PF-001 dated 2015-12-01)

Cette publication est disponible en français sous le numéro A-CR-CCP-604/PF-002.

**Issued on Authority of the Chief of the Defence Staff**





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## FORWARD AND PREFACE

1. **Issuing Authority.** This Instructional Guide (IG) A-CR-CCP-604/PF-001 was developed under the authority of the Director Cadets and Junior Canadian Rangers, and issued on the authority of the Chief of Defence Staff.
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 Cadet Organization.
3. **Purpose of the IG.** The IG to be used by Royal Canadian Sea Cadet Corps in conjunction with other resources to conduct Phase Four training. The IG provides instructors with the base means from which to deliver training. Individual IGs are to be reviewed in conjunction with the Lesson Specifications (LSs) found in chapter 4 of A-CR-CCP-604/PG-001, Royal Canadian Sea Cadet Phase Four Qualification Standard and Plan, before instructing, so that each instructor can adequately plan for and prepare each lesson. Instructors may be required to develop instructional materials to support training in addition to any that may be provided, eg, posters, videos, handouts, models, etc, supplemental to training control and support documents. Suggested instructional activities are included in most IGs to maximize learning and fun. Instructors are also encouraged to modify and / or enhance the activities, as long as they continue to contribute to enabling objective achievement.
4. **Use of the IG.** Throughout these instructional guides, a series of information boxes are used to highlight information; they include:



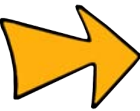
Note to the Instructor.



Key information to pass along to cadets.



Refer to the following CF regulations and policies.



Points of interest or special instructions the instructor should pass along to cadets.

5. **Suggested Changes.** Suggested changes to this document may be sent directly to [cadetraining@canada.ca](mailto:cadetraining@canada.ca).

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**CHAPTER 1**

**PO 400 – PARTICIPATE IN POSITIVE SOCIAL RELATIONS FOR YOUTH TRAINING**





**COMMON TRAINING  
MASTER CADET  
INSTRUCTIONAL GUIDE  
POSITIVE SOCIAL  
RELATIONS FOR YOUTH**



**PO 400 – PARTICIPATE IN POSITIVE SOCIAL RELATIONS FOR YOUTH TRAINING**

---

Total Time:

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The instructional guides for this PO are located in A-CR-CCP-915/PG-001, *Positive Social Relations for Youth Training Facilitator's Package*.

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**CHAPTER 2**

**PO X01 – PARTICIPATE IN CITIZENSHIP ACTIVITIES**





**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
CITIZENSHIP**



**PO X01 – PARTICIPATE IN CITIZENSHIP ACTIVITIES**

---

Total Time:

---

For the following EOs, refer to the lesson specifications located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*:

- MX01.01A – Participate in a Citizenship Tour,
- MX01.01B – Attend a Presentation by a Community Organization,
- MX01.01C – Attend a Presentation by a Citizen-of-Interest,
- MX01.01D – Participate in the Canadian Citizenship Challenge,
- MX01.01E – Host a Citizenship Ceremony, and
- CX01.01 – Participate in Citizenship Activities.

For the following EOs, refer to the instructional guides located in A-CR-CCP-601/PF-001, *Royal Canadian Sea Cadets Instructional Guides*:

- MX01.01F – Participate in an Election,
- MX01.01G – Participate in Heritage Minutes Video Activities, and
- MX01.01H – Participate in Citizenship Learning Stations.

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**CHAPTER 3**  
**PO X02 – PERFORM COMMUNITY SERVICE**





**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
COMMUNITY SERVICE**



**PO X02 – PERFORM COMMUNITY SERVICE**

---

Total Time:

---

For the following EOs, refer to the instructional guides located in A-CR-CCP-601/PF-001, *Royal Canadian Sea Cadets Phase One Instructional Guides*:

- MX02.01 – Perform Community Service, and
- CX02.01 – Perform Community Service.

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**CHAPTER 4**

**PO 403**





**COMMON TRAINING**  
**PHASE FOUR**  
**INSTRUCTIONAL GUIDE**



**SECTION 1**

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

Total Time:

30 min

---

**PREPARATION**

---

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

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

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

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

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

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

---

**INTRODUCTION**

---

**REVIEW**

Nil.

**OBJECTIVES**

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

**IMPORTANCE**

It is important for cadets to describe the needs and expectations of team members to assist in the development of their leadership skills. This information aids the cadets in meeting the aim of developing in youth the attributes

of good leadership stated in CATO 11-03, *Cadet Program Mandate*. To become an effective team leader, the cadet must be aware of needs and expectations, and strive to satisfy those needs and expectations.

---

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

Time: 5 min

Method: Interactive Lecture

---

**THE NEEDS OF TEAM MEMBERS**

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

**Acceptance of and by Other Team Members**

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

**Acceptance and Understanding of Leaders**

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

**Approval of Leaders**

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

**Opportunities to Try Different Tasks and Roles**

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

---

**CONFIRMATION OF TEACHING POINT 1**

---

**QUESTIONS:**

- Q1. What are the needs of team members?
- Q2. Once team members feel acknowledged and understood by others on the team, what may happen?
- Q3. How do team leaders show approval of team members?

**ANTICIPATED ANSWERS:**

- A1. The needs of team members are:
  - acceptance of and by other team members;
  - acceptance and understanding of leaders;
  - approval of leaders; and
  - opportunities to try different tasks and roles.
- A2. Once team members feel acknowledged and understood by others on the team, team members strive to make teamwork possible.
- A3. Team leaders show approval of team members by giving team members respect and praise.

---

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

Time: 10 min

Method: In-Class Activity

---

---

**BACKGROUND KNOWLEDGE**

---



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

**THE EXPECTATIONS THAT A TEAM MEMBER HAS OF A TEAM LEADER**

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

**Good Leadership**

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

- **Leading by example.** Team members expect that what they are asked to do can also be done by the team leader. They expect the team leader will model the correct behaviour.
- **Putting the needs of the team members first.** The team leader is expected to put the team's needs ahead of their own. Team members need to know that the team leader will accept, approve and understand them. Team members also expect that the team leader will give them opportunities to try different tasks and roles.
- **Being sensitive to cultural and gender differences.** Each team member is unique and the team leader must have an awareness of the differences between each of them. Having an understanding of cultural and gender differences between members of the team will allow the team members to feel included and appreciated.

**Effective Communication**

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

- **Giving information on what is expected of them.** Team members need to know what is expected of them. Team members require basic information about what they are to accomplish.
- **Explaining changes in situations.** Team members like to know when changes in situations occur. Keeping team members informed of changes and providing new directions may ensure that goals and tasks are accomplished.
- **Asking for assistance with tasks.** Team members are more cooperative when they are asked for assistance by the team leader rather than being ordered to do something. By asking for the team's assistance, team members may feel needed by their team leader.
- **Providing concrete examples during explanations.** Team members may understand concepts and ideas more easily if the team leader uses examples from life and if the team leader can connect the concept or idea to what the team member already knows.

## Effective Supervision

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

- **Operating in a safe environment.** Team members expect to be operating in a safe environment. Every team leader must be concerned with the team's safety and well-being at all times.
- **Freedom from over-supervision.** Team members should feel like their team leader has confidence in them to accomplish tasks. Very few team members appreciate it when the team leader is always looking over their shoulder.
- **Recognition of good performance.** Team members like to be praised when things go well. Praise may be verbal or may take the form of certificates and awards.

---

### ACTIVITY

Time: 10 min

---

#### OBJECTIVE

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

#### RESOURCES

- Three flip charts, and
- Three markers.

#### ACTIVITY LAYOUT

Set a flip chart in three corners of the room.

#### ACTIVITY INSTRUCTIONS

1. Divide the cadets into three groups.
2. Assign each group to a flip chart.
3. Have each group write one of the headings on the flip chart: Good Leadership, Effective Communication, and Effective Supervision.
4. Have the cadets brainstorm short descriptions for the heading on the flip chart paper for three minutes and write their ideas on the flip chart paper.
5. Have one cadet from each group present their ideas to the rest of the cadets.



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

#### SAFETY

Nil.

---

## CONFIRMATION OF TEACHING POINT 2

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

---

### Teaching Point 3

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

Time: 10 min

Method: Group Discussion

---



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

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

---

## BACKGROUND KNOWLEDGE

---



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

---

## GROUP DISCUSSION

---



### TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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



**SUGGESTED QUESTIONS:**

- Q1. Give examples of when you have seen a team leader satisfy the needs of their team members.
- Q2. List ways a team leader might satisfy the needs of their team members.
- Q3. Give examples of when you have seen a team leader meet the expectations of team members.
- Q4. List ways a team leader might meet the expectations of their team.
- Q5. Give examples of when you have seen a team leader not satisfy the needs or not meet the expectations of their team.



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



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

---

**CONFIRMATION OF TEACHING POINT 3**


---

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

---

**END OF LESSON CONFIRMATION**


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**QUESTIONS:**

- Q1. What are the needs of team members?
- Q2. What are the three expectations that team members have of the team leader?
- Q3. List ways a team leader might satisfy the needs or meet the expectations of their team members.

**ANTICIPATED ANSWERS:**

- A1. The needs of team members are:
- acceptance of and by other team members;
  - acceptance and understanding of leaders;
  - approval of leaders; and
  - opportunities to try different tasks and roles.

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

- good leadership,
- effective communication, and
- effective supervision.

A3. Answers will vary.



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

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## CONCLUSION

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### HOMEWORK / READING / PRACTICE

Nil.

### METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 3, Annex B, 403 PC.

### CLOSING STATEMENT

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

### INSTRUCTOR NOTES / REMARKS

Nil.

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## REFERENCES

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# NEEDS AND EXPECTATIONS OF TEAM MEMBERS

## THE NEEDS OF TEAM MEMBERS

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

### Acceptance of and by Other Team Members

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

### Acceptance and Understanding of Leaders

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

### Approval of Leaders

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

### Opportunities to Try Different Tasks and Roles

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

## THE EXPECTATIONS THAT A TEAM MEMBER HAS OF A TEAM LEADER

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

### Good Leadership

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

- **Leading by example.** Team members expect that what they are asked to do can also be done by the team leader. They expect the team leader will model the correct behaviour.
- **Putting the needs of the team members first.** The team leader is expected to put the team's needs ahead of their own. Team members need to know that the team leader will accept, approve and understand them. Team members also expect that the team leader will give them opportunities to try different tasks and roles.
- **Being sensitive to cultural and gender differences.** Each team member is unique and the team leader must have an awareness of the differences between each of them. Having an understanding of cultural and gender differences between members of the team will allow the team members to feel included and appreciated.

### Effective Communication

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

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

- **Explaining changes in situations.** Team members like to know when changes in situations occur. Keeping team members informed of changes and providing new directions may ensure that goals and tasks are accomplished.
- **Asking for assistance with tasks.** Team members are more cooperative when they are asked for assistance by the team leader rather than being ordered to do something. By asking for the team's assistance, team members may feel needed by their team leader.
- **Providing concrete examples during explanations.** Team members may understand concepts and ideas more easily if the team leader uses examples from life and if the team leader can connect the concept or idea to what the team member already knows.

### **Effective Supervision**

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

- **Operating in a safe environment.** Team members expect to be operating in a safe environment. Every team leader must be concerned with the team's safety and well-being at all times.
- **Freedom from over-supervision.** Team members should feel like their team leader has confidence in them to accomplish tasks. Very few team members appreciate it when the team leader is always looking over their shoulder.
- **Recognition of good performance.** Team members like to be praised when things go well. Praise may be verbal or may take the form of certificates and awards.



**COMMON TRAINING**  
**PHASE FOUR**  
**INSTRUCTIONAL GUIDE**



**SECTION 2**

**EO M403.02 – SELECT A LEADERSHIP APPROACH**

Total Time:

60 min

**PREPARATION**

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

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

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

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

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

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

**INTRODUCTION**

**REVIEW**

Nil.

**OBJECTIVES**

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

**IMPORTANCE**

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

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

Time: 5 min

Method: Interactive Lecture

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**TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP**

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

Transactional Leadership:

- Values problem and solution identification.
- Makes decisions – even if everyone has not been heard – in order to move forward.
- Uses standards and principles as guides in decision making.
- Develops the self to be a better decision maker for the group.
- Gets things done.
- Recognizes the importance of the product.
- Takes charge (personal power).

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

Transformational Leadership:

- Values the participation and contribution of others.
- Takes all viewpoints and advice into account before making a decision.
- Considers individuals within their contexts and situations.
- Uses individuals to test decisions.
- Develops the self first to be a better contributor to the group.
- Learns from experiences to generalize to 'real life'.
- Recognizes the importance of the process.
- Shares leadership (group power).



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

Transactional leadership focuses on the skills and tasks associated with leadership, such as public speaking, writing, delegating authority, leading meetings and making decisions. It is what people who are leaders do. Transformational leadership focuses on the process of leadership and what it means to be a leader. It is

concerned with how individuals use their abilities to influence people. Think of the main difference between transactional and transformational leadership as doing leadership tasks versus being a leader.

---

### CONFIRMATION OF TEACHING POINT 1

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#### QUESTIONS:

- Q1. Describe transactional leadership.
- Q2. On what does transformational leadership focus?
- Q3. Leadership within the cadet program has been designed to create which kind of leadership?

#### ANTICIPATED ANSWERS:

- A1. Transactional leadership is when leaders exchange promises of rewards and benefits to team members so the team members will fulfill agreements with the leaders.
- A2. Transformational leadership focuses on the process of being a leader by helping team members transform themselves from followers into leader.
- A3. Leadership within the cadet program has been designed to create transformational leadership.

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#### Teaching Point 2

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

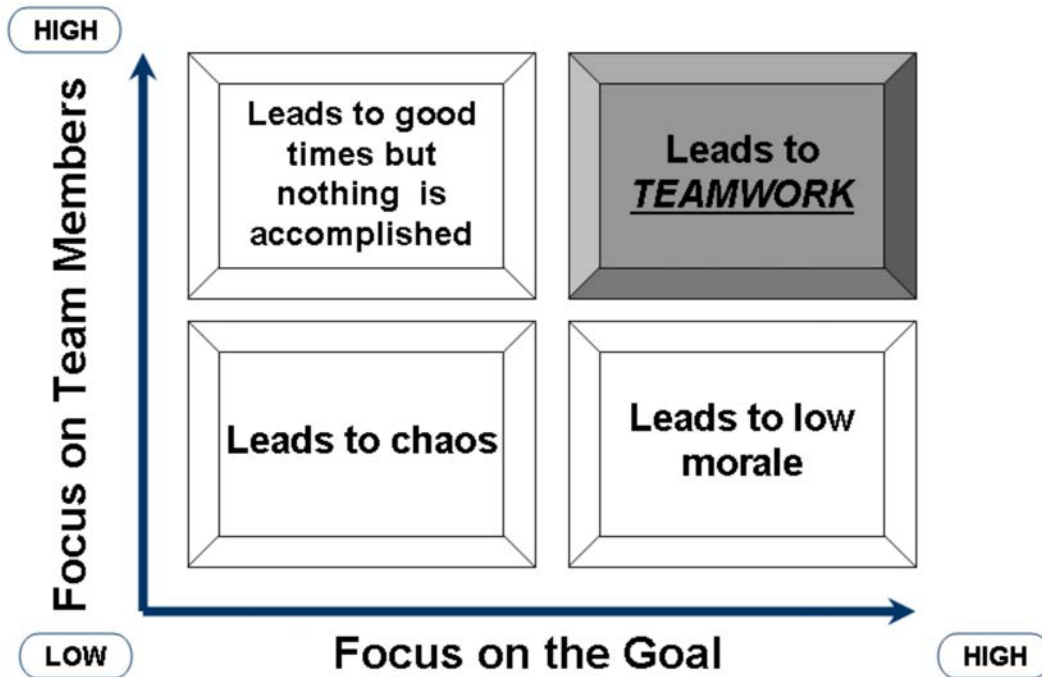
Time: 10 min

Method: Interactive Lecture

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Distribute Attachment A to each cadet.



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

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

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

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



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

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



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

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



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



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



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



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

---

## CONFIRMATION OF TEACHING POINT 2

---

### QUESTIONS:

- Q1. What are the two main things on which a team leader needs to focus while leading a team?
- Q2. If a team leader is not focused on the goal and is not focused on their team members, what is usually the outcome?
- Q3. What has every leadership opportunity within the CP has been designed to create?

### ANTICIPATED ANSWERS:

- A1. The team leader needs to focus on the team members and on the goal.
- A2. If a team leader is not focused on the goal and is not focused on their team members, the outcome is usually chaos.
- A3. Every leadership opportunity within the CP has been designed to create teamwork.

---

### Teaching Point 3

**Describe leadership approaches.**

Time: 10 min

Method: Interactive Lecture

---

### LEADERSHIP APPROACHES

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

- control,
- coach and
- empower.

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



Distribute Attachment B to each cadet.

### **Key Aspects of the Control Approach**

Key aspects of the control approach are:

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

### **Key Aspects of the Coach Approach**

Key aspects of the coach approach are:

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

### **Key Aspects of the Empower Approach**

Key aspects of the empower approach are:

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

### **Selecting the Approach**

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

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

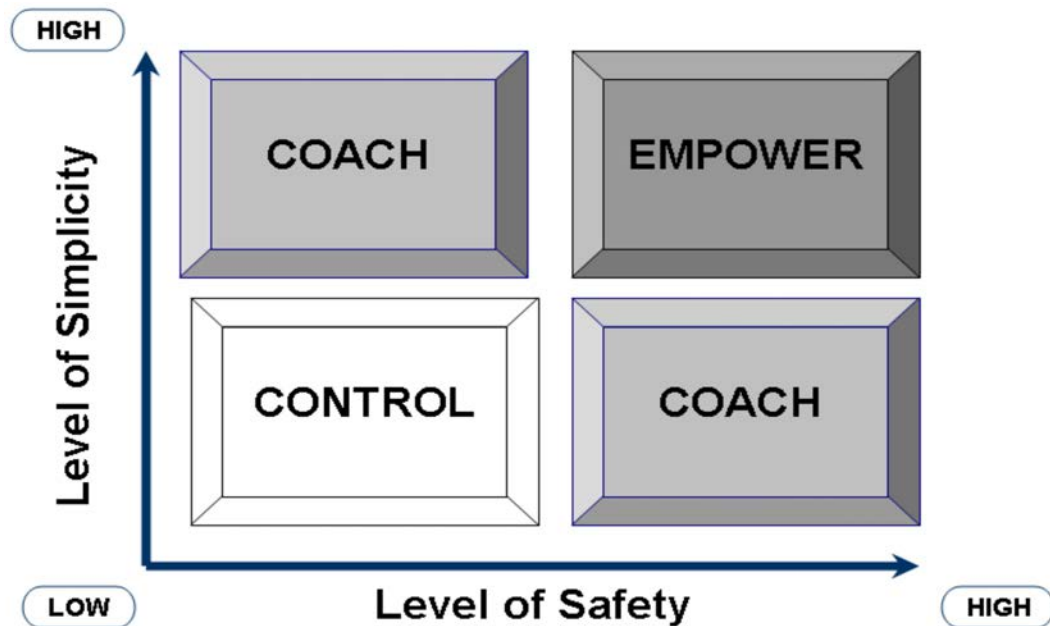
- the level of simplicity of the task; and
- the level of safety of cadets.

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

- the level of capability / competence of cadets; and
- the level of motivation of cadets.

## SELECTING A LEADERSHIP APPROACH

### Leadership assignment / appointment



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

Figure 2 Selecting a Leadership Approach

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

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

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

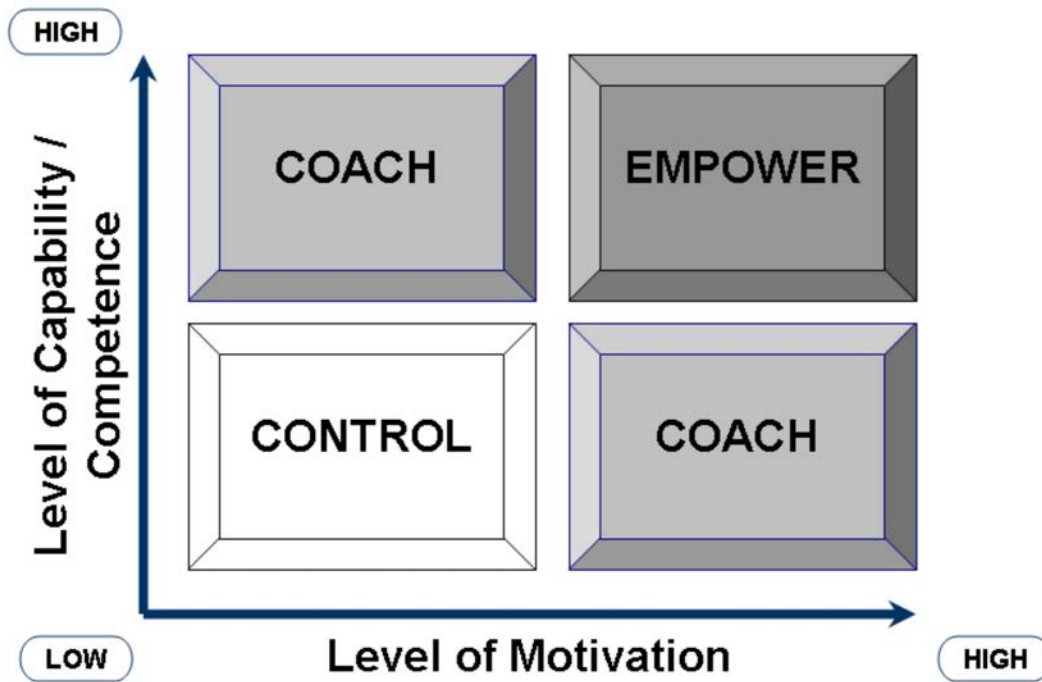
If the task is simple and the cadets are doing something without risk, the team leader should choose the empower approach. This allows the team members develop their leadership skills and their sense of responsibility.



Have cadets give examples of when they have seen each approach used based on the simplicity of the task and the level of safety.

## SELECTING A LEADERSHIP APPROACH

### Leadership team



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

Figure 3 Selecting a Leadership Approach

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

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

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

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



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

---

### CONFIRMATION OF TEACHING POINT 3

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**QUESTIONS:**

- Q1. Name the three leadership approaches used in the CP.
- Q2. Which leadership approach is based on one-way communication?
- Q3. What are the four topics that must be considered when selecting a leadership approach?

**ANTICIPATED ANSWERS:**

- A1. The three leadership approaches used in the CP are:
- control,
  - coach, and
  - empower.
- A2. The leadership approach based on one-way communication is control.
- A3. The four factors that must be considered when selecting a leadership approach are:
- the level of simplicity of the task;
  - the level of safety of cadets;
  - the level of capability / competence of cadets; and
  - the level of motivation level of cadets.

**Teaching Point 4**

**Conduct an activity where cadets will explain what leadership approach they would select and why for a given scenario.**

Time: 20 min

Method: In-Class Activity

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### ACTIVITY

---

**OBJECTIVE**

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

**RESOURCES**

Scenarios.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Distribute a scenario located at Attachment C to each cadet.
2. Allow the cadet two minutes to read and think about the scenario.

3. Have the cadet select what leadership approach they would use to complete the scenario.
4. Have one cadet read their scenario out loud and explain which leadership approach they would choose and why. The explanation of the selection must be based on the information provided during TP3.
5. Allow the other cadets to comment on the choice and reasons.
6. Repeat Steps 4 and 5 until each cadet has had a turn.

### **SAFETY**

Nil.

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### **CONFIRMATION OF TEACHING POINT 4**

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

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### **END OF LESSON CONFIRMATION**

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Distribute the handout located at Attachment D to each cadet.

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

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### **CONCLUSION**

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### **HOMEWORK / READING / PRACTICE**

Nil.

### **METHOD OF EVALUATION**

This EO is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 3, Annex B, 403 PC.

### **CLOSING STATEMENT**

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

### **INSTRUCTOR NOTES / REMARKS**

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

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### **REFERENCES**

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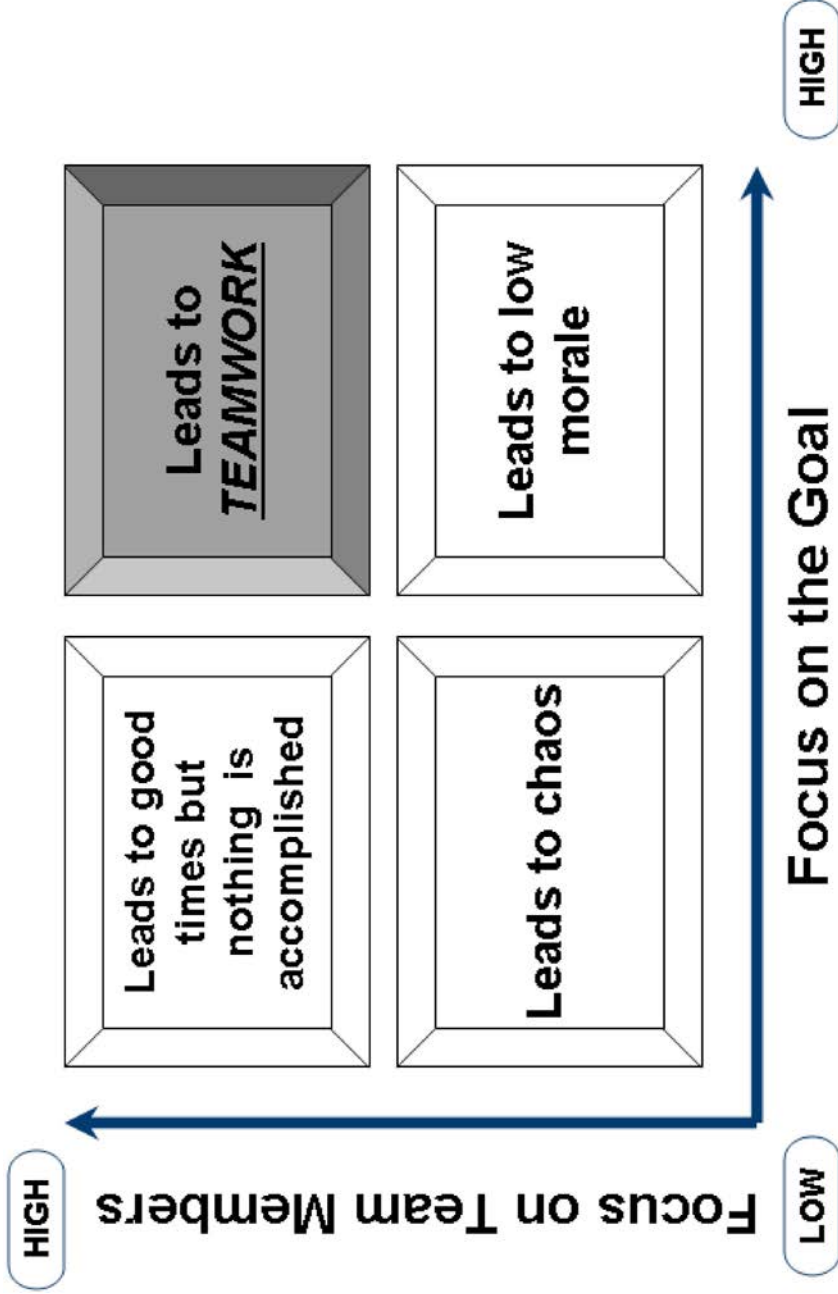
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# OUTCOMES AS A RESULT OF THE TEAM LEADER'S FOCUS

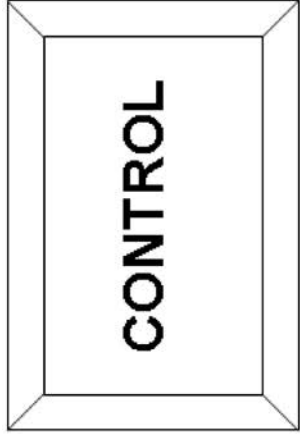


Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence

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

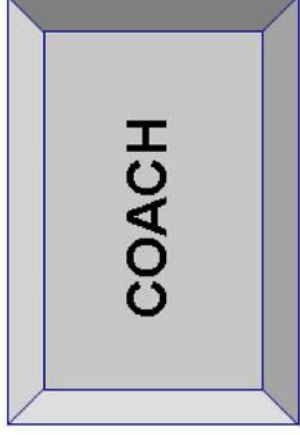
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# KEY ASPECTS OF LEADERSHIP APPROACHES



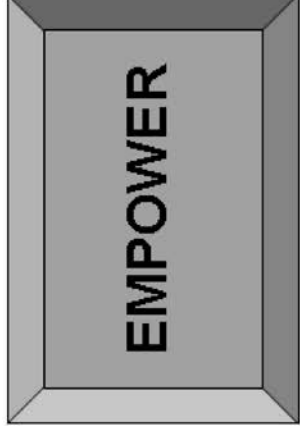
Key aspects of this approach:

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



Key aspects of this approach:

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



Key aspects of this approach:

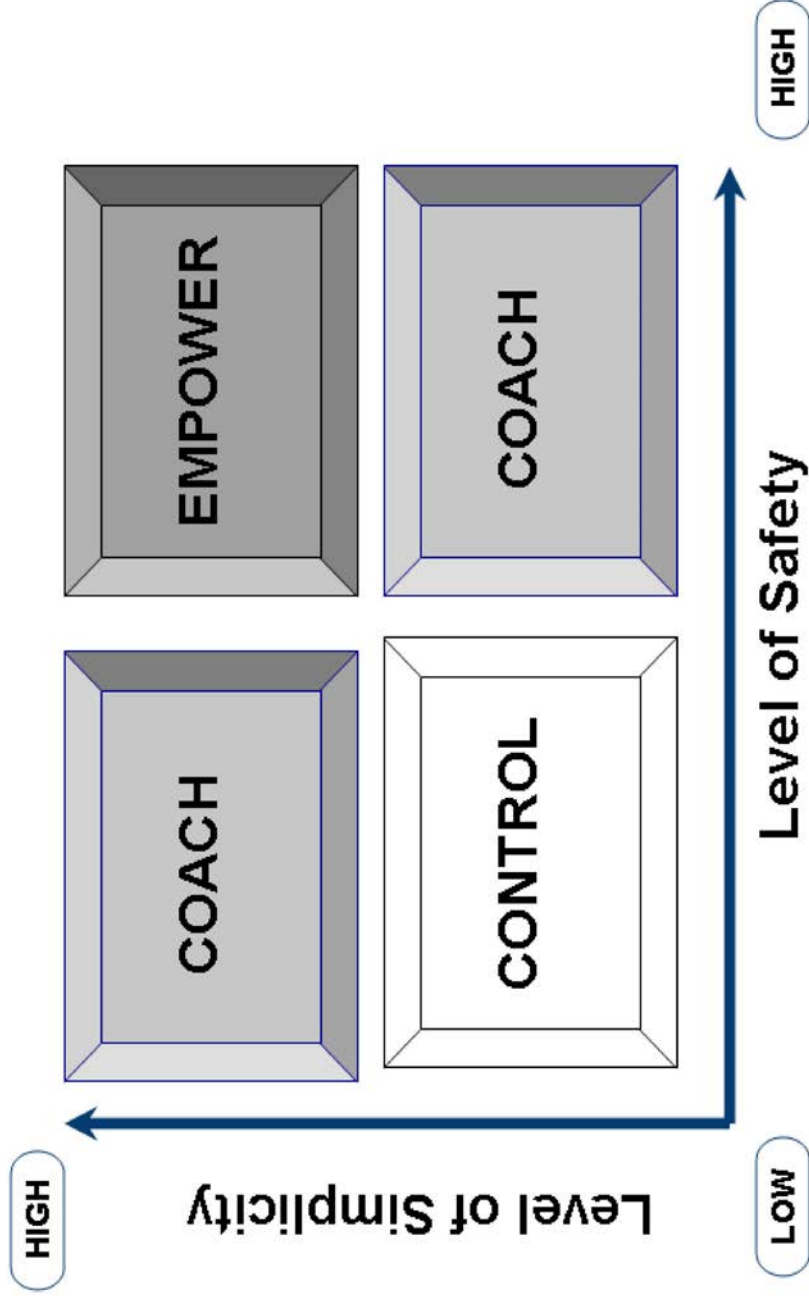
- The leader empowers members of the team to make decisions and take action in areas where they have experience and expertise.
- Members of the team can operate independently and have a strong sense of responsibility but know when to seek assistance from the leader.
- Communication is mainly two-way.

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

Figure B-1 Key Aspects of Leadership Approaches

# SELECTING A LEADERSHIP APPROACH

## Leadership assignment / appointment

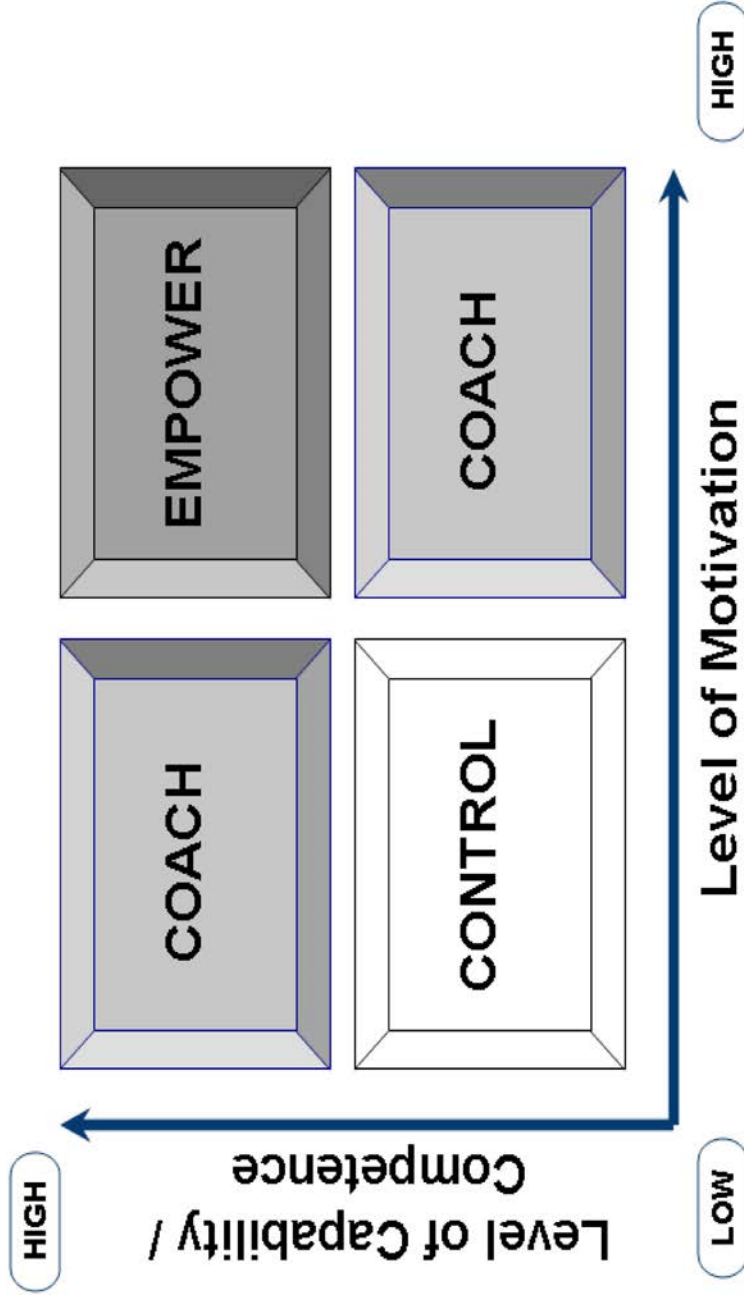


Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence

Figure B-2 Selecting a Leadership Approach

# SELECTING A LEADERSHIP APPROACH

## Leadership team



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

Figure B-3 Selecting a Leadership Approach

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# SCENARIOS

## **SCENARIO #1**

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

## **SCENARIO #2**

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

## **SCENARIO #3**

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

## **SCENARIO #4**

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

## **SCENARIO #5**

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

## **SCENARIO #6**

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

## **SCENARIO #7**

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

## **SCENARIO #8**

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

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# TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP

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

Transactional Leadership:

- Values problem and solution identification.
- Makes decisions – even if everyone has not been heard – in order to move forward.
- Uses standards and principles as guides in decision making.
- Develops the self to be a better decision maker for the group.
- Gets things done.
- Recognizes the importance of the product.
- Takes charge (personal power).

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

Transformational Leadership:

- Values the participation and contribution of others.
- Takes all viewpoints and advice into account before making a decision.
- Considers individuals within their contexts and situations.
- Uses individuals to test decisions.
- Develops the self first to be a better contributor to the group.
- Learns from experiences to generalize to 'real life'.
- Recognizes the importance of the process.
- Shares leadership (group power).



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

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

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**COMMON TRAINING  
PHASE FOUR  
INSTRUCTIONAL GUIDE**



**SECTION 3  
EO M403.03 – MOTIVATE TEAM MEMBERS**

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Total Time:

60 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

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

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

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

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

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

---

**INTRODUCTION**

---

**REVIEW**

Nil.

**OBJECTIVES**

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

**IMPORTANCE**

It is important for cadets to motivate team members because motivation is the key ingredient for success in the cadet organization. One of the duties of a team leader is to motivate team members to succeed to accomplish

goals. Motivating team members also may encourage team members to develop new knowledge and skills. In addition, recognizing team members for the effort they put toward a task makes them feel appreciated.

---

**Teaching Point 1**

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

Time: 20 min

Method: In-Class Activity

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**ACTIVITY**

---

**OBJECTIVE**

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

**RESOURCES**

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

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Divide the class into two groups.
2. Distribute the handout located at Attachment A to group A.
3. Distribute the handout located at Attachment B to group B.
4. Have each group read and complete their handout for two minutes.
5. Have group A list the examples of extrinsic motivators from their handout on the flip chart paper.
6. Have group B list the examples of intrinsic motivators from their handout on the flip chart paper.
7. After 10 minutes, have each cadet from group A find a cadet from group B with whom they will share the information.
8. Have each cadet from group A explain what extrinsic motivators are, its advantages and disadvantages, and give examples to the cadet from group B. The cadet from group B must paraphrase the cadet from group A's answers.
9. Have each cadet from group B explain what intrinsic motivators are, its advantages and disadvantages, and give examples to the cadet from group A. The cadet from group B must paraphrase the cadet from group A's answers.
10. Distribute the handout located at Attachment B to the cadets from group A. Distribute the handout located at Attachment B to the cadets from group A.

**SAFETY**

Nil.

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### CONFIRMATION OF TEACHING POINT 1

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

---

#### Teaching Point 2

**Explain why team leaders should encourage intrinsic motivation.**

Time: 5 min

Method: Interactive Lecture

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#### WHY TEAM LEADERS SHOULD ENCOURAGE INTRINSIC MOTIVATION



Display the following statement on a presentation aid (eg, whiteboard / flip chart / OHP / multimedia projector), "Leaders do things right and they do the right things."

Have the cadets reflect upon the saying while thinking about whether extrinsic or intrinsic motivation should be used by their team members.

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

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

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

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



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

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

---

### CONFIRMATION OF TEACHING POINT 2

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#### QUESTIONS:

- Q1. While using intrinsic motivation, why do team leaders need to accomplish goals and tasks?
- Q2. What happens when a team leader displays intrinsic motivation?
- Q3. Give an example of a team leader encouraging intrinsic motivation in team members.

**ANTICIPATED ANSWERS:**

- A1. While using intrinsic motivation, team leaders need to accomplish goals and tasks because they believe the goals and tasks are worth accomplishing.
- A2. When a team leader displays intrinsic motivation, team members realize that intrinsic motivation is an attribute to be imitated.
- A3. Answers will vary.

**Teaching Point 3**

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

Time: 25 min

Method: Guided Discussion

**BACKGROUND KNOWLEDGE**

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

**WHEN TEAM LEADERS MOTIVATE TEAM MEMBERS**

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

**HOW TEAM LEADERS MOTIVATE TEAM MEMBERS**

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

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

**Praising Effort and Perseverance During a Task**

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

**Praising the use of Different Strategies During a Task**

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

**Praising Improvement During a Task**

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

**Encouraging the Development of Knowledge and Skills**

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

### **Praising the Completion of a Task**

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

### **Thanking Team Members for Their Endeavours**

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

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

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



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

---

## **GROUP DISCUSSION**

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### **TIPS FOR ANSWERING / FACILITATING DISCUSSION:**

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

### **SUGGESTED QUESTIONS:**

- Q1. Give some examples of when a team leader may praise their team members.
- Q2. Give some examples of what a team leader might say to praise their team members.
- Q3. Give some examples of when you were praised by team members, team leaders, activity managers, officers or adults?



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

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



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



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

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### CONFIRMATION OF TEACHING POINT 3

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

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### END OF LESSON CONFIRMATION

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The cadets' participation in the group discussion in TP 4 will serve as the confirmation of this lesson.



Distribute the handout located at Attachment C to each cadet.

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### CONCLUSION

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#### HOMEWORK / READING / PRACTICE

Nil.

#### METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 3, Annex B 403 PC.

#### CLOSING STATEMENT

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

#### INSTRUCTOR NOTES / REMARKS

Nil.

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## EXTRINSIC MOTIVATORS

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

### **Advantage**

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

### **Disadvantage**

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

List some examples of extrinsic motivators:

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# INTRINSIC MOTIVATORS

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

## **Advantage**

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

## **Disadvantage**

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

List some examples of intrinsic motivators:

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## **WHEN TEAM LEADERS MOTIVATE TEAM MEMBERS**

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

## **HOW TEAM LEADERS MOTIVATE TEAM MEMBERS**

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

### **HOW TEAM LEADERS MOTIVATE TEAM MEMBERS**

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

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

#### **Praising Effort and Perseverance During a Task**

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

#### **Praising the use of Different Strategies During a Task**

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

#### **Praising Improvement During a Task**

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

#### **Encouraging the Development of Knowledge and Skills**

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

#### **Praising the Completion of a Task**

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

#### **Thanking Team Members for Their Endeavours**

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

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

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

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**COMMON TRAINING**  
**PHASE FOUR**  
**INSTRUCTIONAL GUIDE**



**SECTION 4**

**EO M403.04 – PROVIDE FEEDBACK TO TEAM MEMBERS**

Total Time:

60 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

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

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

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

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

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

---

**INTRODUCTION**

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**REVIEW**

Review what “feedback” is. This is previously discussed in Phase Three and can be summarized as follows:

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

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

- suggest a revision during a task; or
- evaluate task or job performance.

### **OBJECTIVES**

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

### **IMPORTANCE**

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

---

**Teaching Point 1****Have the cadets brainstorm and prepare a list of opportunities when feedback should be provided.**

Time: 5 min

Method: In-Class Activity

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**ACTIVITY**

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**OBJECTIVE**

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

**RESOURCES**

- Two flip charts, and
- Two markers.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Divide the cadets into two groups.
2. Give each group a flip chart and marker.
3. Have each group brainstorm and record on the flip chart a list of opportunities when feedback should be provided.
4. Have one member of each group share their list with the class.

**SAFETY**Nil

---

**CONFIRMATION OF TEACHING POINT 1**

---

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

---

**Teaching Point 2****Explain the principles of effective feedback.**

Time: 10 min

Method: Interactive Lecture

---

**PRINCIPLES OF EFFECTIVE FEEDBACK**

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

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

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

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

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



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



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

---

## CONFIRMATION OF TEACHING POINT 2

---

### QUESTIONS:

- Q1. What does frequent feedback mean?
- Q2. What does accurate feedback mean?
- Q3. What does specific feedback mean?
- Q4. What does timely feedback mean?

### ANTICIPATED ANSWERS:

- A1. Frequent feedback means giving feedback to team members often.
- A2. Accurate feedback means giving feedback that is truthful and fact-based.
- A3. Specific feedback means giving feedback that is detailed and clear-cut.
- A4. Timely feedback means giving feedback at the right time.

---

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

Time: 10 min

Method: Interactive Lecture

---

**GROUND RULES FOR PROVIDING FEEDBACK**

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

**Focusing on What is Observed**

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

For example:

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

**Focusing on Behaviour**

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

For example:

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

**Keeping it Neutral**

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

For example:

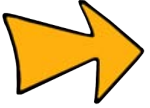
The team leader observes a team member arriving late again. The team leader says "You are late a lot." This is incorrect because the team leader has made a judgment on how many times the team member has been late. The team leader should say "You have been late three times in the past two months." This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

**Using it to Inform**

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

For example:

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



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

### **Making it Supportive**

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

For example:

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

### **Keeping it Simple**

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

For example:

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

---

## **ACTIVITY**

Time: 5 min

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### **OBJECTIVE**

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

### **RESOURCES**

Nil.

### **ACTIVITY LAYOUT**

Nil.

### **ACTIVITY INSTRUCTIONS**

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

3. Have the cadet with the latest birthday recite another ground rule for providing feedback to their partner.
4. Have the cadets take turns reciting the ground rules for providing feedback until all the ground rules have been recited.

## SAFETY

Nil.

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### CONFIRMATION OF TEACHING POINT 3

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

---

#### Teaching Point 4

**Explain the steps for providing and receiving feedback.**

Time: 10 min

Method: Interactive Lecture

---

### STEPS FOR PROVIDING FEEDBACK

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

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

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

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

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

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

### RECEIVING FEEDBACK

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

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

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

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

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

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

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### CONFIRMATION OF TEACHING POINT 4

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#### QUESTIONS:

- Q1. State two of the five steps for providing feedback.
- Q2. State two of the five considerations for receiving feedback.

#### ANTICIPATED ANSWERS:

- A1. Planning what to say; providing examples of behaviours; allowing time for feedback; motivating; and setting a timeline for action and follow-up.
- A2. Seeing each feedback session as a learning opportunity; actively listening to the sender's ideas; asking for more information if the ideas are not understood; being honest about how the feedback is affecting one's emotions; and remaining open-minded about future learning opportunities.

---

#### Teaching Point 5

**Using scenarios, have the cadets practice providing feedback to team members.**

Time: 15 min

Method: In-Class Activity

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### ACTIVITY

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#### OBJECTIVE

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

#### RESOURCES



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

Scenarios located at Attachment A.



**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

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

1. Distribute a scenario to each cadet.
2. Give the cadets one minute to read the scenario and make notes on the feedback they wish to give. Ensure the cadets know the length of time they have to give feedback.
3. Ask for a volunteer to give their feedback.
4. Have the volunteer read their scenario and then give their feedback.
5. Repeat Steps 3 and 4 until all cadets have given their feedback.

**SAFETY**

Nil.

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**CONFIRMATION OF TEACHING POINT 5**


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

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**END OF LESSON CONFIRMATION**


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



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

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**CONCLUSION**


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**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

This EO is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 3, Annex B, 403 PC.

## **CLOSING STATEMENT**

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

## **INSTRUCTOR NOTES / REMARKS**

Nil.

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## **REFERENCES**

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# SCENARIOS FOR PROVIDING FEEDBACK

## SCENARIO #1

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

## SCENARIO #2

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

## SCENARIO #3

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

## SCENARIO #4

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

## SCENARIO #5

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

## SCENARIO #6

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

## SCENARIO #7

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

## SCENARIO #8

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

## SCENARIO #9

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

## SCENARIO #10

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

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# EFFECTIVE FEEDBACK

## PRINCIPLES OF EFFECTIVE FEEDBACK

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

- answer a question;
- fulfill a request for information;
- reply to or rebut a point of discussion;
- suggest a revision during a task; or
- evaluate task or job performance.

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

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

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

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

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

## GROUND RULES FOR PROVIDING FEEDBACK

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

### Focusing on What is Observed

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

### Focusing on Behaviour

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

### **Keeping it Neutral**

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

### **Using it to Inform**

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

### **Making it Supportive**

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

### **Keeping it Simple**

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

## **STEPS FOR PROVIDING FEEDBACK**

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

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

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

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

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

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

## **RECEIVING FEEDBACK**

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

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

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

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

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

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

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**COMMON TRAINING**  
**PHASE FOUR**  
**INSTRUCTIONAL GUIDE**



**SECTION 5**

**EO M403.05 – PARTICIPATE IN A MENTORING RELATIONSHIP**

Total Time:

60 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

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

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

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

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

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

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

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

---

**INTRODUCTION**

---

**REVIEW**

Nil.

**OBJECTIVES**

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

## **IMPORTANCE**

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

---

**Teaching Point 1****Review the mentoring relationship.**

Time: 5 min

Method: Interactive Lecture

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**THE MENTORING RELATIONSHIP**

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

**Recognizing the Purpose of a Mentoring Relationship**

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

**Identifying the Benefits of Participating in a Mentoring Relationship**

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

**Contributing to a Mentoring Match**

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

**Being Open to New Things**

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

**Being Responsive to Suggestions and Constructive Criticism**

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

**Providing Feedback to the Mentor**

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

**Learning From the Mentor's Example**

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

**Participating in Mentoring Activities**

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

## Appreciating the Mentoring Relationship

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

---

### CONFIRMATION OF TEACHING POINT 1

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#### QUESTIONS:

- Q1. What is the basic benefit of a mentoring relationship for the cadet being mentored?
- Q2. What are the foundations of a mentoring relationship?
- Q3. What are some examples of mentoring activities?

#### ANTICIPATED ANSWERS:

- A1. The basic benefit is that the cadet being mentored will grow in their skills and become a more independent cadet.
- A2. Expanding boundaries and increasing knowledge are foundations of the mentoring relationship.
- A3. Mentoring activities may include reflection, self-assessment, and discussions about successes, problems and failures.

---

#### Teaching Point 2

#### Discuss the difference between formal and informal mentoring.

Time: 5 min

Method: Group Discussion

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### BACKGROUND KNOWLEDGE

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

#### FORMAL MENTORING

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

#### INFORMAL MENTORING

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

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## GROUP DISCUSSION

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### TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

### SUGGESTED QUESTIONS:

- Q1. Do you feel there is a difference between formal and informal mentoring? What is the difference?
- Q2. Which do you feel would be more appropriate for you? Why?
- Q3. Is formal or informal mentoring used more often within the Cadet Program? Give some examples of formal mentoring you have seen. Give some examples of informal mentoring you have seen.



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



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

---

## CONFIRMATION OF TEACHING POINT 2

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

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

Time: 10 min

Method: Interactive Lecture



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

**STEPS OF A FORMAL MENTORING SESSION**

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



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

A formal mentoring session has four steps:

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



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

2. **Setting goals.** During this step, goals are established. Work must be done to ensure the goals are specific, measurable, achievable, relevant, and timed. These goals should be in writing.
3. **Meeting goals and expectations.** During this step, the cadet being mentored must describe how they are going to meet the goals just set. In subsequent mentoring sessions, the cadet being mentored should be praised for achieving goals but may need to account for why the goals and expectations were not met.
4. **Concluding the mentoring session.** This conclusion should begin with the cadet being mentored giving a short explanation of new goals to be met and how the cadet plans to achieve them. The mentor should encourage the cadet being mentored and arrange the time and date for the next mentoring session.

**CONFIRMATION OF TEACHING POINT 3****QUESTIONS:**

- Q1. What are the three Ps of mentoring?
- Q2. What is the most important skill for a mentor?
- Q3. What are the four steps of a formal mentoring session?

**ANTICIPATED ANSWERS:**

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

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

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

- (1) getting acquainted;
- (2) setting goals;
- (3) meeting goals and expectations; and
- (4) concluding the mentoring session.

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

Time: 10 min

Method: Demonstration



Present the following information before demonstrating a mentoring session.

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

- keeping the mentoring relationship professional;
- keeping the conversation during the mentoring session in confidence; and
- using the ground rules for feedback during a mentoring session.

**KEEPING THE MENTORING RELATIONSHIP PROFESSIONAL**

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

**KEEPING THE CONVERSATION DURING THE MENTORING SESSION IN CONFIDENCE**

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

**USING THE GROUND RULES FOR FEEDBACK DURING A MENTORING SESSION**

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

- focusing on what is observed;
- focusing on behaviour;
- keeping it neutral;
- using it to inform;

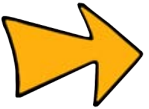
- making it supportive; and
- keeping it simple.



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

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

1. The mentor and the cadet being mentored will sit across from each other and begin the session by introducing themselves.
2. The mentor and the cadet being mentored must set goals if goals have not been set.
3. If the goals have been set, the mentor will review the goals and expectations and ask the cadet being mentored how they are meeting those goals and expectations. The cadet being mentored is required to use self-reflection during this review stage.

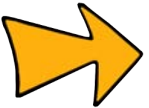


This review stage should be done by asking various questions such as:

- How do you think things are going for you?
- Do you think you have areas that need improvement?
- What areas would you like to see improvement?
- How do you think you can improve in those areas?

If the cadet being mentored has no ideas on how to improve, then suggestions by the mentor may be given.

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



Planning to keep old goals or set new goals may be done by asking various questions such as:

- What are your long-term goals?
- What are you going to do to meet your long-term goals?

If the cadet being mentored has no ideas on how to keep old goals or set new goals, then suggestions by the mentor may be given.



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**CONFIRMATION OF TEACHING POINT 4**

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**QUESTIONS:**

- Q1. How does a mentor build trust with the cadet being mentored?
- Q2. Did the mentoring session go well? Why or why not?
- Q3. Give some examples of how the mentor used active listening skills?

**ANTICIPATED ANSWERS:**

- A1. The mentor builds trust by:
- keeping the mentoring relationship professional;
  - keeping the conversation during the mentoring session in confidence; and
  - using the ground rules for feedback during a mentoring session.
- A2. Answers will vary.
- A3. Answers will vary.

---

**Teaching Point 5**

**Have the cadets role-play a mentoring session based on two given scenarios.**

Time: 20 min

Method: Role Play

---



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

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**ACTIVITY**

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**OBJECTIVE**

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

**RESOURCES**

Scenarios located at Attachments B and C.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Divide the cadets into pairs.
2. Distribute Attachment B to one cadet in each pair.
3. Distribute Attachment C to the other cadet in each pair.

4. Designate one cadet as the mentor and the other cadet as the cadet to be mentored in each pair.
5. Supervise while one cadet mentors another cadet by:
  - (a) getting acquainted;
  - (b) setting goals;
  - (c) meeting goals and expectations; and
  - (d) concluding the mentoring session.
6. After approximately 10 minutes have the cadets change roles.
7. Repeat Steps 4 and 5 for approximately 10 minutes.

#### **SAFETY**

Nil.

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#### **CONFIRMATION OF TEACHING POINT 5**

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

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#### **END OF LESSON CONFIRMATION**

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

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#### **CONCLUSION**

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#### **HOMEWORK / READING / PRACTICE**

Nil.

#### **METHOD OF EVALUATION**

Nil.

#### **CLOSING STATEMENT**

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

#### **INSTRUCTOR NOTES / REMARKS**

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

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#### **REFERENCES**

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## **SCENARIO FOR THE MENTORING DEMONSTRATION**

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

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## **SCENARIO 1 FOR THE ROLE-PLAY ACTIVITY**

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

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## **SCENARIO 2 FOR THE ROLE-PLAY ACTIVITY**

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

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**COMMON TRAINING  
PHASE FOUR  
INSTRUCTIONAL GUIDE**



**SECTION 6**

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

Total Time:

30 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

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

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

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

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

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**INTRODUCTION**

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**REVIEW**

Nil.

**OBJECTIVES**

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

**IMPORTANCE**

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

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

Time: 5 min

Method: Interactive Lecture

**LEADERSHIP ASSIGNMENT**

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



Leadership assignments in Phase Four may be the same as Phase Three. Each Phase Four cadet has already completed at least two leadership assignments during their third year of training.

**LEADERSHIP APPOINTMENT**

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

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

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



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

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## CONFIRMATION OF TEACHING POINT 1

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**QUESTIONS:**

- Q1. What kind of team will the team leader have during a leadership appointment?
- Q2. How many leadership assignments will be assessed in Phase Four training?
- Q3. How many leadership appointments will be assessed in Phase Four training?

**ANTICIPATED ANSWERS:**

- A1. During a leadership appointment, the team leader will have an assigned, established team of cadets outside their peer group.
- A2. At least one leadership assignment will be assessed in Phase Four training.
- A3. One leadership appointment will be assessed in Phase Four training.

**Teaching Point 2**

**Describe the leadership appointments that may be assigned at the corps.**

Time: 5 min

Method: Interactive Lecture



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

**SAMPLE YEAR FOUR LEADERSHIP APPOINTMENTS****Organizational Appointments:**

- Coxswain,
- Regulating Petty Officer,
- Divisional Petty Officer,
- Stores Petty Officer,
- Ship's Writer, and
- Training Petty Officer.

**Training Appointments:**

- Phase Instructor,
- Sail Instructor,
- Seamanship Instructor,
- Drill and Ceremonial Instructor, and
- Fitness and Sports Instructor.

**Supplementary Appointments:**

- Drum Major,
- Band Section Leader,
- Canteen Steward,
- Drill Team Commander,
- Marksmanship Team Captain,
- Range Assistant,
- First Aid Team Captain,
- Biathlon Team Captain, and
- Sports Team Captain.

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**CONFIRMATION OF TEACHING POINT 2**

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**QUESTIONS:**

Q1. What leadership appointments are available at the corps?

**ANTICIPATED ANSWERS:**

A1. Answers will vary.

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**Teaching Point 3**

**Describe how to conduct the leadership appointment.**

Time: 15 min

Method: Interactive Lecture

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

When conducting the leadership appointment, use the following steps:

1. prepare for the leadership appointment;
2. brief the team members at the onset and then throughout the leadership appointment;
3. carry out the tasks associated with the leadership appointment;
4. provide feedback to the team members throughout and at the completion of the leadership appointment;  
and
5. meet with the activity manager throughout and at the completion of the leadership appointment to discuss the outcomes of the leadership appointment.

## **PREPARING FOR THE LEADERSHIP APPOINTMENT**

### **Ensuring the Required Resources are Available**

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

### **Completing a Time Appreciation**

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

### **Making a Plan**

Make a plan to be successful in the appointment by:

1. determining what stages or phases comprise the appointment;
2. determining tasks inherent within the appointment;
3. developing a process to accomplish all tasks; and
4. identifying and allocating resources.

## **BRIEFING TEAM MEMBERS DURING THE LEADERSHIP APPOINTMENT**

### **Communicating the Overall Plan**

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

### **Communicating the Tasks Involved in the Leadership Appointment**

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

### **Assigning Tasks to Team Members as Applicable**

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

### **Ensuring the Team Members Understand Their Tasks**

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

## **CARRYING OUT THE TASKS ASSOCIATED WITH THE LEADERSHIP APPOINTMENT**

### **Supervising Team Members**

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

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

Do not wait until the last minute to ensure tasks are being completed. If tasks are not being completed as planned, whether too slow or too fast, the plan may need to be adjusted and feedback should be given. Careful

monitoring of team members and the overall situation will ensure the team leader is leading successfully during the leadership appointment and the major duty or task will be accomplished.

### **Providing Feedback to the Team Members Throughout the Appointment**

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

### **Modifying the Plan as Required**

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

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

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



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

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

- What was learned during the appointment?
- Was the goal met? What contributed to the success?
- How did everyone interact during the appointment?
- Were there behaviours that helped and / or hindered during the appointment?
- Were there any cadets who were not motivated to participate in the activity? How did this affect the morale of the remainder of the team?
- Were there leaders that emerged from within the team?

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

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



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**CONFIRMATION OF TEACHING POINT 3**

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**QUESTIONS:**

- Q1. List the steps to conduct a leadership appointment.
- Q2. How does the team leader brief team members during a leadership appointment?
- Q3. After the leadership appointment is completed, why should the team leader meet with the activity manager to discuss the appointment?

**ANTICIPATED ANSWERS:**

- A1. The steps to conduct a leadership appointment are:
- (1) prepare for the leadership appointment;
  - (2) brief the team members at the onset and then throughout the leadership appointment;
  - (3) carry out the tasks associated with the leadership appointment;
  - (4) provide feedback to the team members throughout and at the completion of the leadership appointment; and
  - (5) meet with the activity manager throughout and at the completion of the leadership appointment to discuss the outcomes of the leadership appointment.
- A2. The team leader briefs team members during a leadership appointment by:
- (1) communicating the overall plan;
  - (2) communicating the tasks involved in the leadership appointment;
  - (3) assigning tasks to team members as applicable; and
  - (4) ensuring the team members understand their tasks.
- A3. After the leadership appointment is completed, the team leader should meet with the activity manager to discuss the appointment because feedback from the activity manager should give the team leader ideas to help improve performance.



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

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**END OF LESSON CONFIRMATION**

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**QUESTIONS:**

- Q1. What kind of team will the team leader have during a leadership appointment?
- Q2. What leadership appointments are available at the corps?
- Q3. List the steps to conduct a leadership appointment.

**ANTICIPATED ANSWERS:**

- A1. The team leader for a leadership appointment will have an assigned, established team of cadets outside their peer group.
- A2. Answers will vary.
- A3. The steps to conduct a leadership appointment are:
  - (1) prepare for the leadership appointment;
  - (2) brief the team members at the onset and then throughout the leadership appointment;
  - (3) carry out the tasks associated with the leadership appointment;
  - (4) provide feedback to the team members throughout and at the completion of the leadership appointment; and
  - (5) meet with the activity manager throughout and at the completion of the leadership appointment to discuss the outcomes of the leadership appointment.

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**CONCLUSION**

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**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

This EO is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan* Chapter 3, Annex B, 403 PC.

**CLOSING STATEMENT**

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

**INSTRUCTOR NOTES / REMARKS**

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

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**REFERENCES**

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## **POSSIBLE YEAR FOUR LEADERSHIP ASSIGNMENTS**

### **Organizational Appointments:**

- Coxswain,
- Regulating Petty Officer,
- Divisional Petty Officer,
- Stores Petty Officer,
- Ship's Writer, and
- Training Petty Officer.

### **Training Appointments:**

- Phase Instructor,
- Sail Instructor,
- Seamanship Instructor,
- Drill and Ceremonial Instructor, and
- Fitness and Sports Instructor.

### **Supplementary Appointments:**

- Drum Major,
- Band Section Leader,
- Canteen Steward,
- Drill Team Commander,
- Marksmanship Team Captain,
- Range Assistant,
- First Aid Team Captain,
- Biathlon Team Captain, and
- Sports Team Captain.

## **POSSIBLE YEAR FOUR LEADERSHIP ASSIGNMENTS**

### **Recreational Marksmanship Assignments**

- Set up a range for recreational marksmanship.
- Organize relays for recreational marksmanship.
- Control pellets and issue targets for recreational marksmanship.
- Conduct concurrent activities during recreational marksmanship.
- Tear down a range after recreational marksmanship.

### **Summer Biathlon Assignments**

- Set up a range for a recreational summer biathlon activity.
- Conduct a warm-up activity prior to participating in a recreational summer biathlon activity.
- Control pellets for a recreational summer biathlon activity.
- Conduct a cool-down activity after participating in a recreational summer biathlon activity.
- Tear down a range after a recreational summer biathlon activity.

### **Recreational Sports Assignments**

- Set up a recreational sports activity.
- Tear down a recreational sports activity.
- Organize a team for recreational sports.
- Conduct a warm-up prior to recreational sports.
- Conduct a concurrent activity during recreational sports.
- Conduct a cool-down after recreational sports.

### **Parade Assignments**

- Set up chairs for a parade.
- Set up the dais area for a parade.
- Set up flags and parade markers for a parade.
- Tear down chairs after a parade.
- Tear down the dais area after a parade.
- Tear down flags and parade markers after a parade.

### **Weekly Cadet Night Assignments**

- Set up classroom space.
- Rearrange classroom space.
- Tear down classroom space.
- Set up a canteen.
- Staff a canteen.
- Tear down a canteen.
- Set up a presentation area for a guest speaker.
- Tear down a presentation area for a guest speaker.
- Set up for an extracurricular activity.
- Conduct a concurrent activity.

### **Community Service Assignments**

- Organize a team during a community service activity.
- Conduct concurrent activities during a community service activity.
- Complete a final garbage sweep.

### **Other Leadership Assignment Possibilities**

- Ensure the safe loading and unloading of personnel on vehicles during transportation.
- Conduct uniform inspection of cadets.
- Collect and dispose of garbage after weekly parade.
- Collect, sort and dispose of recycling after weekly parade.
- Turn off lights and close windows after weekly parade.

### **Prior to a Weekend Activity**

- Distribute personal equipment.
- Label personal equipment.
- Load group equipment and supplies.

### **Setting Up for Weekend Training**

- Unload equipment and supplies.
- Set up the first aid station.
- Set up the female sleeping area.
- Set up the male sleeping area.

### **Routine Tasks That May Occur During Weekend Training**

- Organize the distribution of a meal.
- Clean up the eating area after a meal.
- Launch sailboats.
- Conduct a concurrent activity during weekend training.
- Secure sailboats.
- Organize lights out for the female cadets.
- Organize lights out for the male cadets.
- Organize wakey-wakey for female cadets.
- Organize wakey-wakey for male cadets.

### **Secure Weekend Training**

- Secure the female sleeping area.
- Secure the male sleeping area.
- Secure the first aid station.

- Load group equipment and supplies.
- Complete a final garbage sweep.

**After Weekend Training**

- Unload equipment and supplies.
- Collect personal equipment.



# LEADERSHIP APPOINTMENT AIDE-MEMOIRE

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

### **LEADERSHIP ASSIGNMENT**

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

### **LEADERSHIP APPOINTMENT**

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

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

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

### **HOW TO CONDUCT A LEADERSHIP APPOINTMENT**

When conducting the leadership appointment, use the following steps:

1. prepare for the leadership appointment;
2. brief the team members at the onset and then throughout the leadership appointment;
3. carry out the tasks associated with the leadership appointment;
4. provide feedback to the team members throughout and at the completion of the leadership appointment;  
and
5. meet with the activity manager throughout and at the completion of the leadership appointment to discuss the outcomes of the leadership appointment.

### **PREPARING FOR THE LEADERSHIP APPOINTMENT**

#### **Ensuring the Required Resources are Available**

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

## **Completing a Time Appreciation**

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

## **Making a Plan**

Make a plan to be successful in the appointment by:

1. determining what stages or phases comprise the appointment;
2. determining tasks inherent within the appointment;
3. developing a process to accomplish all tasks; and
4. identifying and allocating resources.

## **BRIEFING TEAM MEMBERS DURING THE LEADERSHIP APPOINTMENT**

### **Communicating the Overall Plan**

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

### **Communicating the Tasks Involved in the Leadership Appointment**

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

### **Assigning Tasks to Team Members as Applicable**

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

### **Ensuring the Team Members Understand Their Tasks**

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

## **CARRYING OUT THE TASKS ASSOCIATED WITH THE LEADERSHIP APPOINTMENT**

### **Supervising Team Members**

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

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

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

### **Providing Feedback to the Team Members Throughout the Appointment**

The team leader will provide feedback throughout the appointment. This feedback may be given to the team as a whole or it may be given to individual team members. Feedback should be provided such that it is frequent,

accurate, specific, and timely. Successful supervision allows for ongoing feedback to be provided to the team. Feedback is necessary for the team members as it will allow them to develop as leaders also.

### **Modifying the Plan as Required**

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

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

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

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

- What was learned during the appointment?
- Was the goal met? What contributed to the success?
- How did everyone interact during the appointment?
- Were there behaviours that helped and / or hindered during the appointment?
- Were there any cadets who were not motivated to participate in the activity? How did this affect the morale of the remainder of the team?
- Were there leaders that emerged from within the team?

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

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

**403 PC 01 ASSESSMENT RUBRIC  
LEADERSHIP ASSIGNMENT**

	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded the Standard
Select a leadership approach.	Did not select an approach appropriate to the assignment.	Selected an approach and was challenged with balancing focus on the team members and the goal.	Selected an approach and strived to balance team members and the goal and simplicity and safety of the task.	Selected the most appropriate approach with a strong balance of team members and the goal and simplicity and safety of the task.
Communicate as a team leader.	Did not communicate with team members.	Communicated with team members occasionally. Team members needed clarification on many occasions.	Communicated with team members on many occasions. Team members needed few clarifications.	Communicated to the team throughout the leadership task. Team members did not need clarification.
Supervise cadets.	Did not supervise team members.	Only supervised team members at the beginning and / or end of the leadership assignment.	Supervised throughout the leadership assignment making some corrections when necessary.	Supervised throughout the leadership assignment making corrections as necessary.
Solve problems.	Did not solve problems.	Attempted to solve some problems and selected inefficient problem solving methods.	Solved most problems as they arose and often selected the appropriate problem solving method.	Solved problems as they arose and selected the most appropriate problem solving method.
Motivate team members.	Did not motivate team members.	Only motivated periodically and without enthusiasm.	Motivated frequently and sincerely, with attention at times to both individuals and the team.	Motivated consistently and sincerely, addressing both individuals and the team.

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 Attachment B to EO M403.06  
 Instructional Guide

Provide feedback to team members.	Did not provide feedback to team members.	Provided select feedback; was not always frequent, accurate, specific and / or timely.	Provided periodic feedback and was often frequent, accurate, specific and / or timely.	Provided consistent feedback and was regularly frequent, accurate, specific and / or timely.
Meet expectations of team members.	Made no effort to meet the needs and expectations of team members.	Made some efforts to meet the needs and expectations of team members but with limited results.	Made considerable efforts to meet the needs and expectations of team members with adequate results.	Made consistent efforts to meet the needs and expectations of team members with solid results.
Complete the leadership assignment.	Did not complete the leadership assignment.		Completed the leadership assignment.	
Perform self-assessment.	Did not complete the self-assessment.		Completed the self-assessment.	

**403 PC 02 ASSESSMENT RUBRIC  
 LEADERSHIP APPOINTMENT**

	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded the Standard
Select a leadership approach.	Did not select appropriate approach(es) throughout the appointment.	Selected an approach and was challenged with balancing focus on the team members and the goal throughout the appointment.	Selected approach(es) throughout the appointment and strived to balance team members and the goal and simplicity and safety of the task.	Selected the most appropriate approach(es) throughout the appointment with a strong balance of team members and the goal and simplicity and safety of the task.
Communicate as a team leader.	Did not communicate with team members.	Did not communicate with team members frequently enough. Team members needed clarification on many occasions.	Communicated with team members on many occasions. Team members needed few clarifications.	Communicated with team members consistently throughout the leadership appointment. Team members did not need clarification.
	Supervise team members.	Did not supervise team members.	Did not successfully apply the principles of supervision; supervision was infrequent throughout the appointment.	Supervised consistently throughout the leadership assignment, making corrections as necessary.
Solve problems.	Did not solve problems.	Attempted to solve some problems and selected inefficient problem solving methods.	Solved most problems as they arose and often selected the appropriate problem solving method.	Solved problems as they arose and selected the most appropriate problem solving method.
Motivate team members.	Did not motivate team members.	Only motivated periodically and without enthusiasm.	Motivated frequently and sincerely, with attention at times to both individuals and the team.	Motivated consistently and sincerely, addressing both individuals and the team.

Provide feedback to team members.	Did not provide feedback to team members.	Provided select feedback; was not always frequent, accurate, specific and / or timely.	Provided periodic feedback and was often frequent, accurate, specific and / or timely.	Provided consistent feedback and was regularly frequent, accurate, specific and / or timely.
Meet expectations of team members.	Made no effort to meet the needs and expectations of team members.	Made some efforts throughout the appointment to meet the needs and expectations of team members but with limited results.	Made considerable efforts throughout the appointment to meet the needs and expectations of team members with adequate results.	Made consistent efforts throughout the appointment to meet the needs and expectations of team members with solid results.
Perform self-assessment.	Did not complete the self-assessment.		Completed the self-assessment.	





**COMMON TRAINING**  
**PHASE FOUR**  
**INSTRUCTIONAL GUIDE**



**SECTION 7**

**EO C403.01 – PARTICIPATE IN A LEADERSHIP SEMINAR**

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Total Time:

90 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Review the information on seminars located at Attachment A.

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

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

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

---

**INTRODUCTION**

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**REVIEW**

Nil.

**OBJECTIVES**

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

**IMPORTANCE**

It is important for cadets to participate in a leadership seminar so they have an opportunity to further develop their leadership skills and knowledge. Leadership seminars allow cadets to discuss the best practices and

explore leadership topics. This EO may be an introduction to the seminar format, which will be used throughout Phase Five.

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

Time: 80 min

Method: Seminar



Have the cadets participate in a leadership seminar on one or more of the following topics:

- problem solving,
- time management,
- communication, and
- supervision.

**ACTIVITY****OBJECTIVE**

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

**RESOURCES**

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

**ACTIVITY LAYOUT**

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

**ACTIVITY INSTRUCTIONS**

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

**SAFETY**

Nil.

**CONFIRMATION OF TEACHING POINT 1**

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

**END OF LESSON CONFIRMATION**

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

**CONCLUSION****HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

## CLOSING STATEMENT

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

## INSTRUCTOR NOTES / REMARKS

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

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# SEMINAR INFORMATION

## SEMINARS

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

Seminars have many uses. They can be used to:

- pass on new information to a group;
- provide general guidance for a group working on a project;
- exchange information on techniques and approaches being explored by members of a group; and
- develop new and imaginative solutions to problems a group is encountering.

## PREPARATION OF A GROUP

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

1. prepare the problem, project, or topic of study in advance of the session;
2. introduce the lesson, identify the topic and its importance / relevance to the group, and describe how the seminar will proceed prior to the actual forum; and
3. assign research or study materials on a topic, prior to the seminar, if appropriate.

## HOW TO CONDUCT A SEMINAR

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

- instructor presentation;
- learner presentation;
- group discussion;
- group brainstorming; or
- group work.

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

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

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

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# LEADERSHIP SEMINAR PROBLEM SOLVING

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Total Time:

90 min

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## PREPARATION

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

Photocopy Appendices 2 and 3 to Attachment B.

The following components are conducted during this seminar:

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

---

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

---

## ACTIVITY

Time: 10 min

---

### OBJECTIVE

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

### RESOURCES

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

### ACTIVITY LAYOUT

Nil.

### ACTIVITY INSTRUCTIONS

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

**SAFETY**

Nil.

---

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

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**ACTIVITY**

Time: 20 min

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**OBJECTIVE**

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

**RESOURCES**

- NASA Survival on the Moon scenario,
- Completed NASA Survival on the Moon scenario and individual answer sheet from previous activity,
- NASA Survival on the Moon team answer sheet located at Appendix 2 to Attachment B, and
- Pen / pencil.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Distribute NASA Survival on the Moon scenario to one cadet from the group.
2. Have one cadet read the scenario to the group.
3. Have the cadets complete the NASA Survival on the Moon scenario as a group using their previous answers as a guide.
4. Review the group's answers to the NASA Survival on the Moon scenario using Appendix 3 to Attachment B.
5. Have cadets score their answers as a group and then as individuals.

**SAFETY**

Nil.

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**CONDUCT A GROUP DISCUSSION ON THE NASA MOON SURVIVAL SCENARIO**

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Time: 10 min



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## BACKGROUND KNOWLEDGE

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

### TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP

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

Transactional Leadership:

- Values problem and solution identification.
- Makes decisions – even if everyone has not been heard – in order to move forward.
- Uses standards and principles as guides in decision making.
- Develops the self to be a better decision maker for the group.
- Gets things done.
- Recognizes the importance of the product.
- Takes charge (personal power).

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

Transformational Leadership:

- Values the participation and contribution of others.
- Takes all viewpoints and advice into account before making a decision.
- Considers individuals within their contexts and situations.
- Uses individuals to test decisions.
- Develops the self first to be a better contributor to the group.
- Learns from experiences to generalize to 'real life'.
- Recognizes the importance of the process.
- Shares leadership (group power).



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

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

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## GROUP DISCUSSION

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### TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

### SUGGESTED QUESTIONS:

- Q1. Based on the two previous activities, which decisions were easier to make—individually or as a group?
- Q2. Which do you think was more effective?
- Q3. Give some examples of how decisions were made.
- Q4. Who influenced the decisions and how?
- Q5. Could better decisions have been made? How?
- Q6. How was conflict managed?
- Q7. How do you feel about the decisions?
- Q8. Were you satisfied with each decision? Why or why not?
- Q9. What would you change if you did this again?



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



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

---

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

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Time: 10 min

### The Stepladder Technique

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

The stepladder technique steps:

1. present the problem or task;
2. form the core group of two members;
3. share ideas and discuss;
4. add the third member to the group;
5. share ideas and discuss;
6. add the fourth member to the group;
7. share ideas and discuss;
8. add additional members, one at a time, sharing ideas and discussing after each, until all members have been added; and
9. reach a final decision.

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

### The Six Thinking Hats Technique

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

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

**White Hat.** With this thinking hat, cadets must focus on the data available. They must look at the information they have and see what can be learned from it. They must look at gaps in the knowledge and either try to

fill them or account for them. These cadets will analyze past trends and try to predict on the basis of what is known, what may happen.

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

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

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

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

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

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

---

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

---

**ACTIVITY**

Time: 10 min

---

**OBJECTIVE**

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

**RESOURCES**

Scenario located at Appendix 4 to Attachment B.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Have the cadets select the stepladder technique or six thinking hats technique to solve the scenario.
2. Distribute the scenario to each cadet.
3. Have the cadets read the scenario.
4. Divide the cadets into groups of no more than six.
5. Have the cadets solve the scenario using the technique selected.

## SAFETY

Nil.

---

## HAVE CADETS SOLVE PROBLEMS

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### ACTIVITY

Time: 15 min

### OBJECTIVE

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

### RESOURCES

- Brainteasers and puzzles located at Appendix 5 to Attachment B, and
- Answer keys located at Appendix 6 to Attachment B.

### ACTIVITY LAYOUT

Nil.

### ACTIVITY INSTRUCTIONS



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

1. Distribute Appendix 5 to Attachment B to each cadet.
2. Divide cadets into groups of no larger than three.
3. Have cadets solve the problems.
4. After 12 minutes, distribute answer keys located at Appendix 6 to Attachment B to each group.
5. Have the groups check their answers.

## SAFETY

Nil.

---

## CONDUCT A GROUP DISCUSSION ON THE PROBLEM-SOLVING SEMINAR

---

Time: 5 min



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

## GROUP DISCUSSION



### TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

### SUGGESTED QUESTIONS:

- Q1. What have you learned during this seminar?
- Q2. Which activities did you enjoy during the seminar? Why?
- Q3. Will this information be useful to you?
- Q4. Where do you think you will use the information from this seminar?
- Q5. Now that you know the Stepladder and Six Thinking Hats Techniques, how have you changed your approach to solving a problem? How will this impact your decision-making?



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



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



## NASA Survival on the Moon

### Scenario:

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

# NASA Survival on the Moon Individual Answer Sheet

Name \_\_\_\_\_

To be completed individually.

- \_\_\_\_\_ Box of Matches
- \_\_\_\_\_ Food Concentrate
- \_\_\_\_\_ 15 Metres of Nylon Rope
- \_\_\_\_\_ Parachute Silk
- \_\_\_\_\_ Portable Heating Unit
- \_\_\_\_\_ Two .45 Calibre Pistols
- \_\_\_\_\_ One Case of Dehydrated Milk
- \_\_\_\_\_ Two 50-Kilogram Tanks of Oxygen
- \_\_\_\_\_ Stellar Map
- \_\_\_\_\_ Self-Inflating Life Raft
- \_\_\_\_\_ Magnetic Compass
- \_\_\_\_\_ 20 Litres of Water
- \_\_\_\_\_ Signal Flares
- \_\_\_\_\_ First Aid Kit, Including Injection Needle
- \_\_\_\_\_ Solar-Powered FM Receiver-Transmitter





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## ANSWERS TO THE SURVIVAL ON THE MOON

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

### Scoring:

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

**0–25** excellent

**26–32** good

**33–45** average

**46–55** fair

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

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

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## **STEPLADDER OR SIX THINKING HATS SCENARIO**

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

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## PROBLEMS TO SOLVE

### **Problem #1**

Four women, Louise, Lise, Carol and Lily, are seated at a table. They are chatting about their holidays. They went to California, Texas, Florida and Arizona riding a lion, a tiger, a zebra, and a pony.

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

Hints:

- The woman riding the zebra did not smoke.
- Carol declared that she loved Miami.
- The woman riding the tiger had a cigarette with Lily.
- Louise said "Buy your pony a new saddle, Carol. I saw some during our trip to California?"
- The women riding the tiger mentioned that she has seen the Alamo in Texas.
- Lise was a chain smoker.

### **Problem #2**

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

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

### **Problem #3**

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

Question: Why?

### **Problem #4**

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

Questions:

At what time should he leave?

What distance will he travel?

At what speed will he travel?

### **Problem #5**

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

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

Question: How is this possible?

**Problem #6**

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

Question: How is this possible?

**Problem #7**

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

Yg ctg jcxkpi c uwtrtkug rctva hqt Ou. Dtqyp.

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

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

**Problem #8**

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

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

Hints:

- The woman is not in a yellow boat and is not from France.
- The red boat is not from Italy.
- The kids are in a blue boat, but they are not from Italy or Sweden.
- The man and his dog are on a yacht with an Italian flag.
- The sailboat is from France, while the canoe is red.

**Problem #9**

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

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

**Problem #10**

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

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

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



## ANSWER KEY TO PROBLEMS

### **Problem #1**

Answer:

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

### **Problem #2**

Answer:

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

### **Problem #3**

Answer:

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

### **Problem #4**

Answer:

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

### **Problem #5**

Answer:

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

### **Problem #6**

Answer:

She was walking.

### **Problem #7**

Answer:

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

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

### **Problem #8**

Answer:

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

**Problem #9**

Answer:

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

**Problem #10**

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

# LEADERSHIP SEMINAR TIME MANAGEMENT

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Total Time: 90 min

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## PREPARATION

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Photocopy Appendix 1 to Attachment C.

The following components are conducted during this seminar:

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

---

## EXPLAIN THAT TIME MANAGEMENT IS A MYTH

---

Time: 5 min

### TIME MANAGEMENT IS A MYTH

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

---

## CONDUCT AN ACTIVITY WHERE CADETS BRAINSTORM A LIST OF TIME STEALERS

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### BACKGROUND KNOWLEDGE

---

Time stealers include:

- interruptions (telephones, visitors, etc),
- procrastination and indecisions,
- dealing with minor tasks that should have be delegated,
- acting with incomplete information,
- lack of planning,
- stress and fatigue,

- inability to say "No", and
- personal disorganization.

---

## ACTIVITY

Time: 10 min

---

### OBJECTIVE

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

### RESOURCES

- Two flip charts, and
- Two markers.

### ACTIVITY LAYOUT

Nil.

### ACTIVITY INSTRUCTIONS

1. Divide the cadets into two groups.
2. Give each group a flip chart and marker.
3. Have each group brainstorm and record on the flip chart a list of time stealers.
4. Have one member from each group share their list with the class.

### SAFETY

Nil.

---

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

---

Time: 10 min

### OBJECTIVE

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

### RESOURCES

- Paper, and
- Pen / pencil.

### ACTIVITY LAYOUT

Nil.

### ACTIVITY INSTRUCTIONS

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

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



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

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

## SAFETY

Nil.

---

## EXPLAIN PROCRASTINATION

---

Time: 10 min

### WHY DO CADETS PROCRASTINATE?

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

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

**Important.** Of great effect or consequence; significant.

**Urgent.** Demanding or requiring immediate action or attention.

### Causes of Procrastination

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

### Other Causes of Procrastination

Other causes of procrastination include:

- waiting for the "right" mood or the "right" time to tackle the important tasks;
- a fear of failure or success;
- underdeveloped decision-making skills;
- poor organizational skills; and
- perfectionism (cadets think they do not have the right skills or resources to accomplish the task perfectly so they do not begin at all).



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

## HOW TO OVERCOME PROCRASTINATION

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

1. **Recognize that you are procrastinating.** Be honest with yourself; you probably know when you are procrastinating.
2. **Work out why you are procrastinating.** Why you procrastinate can depend on both you and the task. Understanding the reason for procrastination for each situation will help you select the best approach to overcoming your reluctance to get going.
3. **Get over it.** If you are putting something off because you just do not want to do it, and you can not delegate the work, you need to find a way to motivate yourself. The following approaches may be helpful:
  - make up your own rewards;
  - ask someone to check up on you; or
  - identify unpleasant consequences of not doing the task.

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

- break the project into smaller, or manageable tasks;
- start with some quick small tasks, even if these are not the logical place to start. This will help you feel like you are achieving results.

---

## CONDUCT AN ACTIVITY WHERE CADETS BRAINSTORM TIME-MANAGEMENT TIPS

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### ACTIVITY

Time: 10 min

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### OBJECTIVE

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

### RESOURCES

- Flipchart, and
- Marker.

### ACTIVITY LAYOUT

Nil.

## ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of no more than six.
2. Have the cadets select a recorder for the brainstorming session.
3. Explain to cadets that they are to create a list of time-management tips for other cadets.
4. Have the selected cadet record the suggestions.
5. Have each group share their tips with the rest of the class.

## SAFETY

Nil.

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### EXPLAIN TIME-MANAGEMENT TIPS FOR TEENS

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Time: 5 min

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

- make a to-do list;
- use spare minutes wisely;
- it's okay to say "No";
- find the right and best time for work;
- get a good night's sleep;
- communicate the schedule to others;
- create a time budget and plan accordingly;
- don't waste time agonizing; get on with it; and
- set realistic goals.

---

### EXPLAIN HOW TO PREPARE TO-DO LISTS

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Time: 5 min

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

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

#### Preparing a To-do List

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

#### How to Prioritize the To-do List

The next step in creating a useful to-do list is to prioritize each task on the to-do list. There are many ways to prioritize but usually priorities are based on time constraints and / or the benefit of the accomplishment of the

task. For example, a priority based on time constraints could be if you have to take a sibling to a ball game at six in the evening, and the clock reads 5:30 pm, that task will move to a very high priority. An example based on a benefit of the task could be if you wish to buy a newer car, you cannot miss shifts at work. Shifts at work will have a very high priority.

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

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

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Time: 5 min

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### GROUP DISCUSSION

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#### TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

#### SUGGESTED QUESTIONS:

- Q1. What types of technology may help in time-management?
- Q2. How can those technologies help?
- Q3. Do you use technologies to help keep you on track and organized?
- Q4. How do they help you?



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





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

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**CONDUCT AN IN-CLASS ACTIVITY WHERE CADETS  
CREATE A TO-DO LIST BASED ON A SCENARIO**

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**ACTIVITY**

Time: 15 min

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**OBJECTIVE**

The objective of this activity is to have the cadets create a to-do list based on a scenario.

**RESOURCES**

- Scenario located at Appendix 1 to Attachment C,
- Paper, and
- Pen / pencil.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Distribute the scenario to each cadet.
2. Have cadets create a to-do list based on the scenario.
3. Have cadets present their to-do list to the group, and explain why they prioritized their list the way they did.

**SAFETY**

Nil.

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**CONDUCT A GROUP DISCUSSION ON THE TIME-MANAGEMENT SEMINAR**

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Time: 5 min

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**BACKGROUND KNOWLEDGE**

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

## GROUP DISCUSSION



### TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

### SUGGESTED QUESTIONS:

- Q1. What have you learned during this seminar?
- Q2. Which activities did you enjoy during the seminar? Why?
- Q3. Will this information be useful to you?
- Q4. Where do you think you will use the information from this seminar?



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



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

## SCENARIO FOR CREATING A TO-DO LIST

It is Friday morning at 8:00 am. All tasks must be completed by 8:00 am on Monday.

The following tasks must be accomplished. Create a to-do list in priority order.

- Go to school from 9:00 am to 3:00 pm on Friday.
- Work from 6:00 pm to 9:00 pm on Saturday night.
- Pick up your sister from ballet on Sunday at 1:00 pm.
- Clean your room.
- Polish your boots.
- Take out the garbage.
- Make a lesson plan for cadets on Monday night.
- Go to a movie.
- Hang out with your friends.
- Cut the lawn.
- Do your homework which includes a 1 000 word essay, four math problems, and reading two chapters of your history text.
- Play basketball on Saturday.
- Update your resume.
- Have supper at your grandparents on Sunday.
- Study for final exams.
- Eat meals.
- Sleep at least eight hours a night.
- Work out with weights.

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# LEADERSHIP SEMINAR COMMUNICATIONS

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Total Time:

90 min

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## PREPARATION

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Photocopy Appendices 1 and 3 to Attachment D for each cadet.

Photocopy Appendices 2 to Attachment D.

The following components are conducted during this seminar:

Number	Component	Time
1	Have cadets participate in a communication exercise.	15 min
2	Conduct a group discussion on the communications exercise.	5 min
3	Demonstrate and explain how to build rapport using a role-play scenario.	20 min
4	Explain reading body language.	15 min
5	Conduct an activity where cadets read negative and positive body language.	20 min
6	Conduct a group discussion on the communications seminar.	5 min

---

## HAVE CADETS PARTICIPATE IN A COMMUNICATION EXERCISE

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### ACTIVITY

Time: 15 min

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#### OBJECTIVE

The objective of this activity is to have the cadets give and receive instructions without non-verbal cues.

#### RESOURCES

- Figures located at Appendix 1 to Attachment D,
- Paper, and
- Pens / pencil.

#### ACTIVITY LAYOUT

Nil.

#### ACTIVITY INSTRUCTIONS

1. Have the cadets find a partner.
2. Have the cadets sit back-to-back.
3. Distribute paper and pen / pencil to each cadet.
4. Distribute picture A to one cadet and picture B to the other cadet.
5. Have the first cadet describe and give instructions to the other cadet to reproduce picture A. The cadet receiving instructions cannot ask for clarification; they may only ask for repetition.

6. Allow the first cadet seven minutes to complete the instructions.
7. Have the other cadet describe and give instructions to the first cadet to reproduce picture B. The cadet receiving instructions cannot ask for clarification; they may only ask for repetition.
8. Allow the second cadet seven minutes to complete the instructions.
9. Have each cadet exchange pictures.

### **SAFETY**

Nil.

---

## **CONDUCT A GROUP DISCUSSION ON THE COMMUNICATIONS EXERCISE**

---

Time: 5 min



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

---

### **GROUP DISCUSSION**

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#### **TIPS FOR ANSWERING / FACILITATING DISCUSSION:**

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

#### **SUGGESTED QUESTIONS:**

- Q1. How did you feel about giving instructions? Were your instructions to the point?
- Q2. How did you feel about receiving instructions? Could the instructions you were given be more clear?

Q3. Which was more difficult, giving or receiving instruction? Why?

Q4. Would this exercise have been easier if you could see your partner? Why or why not?



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



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

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## DEMONSTRATE AND EXPLAIN HOW TO BUILD RAPPORT USING A ROLE-PLAY SCENARIO

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### BACKGROUND KNOWLEDGE

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#### BUILDING RAPPORT

Rapport builds naturally over time with cadets who are trusted and who are believable. The process of building rapport can be sped up by matching and mirroring the other cadet's verbal and non-verbal communications.

##### Matching Body Language

Matching body language can take several forms. One may match the other cadet's whole body position, the position of the upper or lower half of their body, or the angle of their head and shoulder. Matching may also be done by using the cadet's same type and rate of movement and gestures. One may match things exactly or partially.

##### Matching Voice

Matching may also be done using the other cadet's voice. One may match their volume, speed, pitch, rhythm, inflections and pauses. One may match their type of language and vocabulary and speech patterns.

##### Matching Energy

One may match the other cadet's energy level also. One may match how rapidly they breathe and whether they breathe using shallow or deep breaths.

#### MIRRORING

Instead of matching the cadet's body movements, one may mirror them. When the cadet crosses their right leg over their left, one may cross their left leg over their right.

The idea of building rapport through matching and mirroring is not to copy blindly every movement a cadet makes or each body position they sit in. Building rapport is something that is done "with" a cadet, not "to" a cadet.

---

### ACTIVITY

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Time: 20 min



When conducting the role-play, take the part of a mentor. Ensure when acting as the mentor during the role-play to use matching and mirroring techniques.

## OBJECTIVE

The objective of this activity is to have the cadets see communications that build rapport using a role-play scenario.

## RESOURCES

- Role-play scenario located at Appendix 2 to Attachment D,
- Paper,
- Pen/ pencil.

## ACTIVITY LAYOUT

Nil.

## ACTIVITY INSTRUCTIONS

1. Distribute paper and a pen / pencil to each cadet.
2. Ask cadets to volunteer to take part in the role-play.
3. Select one cadet to take part in the role-play.
4. Distribute the role-play scenario to the selected cadet.
5. Ask all other cadets to write down their observations about the role-play scenario.
6. Conduct the role-play scenario with the selected cadet.
7. After eight minutes, conclude the role-play scenario.
8. Have the rest of the cadets share their observations about the scenario. Ensure the cadets give examples for their observations.
9. Describe the matching and mirroring techniques that were used during the role-play scenario.

## SAFETY

Nil.

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## EXPLAIN READING BODY LANGUAGE

---

Time: 15 min

Body language reveals a cadet's true thoughts. It may forewarn problems, such as lack of understanding, disagreement or conflict. It may signal support, agreement or encouragement. It may show how comfortable a cadet is with what is being said or how committed they really are to their own words.



## Reading Other's Body Language

Most people understand body language intuitively and quickly, and the conclusions that are reached go straight into the subconscious. However, it pays to look out for certain positive and negative signals. If other's body language is read correctly, one should know whether one's communications are succeeding or missing their mark.

The Signal	What it may say
Nodding the head.	This cadet is listening to me. This cadet agrees with me.
Scratching the neck or rubbing eyes and looking at the ceiling (female) or the floor (man).	This cadet may not be telling the truth.
Clenched hands.	This cadet is frustrated.
Hand on cheek.	This cadet has some doubts.
Hand on cheek with thumb under chin.	This cadet is interested but has some doubts.
Picking off imaginary lint.	This cadet disagrees with or disproves of what has been said but is not willing to say so.
Crossed arms and legs.	This cadet is tuning out or filtering what is being said.

One must be careful of a cadet's unspoken messages. Crossed arms may say "I feel threatened by what you are saying and I am closed to hearing it", but it may also say "I'm cold". A tapping foot may mean "I would like to be on my way", but it may also reflect a lot of nervous energy or a need to go to the washroom.

## Look Out for Negative Signals

A cadet's body language may serve as an early warning signal that something is amiss in the communication process. Negative signals include:

- feet pointing away from the speaker;
- tapping feet;
- rapidly nodding the head;
- covering the nose;
- rubbing or scratching the neck or nose;
- looking skyward;
- avoiding or limiting eye contact;
- covering the mouth;
- body orienting away from the speaker;
- tense posture;
- covering or rubbing of the ears;
- "dancing" around;
- forming a fist, clenching the hands;
- rapidly exhaling breath;
- fidgeting (eg, tapping a pencil);
- drumming the fingers on the table; and
- buttoning the coat or jacket.

Boredom may look like:

- doodling;
- drumming the fingers;
- crossed legs with the foot swinging or kicking;
- head held in hands;
- a blank stare;
- taking deep breaths;
- tapping the floor with the foot; and
- clicking a pen in and out.

Frustration may look like:

- short breaths;
- "tssk" sounds;
- hands tightly clenched;
- fist-like gestures;
- wringing hands;
- pointing index fingers;
- running hands through the hair;
- rubbing the back of the neck; and
- kicking the ground at an imaginary object.

### Look Out for Positive Signals

Just as body language may alert one to looming problems, it may also herald success. Positive signals include:

- nodding thoughtfully;
- relaxed posture;
- body oriented toward the speaker;
- open hands;
- feet pointed towards the speaker;
- stroking of the chin;
- open body position;
- eye contact, particularly when the pupils are dilated (enlarged);
- handling the documents or materials one is presenting; and
- thoughtful "um-hums".

Cooperation may look like:

- open hands;
- sitting on the edge of the chair;
- unbuttoning the coat or jacket;
- tilted head;
- leaning toward the speaker; and
- moving closer to the speaker.

Evaluation may look like:

- hand-to-face gestures;
- tilted head;
- stroking the chin or chin in the palm of the hand;
- taking their glasses off to clean them;
- sucking on a pen or glasses' arm; and
- peering over their glasses.



Distribute Appendix 3 to Attachment D to each cadet.

---

## CONDUCT AN ACTIVITY WHERE CADETS READ NEGATIVE AND POSITIVE BODY LANGUAGE

---

Time: 20 min

### OBJECTIVE

The objective of this activity is to have the cadets read negative and positive body language.

## RESOURCES

Nil.

## ACTIVITY LAYOUT

Nil.

## ACTIVITY INSTRUCTIONS

1. Have cadets select a partner.
2. Select one set of partners to go first.
3. Have one cadet act as the sender while the other cadet acts as the receiver of the information.
4. Have the receiver select one body language signal to display throughout the sender's presentation.
5. Have the sender tell the receiver about everything they have done during the previous week.
6. Have the receiver display the body language selected throughout the sender's presentation.
7. Have the sender talk for approximately two minutes.
8. Have the sender guess what body language was being displayed.
9. Have the rest of the class guess what body language was being displayed.
10. Have the receiver confirm or deny the guesses. If the guesses were not correct, have the receiver explain what body language was being displayed.
11. Repeat Steps 5–10 until each set of partners has been both the sender and the receiver.

## SAFETY

Nil.

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### CONDUCT A GROUP DISCUSSION ON THE COMMUNICATIONS SEMINAR

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Time: 5 min



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

---

### GROUP DISCUSSION

---



#### TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

**SUGGESTED QUESTIONS:**

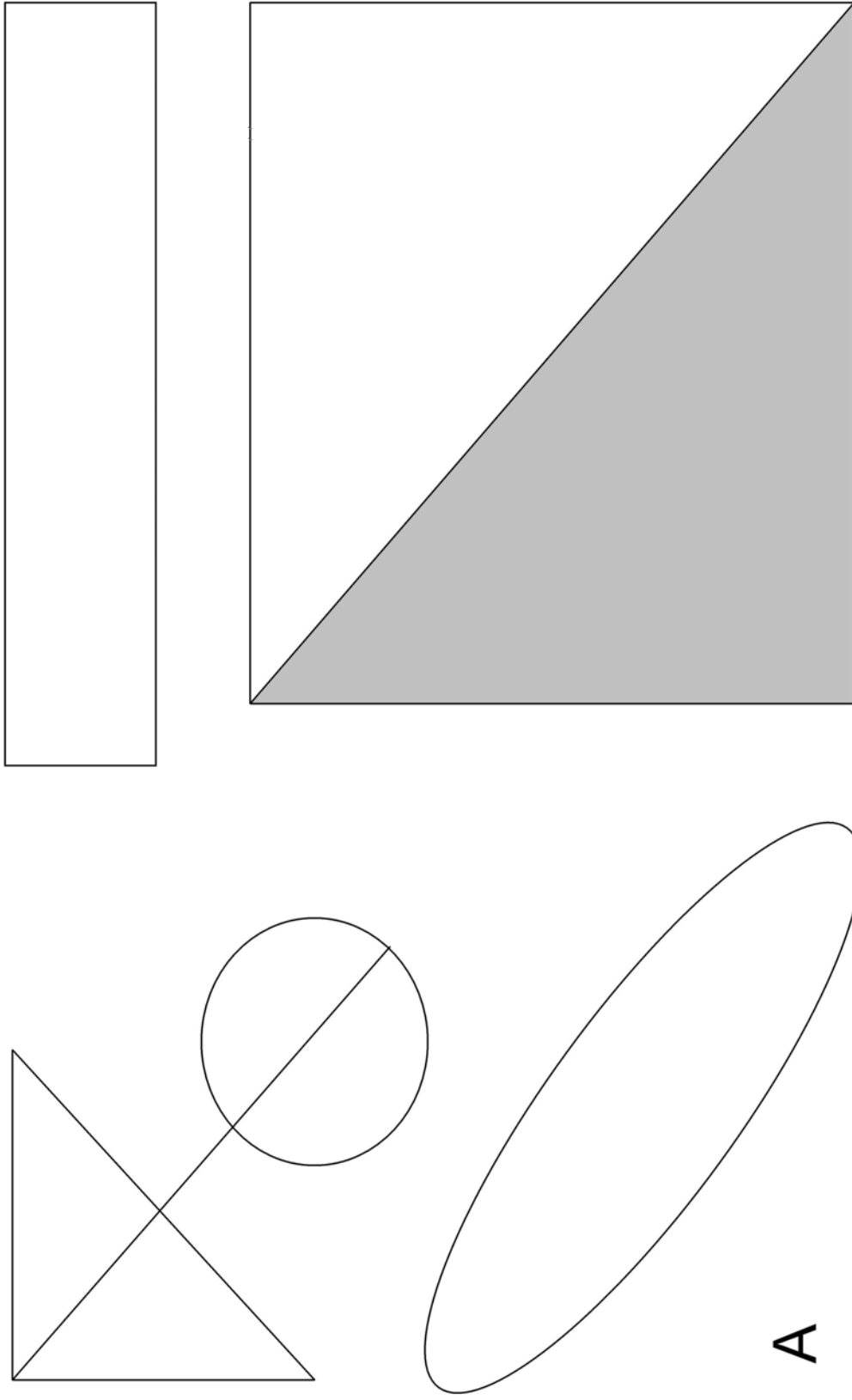
- Q1. What have you learned during this seminar?
- Q2. Which activities did you enjoy during the seminar? Why?
- Q3. Will this information be useful to you?
- Q4. Where do you think you will use the information from this seminar?



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

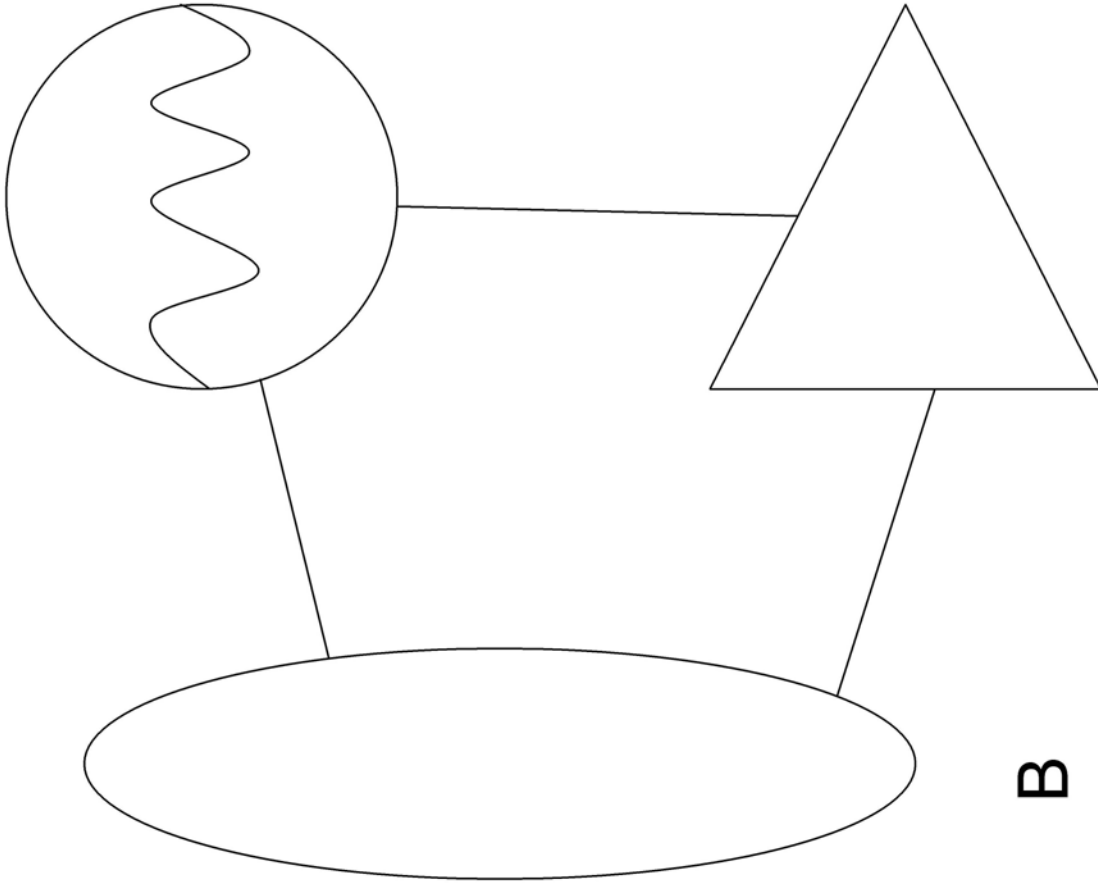


Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

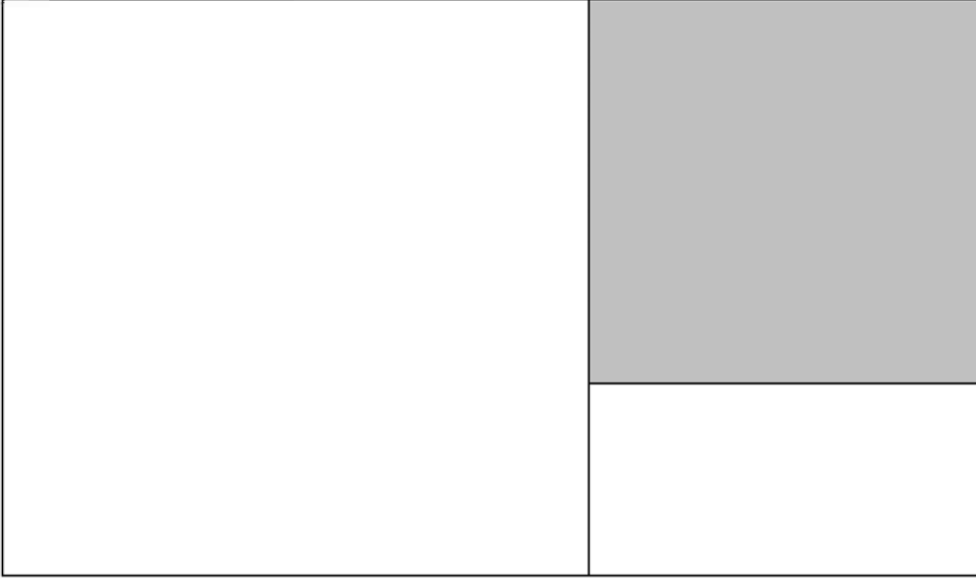


Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence

Figure D1-1 Picture A



**B**



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

Figure D1-2 Picture B

## **SCENARIO FOR ROLE-PLAY**

You are a second year cadet who is often timid and shy. You are often late to parade nights and you do not take care of your uniform very well. You attended the General Training (GT) course last summer and this summer you wish to attend the three-week Basic Musician Course.

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## READING BODY LANGUAGE

Body language reveals a cadet's true thoughts. It may forewarn problems, such as lack of understanding, disagreement or budding conflict. It may signal support, agreement or encouragement. It may show how comfortable a cadet is with what is being said or how committed they really are to their own words.

### Reading Other's Body Language

Most people understand body language intuitively and quickly, and the conclusions that are reached go straight into the subconscious. However, it pays to look out for certain positive and negative signals. If other's body language is read correctly, one should know whether one's communications are succeeding or missing their mark.

The Signal	What it may say
Nodding the head.	This cadet is listening to me. This cadet agrees with me.
Scratching the neck or rubbing eyes and looking at the ceiling (female) or the floor (man).	This cadet may not be telling the truth.
Clenched hands.	This cadet is frustrated.
Hand on cheek.	This cadet has some doubts.
Hand on cheek with thumb under chin.	This cadet is interested but has some doubts.
Picking off imaginary lint.	This cadet disagrees with or disproves of what has been said but is not willing to say so.
Crossed arms and legs.	This cadet is tuning out or filtering what is being said.

One must be careful of a cadet's unspoken messages. Crossed arms may say "I feel threatened by what you are saying and I am closed to hearing it", but it may also say "I'm cold". A tapping foot may mean "I would like to be on my way", but it may also reflect a lot of nervous energy or a need to go to the washroom.

### Look Out for Negative Signals

A cadet's body language may serve as an early warning signal that something is amiss in the communication process. Negative signals include:

- feet pointing away from the speaker;
- tapping feet;
- rapidly nodding the head;
- covering the nose;
- rubbing or scratching the neck or nose;
- looking skyward;
- avoiding or limiting eye contact;
- covering the mouth;
- body orienting away from the speaker;
- tense posture;
- covering or rubbing of the ears;
- "dancing" around;
- forming a fist, clenching the hands;
- rapidly exhaling breath;
- fidgeting (eg, tapping a pencil);
- drumming the fingers on the table; and
- buttoning the coat or jacket.

Boredom may look like:

- doodling;
- drumming the fingers;
- crossed legs with the foot swinging or kicking;
- head held in hands;
- a blank stare;
- taking deep breaths;
- tapping the floor with the foot; and
- clicking a pen in and out.

Frustration may look like:

- short breaths;
- "tssk" sounds;
- hands tightly clenched;
- fist-like gestures;
- wringing hands;
- pointing index fingers;
- running hands through the hair;
- rubbing the back of the neck; and
- kicking the ground at an imaginary object.

### **Look Out for Positive Signals**

Just as body language may alert one to looming problems, it may also herald success. Positive signals include:

- nodding thoughtfully;
- relaxed posture;
- body oriented toward the speaker;
- open hands;
- feet pointed towards the speaker;
- stroking of the chin;
- open body position;
- eye contact, particularly when the pupils are dilated (enlarged);
- handling the documents or materials one is presenting; and
- thoughtful "um-hums".

Cooperation may look like:

- open hands;
- sitting on the edge of the chair;
- unbuttoning the coat or jacket;
- tilted head;
- leaning toward the speaker; and
- moving closer to the speaker.

Evaluation may look like:

- hand-to-face gestures;
- tilted head;
- stroking the chin or chin in the palm of the hand;
- taking their glasses off to clean them;
- sucking on a pen or glasses' arm; and
- peering over their glasses.

# LEADERSHIP SEMINAR SUPERVISION

---

Total Time:

90 min

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## PREPARATION

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Photocopy Appendices 1 and 2 to Attachment E for each cadet.

The following components are conducted during this seminar:

Number	Component	Time
1	Describe supervision systems.	10 min
2	Explain how to supervise effectively.	15 min
3	Conduct a group discussion on supervision.	25 min
4	Conduct an activity where cadets create a supervision plan based on a scenario.	25 min
5	Conduct a group discussion on the supervision seminar.	5 min

---

## DESCRIBE SUPERVISION SYSTEMS

---

Time: 10 min

In general, the system of supervision will vary according to:

- the type of activity,
- the location of the activity,
- the age and skill of cadets, and
- the age and skill of the team leader / supervisor.

An assessment of the situation will determine the most appropriate supervision system to ensure the safety of cadets. The following systems may be used to cater to various situations.

### Direct and Constant Supervision

Some activities require direct and constant supervision by a team leader to ensure all cadets remain safe. To determine whether direct and constant supervision is required, an assessment must be made on the level or risk involved in the activity and the skills and development of the cadets participating in the activity.

### Intermittent Supervision

Intermittent supervision is appropriate for the supervision of more mature, responsible cadets participating in low-risk activities. Intermittent supervision must be well planned. The expectations for the cadets must be clearly stated and the cadets must be checked regularly.

### Area Supervision

Area supervision requires a team leader to take responsibility for a particular area such as a basketball court or dining area. Area supervision allows cadets to move freely between areas and is easy to manage and plan.

## **Group Supervision**

Group supervision relates to the supervision of a group of cadets regardless of the area they are in. Group supervision is more useful on excursions to venues where it is more difficult to supervise a large group of cadets or allow cadets to be grouped according to interest or skill level.

## **Floater Supervision**

Floater supervision refers to a system where a team leader moves among all areas supporting and encouraging cadets and staff. The floater keeps track of the big picture and does not monitor a specific area or activity.

---

## **EXPLAIN HOW TO SUPERVISE EFFECTIVELY**

---

Time: 15 min

Being totally aware of what is happening around and beyond a specific activity requires the development of specific supervision skills. These skills include:

- scanning;
- positioning;
- listening; and
- being "with it".

### **SCANNING**

Scanning involves regularly glancing around the whole area to see what is happening. By continually scanning the area, the team leader is able to quickly intervene in a situation where cadets could be at risk or intervene in a dispute.

### **POSITIONING**

The physical position that the team leader takes will determine how well the team leader is able to supervise the cadets in their vicinity. Always position the body to be able to observe the maximum area possible. If the team leader is responsible for a high-risk activity, they must never leave the activity.

### **LISTENING**

As well as positioning and scanning the area, the team leader will need to listen carefully to what is happening. As the team leader listens to cadets, they will learn the sounds that indicate that all is well or sounds that indicate something is not right.

### **Being "With It"**

Being "with it" is the key to any supervision system. It is the desire and ability to be aware of:

- what has happened in the past;
- what is happening in the present; and
- what is likely to happen in the future.

Being "with it" requires the team leader to know the cadets in their care and monitor what they are doing. This includes all cadets' range of skills, interests, and their ability to interact with others. Being "with it" may enable the team leader to be aware of the positive behaviour displayed by cadets. The team leader may notice the leadership, perseverance, cooperation, and kindness of cadets.



Distribute Appendix 1 to Attachment E to each cadet.

---

## CONDUCT A GROUP DISCUSSION ON SUPERVISION

---

Time: 25 min



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

---

## GROUP DISCUSSION

---



### TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

### SUGGESTED QUESTIONS:

- Q1. Name some locations around the corps where the cadets will need to be supervised in the building?
- Q2. How do you supervise these areas?
- Q3. Is supervision of cadets different in the classroom than in the rest of the building? Why or why not?
- Q4. Is supervision of cadets different in the canteen than in the rest of the building? Why or why not?
- Q5. Is supervision of cadets different on the range than in the rest of the building? Why or why not?
- Q6. How will you supervise the areas in the rest of the building (eg, washrooms, stairs, hallways)?

- Q7. Is supervision of cadets different when cadets are participating in an outdoor activity (eg, sailing, expedition, or launching rockets)?
- Q8. Give some examples of how and why the supervision is different?
- Q9. How does supervision lower the risks of those activities?
- Q10. Can supervision duties be delegated to others? Why or why not?



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



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

---

## CONDUCT AN ACTIVITY WHERE CADETS CREATE A SUPERVISION PLAN BASED ON A SCENARIO

---

Time: 25 min

### OBJECTIVE

The objective of this activity is to have the cadets create a supervision plan based on a scenario.

### RESOURCES

- Scenario located at Appendix 2 to Attachment E,
- Paper, and
- Pen / pencil.

### ACTIVITY LAYOUT

Nil.

### ACTIVITY INSTRUCTIONS

1. Have the cadets find a partner.
2. Distribute the scenario to each pair of cadets.
3. Allow the cadets 15 minutes to create their supervision plan.
4. Have each pair present their supervision plan to the other cadets.
5. Allow one minute for questions and answers.

### SAFETY

Nil.

---

## CONDUCT A GROUP DISCUSSION ON THE SUPERVISION SEMINAR

---

Time: 5 min



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

---

### GROUP DISCUSSION

---



#### TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

#### SUGGESTED QUESTIONS:

- Q1. What have you learned during this seminar?
- Q2. Which activities did you enjoy during the seminar? Why?
- Q3. Will this information be useful to you?
- Q4. Where do you think you will use the information from this seminar?



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



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



# SUPERVISION SYSTEMS

In general, the system of supervision will vary according to:

- the type of activity,
- the location of the activity,
- the age and skill of cadets, and
- the age and skill of the team leader / supervisor.

An assessment of the situation will determine the most appropriate supervision system to ensure the safety of cadets. The following systems may be used to cater to various situations.

## **Direct and Constant Supervision**

Some activities require direct and constant supervision by a team leader to ensure all cadets remain safe. To determine whether direct and constant supervision is required, an assessment must be made on the level or risk involved in the activity and the skills and development of the cadets participating in the activity.

## **Intermittent Supervision**

Intermittent supervision is appropriate for the supervision of more mature, responsible cadets participating in low-risk activities. Intermittent supervision must be well planned. The expectations for the cadets must be clearly stated and the cadets must be checked regularly.

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## **Floater Supervision**

Floater supervision refers to a system where a team leader moves among all areas supporting and encouraging cadets and staff. The floater keeps track of the big picture and does not monitor a specific area or activity.

## HOW TO SUPERVISE EFFECTIVELY

Being totally aware of what is happening around and beyond a specific activity requires the development of specific supervision skills. These skills include:

- scanning;
- positioning;
- listening; and
- being "with it".

### Scanning

Scanning involves regularly glancing around the whole area to see what is happening. By continually scanning the area, the team leader is able to quickly intervene in a situation where cadets could be at risk or intervene in a dispute.

### Positioning

The physical position that the team leader takes will determine how well the team leader is able to supervise the cadets in their vicinity. Always position the body to be able to observe the maximum area possible. If the team leader is responsible for a high-risk activity, they must never leave the activity.

### Listening

As well as positioning and scanning the area, the team leader will need to listen carefully to what is happening. As the team leader listens to cadets, they will learn the sounds that indicate that all is well or sounds that indicate something is not right.

### Being "With It"

Being "with it" is the key to any supervision system. It is the desire and ability to be aware of:

- what has happened in the past;
- what is happening in the present; and
- what is likely to happen in the future.

Being "with it" requires the team leader to know the cadets in their care and monitor what they are doing. This includes all cadets' range of skills, interests, and their ability to interact with others. Being "with it" may enable the team leader to be aware of the positive behaviour displayed by cadets. The team leader may notice the leadership, perseverance, cooperation, and kindness of cadets.

## **SCENARIO FOR SUPERVISION PLAN**

Your corps is going on a weekend citizenship tour. The corps will travel by bus approximately 150 kilometres. The bus will depart Saturday morning at 8:00 am. The first stop for the corps will be a museum. Lunch will occur at 12:00 pm on site at the museum. The bus will depart the museum and travel to a restaurant for supper at 4:30 pm. The bus will depart the fast food restaurant after one hour to drive to the armoury. The corps will spend the night sleeping in the armoury. On Sunday morning, breakfast will be brought to the armoury at 08:30 am. The bus will depart the armoury at 10:00 am to drive to a mall. Cadets will have lunch in the mall at the food court. The bus will depart the mall at 2:30 pm to return home.

The corps will take 15 first year cadets, 10 second year cadets, 7 third year cadets, 4 fourth year cadets, and 2 fifth year cadets. There will be 6 adult supervisors: 4 officers and 2 Civilian Instructors.

Create a supervision plan for the weekend activity using third, fourth and fifth year cadets. Adult supervisors may also be used.

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**COMMON TRAINING**  
**PHASE FOUR**  
**INSTRUCTIONAL GUIDE**



**SECTION 8**

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

Total Time:

30 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

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

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

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

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

---

**INTRODUCTION**

---

**REVIEW**

Nil.

**OBJECTIVES**

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

**IMPORTANCE**

It is important for cadets to understand the steps involved in completing a leadership appointment because all cadets will be required to complete a leadership appointment during Phase Four. When given an appointment, every cadet must know the steps involved for successful completion. An effective team leader will merge together all of the pieces learned throughout leadership training, such as solving problems and supervising, to successfully leading team members during an appointment.

---

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

Time: 5 min

Method: Interactive Lecture

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**LEADERSHIP ASSIGNMENT**

A leadership assignment is a specific, short- or long-term practical leadership opportunity. The team leader must apply their leadership skills. The team leader will have temporary team members either within or outside their peer group. The team will accomplish a single minor duty or task.



Leadership assignments in Phase Four may be the same as Phase Three. Each Phase Four cadet has already completed at least two leadership assignments during their third year of training.

**LEADERSHIP APPOINTMENT**

A leadership appointment is a long-term practical leadership opportunity. The team leader must apply their leadership knowledge and skills and display the core leadership qualities of a cadet. The team leader will have an assigned, established team of cadets outside their peer group. The team will accomplish a single major duty or task. These may be organizational appointments (eg, Divisional Petty Officer / Platoon Warrant Officer / Flight Sergeant) or they may be functional appointments (eg, Canteen Steward, Drill Team Commander, Marksmanship Team Captain). These appointments must be based on the frequency and duration of the major duty or task. The team leader must meet with their team on a number of occasions and over a period of time. Leadership appointments may be held by a single PL4 cadet (eg, Drill Team Commander) or the PL4 cadets may rotate through a position (eg, Canteen Steward). If a PL4 cadet rotates through a leadership appointment, the appointment must be meaningful for the cadet and have a duration that enables the cadet to meet the objectives of applying their leadership knowledge and skills and displaying the core leadership qualities of a cadet.

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

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



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

---

**CONFIRMATION OF TEACHING POINT 1**

---

**QUESTIONS:**

- Q1. What kind of team will the team leader have during a leadership appointment?
- Q2. How many leadership assignments will be assessed in Phase Four training?
- Q3. How many leadership appointments will be assessed in Phase Four training?

**ANTICIPATED ANSWERS:**

- A1. During a leadership appointment, the team leader will have an assigned, established team of cadets outside their peer group.
- A2. At least one leadership assignment will be assessed in Phase Four training.
- A3. One leadership appointment will be assessed in Phase Four training.

**Teaching Point 2**

**Describe the leadership appointments that may be assigned at the corps.**

Time: 5 min

Method: Interactive Lecture



Acquire the list of leadership appointments developed by the Training Officer before instructing this class. A list of possible year four leadership appointments and year four leadership assignments is located at Attachment A.

**SAMPLE YEAR FOUR LEADERSHIP APPOINTMENTS****Organizational Appointments:**

- Coxswain,
- Regulating Petty Officer,
- Divisional Petty Officer,
- Stores Petty Officer,
- Ship's Writer, and
- Training Petty Officer.

**Training Appointments:**

- Phase Instructor,
- Sail Instructor,
- Seamanship Instructor,
- Drill and Ceremonial Instructor, and
- Fitness and Sports Instructor.

**Supplementary Appointments:**

- Drum Major,
- Band Section Leader,
- Canteen Steward,
- Drill Team Commander,
- Marksmanship Team Captain,
- Range Assistant,

- First Aid Team Captain,
- Biathlon Team Captain, and
- Sports Team Captain.

---

## CONFIRMATION OF TEACHING POINT 2

---

### QUESTIONS:

Q1. What leadership appointments are available at the corps?

### ANTICIPATED ANSWERS:

A1. Answers will vary.

---

### Teaching Point 3

### Describe how to conduct the leadership appointment.

Time: 15 min

Method: Interactive Lecture

---



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

When conducting the leadership appointment, use the following steps:

1. prepare for the leadership appointment;
2. brief the team members during the leadership appointment;
3. carry out the tasks associated with the leadership appointment;
4. provide feedback to the team members following the completion of the leadership appointment; and
5. meet with the activity manager to discuss the outcomes of the leadership appointment.

### PREPARING FOR THE LEADERSHIP APPOINTMENT

#### Ensuring the Required Resources are Available

Make sure all the resources required to complete the appointment are available. For example, if the appointment is to act as a flag party commander, the flags, poles, etc will need to be available.

#### Completing a Time Appreciation

Be aware of the end date for the completion of the appointment. If the appointment must be divided into stages, the leader must determine how much time to allocate to each stage. All members involved in the appointment must be aware of the current date and the expected time of completion.



**Making a Plan**

Make a plan to accomplish the appointment by:

1. determining the tasks that need to be completed;
2. developing a process to accomplish all tasks; and
3. allocating resources.

**BRIEFING THE TEAM MEMBERS DURING THE LEADERSHIP APPOINTMENT****Communicating the Overall Plan**

Explain how the appointment will be conducted. All team members should know what is to be done.

**Communicating the Tasks Involved in the Leadership Appointment**

Explain the tasks involved within the leadership appointment. Leadership appointments will have a number of tasks within them.

**Assigning Tasks to Team Members as Applicable**

Assign each team member tasks that must be performed in order to complete the appointment. Every member should have something to do.

**Ensuring the Team Members Understand the Their Tasks**

Ask the team members if they have any questions. The team leader should also ask a few questions to various team members to ensure comprehension. When team members are given specific tasks, it is important that they are completely aware of what is expected of them.

**CARRYING OUT THE TASKS ASSOCIATED WITH THE LEADERSHIP APPOINTMENT****Supervising Team Members**

When an appointment is being carried out, the team leader must supervise the team members. The most important aspect of supervision is to ensure that the tasks are being conducted safely. If cadets are completing aspects of tasks unsafely, stop them immediately.

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

Do not wait until the last minute to ensure tasks are being completed. If tasks are not being completed as planned, whether too slow or too fast, the plan may need to be adjusted and feedback should be given.

**Providing Feedback to the Team Members**

Feedback may be given to the team as a whole or it may be given to individual team members.

**Modifying the Plan as Required**

If the plan is not working, take time to modify it. If help is required from team members, ask for it. Changing aspects of the plan partway through the appointment may benefit the outcome; however, always keep time limits in mind. Once a new plan has been developed, communicate the new plan to the team members and then have them implement it.

**PROVIDING FEEDBACK TO THE TEAM MEMBERS FOLLOWING THE COMPLETION OF THE LEADERSHIP APPOINTMENT**

It is important to give feedback to the team members following the completion of the leadership appointment. It is vital for the team leader to spend time focusing on how the team members worked together to achieve

a common goal. When team members complete a task, praise should be given. It is important to recognize dedication shown in seeing a task through to completion. Team leaders should try to recognize each team member for their contribution to the completion of a task.



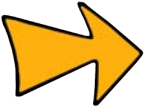
It is important to know how the team members felt about their participation in the completion of the assignment.

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

- Was there anything learned from the appointment?
- How did you feel about the appointment?
- Was the goal met?
- How did everyone interact during the appointment?
- Were there behaviours that helped and / or hindered the appointment?
- Were there any cadets who were not motivated to participate in the activity? How did this affect the morale of the remainder of the team?
- Were there leaders that emerged within the team?

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

After the leadership appointment is completed, the team leader should meet with the activity leader and the activity manager to discuss the appointment. Feedback from activity managers should give the team leader ideas to help improve performance.



Activity leaders and activity managers may wish to have a mid-term discussion on the leadership appointment.

---

### **CONFIRMATION OF TEACHING POINT 3**

---

#### **QUESTIONS:**

- Q1. List the steps to conduct a leadership appointment.
- Q2. How does the team leader brief team members during a leadership appointment?
- Q3. After the leadership appointment is completed, why should the team leader meet with the activity manager to discuss the appointment?

#### **ANTICIPATED ANSWERS:**

- A1. The steps to conduct a leadership appointment are:
  - (1) prepare for the leadership appointment;
  - (2) brief the team members during the leadership appointment;
  - (3) carry out the tasks associated with the leadership appointment;

- (4) provide feedback to the team members following the completion of a leadership appointment; and
  - (5) meet with the activity manager to discuss the outcomes of the leadership appointment.
- A2. The team leader briefs team members during a leadership appointment by:
- (1) communicating the overall plan;
  - (2) communicating the tasks involved in the leadership appointment; and
  - (3) assigning tasks to team members as applicable.
- A3. After the leadership appointment is completed, the team leader should meet with the activity manager to discuss the appointment because feedback from activity managers should give the team leader ideas to help improve performance.



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

---

### END OF LESSON CONFIRMATION

---

#### QUESTIONS:

- Q1. What kind of team will the team leader have during a leadership appointment?
- Q2. What leadership appointments are available at the corps?
- Q3. List the steps to conduct a leadership appointment.

#### ANTICIPATED ANSWERS:

- A1. The team leader for a leadership appointment will have an assigned, established team of cadets outside their peer group.
- A2. Answers will vary.
- A3. The steps to conduct a leadership appointment are:
  - (1) prepare for the leadership appointment;
  - (2) brief the team members during the leadership appointment;
  - (3) carry out the tasks associated with the leadership appointment;
  - (4) provide feedback to the team members following the completion of a leadership appointment; and
  - (5) meet with the activity manager to discuss the outcomes of the leadership appointment.

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### CONCLUSION

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#### HOMework / READING / PRACTICE

Nil.

## **METHOD OF EVALUATION**

This EO is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan* Chapter 3, Annex B, 403 PC.

## **CLOSING STATEMENT**

When given a leadership appointment, the steps involved for successful completion must be followed. Being able to motivate cadets, solve problems, supervise, give feedback and develop skills and knowledge of team members during a leadership appointment is a special achievement for which one should strive.

## **INSTRUCTOR NOTES / REMARKS**

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

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## **REFERENCES**

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## **POSSIBLE YEAR FOUR LEADERSHIP APPOINTMENTS**

### **Organizational Appointments:**

- Coxswain,
- Regulating Petty Officer,
- Divisional Petty Officer,
- Storesman,
- Ship's Writer, and
- Training Petty Officer.

### **Training Appointments:**

- Phase Instructor,
- Sail Instructor,
- Seamanship Instructor,
- Drill and Ceremonial Instructor, and
- Fitness and Sports Instructor.

### **Supplementary Appointments:**

- Drum Major,
- Band Section Leader,
- Canteen Steward,
- Drill Team Commander,
- Marksmanship Team Captain,
- Range Assistant,
- First Aid Team Captain,
- Biathlon Team Captain, and
- Sports Team Captain.

## **POSSIBLE YEAR FOUR LEADERSHIP ASSIGNMENTS**

### **Recreational Marksmanship Assignments**

- Set up a range for recreational marksmanship.
- Organize relays for recreational marksmanship.
- Control pellets and issue targets for recreational marksmanship.
- Conduct concurrent activities during recreational marksmanship.
- Tear down a range after recreational marksmanship.

### **Summer Biathlon Assignments**

- Set up a range for a recreational summer biathlon activity.
- Conduct a warm-up activity prior to participating in a recreational summer biathlon activity.
- Control pellets for a recreational summer biathlon activity.
- Conduct a cool-down activity after participating in a recreational summer biathlon activity.
- Tear down a range after a recreational summer biathlon activity.

### **Recreational Sports Assignments**

- Set up a recreational sports activity.
- Tear down a recreational sports activity.
- Organize a team for recreational sports.
- Conduct a warm-up prior to recreational sports.
- Conduct a concurrent activity during recreational sports.
- Conduct a cool-down after recreational sports.

### **Parade Assignments**

- Set up chairs for a parade.
- Set up the dais area for a parade.
- Set up flags and parade markers for a parade.
- Tear down chairs after a parade.
- Tear down the dais area after a parade.
- Tear down flags and parade markers after a parade.

### **Weekly Cadet Night Assignments**

- Set up classroom space.
- Rearrange classroom space.
- Tear down classroom space.
- Set up a canteen.
- Staff a canteen.
- Tear down a canteen.
- Set up a presentation area for a guest speaker.
- Tear down a presentation area for a guest speaker.
- Set up for an extracurricular activity.
- Conduct a concurrent activity.

### **Community Service Assignments**

- Organize a team during a community service activity.
- Conduct concurrent activities during a community service activity.
- Complete a final garbage sweep.

### **Other Leadership Assignment Possibilities**

- Ensure the safe loading and unloading of personnel on vehicles during transportation.
- Conduct uniform inspection of cadets.
- Collect and dispose of garbage after weekly parade.
- Collect, sort and dispose of recycling after weekly parade.
- Turn off lights and close windows after weekly parade.

### **Prior to a Weekend Activity**

- Distribute personal equipment.
- Label personal equipment.
- Load group equipment and supplies.

### **Setting Up for Weekend Training**

- Unload equipment and supplies.
- Set up the first aid station.
- Set up the female sleeping area.
- Set up the male sleeping area.

### **Routine Tasks That May Occur During Weekend Training**

- Organize the distribution of a meal.
- Clean up the eating area after a meal.
- Launch sailboats.
- Conduct a concurrent activity during weekend training.
- Secure sailboats.
- Organize lights out for the female cadets.
- Organize lights out for the male cadets.
- Organize wakey-wakey for female cadets.
- Organize wakey-wakey for male cadets.

### **Secure Weekend Training**

- Secure the female sleeping area.
- Secure the male sleeping area.
- Secure the first aid station.

- Load group equipment and supplies.
- Complete a final garbage sweep.

**After Weekend Training**

- Unload equipment and supplies.
- Collect personal equipment.



# LEADERSHIP APPOINTMENT AIDE-MEMOIRE

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## **LEADERSHIP APPOINTMENT AND A LEADERSHIP ASSIGNMENT**

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

### **LEADERSHIP ASSIGNMENT**

A leadership assignment is a specific, short- or long-term practical leadership opportunity. The team leader must apply their leadership skills. The team leader will have temporary team members either within or outside their peer group. The team will accomplish a single minor duty or task.

### **LEADERSHIP APPOINTMENT**

A leadership appointment is a long-term practical leadership opportunity. The team leader must apply their leadership knowledge and skills and display the core leadership qualities of a cadet. The team leader will have an assigned, established team of cadets outside their peer group. The team will accomplish a single major duty or task. These may be organizational appointments (eg, Divisional Petty Officer / Platoon Warrant Officer / Flight Sergeant) or they may be functional appointments (eg, Canteen Steward, Drill Team Commander, Marksmanship Team Captain). These appointments must be based on the frequency and duration of the major duty or task. The team leader must meet with their team on a number of occasions and over a period of time. Leadership appointments may be held by a single PL4 cadet (eg, Drill Team Commander) or the PL4 cadets may rotate through a position (eg, Canteen Steward). If a PL4 cadet rotates through a leadership appointment, the appointment must be meaningful for the cadet and have a duration that enables the cadet to meet the objectives of applying their leadership knowledge and skills and displaying the core leadership qualities of a cadet.

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

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

### **HOW TO CONDUCT A LEADERSHIP APPOINTMENT**

When conducting the leadership appointment, use the following steps:

1. prepare for the leadership appointment;
2. brief the team members during the leadership appointment;
3. carry out the tasks associated with the leadership appointment;
4. provide feedback to the team members following the completion of the leadership appointment; and
5. meet with the activity manager to discuss the outcomes of the leadership appointment.

### **PREPARING FOR THE LEADERSHIP APPOINTMENT**

#### **Ensuring the Required Resources are Available**

Make sure all the resources required to complete the appointment are available. For example, if the appointment is to act as a flag party commander, the flags, poles, etc will need to be available.

#### **Completing a Time Appreciation**

Be aware of the end date for the completion of the appointment. If the appointment must be divided into stages, the leader must determine how much time to allocate to each stage. All members involved in the appointment must be aware of the current date and the expected time of completion.

## **Making a Plan**

Make a plan to accomplish the appointment by:

1. determining the tasks that need to be completed;
2. developing a process to accomplish all tasks; and
3. allocating resources.

## **BRIEFING THE TEAM MEMBERS DURING THE LEADERSHIP APPOINTMENT**

### **Communicating the Overall Plan**

Explain how the appointment will be conducted. All team members should know what is to be done.

### **Communicating the Tasks Involved in the Leadership Appointment**

Explain the tasks involved within the leadership appointment. Leadership appointments will have a number of tasks within them.

### **Assigning Tasks to Team Members as Applicable**

Assign each team member tasks that must be performed in order to complete the appointment. Every member should have something to do.

### **Ensuring the Team Members Understand the Their Tasks**

Ask the team members if they have any questions. The team leader should also ask a few questions to various team members to ensure comprehension. When team members are given specific tasks, it is important that they are completely aware of what is expected of them.

## **CARRYING OUT THE TASKS ASSOCIATED WITH THE LEADERSHIP APPOINTMENT**

### **Supervising Team Members**

When an appointment is being carried out, the team leader must supervise the team members. The most important aspect of supervision is to ensure that the tasks are being conducted safely. If cadets are completing aspects of tasks unsafely, stop them immediately.

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

Do not wait for the last minute to ensure tasks are being completed. If tasks are not being completed as planned, whether too slow or too fast, the plan may need to be adjusted and feedback should be given.

### **Providing Feedback to the Team Members**

Feedback may be given to the team as a whole or it may be given to individual team members.

### **Modifying the Plan as Required**

If the plan is not working, take time to modify it. If help is required from team members, ask for it. Changing aspects of the plan partway through the appointment may benefit the outcome; however, always keep time limits in mind. Once a new plan has been developed, communicate the new plan to the team members and then have them implement it.

## **PROVIDING FEEDBACK TO THE TEAM FOLLOWING THE COMPLETION OF THE LEADERSHIP APPOINTMENT**

It is important to give feedback to the team members following the completion of the leadership appointment. It is vital for the team leader to spend time focusing on how the team members worked together to achieve

a common goal. When team members complete a task, praise should be given. It is important to recognize dedication shown in seeing a task through to completion. Team leaders should try to recognize each team member for their contribution to the completion of a task.

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

- Was there anything learned from the appointment?
- How did you feel about the appointment?
- Was the goal met?
- How did everyone interact during the appointment?
- Were there behaviours that helped and / or hindered the appointment?
- Were there any cadets who were not motivated to participate in the activity? How did this affect the morale of the remainder of the team?
- Were there leaders that emerged within the team?

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

After the leadership appointment is completed, the team leader should meet with the activity leader and the activity manager to discuss the appointment. Feedback from activity managers should give the team leader ideas to help improve performance.

**403 PC ASSESSMENT RUBRIC  
LEADERSHIP APPOINTMENT**

Name: \_\_\_\_\_

Corps: \_\_\_\_\_

Date: \_\_\_\_\_

Division: \_\_\_\_\_

**TBA**

*This form shall be reproduced locally.*

### 403 PC ASSESSMENT RUBRIC LEADERSHIP ASSIGNMENT

Cadet's Name: \_\_\_\_\_

Squadron: \_\_\_\_\_

Date: \_\_\_\_\_

Flight: \_\_\_\_\_

	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded the Standard
Communicate as a team leader.	Did not communicate with team members.	Communicated with team members occasionally. Team members needed clarification on many occasions.	Communicated with team members on many occasions. Team members needed few clarifications.	Communicated to the team throughout the leadership task. Team members did not need clarification.
Supervise cadets.	Did not supervise cadets.	Only supervised cadets at the beginning and / or end of the leadership assignment.	Supervised throughout the leadership assignment making some corrections when necessary.	Supervised throughout the leadership assignment making corrections as necessary.
Solve problems.	Did not solve the problem(s).		Solved the problem(s).	
Complete the leadership assignment.	Did not complete the leadership assignment.		Completed the leadership assignment.	
Perform self-assessment.	Did not complete the self-assessment.		Completed the self-assessment.	

**CHAPTER 5**

**PO X04 – TRACK PARTICIPATION IN PHYSICAL ACTIVITIES**







**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
PERSONAL FITNESS  
AND HEALTHY LIVING**



**PO X04 – TRACK PARTICIPATION IN PHYSICAL ACTIVITIES**

Total Time:

For the following EOs, refer to the lesson specifications located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*:

- CX04.01 – Participate in the Cadet Fitness Assessment and Identify Strategies for Improving Personal Physical Fitness,
- CX04.03 – Participate in a Cooking Class,
- CX04.04 – Attend a Personal Fitness and Healthy Living Presentation, and
- CX04.05 – Attend a Local Amateur Sporting Event.

For the following EOs, refer to the instructional guides located in A-CR-CCP-601/PF-001, *Royal Canadian Sea Cadets Phase One Instructional Guides*:

- MX04.01 – Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity (MVPA) and Track Participation in Physical Activities,
- MX04.02 – Identify Strategies to Improve Participation in Physical Activities and Participate in the Cadet Fitness Assessment,
- MX04.03 – Participate in the Cadet Fitness Assessment and Identify Strategies for Improving Personal Physical Fitness, and
- CX04.02 – Participate in Activities that Reinforce the Three Components of Physical Fitness.

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**CHAPTER 6**

**PO X05 – PARTICIPATE IN PHYSICAL ACTIVITIES**





**COMMON TRAINING  
ALL TRAINING LEVELS  
INSTRUCTIONAL GUIDE  
PHYSICAL ACTIVITIES**



**PO X05 – PARTICIPATE IN PHYSICAL ACTIVITIES**

---

Total Time:

---

For the following EOs, refer to the instructional guides located in A-CR-CCP-601/PF-001, *Royal Canadian Sea Cadets Phase One Instructional Guides*:

- MX05.01 – Participate in Physical Activities,
- CX05.01 – Participate in Physical Activities, and
- CX05.02 – Participate in a Tournament.

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**CHAPTER 7**

**PO 406**







**COMMON TRAINING  
PHASE FOUR  
INSTRUCTIONAL GUIDE**



**SECTION 1**

**EO M406.01 – PARTICIPATE IN A RECREATIONAL MARKSMANSHIP ACTIVITY**

Total Time:

90 min

---

**PREPARATION**

---

**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content, unit range standing orders, and become familiar with the material prior to delivering the lesson.

Photocopy the targets located at Attachments B–J as required.

Construct a range IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A practical activity was chosen for this lesson as it is an interactive way to allow the cadet to experience recreational marksmanship in a safe and controlled environment. This activity contributes to the development of marksmanship skills and knowledge in a fun and challenging setting.

---

**INTRODUCTION**

---

**REVIEW**

The review for this lesson will be from EO M106.02 (Carry Out Safety Precautions on the Cadet Air Rifle).

**QUESTIONS:**

Q1. Why do we follow safety regulations?

Q2. How would you verify the safety catch is ON?

Q3. What are the four “ACTS” of firearm safety?

**ANTICIPATED ANSWERS:**

A1. We follow safety regulations to prevent accidents with the cadet air rifle.

A2. When the safety is ON, no red can be seen.

A3. The mnemonic "ACTS" stands for:

- Assume every firearm is loaded.
- Control the muzzle direction at all times.
- Trigger finger must be kept off the trigger and out of the trigger guard.
- See that the firearm is unloaded (prove it safe).

**OBJECTIVES**

By the end of this lesson the cadet shall have participated in a recreational marksmanship activity.

**IMPORTANCE**

It is important for cadets to participate in a recreational marksmanship activity because it allows them to experience marksmanship in a fun, dynamic and safe setting.

**Teaching Point 1****Supervise the cadet's participation in a recreational marksmanship activity.**

Time: 80 min

Method: Practical Activity



A range briefing is conducted to pass on vital information and answer any questions the cadets may have prior to participating in a marksmanship activity. The range briefing is required to ensure the safe execution of a marksmanship activity.

**CONDUCT A RANGE BRIEFING**

1. Explain pertinent sections of the local range standing orders.
2. Review general rules observed on all ranges, to include:
  - (a) proving that rifles are safe prior to being picked up, handed to or received from another person;
  - (b) never pointing rifles at people;
  - (c) inserting safety rods into the barrels of rifles when not in use on the range;
  - (d) never horseplaying on a range;
  - (e) always pointing rifles down range; and
  - (f) following the Range Safety Officer's (RSO) directions and orders at all times.



Review range commands with an explanation and demonstration for each command.  
All loading / firing is to be simulated.

3. Review commands used on an air rifle range (as illustrated in Figure 1).

COMMAND	ACTION TO BE TAKEN
<b>Cover off your firing point</b>	Stand up, move behind the firing point and await further commands.
<b>Place your equipment down and stand back</b>	Lay the equipment down on the mat and stand back when finished.
<b>Adopt the prone position</b>	Adopt the prone position, pick up the rifle, ready the equipment and put on hearing and eye protection.
<b>Type of firing (GRIT)</b>	GRIT is the acronym for: <ol style="list-style-type: none"> <li>1. Group (relay),</li> <li>2. Range (distance),</li> <li>3. Indication (number of rounds), and</li> <li>4. Type (grouping, scored).</li> </ol>
<b>Relay, load</b>	<ol style="list-style-type: none"> <li>1. Pick up and hold the rifle with the dominant hand.</li> <li>2. Ensure the safety catch is in the "ON" position.</li> <li>3. Pump the rifle, observing a three-second pause.</li> <li>4. Load a pellet (flat end forward).</li> <li>5. Close the bolt.</li> </ol>
<b>Relay, fire</b>	<ol style="list-style-type: none"> <li>1. Place the safety catch in the "OFF" position.</li> <li>2. Aim the rifle at the target.</li> <li>3. Squeeze the trigger.</li> <li>4. Open the bolt.</li> <li>5. Repeat the following sequence for each shot: <ol style="list-style-type: none"> <li>(a) Pump the rifle, observing a three-second pause.</li> <li>(b) Load a pellet (flat end forward).</li> <li>(c) Close the bolt.</li> <li>(d) Aim the rifle at the target.</li> <li>(e) Squeeze the trigger.</li> <li>(f) Open the bolt.</li> </ol> </li> <li>6. Place the safety in the "ON" position.</li> <li>7. Partially open the pump lever.</li> <li>8. Lay down the rifle.</li> </ol>

*Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.*

Figure 1 Air Rifle Range Commands

4. Describe the layout of the air rifle range.
5. Review hand-washing procedures on completion of firing. This is important because each time a person handles pellets, a small trace of lead is left on their hands. To decrease the risk of lead poisoning, it is important that all persons wash their hands thoroughly after handling pellets.

---

### ACTIVITY

---

#### OBJECTIVE

The objective of this activity is to have the cadets participate in a recreational marksmanship activity.

## RESOURCES

- Cadet air rifle (one per firing lane),
- Cadet air rifle sling (one per cadet),
- Air rifle pellets (as per activity chosen),
- Target frames (one per firing lane),
- Targets (as per activity chosen),
- Shooting mats (one per firing lane),
- Safety glasses / goggles (10 pairs),
- Stopwatch, and
- Pen / pencil.



Additional resources required for specific marksmanship activities may be found in the Attachments.

## ACTIVITY LAYOUT

Nil.

## ACTIVITY INSTRUCTIONS

1. Brief cadets on the safety rules or any other guidelines pertaining to the activity.
2. Divide the cadets into relays according to the number of firing lanes.
3. Conduct a recreational marksmanship activity, choosing from the following categories:
  - (a) classification (located at Attachment A),
  - (b) fun activities (located at Attachments B–E),
  - (c) timed activities (located at Attachments F–H), or
  - (d) competitive team / individual activities (located at Attachments I–J).



If EO C306.03 (Fire the Cadet Air Rifle From the Standing Position) has been taught prior to this marksmanship activity, this EO may be conducted in the standing position.

## SAFETY

Range activities will be conducted IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

---

### CONFIRMATION OF TEACHING POINT 1

---

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

---

**END OF LESSON CONFIRMATION**

---

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

---

**CONCLUSION**

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**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Marksmanship is a fun and exciting activity that requires personal discipline and teamwork skills. This activity has also developed into highly competitive levels at the provincial, regional, and national levels.

**INSTRUCTOR NOTES / REMARKS**

Hand-washing stations must be available for cleanup after the activity is completed.

Cadets may fire in the standing position if they have received the training associated with EO C306.03 (Fire the Cadet Air Rifle From the Standing Position).

Corps choosing to instruct EO C406.01 (Assist the Range Safety Officer) should allow cadets to fill these roles during air rifle marksmanship activities.

This activity provides opportunities for cadets to complete a leadership assignment as outlined in PO 403 (Act as a Team Leader).

---

**REFERENCES**

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A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian cadet movement: Cadet marksmanship program reference manual*. Ottawa, ON: Department of National Defence.

A0-041 CATO 14-41 Director Cadets 4. (2007). *Marksmanship, rifles and ammunition*. Ottawa ON: Department of National Defence.

## CLASSIFICATION ACTIVITY

### CLASSIFICATION ACTIVITY

**Objective:** To provide cadets the opportunity to obtain marksmanship classifications.

**Scoring:** The standard for the classification levels are:

1. Marksman: Two five-round groupings within a circle of 3 cm in diameter.
2. First Class Marksman: Two five-round groupings within a circle of 2.5 cm in diameter.
3. Expert Marksman: Two five-round groupings within a circle of 2 cm in diameter.
4. Distinguished Marksman: Two five-round groupings within a circle of 1.5 cm in diameter.

### Equipment Required:

Mandatory:

- CCT200GRTD Canadian Cadet Movement Air Rifle Grouping Target (one per cadet), and
- Air Rifle Grouping Template from *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual* (p. B1-1).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

**Activity Instructions:**

1. Distribute an Air Rifle Grouping Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Give the cadets five pellets to fire into the centre of the target.
4. Have the cadets fire, in relays, following the commands given by the RSO.
5. Give the cadets 15 minutes to complete firing.
6. Have the cadets retrieve their targets.
7. Score the targets using the Air Rifle Grouping Template.
8. Record the scores and allow the cadets to keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.



## FUN ACTIVITIES

### PYRAMID

**Objective:** To fire pellets into each point on the pyramid.

**Scoring:** One point is awarded for each point on the pyramid that is hit by a pellet.

#### Equipment Required:

Mandatory: Pyramid Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

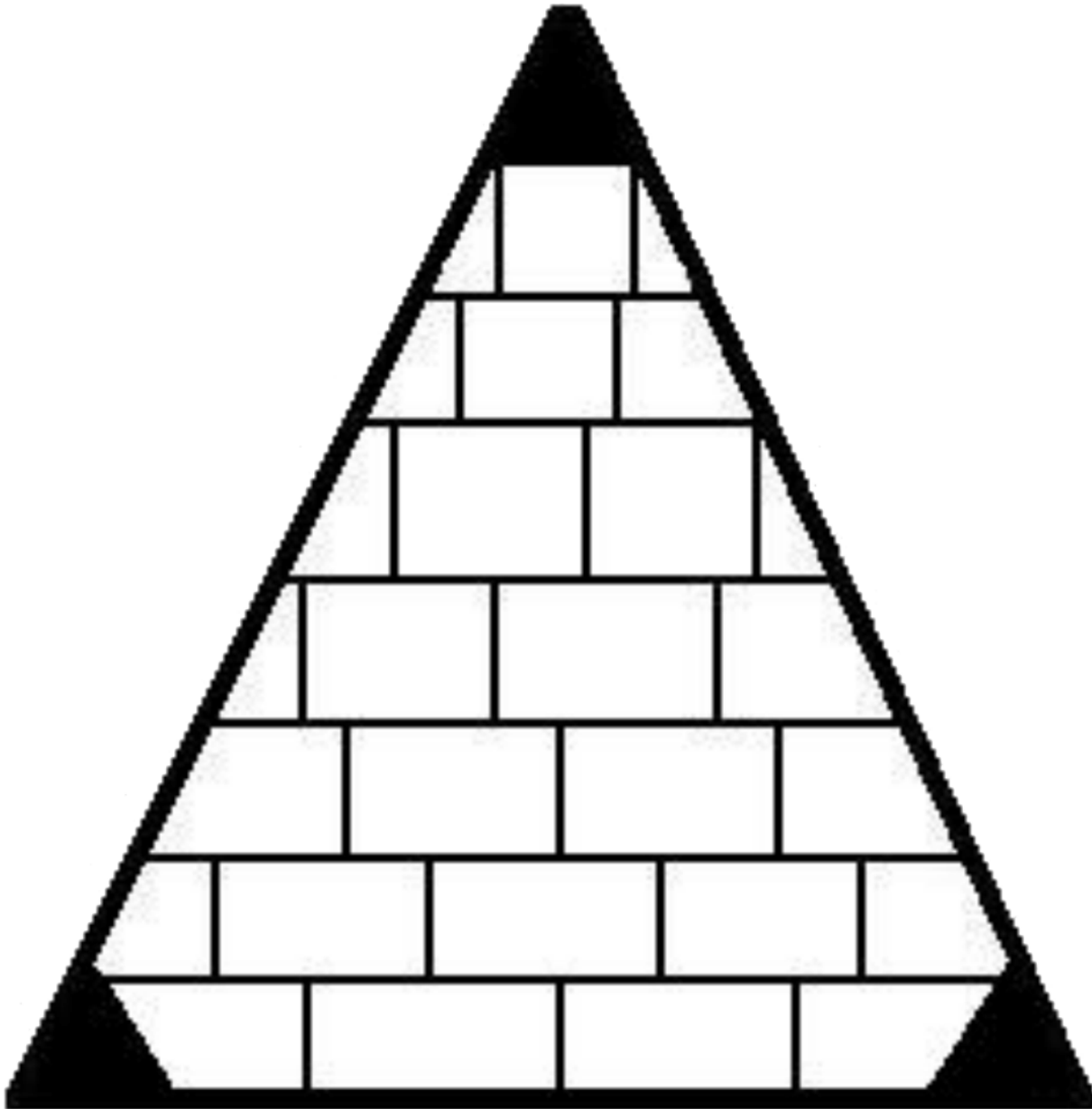
#### Activity Instructions:

1. Distribute one Pyramid Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Give the cadets three pellets to fire, one pellet into each corner of the pyramid.
4. Have the cadets fire, in relays, following the commands given by the RSO.
5. Give the cadets three minutes to complete firing.
6. Score the targets awarding one point for each corner hit on the pyramid.
7. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

# PYRAMID TARGET



*Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.*

Figure B-1 Pyramid Target

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## FUN ACTIVITIES

### SHOOTING STAR

**Objective:** To fire a pellet into each point on the star.

**Scoring:** One point is awarded for each point on the star that is hit by a pellet.

#### Equipment Required:

Mandatory: Star Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

#### Activity Instructions:

1. Distribute one Star Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Give the cadets five pellets to fire, one pellet into each point on the star.
4. Have the cadets fire, in relays, following the commands given by the RSO.
5. Give the cadets five minutes to complete firing.
6. Score the targets awarding one point for a pellet hit within each point on the star.
7. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

## STAR TARGET



*Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.*

Figure C-1 Star Target

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## FUN ACTIVITIES

### BEACH BALL

**Objective:** To fire 10 pellets into the black circle on the beach ball.

**Scoring:** One point is awarded for each successful hit in the black circle.

#### Equipment Required:

Mandatory: Beach Ball Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

#### Activity Instructions

1. Distribute one Beach Ball Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Give the cadets 10 pellets to fire into the black circle of the beach ball.
4. Have the cadets fire, in relays, following the commands given by the RSO.
5. Give the cadets 10 minutes to complete firing.
6. Score the targets awarding one point for each pellet hit within the black circle.
7. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

## BEACH BALL TARGET



*Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.*

Figure D-1 Beach Ball Target

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## FUN ACTIVITIES

### BALLOONS

**Objective:** To fire pellets into balloons on the target.

**Scoring:** One point is awarded for each balloon hit by a pellet.

#### Equipment Required:

Mandatory: Balloon Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

#### Activity Instructions:

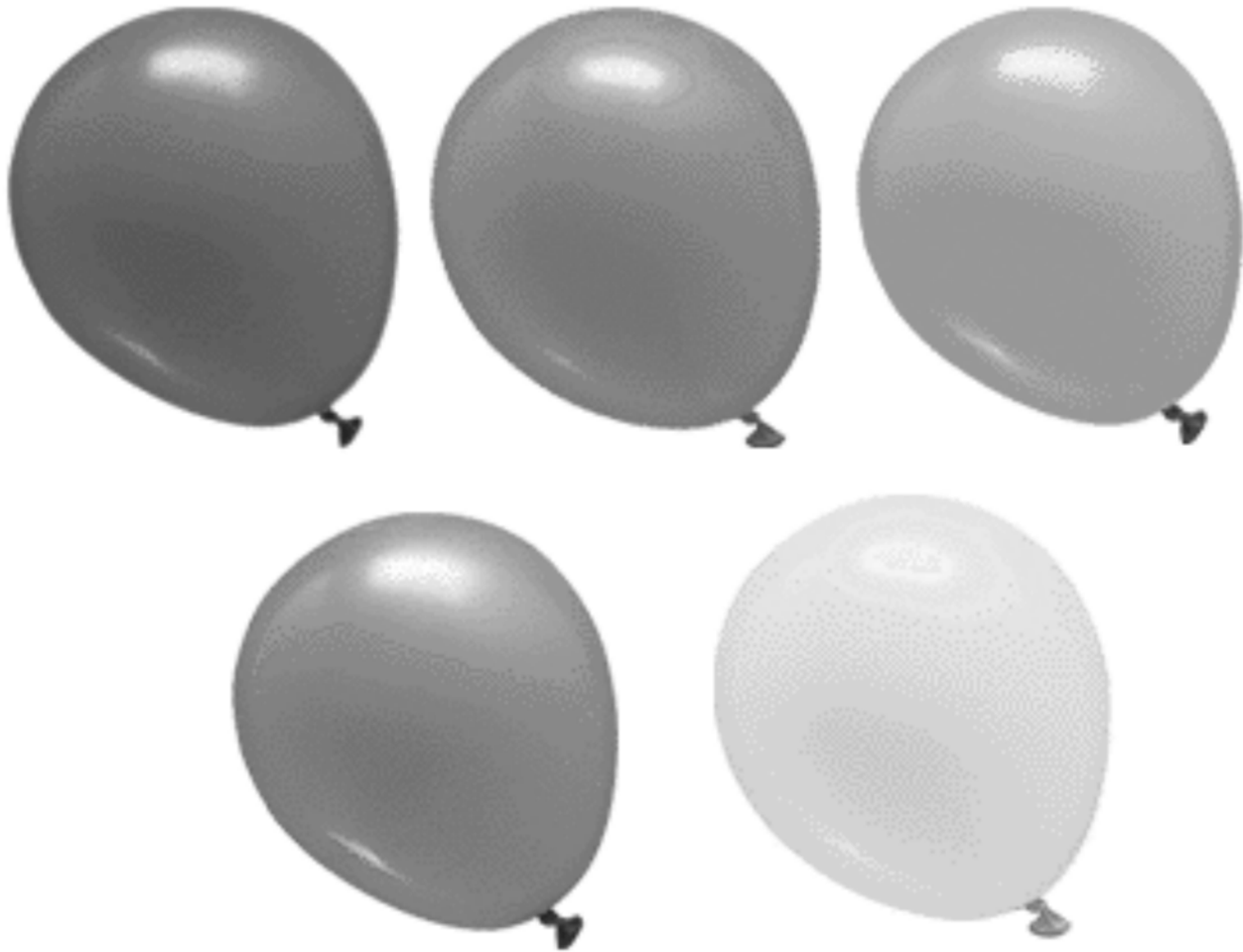
1. Distribute one Balloon Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Give the cadets five pellets to fire, one pellet into each balloon.
4. Have the cadets fire, in relays, following the commands given by the RSO.
5. Give the cadets five minutes to complete firing.
6. Score the targets awarding one point for each balloon hit.
7. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

Note: Actual balloons may be used in place of the paper targets.

## BALLOON TARGET



*Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.*

Figure E-1 Balloon Target

Name: \_\_\_\_\_ Date: \_\_\_\_\_



## TIMED ACTIVITIES

### CHASE THE DOTS

**Objective:** To fire pellets into the dots on the target in a clockwise direction, within a time limit.

**Scoring:** One point is awarded for each black dot that is hit by a pellet within the time allotted.

#### Equipment Required:

Mandatory: Chase the Dots Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

#### Activity Instructions:

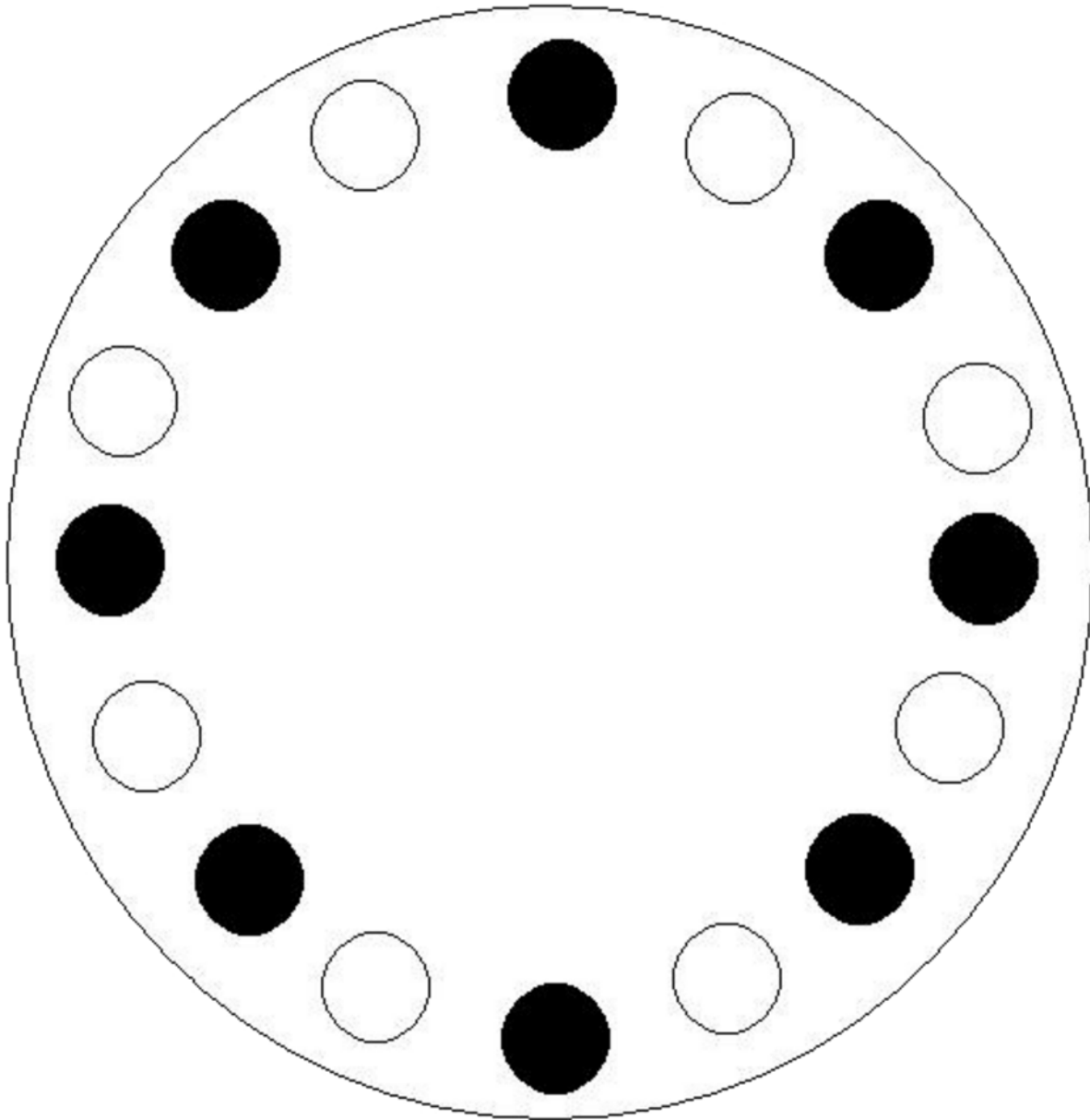
1. Distribute one Chase the Dots Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Give the cadets eight pellets to fire, one pellet into each black dot, in a clockwise direction.
4. Have the cadets fire, in relays, following the commands given by the RSO.
5. Give the cadets eight minutes to complete firing.
6. Score the targets awarding one point for each black dot hit.
7. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

**Note:** To make this activity more difficult, shorten the time allowance.

# CHASE THE DOTS TARGET



*Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.*

Figure F-1 Chase the Dots Target

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## TIMED ACTIVITIES

### SPEED GRID

**Objective:** To fire pellets into the circles on the target, within a time limit.

**Scoring:** One point is awarded for each circle that is hit by a pellet within the time allotted.

#### Equipment Required:

Mandatory:

- Cadet air rifle five-pellet clip (three per firing lane), and
- Speed Grid Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

#### Activity Instructions:

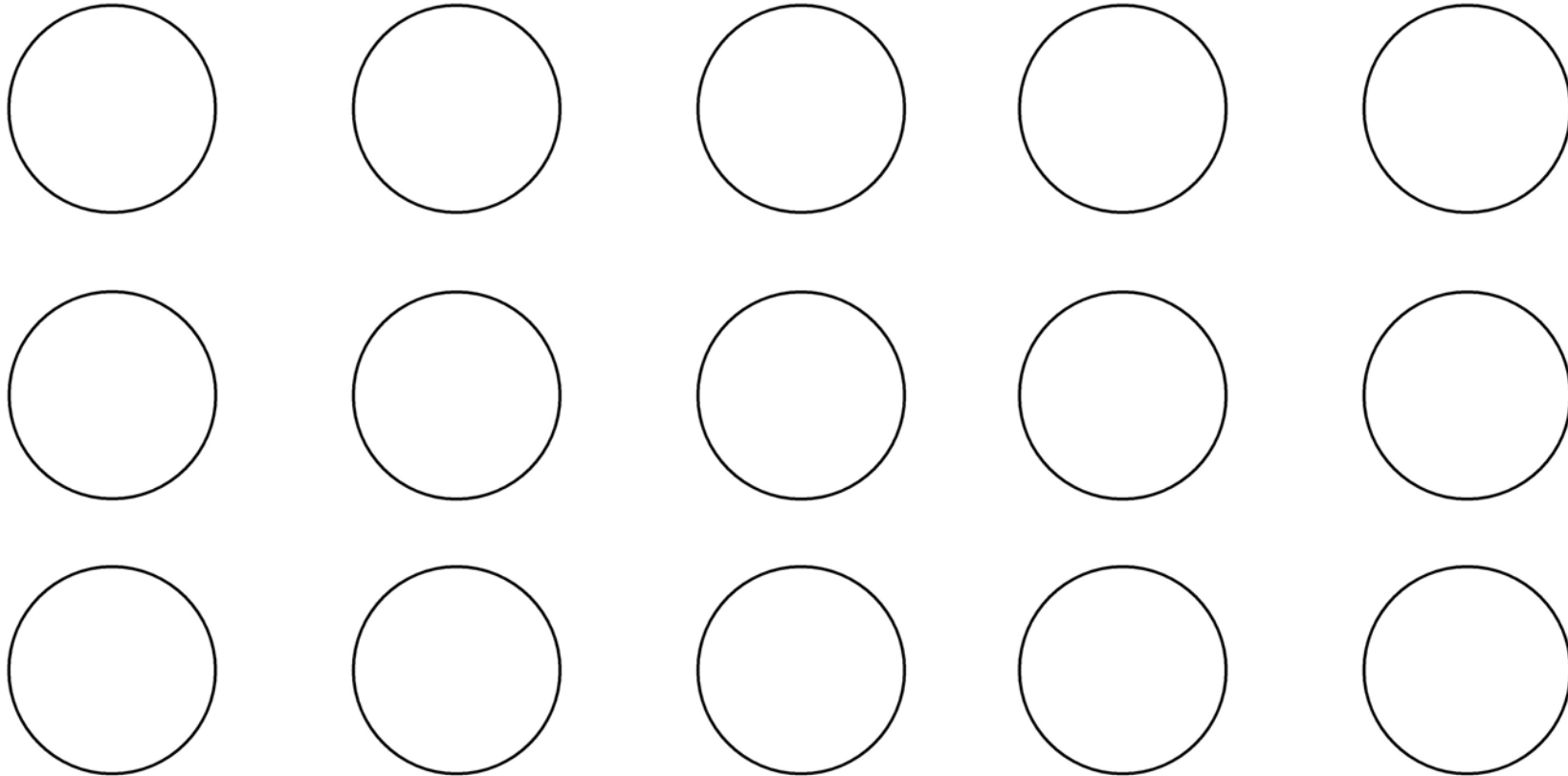
1. Distribute one Speed Grid Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Give the cadets 15 pellets, pre-loaded into three five-pellet clips.
4. Have the cadets fire one pellet into each circle on the target.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 15 minutes to complete firing.
7. Score the targets awarding one point for each circle hit.
8. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

Note: To make this activity more difficult, shorten the time allowance.

## SPEED GRID TARGET



*Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.*

Figure G-1 Speed Grid Target

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## TIMED ACTIVITIES

### BEAT THE CLOCK

**Objective:** To fire pellets into the designated hours (numbers) within a time limit.

**Scoring:** One point is awarded for each correct hour (number) hit by a pellet within the time allotted.

#### Equipment Required:

Mandatory: Beat the Clock Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

#### Activity Instructions:

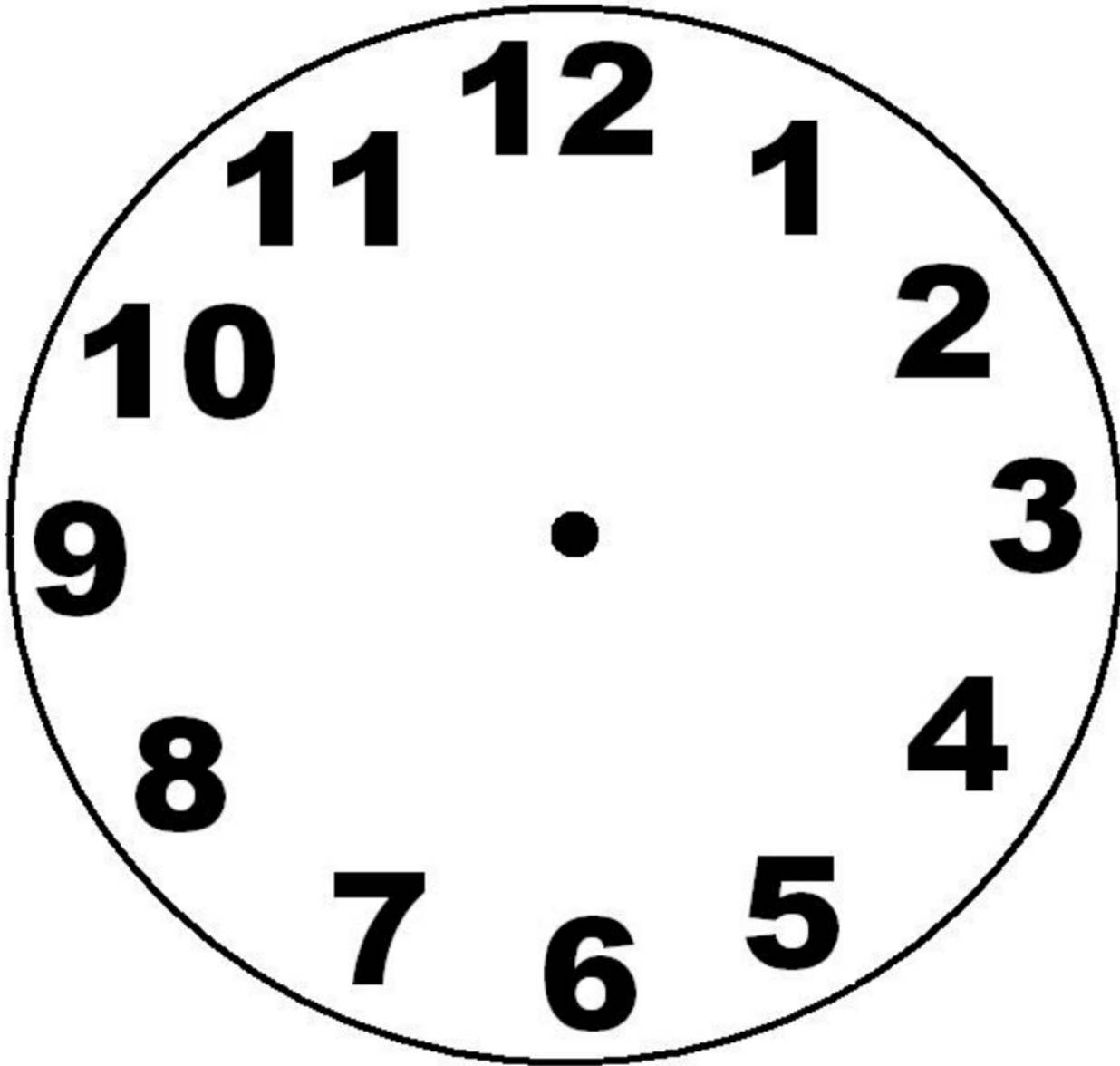
1. Distribute one Beat the Clock Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Have the cadets fire, in relays, following the commands given by the RSO.
4. Have the RSO using the clock, call out one number every 20 second for a total of six numbers.
5. Give the cadets six pellets to fire, one pellet at each hour (number) as it is called.
6. Score the targets awarding one point for each correct number hit on the target.
7. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

**Note:** To make this activity more difficult, shorten the time allowance.

## BEAT THE CLOCK TARGET



*Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.*

Figure H-1 Clock Target

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## COMPETITIVE ACTIVITIES

### CORPS MARKSMANSHIP COMPETITION

**Objective:** To provide cadets the opportunity to compete within the corps.

**Scoring:** Targets will be scored IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*, to include:

- Each target has a highest possible score of 100 points (10 diagrams worth 10 points each).
- All shot holes are scored using the highest value of the scoring ring that it is broken.
- Shots outside the scoring rings are given a value of zero.
- If more than the one pellet is fired on a target, the shots with the highest value will be discarded until one shot remains on the target. Also, a two-point penalty will be applied to each excess shot.
- If more than one shot is fired at a scoring diagram, only the prescribed number of shots may be fired at the remaining diagrams (eg, if two shots were fired at the first diagram, one diagram on the target would remain blank [free of shots]). If this occurs more than twice, a two-point penalty will be applied to each excess shot.
- This activity may be conducted as individuals or teams of four.

#### Equipment Required:

Mandatory: CCT2001AR853 CCM Competition Targets (two per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

**Activity Instructions:**

1. Distribute two CCT2001AR853 CCM Competition Targets to each cadet.
2. Have the cadets write their name and date on each target and attach them to the target frame.
3. Give the cadets 20 scoring pellets to fire, one pellet at each scoring diagram (additional zeroing pellets are permitted).
4. Have the cadets fire, in relays, following the commands given by the RSO.
5. Give the cadets 30 minutes to complete firing.
6. Have the RSO collect the targets, score as described above and record the results.
7. Allow the cadets to review and keep their targets.

The following are prohibited:

- Crossfiring,
- Alterations made to the rifles,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.



## COMPETITIVE ACTIVITIES

### LUNAR LAUNCH

**Objective:** To provide cadets the opportunity to compete within the corps.

**Scoring:** The average distance from the earth to the moon is 384 400 km. All targets from marksmanship activities conducted during marksmanship training will be added together to calculate a distance from Earth and achieve a position on the space shuttle crew. The four scoring levels / positions must meet the following standards:

1. Mission Commander: A score of 100 plus: 384 400 km from earth, lunar landing!
2. Mission Specialist: A score of 75 to 99: 288 300 km from earth.
3. Chief Engineer: A score of 50 to 74: 192 200 km from earth.
4. Science Officer: A score of 25 to 49: 96 100 km from earth, lunar launch!

#### Equipment Required:

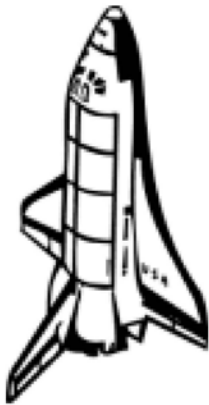
Mandatory: Scores for all targets used in marksmanship activities during the training year.

#### Activity Instructions:

1. Add the scores from the targets used by each cadet during the training year.
2. Use the scoring method described above to assign the cadets levels / positions on the space shuttle crew.

#### Notes:

1. A record must be kept of each cadet's scores from all marksmanship activities.
2. This activity may be conducted over multiple training years.
3. The certificate found at Attachment J may be awarded to cadets who achieve levels / positions in this activity.



This is to certify that

\_\_\_\_\_

has achieved the position of

\_\_\_\_\_

in the



## **Lunar Launch Marksmanship Activity**

\_\_\_\_\_

Date

\_\_\_\_\_

Range Safety Officer



**COMMON TRAINING  
PHASE FOUR  
INSTRUCTIONAL GUIDE**



**SECTION 2**

**EO C406.01 – ASSIST THE RANGE SAFETY OFFICER (RSO)**

Total Time:

30 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

**PRE-LESSON ASSIGNMENT**

Photocopy, distribute and have each cadet read the Ways to Assist the RSO handout located at Attachment A a minimum of one week prior to delivering the lesson.

**APPROACH**

A group discussion was chosen for this lesson as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about assisting the RSO. Sharing in the discussion encourages the cadet to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadet's listening skills and team development.

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**INTRODUCTION**

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**REVIEW**

Nil.

**OBJECTIVES**

By the end of this lesson the cadet shall be expected to assist the RSO on an air rifle range.

**IMPORTANCE**

It is important for cadets to have knowledge of how to assist the Range Safety Officer (RSO) on the range. In order to assist the RSO, cadets must know how to set up and dismantle an air rifle range, control pellets, perform the duties of a range sentry, and score targets.

**Teaching Point 1****Discuss ways to assist the RSO.**

Time: 25 min

Method: Group Discussion

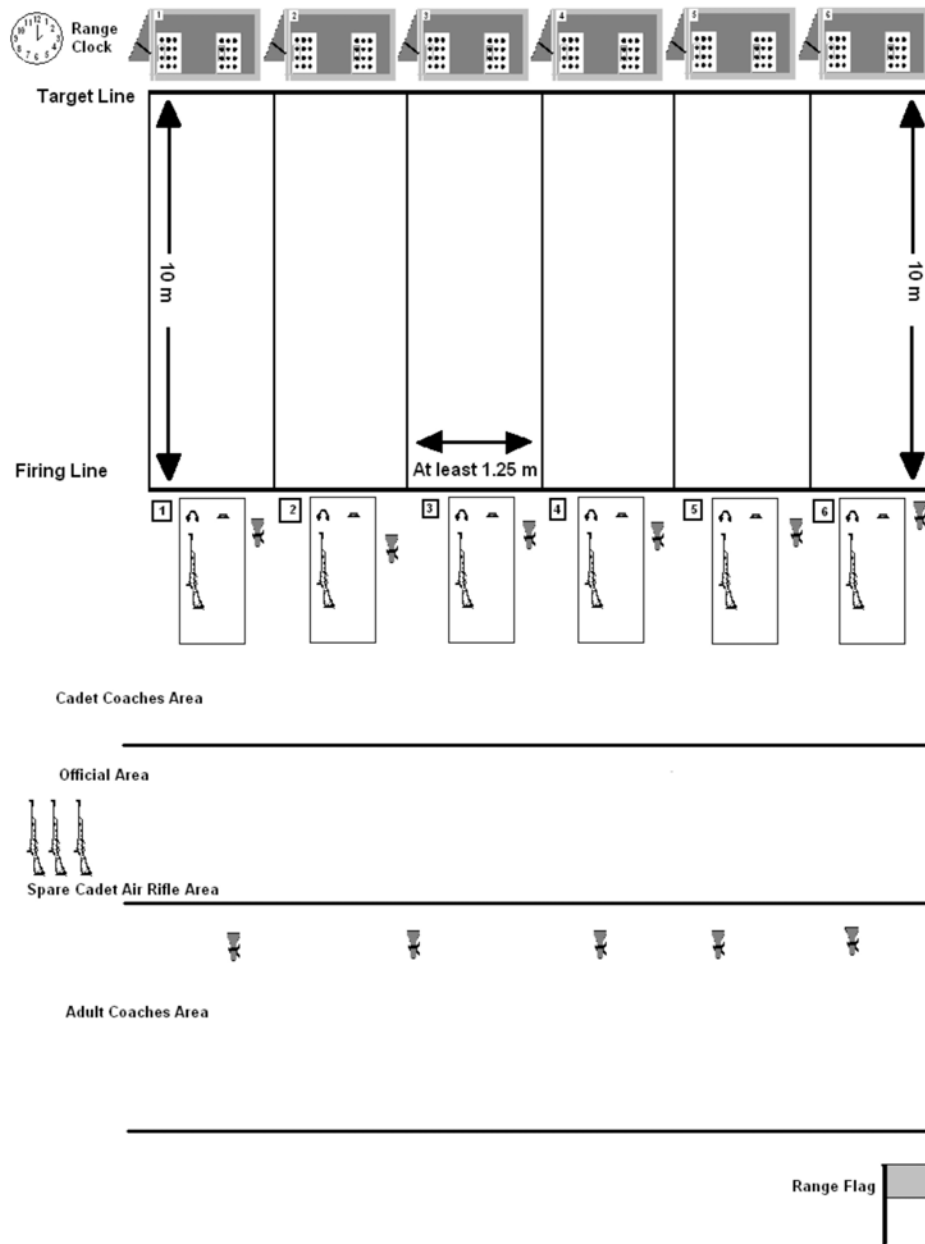
**BACKGROUND KNOWLEDGE**

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

**SETTING UP AN AIR RIFLE RANGE**

Once the required air rifle range equipment has been collected and the cadet air rifles have been inspected, the equipment can be set up. The specific details of an air rifle range layout may vary depending on the type of air rifle range; however, the dimensions and location of the equipment will remain the same. The air rifle range will be set up by:

1. **Post warning signals.** A sentry should be posted at access points if they cannot be permanently blocked (eg, a door to a gymnasium that does not have a lock).
2. **Set up equipment at the backstop.** At one end of the room, the target frames will be set up in front of a wall. Care should be taken to avoid using a wall with windows or other items (eg, light switch, fire alarm, smoke detector) that would be damaged by a stray pellet. If this is unavoidable, a plywood covering should be placed over those items. The front of the target frame must be perpendicular to the floor and aligned with the front of other target frames along a target line. Additional lighting may be required for the target during some competition activities to satisfy competition rules. Lighting will not interfere with the cadets' view of the target frame.
3. **Indicate firing lanes.** Target frames will be centred in a lane at least 1.25 m wide and extend away from the target line toward the firing point a distance of 10 m. 10 m from the target line, another line will be marked on the floor. This is the firing line and no person will move forward of it without permission from the RSO.
4. **Place equipment at the firing point.** Behind the firing line is the firing box, an area at least 1.25 m wide by 2.5 m deep. A firing box will be allocated for each firer. A shooting mat will be placed within the firing box aligned with the firing line (during standing position firing no mat is required). Safety glasses / goggles will be placed on every shooting mat. An area behind the firing box will be allocated for range staff.
5. **Place equipment behind the firing point.** The area behind the firing point contains the table(s) required to set up a pellet distribution point, scoring area or other workspace as required for the specific air rifle marksmanship activity being conducted. The first aid point with stretcher is located in this area and must be clearly identified. The handwashing facility may be located on the range behind the firing point or in a washroom within the building.
6. **Place the cadet air rifle at the firing point.** A cadet air rifle with cadet air rifle safety rod will be the last item placed on the air rifle range. When removing the cadet air rifle from the case, control the muzzle by carrying the cadet air rifle in a vertical position with a cadet air rifle safety rod inserted into the barrel. Once the cadet air rifle is placed on the firing point, the cadet air rifle safety rod may be removed.



*Note. Created by D Cdts 3, 2007, Ottawa, ON: Department of National Defence.*

Figure 1 Cadet Air Rifle Range

## DISMANTLING AN AIR RIFLE RANGE

Once the air rifle marksmanship activity has been completed, the air rifle range can be dismantled. The air rifle range will be dismantled by:

1. **Store the cadet air rifle.** After an air rifle marksmanship activity, the cadet air rifle is the first piece of range equipment secured. A cadet air rifle safety rod is inserted into the barrel before the cadet air rifle is moved from the firing point. Cadet air rifles are securely stored at the unit according to current policy guidelines.



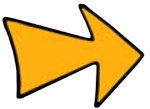
For detailed storage requirements for the cadet air rifle refer to NDSI 65, *Storage and Transportation of Rifles for Canadian Rangers, Cadets and Junior Canadian Rangers*.

2. **Store the equipment behind the firing point.** Equipment used behind the firing point is stored next. Equipment must be cleaned (if required) and stored to prevent damage. If the first aid kit has been used, it may require refilling.
3. **Store the equipment at the firing point.** Equipment used at the firing point is stored next. Equipment must be cleaned (if required) and stored to prevent damage. Care should be taken to minimize scratching of safety glasses / goggles. Shooting mats are folded or rolled properly to minimize rips or tears. Spotting scopes are stored in their cases (if applicable).
4. **Clean the backstop area.** Once the firing point equipment has been secured, the target frames are thoroughly emptied of spent pellets. The target holder is cleaned of any material (eg, targets, thumbtacks, staples) and the target frame is folded and stored.
5. **Clean the firing lanes.** Since lead dust in the air is a minor hazard to safety, a method of sweeping / mopping that reduces the amount of dust produced should be used. One set of cleaning gear is used after air rifle marksmanship activities to limit cross-contamination of other areas of the building.
6. **Remove the warning signals.** Once all other air rifle marksmanship equipment has been secured, the range warning signals are removed. This will indicate that the room in which the temporary indoor range was set up is now cleaned and ready for general use.

## PELLET CONTROLLER

During an air rifle marksmanship activity, cadets may be appointed to assist the RSO by acting as a pellet controller. The duties of a pellet controller include:

- **Maintain possession of pellets at all times.** Pellets are placed in the possession of the pellet controller. They ensure the pellets are secured at all times by means of direct supervision.
- **Distribute pellets.** Depending on the specific type of air rifle marksmanship activity being conducted, the pellet controller counts pellets into containers that will be placed on the firing point upon the RSO's command.
- **Dispose of pellets.** Once the air rifle marksmanship activity is concluded, the pellet controller ensures that the area around the target frame is swept. The spent pellets are collected into a container for disposal by the RSO.



Since pellets are made of lead, a hazardous material, they must be disposed IAW local standing orders.

- **Record the number of pellets used during the activity.** As the activity proceeds, the pellet controller tracks the number of pellets being used during each relay. Once the activity is complete, the total number of pellets used can be calculated. Any additional pellets given by the RSO / range assistants to cadets during the activity (eg, misfires, deformed pellets) are added to the total. This information is used by the RSO to track the quantity of pellets available at the unit.



The need to record the number of pellets used at a corps / squadron / CSTC may or may not be regionally directed. In the case where no requirement exists, it is still an effective tool for the RSO and a practical leadership opportunity for the cadets acting as pellet controllers.

- **Record the number of pellets used for each rifle.** The Cadet Air Rifle Usage Log shows the RSO when one thousand pellets have been fired by each cadet air rifle. When one thousand pellets have been fired the cadet air rifle requires cleaning. The pellet controller records the total number of pellets used in each cadet air rifle during the air rifle activity.



The Cadet Air Rifle Usage Log was developed as a practical leadership opportunity for cadets to be given added responsibility while they act as a pellet controller.

## RANGE SENTRY

A range sentry is responsible, during the course of firing, to restrict entry on to the range and for changing warning signals when instructed to do so by the RSO. They must be able to constantly communicate with the RSO to report any safety concerns.

### Restrict Access to the Range During Firing

On most indoor temporary ranges, access points exist and must be secured during the course of firing. By posting a range sentry outside an access point, the RSO can be assured no one can access the range and be struck by pellets. On outdoor ranges, roads leading to the range may need to be blocked and a range sentry posted to control vehicle access. In a situation where the range sentry is unable to directly attract the attention of the RSO, a means of communication such as a hand-held radio may be required.

### Control Range Warning Signals

Range sentries are responsible for controlling the range warning signals. At the commencement of an air rifle marksmanship activity, a green flag / light / signal shall be posted to alert people that the range is in use but no live firing is currently in progress. The location of warning signals vary based on the local specifications of the air rifle range being used. Typically, warning signals are posted at the backstop, firing point and on access roads leading to the range.

For indoor ranges, warning signals are posted at entranceways to the room in which the range is set up. On the command of the RSO, the range sentry changes the green warning signal to red. The red signal alerts people that the range is in use and live firing is in progress. The red warning signal is posted from before the course of fire begins until the RSO has cleared the last cadet air rifle of the relay. At this time, on the command of the RSO, the range sentry changes the warning signal back to green. At the conclusion of the air rifle marksmanship activity, all warning signals are removed to indicate that the range is no longer in use.

### Notify the RSO of Safety Concerns Inside / Outside the Range Area

During the conduct of an air rifle marksmanship activity, the range sentry is responsible for bringing safety concerns both on and off the range area to the attention of the RSO. These concerns may include wildlife entering the range or visitors requesting access to the range.

## FIRING POINT ASSISTANT

A firing point assistant is appointed by the RSO; usually to a specific number of firing points (eg, firing points 1–4). Their main responsibility is to ensure that the firers are carrying out the RSO's commands safely and correctly.

## Supervise Firers Responding to Range Commands

As the RSO gives commands, the firing point assistant observes the firers to ensure they respond correctly. Each cadet should know exactly what to do when given a command on the range. When a cadet does not perform the given command, the firing point assistant will move to the cadets firing point to ensure they are capable of firing on the range and assist where necessary. If safety is a concern, notify the RSO as soon as possible.

## Assist Firers as Necessary

Some cadets may require assistance throughout the firing practice (eg, pumping the cadet air rifle, tightening their sling). The firing point assistant will look for opportunities where assistance is required, and help out the cadets as necessary.

## Correct Errors

When errors are made, the firing point assistant will correct them immediately. To correct an error, explain what was done wrong, demonstrate how to perform it correctly (if able to do so) and observe the cadet perform.

## Notify the RSO of Safety Concerns

Any safety concerns observed on the range shall be brought to the attention of the RSO immediately.

## TARGET SCORER

The target scorer is responsible for scoring targets once they have been fired. Once a target has been scored, the score is recorded directly on the target. In some cases, an RSO may require the scores to be recorded on a spreadsheet or separate piece of paper.



The process for scoring targets is detailed in EO C406.02 (Score Air Rifle Marksmanship Targets).

There are two official targets used for air rifle marksmanship activities: the CCM Air Rifle Grouping Target (CCT2000GRTD) and the CCM Competition Target (CCT2001AR853). There are various targets used in fun and timed air rifle marksmanship activities. These other targets are reproduced locally and can be found attached to the activity's applicable instructional guide.

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## GROUP DISCUSSION

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### TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.



- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

### **SUGGESTED QUESTIONS:**

- Q1. What are some of the ways to assist an RSO?
- Q2. What are the dimensions of a firing lane?
- Q3. What will be the last piece of equipment placed on the air rifle range?
- Q4. What method of cleaning should be used to clean the firing lanes on an indoor temporary air rifle range?
- Q5. What are the five duties of a pellet controller?
- Q6. How must pellets be disposed?
- Q7. What is one benefit of tracking how many pellets were fired during an air rifle activity?
- Q8. What are the responsibilities of a range sentry?
- Q9. Why is it important to restrict access points to the air rifle range?
- Q10. What does a red warning signal indicate?
- Q11. What are the duties of a firing point assistant?
- Q12. What are some occasions on the range in which the firing point assistant can assist the firers?
- Q13. When a cadet is making an error, how should it be corrected?
- Q14. Once a target is scored, where is the value recorded?
- Q15. What are the two official targets used for air rifle marksmanship 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.

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### **CONFIRMATION OF TEACHING POINT 1**

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

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**END OF LESSON CONFIRMATION**

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

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**CONCLUSION**

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**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

There will be many opportunities to assist the RSO when completing marksmanship activities. Knowing how to set up and dismantle an air rifle range, enforce safety, control pellets, assist on the firing point and score targets are critical duties that have to be completed whenever completing air rifle marksmanship activities. The ways to assist an RSO produce a variety of leadership opportunities.

**INSTRUCTOR NOTES / REMARKS**

Cadets will assist the RSO during marksmanship activities, specifically EO M406.01 (Participate in a Recreational Marksmanship Activity) and EO C106.01 (Participate in a Recreational Marksmanship Activity).

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**REFERENCES**

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A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Cadet marksmanship program: Reference manual*. Ottawa, ON: Department of National Defence.

A0-041 CATO 14-41 Director Cadets 4. (2009). *Authorized rifle training*. Ottawa, ON: Department of National Defence.

## WAYS TO ASSIST THE RSO

### SET UP AN AIR RIFLE RANGE

Once the required air rifle range equipment has been collected and the cadet air rifles have been inspected, the equipment can be set up. The specific details of an air rifle range layout may vary depending on the type of air rifle range; however, the dimensions and location of the equipment will remain the same. The air rifle range will be set up by:

1. **Post warning signals.** A sentry should be posted at access points if they cannot be permanently blocked (eg, a door to a gymnasium that does not have a lock).
2. **Set up equipment at the backstop.** At one end of the room, the target frames will be set up in front of a wall. Care should be taken to avoid using a wall with windows or other items (eg, light switch, fire alarm, smoke detector) that would be damaged by a stray pellet. If this is unavoidable, a plywood covering should be placed over those items. The front of the target frame must be perpendicular to the floor and aligned with the front of other target frames along a target line. Additional lighting may be required for the target during some competition activities to satisfy competition rules. Lighting will not interfere with the cadets' view of the target frame.
3. **Indicate firing lanes.** Target frames will be centred in a lane at least 1.25 m wide and extend away from the target line toward the firing point a distance of 10 m. 10 m from the target line, another line will be marked on the floor. This is the firing line and no person will move forward of it without permission from the RSO.
4. **Place equipment at the firing point.** Behind the firing line is the firing box, an area at least 1.25 m wide by 2.5 m deep. A firing box will be allocated for each firer. A shooting mat will be placed within the firing box aligned with the firing line (during standing position firing no mat is required). Safety glasses / goggles will be placed on every shooting mat. An area behind the firing box will be allocated for range staff.
5. **Place equipment behind the firing point.** The area behind the firing point contains the table(s) required to set up a pellet distribution point, scoring area or other workspace as required for the specific air rifle marksmanship activity being conducted. The first aid point with stretcher is located in this area and must be clearly identified. The handwashing facility may be located on the range behind the firing point or in a washroom within the building.
6. **Place the cadet air rifle at the firing point.** A cadet air rifle with cadet air rifle safety rod will be the last item placed on the air rifle range. When removing the cadet air rifle from the case, control the muzzle by carrying the cadet air rifle in a vertical position with a cadet air rifle safety rod inserted into the barrel. Once the cadet air rifle is placed on the firing point, the cadet air rifle safety rod may be removed.

### DISMANTLE AN AIR RIFLE RANGE

Once the air rifle marksmanship activity has been completed, the air rifle range can be dismantled. The air rifle range will be dismantled by:

1. **Store the cadet air rifle.** After an air rifle marksmanship activity, the cadet air rifle is the first piece of range equipment secured. A cadet air rifle safety rod is inserted into the barrel before the cadet air rifle is moved from the firing point. Cadet air rifles are securely stored at the unit according to current policy guidelines.
2. **Store the equipment behind the firing point.** Equipment used behind the firing point is stored next. Equipment must be cleaned (if required) and stored to prevent damage. If the first aid kit has been used, it may require refilling.
3. **Store the equipment at the firing point.** Equipment used at the firing point is stored next. Equipment must be cleaned (if required) and stored to prevent damage. Care should be taken to minimize scratching

of safety glasses / goggles. Shooting mats are folded or rolled properly to minimize rips or tears. Spotting scopes are stored in their cases (if applicable).

4. **Clean the backstop area.** Once the firing point equipment has been secured, the target frames are thoroughly emptied of spent pellets. The target holder is cleaned of any material (eg, targets, thumbtacks, staples) and the target frame is folded and stored.
5. **Clean the firing lanes.** Since lead dust in the air is a minor hazard to safety, a method of sweeping / mopping that reduces the amount of dust produced should be used. One set of cleaning gear is used after air rifle marksmanship activities to limit cross-contamination of other areas of the building.
6. **Remove the warning signals.** Once all other air rifle marksmanship equipment has been secured, the range warning signals are removed. This will indicate that the room in which the temporary indoor range was set up is now cleaned and ready for general use.

## PELLET CONTROLLER

During an air rifle marksmanship activity, cadets may be appointed to assist the RSO by acting as a pellet controller. The duties of a pellet controller include:

- **Maintain possession of pellets at all times.** Pellets are placed in the possession of the pellet controller. They ensure the pellets are secured at all times by means of direct supervision.
- **Distribute pellets.** Depending on the specific type of air rifle marksmanship activity being conducted, the pellet controller counts pellets into containers that will be placed on the firing point upon the RSO's command.
- **Dispose of pellets.** Once the air rifle marksmanship activity is concluded, the pellet controller ensures that the area around the target frame is swept. The spent pellets are collected into a container for disposal by the RSO.
- **Record the number of pellets used during the activity.** As the activity proceeds, the pellet controller tracks the number of pellets being used during each relay. Once the activity is complete, the total number of pellets used can be calculated. Any additional pellets given by the RSO / range assistants to cadets during the activity (eg, misfires, deformed pellets) are added to the total. This information is used by the RSO to track the quantity of pellets available at the unit.
- **Record the number of pellets used for each rifle.** The Cadet Air Rifle Usage Log shows the RSO when one thousand pellets have been fired by each cadet air rifle. When one thousand pellets have been fired the cadet air rifle requires cleaning. The pellet controller records the total number of pellets used in each cadet air rifle during the air rifle activity.

## RANGE SENTRY

A range sentry is responsible, during the course of firing, to restrict entry on to the range and for changing warning signals when instructed to do so by the RSO. They must be able to constantly communicate with the RSO to report any safety concerns.

### Restrict Access to the Range During Firing

On most indoor temporary ranges, access points exist and must be secured during the course of firing. By posting a range sentry outside an access point, the RSO can be assured no one can access the range and be struck by pellets. On outdoor ranges, roads leading to the range may need to be blocked and a range sentry posted to control vehicle access. In a situation where the range sentry is unable to directly attract the attention of the RSO, a means of communication such as a hand-held radio may be required.

### Control Range Warning Signals

Range sentries are responsible for controlling the range warning signals. At the commencement of an air rifle marksmanship activity, a green flag / light / signal shall be posted to alert people that the range is in use but no live firing is currently in progress. The location of warning signals vary based on the local specifications of

the air rifle range being used. Typically, warning signals are posted at the backstop, firing point and on access roads leading to the range.

For indoor ranges, warning signals are posted at entranceways to the room in which the range is set up. On the command of the RSO, the range sentry changes the green warning signal to red. The red signal alerts people that the range is in use and live firing is in progress. The red warning signal is posted from before the course of fire begins until the RSO has cleared the last cadet air rifle of the relay. At this time, on the command of the RSO, the range sentry changes the warning signal back to green. At the conclusion of the air rifle marksmanship activity, all warning signals are removed to indicate that the range is no longer in use.

### **Notify the RSO of Safety Concerns Inside / Outside the Range Area**

During the conduct of an air rifle marksmanship activity, the range sentry is responsible for bringing safety concerns both on and off the range area to the attention of the RSO. These concerns may include wildlife entering the range or visitors requesting access to the range.

### **FIRING POINT ASSISTANT**

A firing point assistant is appointed by the RSO; usually to a specific number of firing points (eg, firing points 1–4). Their main responsibility is to ensure that the firers are carrying out the RSO's commands safely and correctly.

#### **Supervise Firers Responding to Range Commands**

As the RSO gives commands, the firing point assistant observes the firers to ensure they respond correctly. Each cadet should know exactly what to do when given a command on the range. When a cadet does not perform the given command, the firing point assistant will move to the cadets firing point to ensure they are capable of firing on the range and assist where necessary. If safety is a concern, notify the RSO as soon as possible.

#### **Assist Firers as Necessary**

Some cadets may require assistance throughout the firing practice (eg, pumping the cadet air rifle, tightening their sling). The firing point assistant will look for opportunities where assistance is required, and help out the cadets as necessary.

#### **Correct Errors**

When errors are made, the firing point assistant will correct them immediately. To correct an error, explain what was done wrong, demonstrate how to perform it correctly (if able to do so) and observe the cadet perform.

#### **Notify the RSO of Safety Concerns**

Any safety concerns observed on the range shall be brought to the attention of the RSO immediately.

### **TARGET SCORER**

The target scorer is responsible for scoring targets once they have been fired. Once a target has been scored, the score is recorded directly on the target. In some cases, an RSO may require the scores to be recorded on a spreadsheet or separate piece of paper.

There are two official targets used for air rifle marksmanship activities: the CCM Air Rifle Grouping Target (CCT2000GRTD) and the CCM Competition Target (CCT2001AR853). There are various targets used in fun and timed air rifle marksmanship activities. These other targets are reproduced locally and can be found attached to the activity's applicable instructional guide.

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**COMMON TRAINING**  
**PHASE FOUR**  
**INSTRUCTIONAL GUIDE**



**SECTION 3**

**EO C406.02 – SCORE AIR RIFLE MARKSMANSHIP TARGETS**

Total Time:

30 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the Sample Grouping Target handout located at Attachment A for each cadet.

Photocopy the Sample Competition Target handout located at Attachment C for each cadet.

Prepare slides of the Air Rifle Grouping Template and Scoring Template found at Attachments B and D for each cadet.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An interactive lecture was chosen for TP 1 to orient the cadets to the targets used during air rifle marksmanship activities and to generate interest.

A demonstration and performance was chosen for TPs 2 and 3 as it allows the instructor to explain and demonstrate scoring grouping and competition targets while providing an opportunity for the cadets to practice under supervision.

---

**INTRODUCTION**

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**REVIEW**

Nil.

**OBJECTIVES**

By the end of this lesson the cadet shall be expected to score the CCM Air Rifle Grouping Target and the CCM Competition Target.

## **IMPORTANCE**

It is important for cadets to score air rifle marksmanship targets as it provides a skill that will be used when they assist a Range Safety Officer (RSO). Being able to determine the score on a target will allow the cadet to monitor their progress as they improve in applying the principles of marksmanship.



**Teaching Point 1****Describe air rifle marksmanship targets.**

Time: 5 min

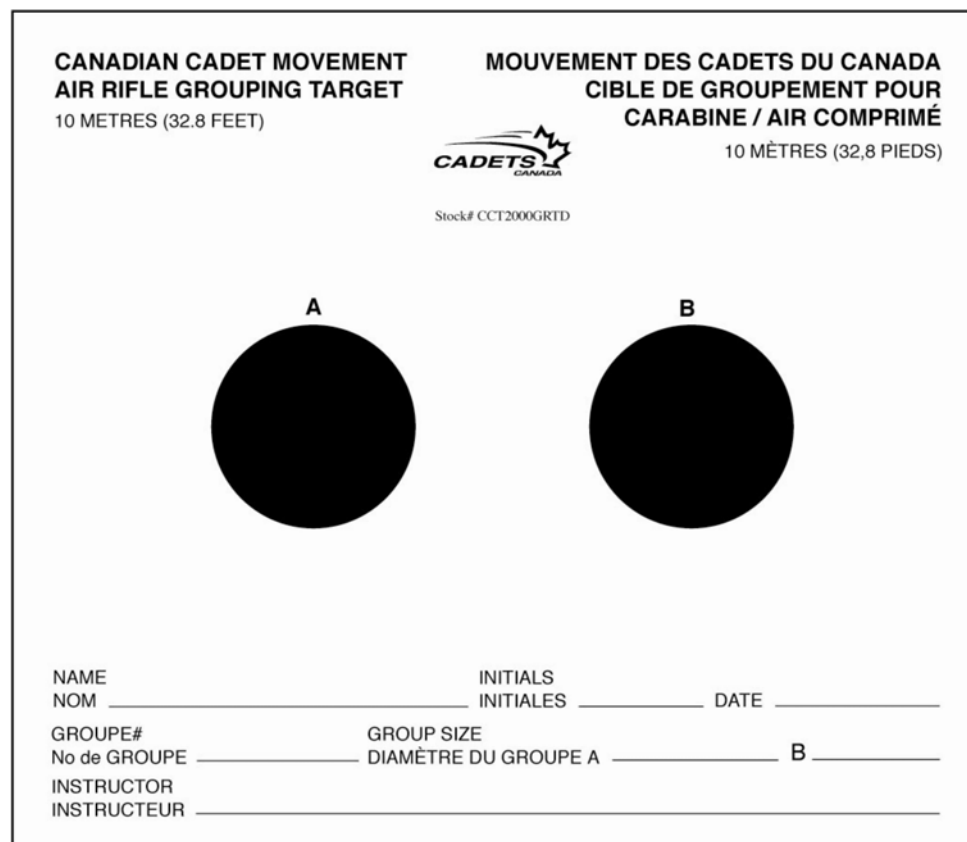
Method: Interactive Lecture

**AIR RIFLE MARKSMANSHIP TARGETS**

There are two official targets used for air rifle marksmanship activities: the CCM Air Rifle Grouping Target (CCT2000GRTD) and the CCM Competition Target (CCT2001AR853). There are various targets used in fun and timed air rifle marksmanship activities. These other targets are reproduced locally and can be found attached to the activity's applicable instructional guide.

**CCM AIR RIFLE GROUPING TARGET**

The CCM Air Rifle Grouping Target is used during classification air rifle marksmanship activities. The target consists of two diagrams. Each diagram is a shaded black circle that is 3 cm in diameter. The diagram itself is provided on the target to give the marksman an aiming mark and thus any grouping fired at each diagram does not necessarily need to be contained on the black portion of the target.



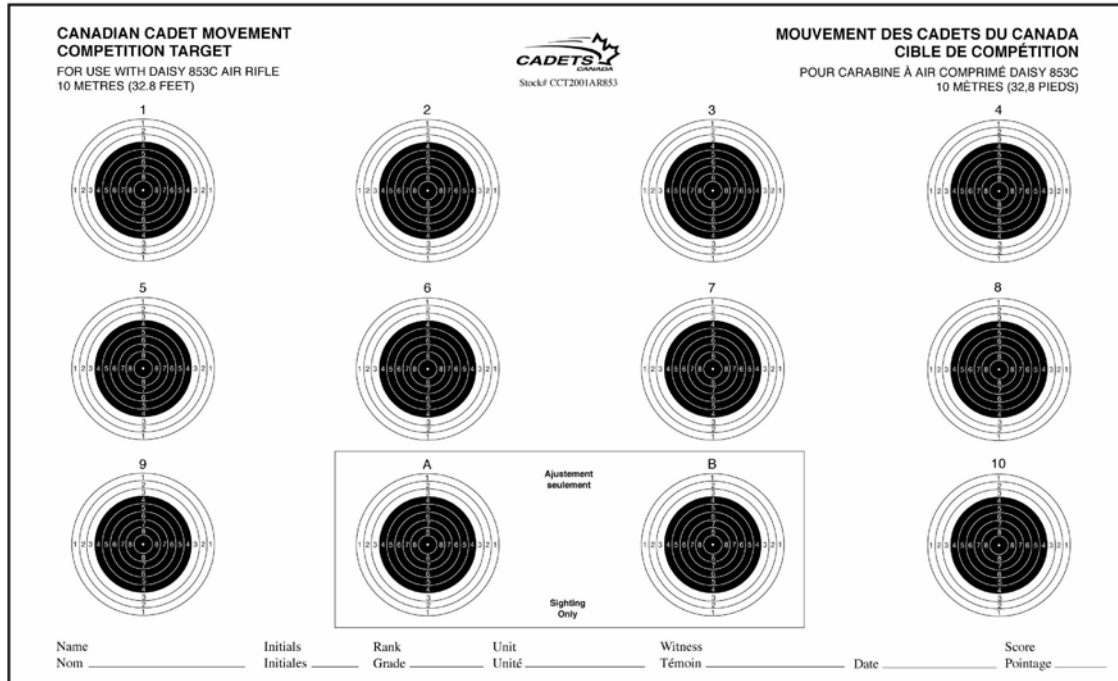
*Note. Created by Director Cadets 4, 2000, Ottawa, ON: Department of National Defence.*

Figure 1 The CCM Air Rifle Grouping Target (CCT2000GRTD)

**CCM Competition Target**

The CCM Competition Target, also called an application target, is the official target used in the CCM Marksmanship Championship Series. This target is used only with the cadet air rifle at a distance of 10 m (32.8 ft). The target contains 10 scoring diagrams and two sighting diagrams. Each scoring diagram consists of a 4.5-mm circle (the inner 3 cm of the scoring diagram is shaded black as an aiming mark) broken into 10 concentric scoring rings, scored from ten (the bull's eye) to one (the outer most ring). As there are 10 scoring

diagrams, the highest possible score (HPS) is 100. The sighting diagrams, identical to the scoring diagrams and labelled A and B, are used by the firer to confirm zeroing the cadet air rifle during the competition relay.




Note. Created by Director Cadets 4, 2001, Ottawa, ON: Department of National Defence.

Figure 2 The CCM Competition Target (CCT2001AR853)

**Non-Standard Targets**

Non-standard targets are used during fun and timed air rifle marksmanship activities. Non-standard targets are designed to give cadets a break from firing on the two official targets and allow for the development of activities that provide a different style marksmanship experience. Some examples of non-standard targets include the turkey shoot target, beat the clock targets, balloon targets and chase the dot targets. Other non-standard targets may be developed for use during fun and timed air rifle marksmanship activities by the activity leader as required.



Examples of non-standard targets used during fun and timed air rifle marksmanship activities can be found as attachments to EO M406.01 (Participate in a Recreational Marksmanship Activity). These targets are reproduced locally.

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**CONFIRMATION OF TEACHING POINT 1**

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**QUESTIONS:**

- Q1. How many scoring diagrams are there on the CCM Competition Target?
- Q2. What is the HPS on the CCM Competition Target?
- Q3. What are some types of targets used during fun and timed air rifle marksmanship activities?

**ANTICIPATED ANSWERS:**

- A1. There are 10 scoring diagrams on the CCM Competition Target.
- A2. The HPS on the CCM Competition Target is 100.
- A3. Some targets used during timed air rifle marksmanship targets are beat the clock, speed grid and chase the dots.

**Teaching Point 2****Explain, demonstrate and have the cadets score the CCM Air Rifle Grouping Target.**

Time: 10 min

Method: Demonstration and Performance



For this TP it is recommended that the instructor explain and demonstrate each step required to complete the skill then monitor the cadets as they imitate each step.

Note: Assistant instructors may be employed to monitor the cadets' performance.



Provide each cadet with the Sample Grouping Target handouts located at Attachment A and an Air Rifle Grouping Template located at Attachment B.

**Air Rifle Grouping Template.** The Air Rifle Grouping Template is a series of grouping circles engraved or printed on transparent material. It is used to confirm the diameter of a grouping fired during familiarization or classification firing. The Air Rifle Grouping Template consists of a series of grouping circle outlines, with diameters from 1–6 cm inclusive. It is very important to correctly and consistently measure grouping targets with the grouping template.

**SCORING THE CCM AIR RIFLE GROUPING TARGET**

Score the CCM Air Rifle Grouping Target using the following procedure:

1. **Determine there are five shots in the grouping.** Before scoring any grouping, the number of shots on the target is determined. If a cadet has not hit the target at least five times for each grouping the score will not count. It is difficult at times to determine when several pellet holes overlap. Observe the outline of the hole for the distinct outline of an arc of a clean pellet hole. This indicates the number of pellets that may have caused the larger hole. The skill level of cadets is also a good indication of how many shots are in a grouping. If a cadet is shooting a larger grouping size, the possibility for two pellets fired exactly through one hole is slim.



Each diagram on the Sample Grouping Target handout contains five shots.

2. **Align the Air Rifle Grouping Template over the five-shot grouping so that all shots are within a scoring ring.** Once the grouping has been confirmed as being made up of five shots, the Air Rifle Grouping Template is placed over the target. The Air Rifle Grouping Template should be aligned so that all the shots fit easily within a grouping circle without touching.



A grouping size of 4 cm will be large enough to serve as a starting point for each diagram on the Sample Grouping Target handout.

3. **Determine if the grouping will fit within the next smallest ring without touching the scoring ring.** Choose the next smallest grouping circle and determine if the group fits within it. The entire group must fit within the grouping circle without touching the inside edge.
4. **Repeat as required until the grouping will not fit within the next smallest scoring ring without touching the scoring ring.**



The correct grouping size for each diagram from the Sample Grouping Target handout is:

- Target 1, Diagram A—3.5 cm,
- Target 1, Diagram B—2.7 cm,
- Target 2, Diagram A—1.8 cm, and
- Target 2, Diagram B—2.5 cm.

5. **Record the grouping size on the target.** The grouping size recorded on the target is the corresponding grouping circle diameter.
6. **Determine the classification category.** Once two groupings have been scored on one grouping target, a determination is made as to the classification category obtained. There are four categories of marksmanship classification.
  - **Marksmanship:** Each grouping must be within a circle of 3 cm in diameter.
  - **First Class Marksmanship:** Each grouping must be with a circle of 2.5 cm in diameter.
  - **Expert Marksmanship:** Each grouping must be within a circle of 2 cm in diameter.
  - **Distinguished Marksmanship:** Each grouping must be within a circle of 1.5 cm in diameter.

Each marksmanship classification category has a corresponding badge that may be worn on the uniform. The marksmanship classification does not expire and any improvement in the classification category during subsequent classification air rifle activities is reflected with the awarding of the higher category.



From the Sample Grouping Target handout, Target 1 does not meet the requirements for a marksmanship classification category. Target 2 meets the requirements for a First Class Marksmanship classification category.



Refer to Annex A of CATO 14-43, *Marksmanship Program*, for detailed instructions about the marksmanship classification program.

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## CONFIRMATION OF TEACHING POINT 2

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The cadets' scoring of the Sample Grouping Target handout will serve as the confirmation of this TP.

---

### Teaching Point 3

**Explain, demonstrate and have the cadets score the CCM Competition Target.**

Time: 10 min

Method: Demonstration and Performance

---



For this TP it is recommended that the instructor explain and demonstrate each step required to complete the skill then monitor the cadets as they imitate each step.

Note: Assistant instructors may be employed to monitor the cadets' performance.



Divide the cadets into groups based on the number of scoring magnifiers and scoring plugs available. Distribute a Sample Competition Target handout located at Attachment C to each cadet. Distribute a scoring magnifier, scoring plug and Scoring Template found at Attachment D to each group.

### SCORING THE CCM COMPETITION TARGET

Score the CCM Competition Target using the following procedure:

1. **Determine the score on each diagram.** Determine the score for each diagram using one or more of the following methods:
  - (a) **Determine the value by inspecting with the naked eye.** In most cases the scoring ring that has been broken is easily identifiable. The scoring diagrams on the competition target that can be scored in this manner are scored first as they can be completed in less time.
  - (b) **Determine the value using the .177-scoring magnifier.** If the pellet hole has occurred close to the edge of a scoring ring, it is necessary to use the scoring magnifier to enlarge the view and make a determination of value. Look through the magnifying lens and align the scoring magnifier over the pellet hole. If the pellet hole has broken or touched the higher scoring ring, award that value. If even a small gap exists between the pellet hole and the scoring ring the lower value must be awarded.
2. **Calculate penalties.** When scoring a target there are two penalties the scorer can determine and calculate. If a penalty is imposed, the rule number and penalty amount is noted next to the applicable diagram. The following rules are excerpts from the Canadian Cadet Movement Marksmanship Championship Series (CCMMCS).

**22.3.4.1** If a Competitor fires more than the prescribed number of shots on the scoring area in a twenty (20) shot string, the shot(s) with the highest value will be discarded until the correct number of shots remain. In addition, a two (2) point Penalty will be deducted for each excess shot.

**22.3.4.2** If a Competitor fires more than the prescribed number of shots on a scoring diagram, the Competitor must fire a like number of fewer shots on a subsequent scoring diagram in the same twenty (20) shot string. The Competitor will not be penalized for the first two (2) such occurrences in a Competition, but will be penalized two (2) points for each succeeding occurrence.

*Note. From Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual (p. 4-4-31), by Director Cadets 3, 2005, Ottawa, ON: Department of National Defence.*

### Figure 3 Scoring Penalties

- Record the score on the target.** Once the diagrams are given values and penalties are calculated, the score is totalled and recorded on the target. It is important to ensure the addition of values is accurate since during a competition protests may be filed due to inaccurate calculations.

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### CONFIRMATION OF TEACHING POINT 3

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The cadets' scoring of the Sample Competition Target handout will serve as the confirmation of this TP.

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### END OF LESSON CONFIRMATION

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#### QUESTIONS:

- Q1. What are the three types of targets used during air rifle marksmanship activities?
- Q2. What size must each grouping be to award a Distinguished Marksman classification category?
- Q3. When scoring targets, how is it determined when to score the higher ring value and when to score the lower ring value?

#### ANTICIPATED ANSWERS:

- A1. The three types of targets are the CCM Grouping Target, CCM Competition Target and non-standard targets.
- A2. Each grouping must be within a circle of 1.5 cm in diameter.
- A3. If the pellet hole has broken or touched the higher scoring ring, award that value. If even a small gap exists between the pellet hole and the scoring ring the lower value must be awarded.

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### CONCLUSION

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#### HOMEWORK / READING / PRACTICE

Nil.

#### METHOD OF EVALUATION

Nil.

**CLOSING STATEMENT**

You must be able to score air rifle marksmanship targets to perform your duties when assisting the RSO. Being able to score air rifle marksmanship targets will also allow you to assess your own performance and the performance of others. These skills will allow you to better perform the duties of an Air Rifle Marksmanship Instructor.

**INSTRUCTOR NOTES / REMARKS**

Nil.

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**REFERENCES**

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A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian Cadet Movement: Cadet marksmanship program reference manual*. Ottawa, ON: Department of National Defence.

A0-148 CATO 14-43 Director Cadets 4. (2009). *Marksmanship program*. Ottawa, ON: Department of National Defence.

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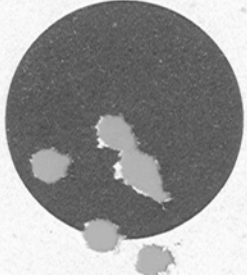
# SAMPLE GROUPING TARGET

<b>CANADIAN CADET MOVEMENT AIR RIFLE GROUPING TARGET</b> 10 METRES (32.8 FEET)	 Stock# CCT2000GRTD	<b>MOUVEMENT DES CADETS DU CANADA CIBLE DE GROUPEMENT POUR CARABINE À AIR COMPRIMÉ</b> 10 MÈTRES (32,8 PIEDS)
<b>A</b>		<b>B</b>
		
NAME NOM _____	INITIALS INITIALES _____	DATE _____
GROUP# No DE GROUPE _____	GROUP SIZE DIAMÈTRE DU GROUPE A _____ B _____	
INSTRUCTOR INSTRUCTEUR _____		

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

Figure A-1 Target 1

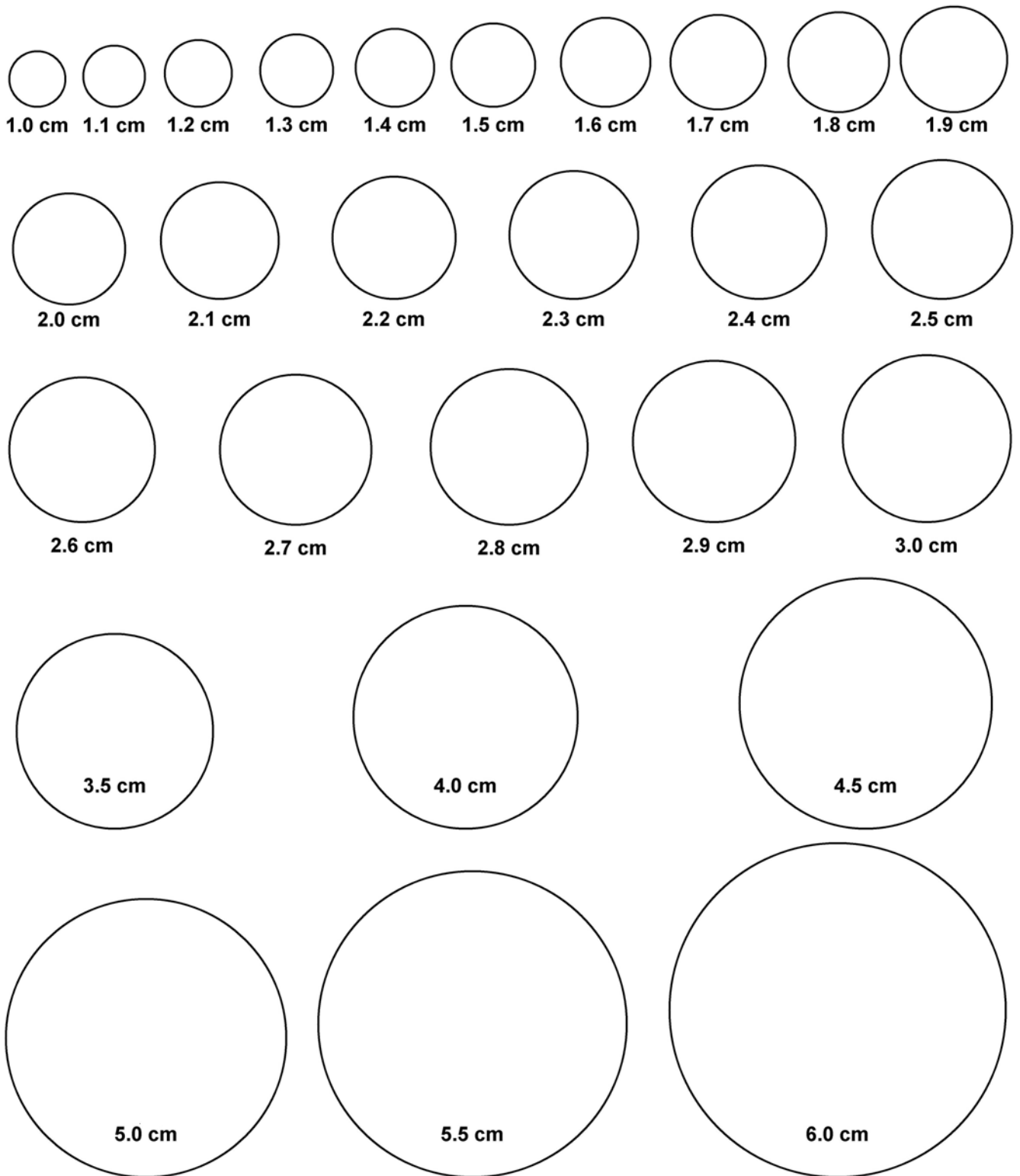
# SAMPLE GROUPING TARGET

<b>CANADIAN CADET MOVEMENT AIR RIFLE GROUPING TARGET</b>		<b>MOUVEMENT DES CADETS DU CANADA CIBLE DE GROUPEMENT POUR CARABINE À AIR COMPRIMÉ</b>
10 METRES (32.8 FEET)		10 MÈTRES (32,8 PIEDS)
Stock# CCT2000GRTD		
A		B
		
NAME NOM _____	INITIALS INITIALES _____	DATE _____
GROUP# No DE GROUPE _____	GROUP SIZE DIAMÈTRE DU GROUPE A _____	B _____
INSTRUCTOR INSTRUCTEUR _____		

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

Figure A-2 Target 2

## AIR RIFLE GROUPING TEMPLATE



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

Figure B-1 Air Rifle Grouping Template

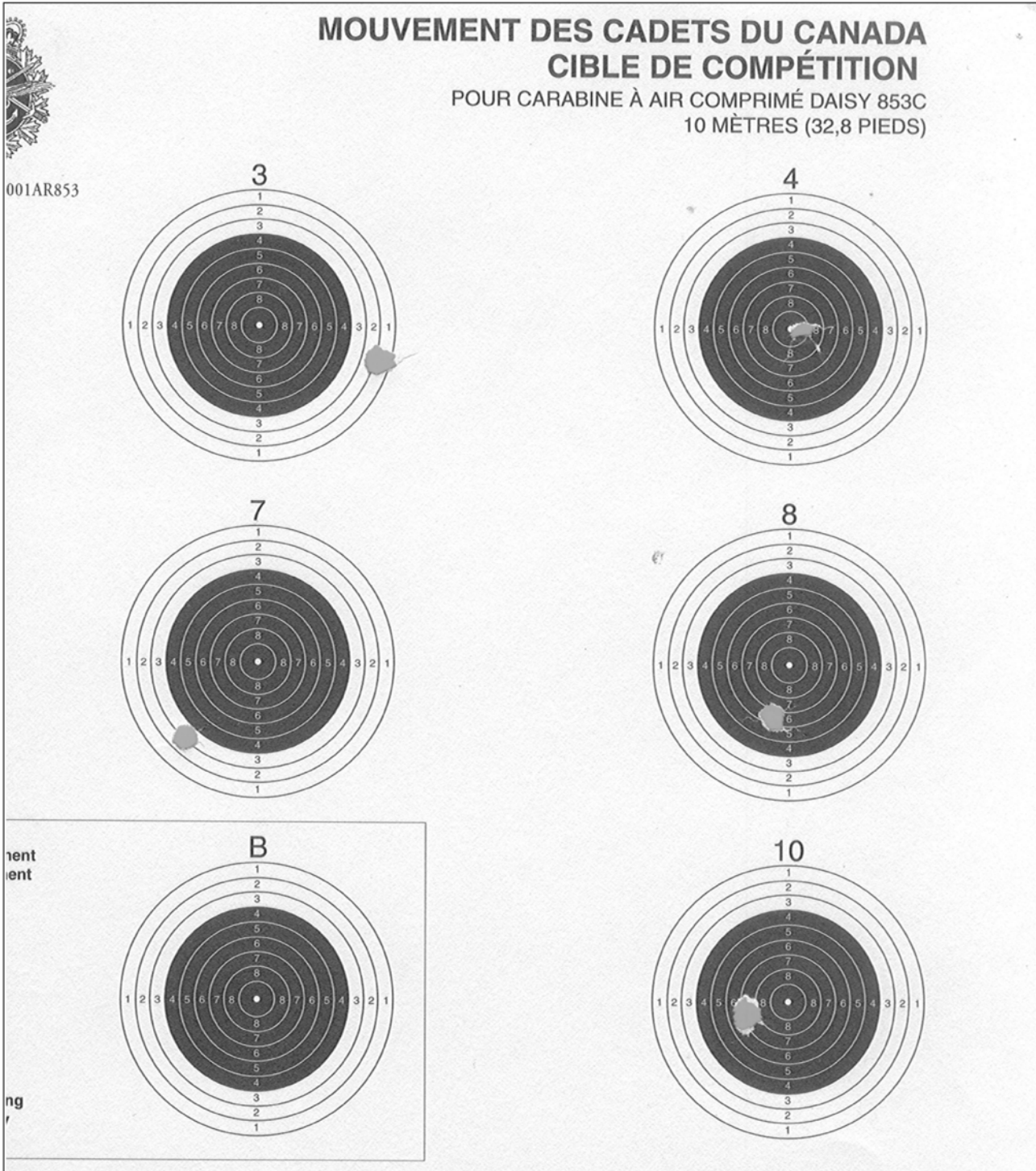
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# SAMPLE COMPETITION TARGET



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

Figure C-1 Target 1 (Left Half)



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

Figure C-2 Target 1 (Right Half)

# SCORING TEMPLATE



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

Figure D-1 Scoring Template

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**CHAPTER 8**

**PO 407**





## ROYAL CANADIAN SEA CADETS

### PHASE FOUR

### INSTRUCTIONAL GUIDE



### SECTION 1

### EO M407.01 – IDENTIFY PHASE FOUR TRAINING OPPORTUNITIES

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Total Time:

30 min

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### PREPARATION

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#### PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy Attachment A for each cadet.

#### PRE-LESSON ASSIGNMENT

Nil.

#### APPROACH

An in-class activity was chosen for TPs 1 as it is an interactive way to provoke thought and stimulate an interest in Phase Four training opportunities among the cadets.

An interactive lecture was chosen for TP 2 to orient the cadets and generate an interest in Phase Four complementary training opportunities.

A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about leadership appointments at the corps.

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### INTRODUCTION

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#### REVIEW

Nil.

#### OBJECTIVES

By the end of this lesson the cadet shall have identified the training opportunities they will receive in Phase Four.

#### IMPORTANCE

It is important for cadets to know what training will be conducted during Phase Four to give them an overview of what the training year will entail. This lesson will prepare the cadets for the training year and help generate interest in the topics.

**Teaching Point 1****Conduct an in-class activity to identify Phase Four mandatory training opportunities.**

Time: 10 min

Method: In-Class Activity

**OVERVIEW**

The training program is broken into performance objectives (POs), which are the overall subjects, and enabling objectives (EOs), which are the topics within each PO. Training is conducted as mandatory and complementary components.

**MANDATORY TRAINING**

Mandatory training encompasses the EOs that all cadets must complete throughout the training year.

**ACTIVITY****OBJECTIVE**

The objective of this activity is to have the cadets participate in a gallery walk of information for each PO.

**RESOURCES**

Resources will be IAW with each PO as listed below.

**ACTIVITY LAYOUT**

Set up a station for each PO with information, pictures, videos and other training aids at each station that will exemplify what the cadet will learn in each PO.

**PO 401—CITIZENSHIP**

Citizenship provides the cadets with an opportunity to identify the role of Youth Justice within Canada.



An example of information / training aids that could be set up at this station is information about local service groups.

**PO 402—COMMUNITY SERVICE**

Community service provides the cadets with an opportunity to perform community service. The community service should provide a direct benefit to the community and promote good citizenship.



An example of information / training aids that could be set up at this station is pictures from various community service activities in which the corps has participated.

### PO 403—LEADERSHIP

Leadership provides the cadets with an opportunity to apply their leadership knowledge and skills through practical application in a leadership appointment. The cadets will:

- use a team to accomplish a single major duty or task;
- act as a team leader;
- supervise and motivate team members;
- provide feedback to team members; and
- develop skills and knowledge of team members.



Examples of information / training aids that could be set up at this station include:

- pictures of famous leaders,
- list of leadership appointments in the corps,
- leadership quotes, and
- pictures of cadets from the corps participating in leadership activities / taskings.

### PO 404—PERSONAL FITNESS AND HEALTHY LIVING

Personal fitness and healthy living provides the cadets with an opportunity to update their personal activity plans (from Phase Three) for the training year. The cadets will:

- participate in the Cadet Fitness Assessment,
- update Personal Activity Plan, and
- evaluate Personal Activity Plan.

This PO gives the cadets some of the tools required to make informed choices in order to follow a healthy lifestyle. This is important as physical fitness is one of the aims of the Cadet Program.



Examples of information / training aids that could be set up at this station include:

- the DVD included in the *Fitnessgram 8.0 Stand-Alone Test Kit*,
- a CD / cassette player with the audio recording of the *20-m Shuttle Run Test* beeps, and
- copies of the Cadet Fitness Assessment Scoresheet.

### PO 405—RECREATIONAL SPORTS

Recreational sports provide the cadets with an opportunity to participate in organized recreational team sports. This is important as physical fitness is one of the aims of the Cadet Program.



Examples of information / training aids that could be set up at this station include:

- soccer ball,
- volleyball,

- floor hockey ball,
- hockey sticks,
- Frisbees, and
- pictures of cadets at the corps participating in recreational sports.

#### **PO 406—AIR RIFLE MARKSMANSHIP**

Air rifle marksmanship provides the cadets with an opportunity to participate in a recreational marksmanship activity.



A miniature range could be set up at this station, to include:

- a mat,
- a cadet air rifle,
- sample targets,
- a scope,
- a sling, and
- safety goggles / glasses.

#### **PO 407—GENERAL CADET KNOWLEDGE**

General cadet knowledge provides the cadets with the information required to serve as a member of a sea cadet corps. Cadets will:

- identify the training opportunities available in Phase Four, and
- identify the year four CSTC training opportunities.



Examples of information / training aids that could be set up at this station include:

- information sheets / poster on Phase Four training opportunities, and
- information sheets / poster on year four summer training opportunities.

#### **PO 408—DRILL**

Drill provides the cadets with an opportunity to direct a squad on the parade square. The cadets will:

- discuss professionalism while commanding a division,
- identify parade sequence,
- perform as a divisional petty officer on parade, and
- inspect a cadet on parade.



Examples of information / training aids that could be set up at this station include:

- a copy of A-PD-201-000/PT-000 *Canadian Forces Manual of Drill and Ceremonial*,
- a video of cadets participating in drill, and
- pictures of the cadets in the corps participating in drill.

#### **PO 409—INSTRUCTIONAL TECHNIQUES**

Instructional techniques provides the cadets with an opportunity to instruct a lesson. The cadets will:

- identify methods of instruction,
- identify elements of a positive learning environment,
- describe learner needs,
- explain assessment, and
- instruct a 30-minute lesson.



Examples of information / training aids that could be set up at this station include:

- copies of completed lesson plans, and
- various types of instructional aids.

#### **PO 420—CANADIAN NAVY AND MARITIME COMMUNITY**

Canadian Navy and maritime community provides the cadets with an opportunity to describe aspects of the Canadian Navy. The cadets will:

- describe current naval operations,
- describe the modernization of the Canadian Navy,
- describe the Canadian Coast Guard, and
- identify Transport Canada as a Maritime Agency.



Examples of information / training aids that could be set up at this station include:

- pictures of various HMC ships,
- pictures of HMC ship mascots,
- pictures of modern ship equipment,
- articles about Fisheries and Oceans Canada, and
- information about Transport Canada.

## PO 423—SHIP'S OPERATIONS

Ship's operations provides the cadets with an opportunity to learn to serve in a naval environment. The cadets will:

- identify aspects of a chart,
- use navigation instruments,
- describe latitude and longitude, and
- plot a fix.



Examples of information / training aids that could be set up at this station include:

- charts, and
- navigation equipment.

## PO 424—SAILING

Sailing provides the cadets with an opportunity to participate in a sailing weekend IAW the Canadian Yachting Association (CYA) White Sail Level II.



Examples of information / training aids that could be set up at this station include:

- pictures / videos of cadets sailing, and
- a model sailboat.

## Seamanship Inter-Divisional Competition

The seamanship inter-divisional competition (SIDC) provides the cadets with an opportunity to compete with their peers in activities, such as:

- trivia questions from Phase training,
- ropework,
- ship's operations, and
- team building.



Examples of information / training aids that could be set up at this station include:

- a model sheers,
- examples of ropework,
- pictures / models of ships, and
- pictures / videos of cadets participating in the SIDC.

## ACTIVITY INSTRUCTIONS

Have the cadets walk around the classroom, visiting each station.



**SAFETY**

Nil.

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**CONFIRMATION OF TEACHING POINT 1**


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

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**Teaching Point 2****Identify Phase Four complementary training opportunities.**

Time: 5 min

Method: Interactive Lecture



Discuss the complementary training opportunities that will be taught for each PO. The following information is a summary of the complementary training offered in Phase Four.

**PHASE FOUR COMPLEMENTARY TRAINING**

Complementary training provides corps staff with a variety of EOs they can choose to instruct. These lessons are used to complement mandatory training.

**PO 401—CITIZENSHIP**

Complementary training for citizenship provides the cadets an opportunity to:

- discuss age-based laws,
- discuss federal and provincial jurisdictions,
- discuss computer crime, and
- participate in a presentation given by a guest speaker from a local community service group.

**PO 402—COMMUNITY SERVICE**

Complementary training for community service provides the cadets an opportunity to:

- participate in a ceremonial parade; and
- perform additional community service.

**PO 403—LEADERSHIP**

Complementary training for leadership provides the cadets an opportunity to:

- self-assess leadership skills,
- participate in a seminar on problem solving,
- participate in a seminar on time management,
- participate in a seminar on communication, and
- participate in a seminar on supervision.

#### **PO 404—PERSONAL FITNESS AND HEALTHY LIVING**

Complementary training for personal fitness and healthy living provides the cadets an opportunity to:

- describe nutrition and hydration requirements for fitness and sports activities,
- conduct the cadet fitness assessment,
- evaluate personal activity plan,
- describe stress,
- develop a personal nutrition plan, and
- create team goals.

#### **PO 405—RECREATIONAL SPORTS**

Complementary training for recreational sports provides the cadets an opportunity to:

- participate in an organized sports tabloid,
- participate in an organized intramural sports event, and
- participate in an orienteering event.

#### **PO 406—AIR RIFLE MARKSMANSHIP**

Complementary training for air rifle marksmanship provides the cadets an opportunity to:

- identify civilian marksmanship organizations, and
- correct marksmanship error,
- fire the cadet air rifle from the standing position,
- practice holding techniques,
- practice aiming techniques,
- practice firing techniques, and
- participate in a recreational marksmanship activity.

#### **PO 407—GENERAL CADET KNOWLEDGE**

Complementary training for general cadet knowledge provides the cadets an opportunity to prepare for phase five training.

#### **PO 408—DRILL**

Complementary training for drill provides the cadets an opportunity to:

- discuss the historical use of drill,
- view a re-enactment that demonstrates the historical use of drill,
- execute flag party drill,
- deliver words of command, and
- practice ceremonial drill as a review, and execute drill with arms.

**PO 409—INSTRUCTIONAL TECHNIQUES**

Complementary training for instructional techniques provides the cadets an opportunity to:

- plan a lesson,
- instruct a 30-minute lesson,
- act as an assistant instructor,
- participate in a creative lesson planning workshop,
- instruct a 30-minute drill lesson,
- identify formations for drill instruction,
- plan a drill lesson, and
- instruct a 15-minute drill lesson.

**PO 411—BIATHLON**

Complementary training for biathlon provides the cadets an opportunity to:

- practice aiming and firing the cadet air rifle following physical activity,
- participate in a recreational summer biathlon activity,
- identify civilian biathlon opportunities,
- run on alternate terrain,
- fire the cadet air rifle using a sling following physical activity,
- participate in a competitive summer biathlon activity,
- participate in a biathlon briefing,
- run wind sprints, and
- fire the cadet air rifle following physical activity.

**PO 420—CANADIAN NAVY AND MARITIME COMMUNITY**

Complementary training for Canadian Navy and maritime community provides the cadets an opportunity to:

- describe Fisheries and Oceans Canada,
- describe civilian maritime agencies and institutions,
- describe D-Day and the Battle of Normandy, and
- attend a presentation on a naval commemorative event.

**PO 421—ROPEWORK**

Complementary training for ropework provides the cadets an opportunity to:

- make a boatswain's belt,
- make a round mat, and
- make a net hammock.

### **PO 422—SMALL CRAFT OPERATIONS**

Complementary training for small craft operations provides the cadets an opportunity to attain a pleasure craft operator competency card and to describe the responses to changing states of weather while operating a small craft.

### **PO 423—SHIP'S OPERATIONS**

Complementary training for ship's operations provides the cadets an opportunity to:

- plot a position using a three-bearing fix, and
- plot a position using a horizontal angle fix.

### **PO 425—NAUTICAL TRAINING**

Complementary training for nautical training offers two options that provide the cadets an opportunity to:

- perform small craft / vessel duties while underway; or
- participate in a nautical activity that will reinforce mandatory and / or complementary training, allow cadets to participate in naval aspects of the CF or maritime community / industry, and provide a hands-on opportunity that introduces new skills / knowledge.

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## **CONFIRMATION OF TEACHING POINT 2**

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### **QUESTIONS:**

- Q1. What is the purpose of complementary training?
- Q2. What complementary training is associated with PO 401–Citizenship?
- Q3. What complementary training is associated with PO 421–Ropework?

### **ANTICIPATED ANSWERS:**

- A1. Complementary training is used to complement the mandatory training.
- A2. Complementary training for citizenship includes:
- discuss age-based laws,
  - discuss federal and provincial jurisdictions,
  - discuss computer crime, and
  - participate in a presentation given by a guest speaker from a local community service group.
- A3. Complementary training for ropework includes:
- make a boatswain's belt,
  - make a round mat, and
  - make a hammock.

**Teaching Point 3****Discuss leadership appointment opportunities at the corps.**

Time: 5 min

Method: Group Discussion

**BACKGROUND KNOWLEDGE**

The point of the group discussion is to recognize leadership appointment opportunities in the corps from the group using the tips for answering / facilitating discussion and the suggested questions provided.

**LEADERSHIP ASSIGNMENT**

A leadership assignment is a specific, short or long-term practical leadership opportunity. The team leader must apply their leadership skills. The team leader will have temporary team members either within or outside their peer group. The team will accomplish a single minor duty or task.

Leadership assignments in fourth year may be the same as third year. Each fourth year cadet has already completed at least two leadership assignments during their third year of training.



Leaderships assignments in Phase Four maybe the same as Phase Three or of longer duration / complexity. Each cadet should have already completed at least two leadership assignments during Phase Three.

**LEADERSHIP APPOINTMENT**

A leadership appointment is a long-term practical leadership opportunity. The team leader must apply their leadership knowledge and skills and display the core leadership qualities of a cadet. The team leader will have an assigned, established team of cadets outside their peer group. These may be organizational appointments (eg, Divisional Petty Officer), training appointments (eg, Phase Instructor) or supplementary appointments (eg, Drill Team Commander). These appointments must be based on the frequency and duration of the major duties or tasks. The team leader must meet with their team on a number of occasions. Leadership appointments may be held by a single fourth year cadet (eg, Drill Team Commander) or the fourth year cadets may rotate through a position (eg, Canteen Steward).

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

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



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



Ensure a list of leadership appointments has been developed by the Training Officer before instructing this class. Below is a sample list of leadership appointments

## **SAMPLE YEAR FOUR LEADERSHIP APPOINTMENTS**

### **Organizational Appointments:**

- Coxswain,
- Divisional Petty Officer,
- Stores Petty Officer,
- Ship's Writer, and
- Training Petty Officer.

### **Training Appointments:**

- Phase Instructor,
- Sail Instructor,
- Seamanship Instructor,
- Drill and Ceremonial Instructor, and
- Fitness and Sports Instructor.

### **Supplementary Appointments:**

- Drum Major,
- Band Section Leader,
- Canteen Steward,
- Drill Team Commander,
- Marksmanship Team Captain,
- Range Assistant,
- First Aid Team Captain,
- Biathlon Team Captain, and
- Sports Team Captain.



Phase Four cadets will typically be assigned the leadership appointments of Divisional Petty Officer or supplementary appointments. As required, Phase Four cadets may be assigned various other organizational and training appointments.



For the purposes of PO 403 (Act as Team Leader), Phase Four cadets will be required to fill a leadership appointment that meets the criteria defined above. This requires that the appointment involves an assigned, established team of cadets outside the Phase Four Cadet's peer group. In some circumstances some of the examples given may not meet these criteria (eg, a smaller corps that only have one cadet assigned to supply).

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## GROUP DISCUSSION

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### TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

### SUGGESTED QUESTIONS

Q1. What is the difference between a leadership assignment and a leadership appointment?

Q2. What leadership appointments are available at the corps?

Q3. Do you have any concerns knowing that you will fill a leadership appointment during this training year?



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.

**SAFETY**

Nil.

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**CONFIRMATION OF TEACHING POINT 3**

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

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**END OF LESSON CONFIRMATION**

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The cadets' identifying Phase Four leadership appointment opportunities in the group discussion in TP 3 will serve as the confirmation of this lesson.

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**CONCLUSION**

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**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Being aware of the topics to be covered during Phase Four training will help generate interest in the training year. Being aware of the opportunities available throughout the training year may stimulate an interest in specific areas of training.

**INSTRUCTOR NOTES / REMARKS**

For Phase Four complementary training opportunities in TP 2, refer to the corps' annual training plan.

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

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**REFERENCES**

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A0-096 CATO 11-04 Director Cadets 3. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.

A1-019 CATO 31-03 Director Cadets Senior Officer Sea Cadets. (2008). *Sea cadet program outline*. Ottawa, ON: Department of National Defence.

A1-047 CATO 31-01 Director Cadets 4. (1994). *Sea cadet corps' standardized standing orders*. Ottawa, ON: Department of National Defence



<b>PHASE FOUR POs and EOs</b>	
<b>PO 401–Citizenship</b>	
Recognize How the Legal System Affects Youth	
C401.01	Describe the Differences Between the Youth Justice System and the Adult Justice System
C401.02	Discuss Age-Based Laws
C401.03	Discuss Federal and Provincial Jurisdictions
C401.04	Discuss Computer Crime
<b>PO 402–Community Service</b>	
Perform Community Service	
M402.01	Perform Community Service
C102.01	Participate in a Ceremonial Parade
C102.02	Perform Community Service
<b>PO 403–Leadership</b>	
Act as a Team Leader	
M403.01	Describe Needs and Expectations of Team Members
M403.02	Select a Leadership Approach
M403.03	Motivate Team Members
M403.04	Provide Feedback to Team Members
M403.05	Participate in a Mentoring Relationship
M403.06	Act as a Team Leader During a Leadership Appointment
C403.01	Participate in a Leadership Seminar
C303.01	Lead Team-Building Activities
C303.02	Deliver a Presentation about a Leader
<b>PO 404–Personal Fitness and Healthy Living</b>	
Update Personal Activity Plan	
M404.01	Participate in the Cadet Fitness Assessment
M404.02	Update Personal Activity Plan
M404.03	Evaluate Personal Activity Plan
C404.01	Describe Nutrition and Hydration Requirements for Fitness and Sports Activities
C404.02	Prepare to Conduct the Cadet Fitness Assessment
C304.01	Participate in the Cadet Fitness Assessment
C304.02	Evaluate Personal Activity Plan
C304.03	Describe Stress
C104.01	Create Team Goals
<b>PO 405–Recreational Sports</b>	
Participate in Recreational Sports	
M405.01	Participate in Organized Recreational Team Sports
C105.01	Participate in an Organized Sports Tabloid
C105.02	Participate in an Organized Intramural Sports Event
C105.03	Participate in an Orienteering Event
<b>PO 406–Air Rifle Marksmanship</b>	
Fire the Cadet Air Rifle During Recreational Marksmanship	
M406.01	Participate in a Recreational Marksmanship Activity
C406.01	Assist the Range Safety Officer
C406.02	Score Air Rifle Marksmanship Targets
C306.01	Identify Civilian Marksmanship Organizations
C306.02	Correct Marksmanship Error
C306.03	Fire the Cadet Air Rifle from the Standing Position
C206.01	Practice Holding Techniques

A-CR-CCP-604/PF-001  
 Attachment A to EO M407.01  
 Instructional Guide

C206.02	Practice Aiming Techniques
C206.03	Practice Firing Techniques
C106.01	Participate in a Recreational Marksmanship Activity
<b>PO 407–General Cadet Knowledge</b>	
Serve in a Sea Cadet Corps	
M407.01	Identify Phase Four Training Opportunities
M407.02	Identify Year Four CSTC Training Opportunities
C407.01	Prepare for a Merit review Board
C307.02	Participate in a Presentation Given by the Cadet Liaison Officer (CLO)
C307.03	Participate in a Presentation Given by a Guest Speaker from the Navy League of Canada
<b>PO 408–Drill</b>	
Command a Division on Parade	
M408.01	Discuss Commanding a Division on Parade
M408.02	Identify Parade Sequence
M408.03	Command a Squad
M408.04	Inspect a Cadet on Parade
C408.01	Discuss the Historical use of Drill
C408.02	View a Re-Enactment That Demonstrates the Historical use of Drill
C308.01	Execute Flag Party Drill
C308.02	Execute Cenotaph Drill
C308.03	Practice Voice for Calling Drill Commands
C208.01	Practice Ceremonial Drill as a Review
C208.02	Execute Drill with Arms
<b>PO 409–Instructional Techniques</b>	
Instruct a Lesson	
M409.01	Identify Methods of Instruction
M409.02	Identify Elements for a Positive Learning Environment
M409.03	Describe Learner Needs
M409.04	Explain Assessment
M409.05	Instruct a 30-Minute Lesson
C409.01	Plan a Lesson
C409.02	Instruct a 30-Minute Lesson
C409.03	Act as an Assistant Instructor
C409.04	Participate in a Creative Lesson Planning Workshop
C409.05	Act as an Assistant Drill Instructor
C409.06	Instruct a 30-Minute Drill Lesson
C309.04	Identify Formations For Drill Instruction
C309.05	Plan a Drill Lesson
C309.06	Instruct a 15-Minute Drill Lesson
<b>PO 311–Summer Biathlon</b>	
Participate in Competitive Summer Biathlon Activities	
C311.01	Practice Aiming and Firing the Cadet Air Rifle Following Physical Activity
C311.02	Participate in a Recreational Summer Biathlon Activity
C211.01	Identify Civilian Biathlon Opportunities
C211.02	Run on Alternate Terrain
C211.03	Fire the Cadet Air Rifle using a Sling Following Physical Activity
C211.04	Participate in a Competitive Summer Biathlon Activity
C111.01	Participate in a Biathlon Briefing
C111.02	Run Wind Sprints

C111.03	Fire the Cadet Air Rifle Following Physical Activity
C111.04	Participate in a Recreational Summer Biathlon Activity
<b>PO 420–Canadian Navy and Maritime Community</b> Describe Aspects of the Canadian Navy and Maritime Community	
M420.01	Describe Current Naval Operations
M420.02	Describe the Modernization of the Canadian Navy
M420.03	Describe the Canadian Coast Guard
M420.04	Describe Transport Canada as a Maritime Agency
C420.01	Describe Fisheries and Oceans Canada
C420.02	Describe Civilian Maritime Agencies And Institutions
C420.03	Participate in a Discussion / Presentation on D-Day Commemorations
C420.04	Participate in a Presentation Given by a Guest Speaker From a Civilian Maritime Agency
C320.01	Attend a Presentation on a Naval Commemorative Event
C320.02	Describe the Women’s Royal Canadian Naval Services
C320.03	Describe Naval Aviation
<b>PO 421–Ropework</b> Perform Ropework	
C421.01	Make a Boatswain's Belt
C421.02	Make a Round Mat
C421.03	Make a Net Hammock
C320.02	Rig a Standing Derrick
C320.03	Rig a Gyn
C320.04	Make a Monkey’s Fist
C320.05	Make a Turk’s Head
<b>PO 422–Small Craft Operations</b> Describe the Required Responses to Changing States of Weather While Operating a Small Craft	
C422.01	Describe the Required Responses to Changing States of Weather While Operating a Small Craft
PO 322	Attain a Pleasure Craft Operator Card
<b>PO 423–Ship’s Operations</b> Locate a Position on a Chart	
M423.01	Identify Aspects Of A Chart
M423.02	Use Navigation Instruments
M423.03	Describe Latitude and Longitude
M423.04	Plot a Fix
C423.01	Plot a Fix Using A Three-Bearing Fix
C423.02	Plot a Fix Using A Horizontal Angle Fix
<b>PO 424–Sailing</b> Sail a Sailboat IAW Canadian Yachting Association (CYA) White Sail Level Two	
M324.01	Prepare for a Sail Weekend
M324.02 - 11	CYA Whit Sail II Training
<b>PO 425–Nautical Training</b> Participate in a Nautical Training Weekend	
C425.01	Prepare for a Nautical Training Weekend
C425.02A	Perform Small Craft / Vessel Duties While Underway
C425.02B	Participate in a Nautical Activity

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## ROYAL CANADIAN SEA CADETS

### PHASE FOUR

### INSTRUCTIONAL GUIDE



### SECTION 2

### EO M407.02 – IDENTIFY YEAR FOUR CADET SUMMER TRAINING CENTRE (CSTC) TRAINING OPPORTUNITIES

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Total Time:

30 min

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### PREPARATION

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#### PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Review year four CSTC training opportunities found at CATO 31-03, *Sea Cadet Program Outline*, as the prerequisites for courses may change.

Review CSTC staff cadet employment opportunities found at CATO 13-28, *Advanced Training–Staff Cadets*, as the prerequisites for positions may change.

#### PRE-LESSON ASSIGNMENT

Nil.

#### APPROACH

A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their experiences, opinions and feelings about year four CSTC training opportunities.

An interactive lecture was chosen for TP 2 and 3 to orient the cadets to year four CSTC training opportunities and to generate interest.

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### INTRODUCTION

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#### REVIEW

Nil.

#### OBJECTIVES

By the end of this lesson the cadet shall have identified year four CSTC training opportunities.

#### IMPORTANCE

It is important for cadets to identify year four CSTC training and employment opportunities because they must decide what route fits them best based on their previous training. These opportunities will enable cadets to

plan their professional development in the program by transitioning from a cadet course to a staff cadet. The ability to set early goals will prepare them for future opportunities.

**Teaching Point 1****Conduct a group discussion on specialty areas for year four CSTC training.**

Time: 5 min

Method: Group Discussion

**BACKGROUND KNOWLEDGE**

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

Write the specialty areas on a whiteboard / flip chart and discuss the activities associated with each area. Cadets may already know which area they would like to pursue and have a general idea of the activities.

**AIR RIFLE MARKSMANSHIP**

Cadets will develop marksmanship and biathlon knowledge and skills. Activities include:

- participating in advanced air rifle marksmanship training;
- participating in recreational marksmanship and biathlon activities;
- performing range assistant duties; and
- learning marksmanship instructional techniques.

**FITNESS AND SPORTS**

Cadets will improve individual fitness and sports knowledge and skills. Activities include:

- playing and developing skills in sports;
- participating in personal fitness activities; and
- learning fitness and sports instructional techniques.

**MUSIC**

Cadets will develop music knowledge and skills. Activities include:

- learning music theory;
- playing an instrument as part of an ensemble;
- playing an instrument as part of a military band;
- developing individual music skills; and
- learning music instructional techniques.

## **SAIL**

Cadets will develop sailing skills and knowledge IAW the Canadian Yachting Association (CYA) Learn-to-Sail (LTS) Program. Activities include:

- developing sailing skills;
- learning sailing theory;
- developing fundamental coaching knowledge and skills; and
- obtaining small craft operation qualifications.

## **SEAMANSHIP**

Cadets will develop seamanship knowledge and skills. Activities include:

- obtaining small craft operation qualifications;
- communicating in a naval environment;
- performing ropework;
- performing petty officer of the watch duties;
- performing coastal navigation;
- performing small craft maintenance; and
- marine engineering.

## **DRILL AND CEREMONIAL**

Cadets will develop the knowledge and skills required to improve leadership and drill and ceremonial knowledge and skills. Activities include:

- developing leadership skills;
- performing naval ceremonial drill;
- performing advanced foot drill;
- delivering words of command;
- performing cutlass drill;
- performing flag drill;
- executing ceremonies; and
- learning drill instructional techniques.



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## GROUP DISCUSSION

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### TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

### SUGGESTED QUESTIONS:

- Q1. Which summer training activities interest you?
- Q2. Who is interested in applying for summer training this year? Why?
- Q3. What specialty area are you interested in pursuing? Why?



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.

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### CONFIRMATION OF TEACHING POINT 1

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

**Teaching Point 2****Describe year four CSTC courses.**

Time: 15 min

Method: Interactive Lecture



A cadet who has attended one of these courses could be asked to speak about their experience during this TP.

**COMMON COURSES**

Common courses are available to air, army, and sea cadets.



Refer to CATO 31-03, *Sea Cadet Program Outline* for prerequisites.

**Air Rifle Marksmanship Instructor.** The aim of this course is to improve the cadets' marksmanship and biathlon knowledge and skills and to prepare the cadets to assist in the delivery of marksmanship and biathlon training.

**Fitness and Sports Instructor.** The aim of this course is to improve the cadets' fitness and sports knowledge and skills and to prepare the cadets to assist in the delivery of fitness and sports training.

**Military Band–Intermediate Musician.** The aim of this course is to improve the cadets' music knowledge and skills and to prepare the cadets to assist in the delivery of music training.

**Military Band–Advanced Musician.** The aim of this course is to improve the cadets' music knowledge and skills and to prepare the cadets to assist in the delivery of music training.

**ELEMENTAL COURSES**

**Intermediate Sail.** The aim of this course is for cadets to become proficient in intermediate sailing skills and basic powerboat operation. Cadets will achieve CYA Bronze Sail Level IV and begin working toward achievement of CYA Bronze Sail Level V. In addition, cadets will receive Outboard Powerboat Operator certification through achievement of the Pleasure Craft Operator Competency (PCOC) and Small Boat Power qualifications (Modules 1 and 4 of the Small Craft Operator Program [SCOP]).

**Sail Coach.** The aim of this course is for cadets to become proficient in advanced sailing skills and safety boat operation. Cadets will achieve CYA Bronze Sail Level V and become trained CYA LTS Coaches. In addition, cadets will receive Safety Boat Operator certification through achievement of the Restricted Operator Certificate (Maritime) and Small Craft Rescue Award qualifications (Modules 2 and 3 of the SCOP).

**Ship's Boat Operator.** The aim of this course is to introduce the cadets to coastal navigation, to develop naval communication skills and to become proficient in the operation of small craft. Cadets will receive Powerboat Operator certification through achievement of the PCOC, Restricted Operator Certificate (Maritime) and Small Boat Power qualifications (Modules 1, 2 and 4 of the SCOP). In addition, cadets will receive Whaler / Cutter Coxswain certification through achievement of the Whalers (Pull or Power) and Whalers (Sail) qualifications (Modules 6 and 6a of the SCOP).

**Chief Boatswain's Mate.** The aim of this course is for the cadets to become proficient in acting as a petty officer of the watch (POOW) on a sea cadet training vessel (SCTV), performing basic coastal navigation and other shipboard duties.

**Drill and Ceremonial Instructor.** The aim of this course is for the cadets to become proficient in organizing and leading parades and ceremonies, to improve leadership skills and knowledge and to become a drill and ceremonial instructor.

**Marine Engineer.** The aim of this course is to develop in the cadets a basic knowledge of machinery systems used on Canadian Forces Auxiliary Vessels and other SCTVs. The course also provides the opportunity for cadets to attain the ORCA Class Engineer II (OCE II) certification, enabling the cadets to stand watch in the engine room of an ORCA Class Patrol Craft Training Vessel (PCT) as the second engineer. Marine Engineer is considered a national course and is conducted in one location: HMCS Quadra.

**Shipwright.** The aim of this course to develop in the cadets the knowledge and skills required to carry out maintenance and repairs on the small craft used at CSTCs and sailing centres. Shipwright is considered a national course and is normally only conducted in two locations, HMCS Quadra and HMCS Quebec.

**Silver Sail.** The aim of this course is for cadets to become proficient in advanced sailing skills and basic racing skills. Cadets will achieve CYA Silver Sail Level VI. Silver Sail is considered a national course and is normally only conducted in one location: HMCS Quadra.

## CONFIRMATION OF TEACHING POINT 2

### QUESTIONS:

- Q1. What common CSTC courses are available in year four?
- Q2. What elemental CSTC courses are available in year four?
- Q3. What courses are considered national courses?

### ANTICIPATED ANSWERS:

- A1. Air Rifle Marksmanship Instructor, Fitness and Sports Instructor and Military Band–Intermediate Musician.
- A2. Intermediate Sail, Sail Coach, Ship's Boat Operator, Chief Boatswain's Mate, Drill and Ceremonial Instructor, Marine Engineer, Shipwright, and Silver Sail.
- A3. Marine Engineer, Shipwright, and Silver Sail.

### Teaching Point 3

**Describe staff cadet employment opportunities.**

Time: 5 min

Method: Interactive Lecture

### STAFF CADETS



The information below provides a brief introduction to what a staff cadet is and the types of opportunities that exist. To obtain more detailed and up to date information CATO 13-28, *Advanced Training–Staff Cadets* should be consulted prior to conducting this lesson.

CATO 13-28, *Advanced Training–Staff Cadets*, defines staff cadets as follows:

- Staff cadets are appointed to such rank as is authorized by the Commanding Officer (CO) of a Cadet Summer Training Centre (CSTC) established to conduct summer training.

- On the authority of the CO of the CSTC, Staff cadets may be requested to participate in advanced training, including instructional, supervisory or administrative functions that are approved by the Regional Cadet Support Unit (RCSU) CO for that training centre.
- Staff cadets may not be less than 16 years of age as of the first day of January of the year of advanced training.
- Staff cadets are not employees. Participation by the staff cadet during authorized CSTC summer training constitutes advanced training



While staff cadets are not considered employees, they do receive pay during their time at a CSTC. Each position has a designated rank that corresponds to pay incentive. For more details see Annexes B and E of CATO 13-28, *Advanced Training–Staff Cadets*



There are more advanced positions available. For the purpose of this lesson only positions available to year four cadets will be introduced.

Staff cadet classifications are divided into two distinct categories:

- type 1—Those who provide direct training, to cadets (eg, divisional petty officer (DPO) and Instructor, and
- type 2—Those who have administrative / support roles (eg, storesman, ship's writer, roundsman, canteen clerk, and shipwright.)



Prerequisites are outlined in CATO 13-28, *Advanced Training–Staff Cadets* for each individual position.

---

### CONFIRMATION OF TEACHING POINT 3

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#### QUESTIONS:

- Q1. What is the age requirement for staff employment opportunities?
- Q2. What are the two categories of staff employment opportunities?
- Q3. Name a staff position in each type of category.

#### ANTICIPATED ANSWERS:

- A1. 16 years of age on / before January 1 of the training year.
- A2. Type 1—Training and Type 2—Administrative / Training Support.
- A3. Type 1 includes instructor or DPO. Type 2 includes storesman, ship's writer, roundsman, canteen clerk, and shipwright.

---

### END OF LESSON CONFIRMATION

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The cadets' participation in the group discussion on year four CSTC opportunities will serve as the confirmation of this lesson.

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## CONCLUSION

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### HOMEWORK / READING / PRACTICE

Nil.

### METHOD OF EVALUATION

Nil.

### CLOSING STATEMENT

Summer training is a fun and exciting aspect of the Cadet Program, which offers training in specialty areas that may not be accessible at the corps. CSTCs are places to meet other cadets and to make new friends from across Canada. It is important to be familiar with the training and employment options available at CSTCs. This will allow cadets to plan their training with the intention of preparing for a specific employment position in the future.

### INSTRUCTOR NOTES / REMARKS

This EO should be conducted before the summer training application deadline.

It is recommended that the summer training application forms be completed during a training session after this EO has been conducted.

---

## REFERENCES

---

A0-010 CATO 11-03 Director Cadets 2. (2006). *Cadet program mandate*. Ottawa, ON: Department of National Defence.

A0-033 CATO 14-21 Director Cadets 3. (2004). *Music training and education with the Canadian Cadet Organizations*. Ottawa, ON: Department of National Defence.

A0-128 CATO 13-28 Director Cadets 2. (2006). *Advanced training—Staff cadets*. Ottawa, ON: Department of National Defence.

A1-096 CATO 31-03 Director Cadets 3. (2006). *Sea cadet program outline*. Ottawa, ON: Department of National Defence.

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## ROYAL CANADIAN SEA CADETS

### PHASE FOUR

### INSTRUCTIONAL GUIDE



### SECTION 3

### EO C407.01 – PREPARE FOR A MERIT REVIEW BOARD

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Total Time:

90 min

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### PREPARATION

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#### PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Prepare to conduct merit review boards IAW CATO 13-02, *Cadet Rank Promotions*.



The practice merit review board in TP 3 should be composed of adults who have competent interview skills (eg, officers, civilian instructors, volunteers). Senior cadets should only be used as a last resort.

Obtain the materials for conducting a merit review board for a promotion interview.

Prepare interview questions, marking sheets and candidate scoring sheets (to be created locally) for TP 3.

Arrange for assistant instructors for TP 3.

Obtain a copy of CATO 13-02, *Cadet Rank Promotions*, for each member of the merit review board for promotion.

Photocopy Attachments A, B and D for each cadet.

Photocopy the Merit Review Board Scoresheet located at Attachment C (the number of photocopies will vary based on the number of board members and Phase Four cadets).

Using Attachment B as a guide, prepare the Merit Review Board Scoresheet by deciding on six questions to ask during the practice merit review board.

#### PRE-LESSON ASSIGNMENT

Nil.

#### APPROACH

An interactive lecture was chosen for TPs 1 and 2 to present preparations for merit review boards and to summarize the teaching points.

An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest among the cadets about the cadets about merit review boards.

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## INTRODUCTION

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### REVIEW

Nil.

### OBJECTIVES

By the end of this lesson the cadet shall be expected to prepare for a merit review board.

### IMPORTANCE

It is important for cadets to prepare for a merit review board to help them succeed in gaining opportunities through competitive application processes.

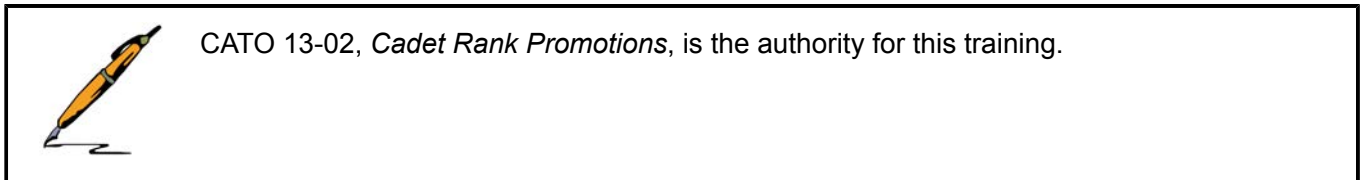


**Teaching Point 1****Identify occasions for a merit review board.**

Time: 5 min

Method: Interactive Lecture

Merit review boards are a structured interview where candidates are evaluated by a group of board members. Candidates are scored on their dress, deportment and answers given to interview questions. Merit review boards are most often conducted for promotion to Chief Petty Officer Second Class and Chief Petty Officer First Class. They provide selection recommendations that are fair and open, and provide candidates with valuable constructive feedback on their performance.

**PROMOTIONS REQUIREMENTS**

A merit review board is required to be promoted to Chief Petty Officer Second Class and Chief Petty Officer First Class. Promotion merit review boards have many benefits for the corps, to include:

- giving the cadet incentive to learn details of the rank or appointment responsibilities;
- ensuring that the best cadet is selected; and
- satisfying all members of the corps that the best available cadet is leading them.

**OTHER POSSIBLE OCCASIONS FOR A MERIT REVIEW BOARD****Awards**

Some corps may conduct a merit review board for important awards. Most often, recommendations for awards are made by a board of staff members who are familiar with the work of all cadets. In all cases, recommendations are given to the Commanding Officer (CO). The CO is the final arbiter of awards.

**Scholarships**

Scholarship cadets are often selected by the person or entity that is providing the scholarship funding. Corps may choose to hold a merit review board for such a purpose.

**Senior Appointments Within the Corps**

Some corps may conduct a merit review board for certain appointments within the corps. Most often corps will conduct a workshop or seminar for senior cadets at the beginning of the training year. During this time a merit review board may be conducted for senior appointments within the corps (eg, Coxswain or Regulating Petty Officer).

**Cadet Summer Training Centre (CSTC) Training Opportunities**

When a corps has multiple excellent cadets for a limited number of course spaces, selection of cadets must be done in an open manner. The CO requires recommendations that are both unbiased and clearly seen to be unbiased. While staff members can and often do provide effective recommendations, the merit review board provides an unbiased option.

## **CSTC Staff Appointments**

When staff cadets arrive at a CSTC prior to the start of summer training, they may be interviewed by a board. This usually takes one of two forms:

- cadets are interviewed by a panel of officers to determine which CSTC position they are most suited; and
- senior cadets are interviewed by a merit review board for Chief Petty Officer positions.

In either case, the interview skills learned at a corps will prove vital to the cadet.

---

### **CONFIRMATION OF TEACHING POINT 1**

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#### **QUESTIONS:**

- Q1. What are two important benefits of merit review boards?
- Q2. What are five occasions in which a cadet might encounter a merit review board?
- Q3. What benefit does a corps get from holding promotion merit review boards?

#### **ANTICIPATED ANSWERS:**

- A1. Merit review boards have two important benefits:
- providing selection recommendations that are fair and open; and
  - providing cadets with a valuable life skill.
- A2. A cadet might encounter a merit review board for:
- promotions,
  - awards,
  - scholarships,
  - senior appointments within the corps,
  - CSTC training opportunities, and
  - CSTC staff appointments.
- A3. Promotion merit review boards have many benefits for the corps, to include:
- giving the cadets incentive to learn details of the rank or appointment responsibilities;
  - ensuring that the best cadet is selected; and
  - satisfying all members of the corps that the best available cadet is leading them.

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**Teaching Point 2****Describe how to prepare for a merit review board for promotion and tips for a successful interview.**

Time: 20 min

Method: Interactive Lecture

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**HOW TO PREPARE FOR A MERIT REVIEW BOARD FOR PROMOTION**

A cadet for a merit review board for promotion should:

- think about potential questions that could be asked and prepare answers to them;
- talk to others who have been through the process to find out what to expect; and
- participate in any opportunity to practice for a board, such as practice merit review boards.

**Dress Requirements**

The interview cadet shall identify dress requirements ahead of time. The uniform must be worn in accordance with the cadet dress instructions in the relevant Cadet Administration and Training Order (CATO). Dress shall be maintained to a high standard.



Arriving properly dress to a merit review board or even a civilian interview is critical. The way in which the interviewee is dressed may influence the interviewer's first impression. One should always present themselves in a clean and tidy manner.

**TIPS FOR A SUCCESSFUL INTERVIEW****Importance of Bearing**

Many cadets exhibit high standards of dress and high levels of knowledge. The final selections will be based partly on the winning candidates' bearing.

Unless given other instructions, the cadet will enter facing the board, wearing headdress and salute. Wait until offered a seat and remove headdress when seated.

During the interview, do nothing that may distract the interviewers, such as:

- biting one's lips;
- squirming;
- scratching;
- chewing gum;
- twisting fingers;
- playing with hair;
- checking the time;
- yawning—make sure to have a good night's sleep before the interview; and
- taking anything into an interview that has any chance of distracting the interviewers.

Hand gestures while speaking may also distract interviewers.

Sit with an open posture with arms and legs uncrossed.

The members of the board want the cadet to feel comfortable and relaxed. Try to be so, while maintaining respect and decorum. A confident cadet sits up straight, calmly looking the interviewer straight in the eyes without fidgeting. Nodding or shaking the head does not constitute an answer of any kind. All replies must be verbal.

Cadets must be prepared to introduce themselves.

Remember that the interviewers are also going through a process for which they have made long preparations and to which they attach great importance. The cadet being interviewed is, in many ways, part of a team that includes the interviewers. All members of this team are expected to maintain respect, decorum and friendliness.

When the interview is completed, stand, replace headdress, make firm eye contact, salute, and smartly depart the room. The board members may or may not offer to shake hands. Follow their lead.

### **Merit Review Board for Promotion Questions**



Distribute a copy of Attachment A to each cadet.

IAW CATO 13-02, *Cadet Rank Promotions*, question areas at a merit review board for promotion may include:

- cadets recounting their achievements through cadet training (eg, corps program, CSTC program);
- cadets explaining what previous positions of leadership they have held (eg, at cadets, at school) and how they performed in related situations;
- personal goals and / or their goals for the corps;
- scenario-based questions that relate to typical corps situations where the candidate shares how they might approach / deal with the situation; and
- achievements outside of the cadet corps setting (eg, at school, in their community, sports teams, extracurricular activities).

Cadets are expected to take their time when formulating answers but the answer should be as direct as possible. Ask for clarification when necessary. A comprehensively correct answer, formulated carefully and delivered in a relaxed, friendly manner is best.

If the cadet does not know the answer to a question it is best to say so, in as direct a manner as possible, so the interviewer moves on to another topic where the candidate has better knowledge. This will help minimize both the psychological impact of the missing information and the damage to the candidate's mark. Shoulders must never be shrugged during an interview.



Distribute a copy of Attachment B to each cadet.

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## CONFIRMATION OF TEACHING POINT 2

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**QUESTIONS:**

- Q1. How will a candidate know which uniform to wear for a merit review board interview?
- Q2. When should a candidate take a seat in an interview?
- Q3. What should candidates say if the answer to a question is unknown?

**ANTICIPATED ANSWERS:**

- A1. The interview candidate shall identify dress requirements ahead of their interview.
- A2. When offered a seat.
- A3. It is best to say they do not know, in as direct a manner as possible.

**Teaching Point 3**

**Have the cadets participate in a practice merit review board based on the instructions given in TP 2.**

Time: 55 min

Method: In-Class Activity



The practice merit review board should be composed of adults who have competent interview skills (eg, officers, civilian instructors and volunteers). Senior cadets should only be used as a last resort.

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## ACTIVITY

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**OBJECTIVE**

The objective of this activity is to have the cadets participate in a practice merit review board.

**RESOURCES**

- Annex B of CATO 13-02, *Cadet Rank Promotions*,
- Merit Review Board Score Sheets,
- Dress Inspection Scoresheets,
- Calculator, and
- Pens / pencils.

**ACTIVITY LAYOUT**

- In a quiet room:
  - place a table and a chair for each board member and one chair facing the merit review board for the candidate;
  - arrange the lighting to provide the interviewers with a good view of the candidate; and
  - ensure the candidate's back faces toward any window or opening, to avoid distraction.

- Arrange a holding area for cadets prior to their interview.
- Arrange a separate holding area for cadets following their interview.
- Arrange for a messenger to bring each candidate for their interview as directed by the merit review board.

### **ACTIVITY INSTRUCTIONS**

1. Prior to the commencement of the practice merit review boards:
  - (a) show the practice merit review board members to their room;
  - (b) ensure that each practice merit review board member has the required resources;
  - (c) distribute the Merit Review Board Scoresheet to each merit review board member;
  - (d) assign a question(s) to each merit review board member to ask during the practice merit review board;
  - (e) assign a merit review board member to inspect each cadet using the Dress Inspection Scoresheet;
  - (f) introduce the messenger to the practice merit review board;
  - (g) explain that the board members will tell the messenger when to bring each cadet; and
  - (h) explain that cadets will be guided to a separate holding area after being interviewed.
2. Conduct the practice merit review boards by:
  - (a) having the messenger bring a cadet into the room;
  - (b) having the assigned merit review board member inspect the cadet;
  - (c) having the cadet report to the merit review board and sit down;
  - (d) introducing the cadet to the members of the merit review board;
  - (e) explaining to each cadet how the merit review board will be conducted; asking if the cadet has any questions prior to asking interview questions;
  - (f) having the merit board review members ask their pre-assigned questions;
  - (g) having the merit board review members score the cadet based on their answers and take notes;
  - (h) de-briefing the cadet on their performance and providing them with a copy of their Merit Review Board Scoresheets; and
  - (i) having the messenger bring the cadet into the separate holding room prior to bringing in the next cadet.
3. Upon completion of the practice merit review boards;
  - (a) thank the members of the practice merit review board for their time and effort; and
  - (b) debrief the cadets by providing feedback, focusing on:
    - (1) best practices,
    - (2) general trends and key areas for improvement, and
    - (3) re-motivation, highlighting the effort and accomplishments of the group.

**SAFETY**

Nil.

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**CONFIRMATION OF TEACHING POINT 3**


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

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**END OF LESSON CONFIRMATION**


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The cadets' participation in the practice merit review board will serve as the confirmation of this lesson.

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**CONCLUSION**


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**HOMEWORK / READING / PRACTICE**

Have the cadets prepare for a merit review board.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Effective preparation for merit review boards will help to obtain important opportunities. These skills will also prove invaluable throughout life.

**INSTRUCTOR NOTES / REMARKS**

When scheduling this lesson, allow at least two weeks between TPs 2 and 3.

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**REFERENCES**


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A0-126 CATO 13-02 Director Cadets 3. (2008). *Cadet rank promotions*. Ottawa, ON: Department of National Defence.

A1-003 CATO 35-01 Director Cadets 4 (2006). *Royal Canadian Sea Cadets Dress Instructions*. Ottawa, ON: Department of National Defence.

C0-416 Air Cadet League of Canada BC Committee (2009). *Sponsoring committee resources: Mock boards*. Retrieved March 4, 2009, from [http://www.aircadetleague.bc.ca/SponCommResources/Mock\\_Boards.PDF](http://www.aircadetleague.bc.ca/SponCommResources/Mock_Boards.PDF)

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## EXAMPLE QUESTIONS TO EXPECT AT A MERIT REVIEW BOARD FOR PROMOTION

Question areas may include:

- achievements through cadet training (eg, corps program, CSTC program);
- previous positions of leadership held (eg, at cadets, at school) and your performance in related situations;
- personal goals and / or goals for the corps;
- achievements outside of the cadet corps setting (eg, at school, in the community, sports teams, extra-curricular activities), and
- scenario-based questions that relate to typical corps situations and how you might approach / deal with the situation.

All candidates will be asked the same questions, which could be similar to the following examples:

- Describe your current corps responsibilities.
- Describe your involvement in corps teams, band and drill, flag party or clubs.
- What leadership positions have you held in any organization?
- What do you consider are your strengths / weaknesses?
- If you had to change something about yourself, what would it be?
- How did you become interested in the cadet movement?
- On an average evening, how much time do you dedicate to homework?
- For what do you use your home computer (eg, games, research, emails)?
- Where are you headed in life?
- Do you plan to take any post-secondary school education?
- What discipline or education do you wish to pursue?
- Do you have a part-time job and, if so, does it compete with cadets or school?
- What community related-activities do you participate in?
- What targets have you set for your personal growth or improvement?
- Do you participate in any organized school teams / groups (eg, band, football)?
- Are you involved with any citizenship activities in your community outside of cadets?
- Do you have any hobbies?
- Scenario-based questions:
  - You have been given responsibility for a group of cadets, some of whom require motivation in uniform care. What will you do?
  - You are in charge of drill instruction and one of your assistant instructors keeps touching cadets when correcting them, despite your instructions to not touch. What do you do?

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## **PREPARATION FOR A MERIT REVIEW BOARD FOR PROMOTION**

A candidate for a merit review board for promotion should:

- think about potential questions that could be asked and prepare answers to them;
- talk to others who have been through the process to find out what to expect; and
- participate in any opportunity to practice for a board, such as practice merit review boards.

### **Dress Requirements**

The interview candidate shall identify dress requirements well ahead of time. The uniform must be worn in accordance with the cadet dress instructions in the relevant Cadet Administration and Training Order (CATO). Dress shall be maintained to a high standard.

## **TIPS FOR A SUCCESSFUL INTERVIEW**

### **Importance of Bearing**

Many candidates will exhibit high standards of dress and high levels of knowledge. The final selections will be based partly on the winning candidates' bearing.

Unless given other instructions, the candidate will enter facing the board, wearing headdress, and salute. Wait until offered a seat and remove headdress when seated.

During the interview, do nothing that may distract the interviewers, such as:

- biting one's lips;
- squirming;
- scratching;
- chewing gum;
- twisting fingers;
- playing with hair;
- checking the time;
- yawning—make sure to have a good night's sleep before the interview; and
- taking anything into an interview that has any chance of distracting the interviewers.

Hand gestures while speaking will also distract interviewers, making a negative impression.

Sit with an open posture and legs and arms not crossed.

The members of the board want the cadet to feel comfortable and relaxed. Try to be so, while maintaining respect and decorum. A confident candidate will sit up straight, calmly looking the interviewer straight in the eye without fidgeting. Nodding or shaking the head does not constitute an answer of any kind. All replies must be verbal.

Candidates must be prepared to say some introductory words about themselves.

Remember that the interviewers are also going through a process for which they have made long preparations and to which they attach great importance. The candidate being interviewed is, in many ways, part of a team which includes the interviewers. All members of this team are expected to maintain respect, decorum and friendliness.

When the interview is completed, stand, replace headdress, make firm eye contact, salute, and smartly depart the room. The board members may or may not offer to shake hands. Follow their lead.

If the candidate does not know the answer to a question it is best to say so in as direct a manner as possible so the interview moves on to another topic where the candidate has better knowledge. This will minimize both the psychological impact of the missing information and the damage to the candidate's mark. Shoulders must never be shrugged during an interview.

**MERIT REVIEW BOARD SCORESHEET**



Cadet's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Question	Score	Comments
1.	/5	
2.	/5	
3.	/5	
4.	/5	
5.	/5	
6.	/5	
Total	/30	

Additional Comments:

Board Member's Name: \_\_\_\_\_

Board Member's Signature: \_\_\_\_\_

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**DRESS INSPECTION SCORESHEET**

Cadet's Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Uniform Items / Accessories</b>	<b>Score</b>	<b>Comments</b>
<b>HEADDRESS</b>		
Sea Cadet Cap	/5	
<b>CLOTHES ON THE UPPER BODY</b>		
Badges (proper placement and sewn on correctly)	/5	
Cadet Slip-on or Armlet	/5	
Gunshirt / Turtleneck Sweater	/5	
Uniform Jacket and Belt	/5	
Name Tag	/5	
<b>CLOTHES ON THE LOWER BODY</b>		
Trousers and Belt	/5	
<b>FOOTWEAR</b>		
Parade Boots (with socks)	/5	
<b>OVERALL PERSONAL APPEARANCE</b>		
Hair (includes facial hair)	/5	
Makeup, Jewellery, Sunglasses, etc	/5	
Total	/50	

Note. Additional comments may be recorded on the back of the checklist

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**CHAPTER 9**

**PO 408**





**COMMON TRAINING**  
**PHASE FOUR**  
**INSTRUCTIONAL GUIDE**



**SECTION 1**

**EO M408.01 – DISCUSS COMMANDING A DIVISION ON PARADE**

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Total Time:

30 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions*, for every three cadets, for reference during the group discussion.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A group discussion was chosen for this lesson as it allows the cadet to interact with their peers and share their knowledge and opinions about commanding a division on parade. Sharing in the discussion encourages the cadet to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadet's listening skills and team development.

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**INTRODUCTION**

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**REVIEW**

Nil.

**OBJECTIVES**

By the end of this lesson the cadet shall have discussed commanding a division on parade.

**IMPORTANCE**

It is important for cadets to discuss commanding a division on parade in a professional and confident manner as their performance can positively influence the cadets within the division. It is important to be aware of the key attributes required to successfully command a division while on the parade square, such as maintaining a high standard of appearance, presence and bearing.

**Teaching Point 1****Discuss commanding a division on parade.**

Time: 25 min

Method: Group Discussion

**BACKGROUND KNOWLEDGE**

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



Phase Four cadets will be given opportunities to fill various parade appointments (eg, Divisional Petty Officer). The term team leader has been used throughout this EO to encompass any position.

**COMMANDING A DIVISION ON PARADE**

The aim of drill is to contribute to the operational effectiveness of the Cadet Program. This aim can be achieved by ensuring cadets march and manoeuvre on the parade square as one unit and by promoting discipline, alertness, precision, pride and the cohesion necessary for success.

**Communicating Effectively**

As the team leader, there will be various occasions when effective communication will be required, such as when:

- communicating drill commands; and
- speaking to the division, in a more informal method.

When speaking to cadets in a division, clear and positive communication is necessary to aid in achieving the aim of drill. Profanity, personal sarcasm or negative comments shall never be used.

When calling drill commands, the team leader must develop and use a vocabulary of short, concise words to impress on the division that the movement must be performed smartly. When communicating or referring to drill commands and movements, words to use could include:

- sharp,
- crack,
- drive,
- seize, and
- grasp.

Sharp drill movements are dependent on the words of command being properly delivered. Words of command are to be pronounced clearly and distinctly, with confidence and determination, since they convey an order which is to be promptly obeyed.



When correcting errors, the team leader is to address the cadet in a positive tone. The most effective way to correct errors is to explain and demonstrate the correct method and then have the cadet(s) complete the movement(s) the correct way while being observed. This allows the cadet to learn from their error(s).

### **Executing Sharp Personal Drill**

Team leaders must execute all drill movements confidently, correctly and smartly. The characteristics of drill are efficiency, precision and dignity and these qualities are developed through self-discipline and practice.

Team leaders who display constant proficiency in drill are recognized throughout the Cadet Program as highly trained, well-disciplined and professional. Well executed drill develops individual pride, mental alertness, precision and esprit-de-corps. It also sets the standard for the completion of parades and builds a sense of confidence between the team leader and cadet that is essential to high morale.

### **Maintaining Dress IAW Dress Instructions**

Team leaders shall be well groomed with footwear cleaned and shone. The uniform shall be clean and properly pressed at all times.

Dress instructions help ensure a positive image and a high standard of dress are consistent among all cadets when in uniform. Showcasing a high standard of personal dress, appearance and grooming will aid in exhibiting confidence and reflect that the team leader has knowledge of the dress instructions.



Refer to CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions*, for further information on dress standards.

### **Exhibiting a Positive Attitude**

Team leaders should always exhibit a positive attitude toward the members of the division while on the parade square because a positive attitude will encourage the cadets to want to follow the example set by the team leader.

The positive attitude taught and developed on and off the parade square must be maintained by the team leader at all times.

### **Conducting Oneself in an Appropriate Manner**

As the team leaders are expected to set the example for the division, it is important to project an image of discipline and self-control.

Chewing gum, slouching, sauntering, placing hands in pockets and similar deportment that detracts from a proud and orderly appearance are unacceptable for team leaders.



The appearance, presence and bearing of the team leader must be of the highest standard since this example may be imitated by the cadets within the division.

---

**GROUP DISCUSSION**

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**TIPS FOR ANSWERING / FACILITATING DISCUSSION:**

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

**SUGGESTED QUESTIONS:**

- Q1. What attributes do you expect from a person when they are commanding a division? Why?
- Q2. As a member of a division, what were some of the positive attributes that you noticed / remember about your team leader they were on the parade square?
- Q3. What are some leadership competencies you have noticed in the past as a member of a division? What competencies should you exhibit when commanding a division on parade?
- Q4. Have you ever commanded a division on parade? If so, what did you learn from this experience(s)? What went well when you commanded a division on parade? What did not go well when you commanded a division on parade?
- Q5. Why is it important to communicate effectively to the cadets within the division when commanding a division on parade?
- Q6. Why is it important to exhibit a positive attitude when commanding a division on parade?
- Q7. As a team leader it is important to maintain a positive attitude and a high standard of dress? Why?



Write the mentioned / discussed topics on a flip chart and display them for the cadets so they can refer to them.



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.

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### CONFIRMATION OF TEACHING POINT 1

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

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### END OF LESSON CONFIRMATION

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

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### CONCLUSION

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### HOMEWORK / READING / PRACTICE

Nil.

### METHOD OF EVALUATION

Nil.

### CLOSING STATEMENT

When assigned to command a division on parade it is important to conduct oneself with professionalism and confidence. A team leader who portrays a high standard of appearance, presence and bearing positively affects how cadets conduct themselves and respond to orders that are given on the parade square.

### INSTRUCTOR NOTES / REMARKS

Nil.

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### REFERENCES

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A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

A1-003 CATO 35-01 D Cdts (2006). *Royal Canadian Sea Cadets Dress Instructions*. Ottawa, ON: Department of National Defence.

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**COMMON TRAINING**  
**PHASE FOUR**  
**INSTRUCTIONAL GUIDE**



**SECTION 2**

**EO M408.02 – IDENTIFY PARADE SEQUENCE**

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Total Time:

30 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the parade sequence from A-CR-CCP-601/PF-001, *Phase One Instructional Guides*, Chapter 8, Section 13, Annex A, PO 108 (Participate in an Annual Ceremonial Review [ACR] Parade), to distribute during TP 2 to each cadet.

Photocopy the ACR sequence from A-CR-CCP-601/PF-001, *Phase One Instructional Guides*, Chapter 8, Section 13, Annex D, PO 108 (Participate in an ACR Parade) to distribute during TP 3 as a reference for every three cadets.

Review any regional orders regarding conducting ACR parades.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An interactive lecture was chosen for this lesson to orient the cadet to the parade sequences of a parade night and an ACR.

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**INTRODUCTION**

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**REVIEW**

The review for this lesson is from EO M408.01 (Discuss Commanding a Division on Parade).

**QUESTIONS:**

- Q1. What are some examples of communicating effectively when commanding a division on parade?
- Q2. What attributes should a cadet demonstrate when commanding a division on parade?
- Q3. What are some important aspects of your dress to follow / maintain when commanding a division on parade?

**ANTICIPATED ANSWERS:**

- A1. When speaking to cadets in a division, clear and positive communication is necessary to aid in achieving the aim of drill. When commanding a division on parade, the team leader must develop and use a vocabulary of short, concise words to impress on the division that the movement must be performed smartly.
- A2. Some of the attributes would include:
- communicating effectively;
  - executing sharp personal drill;
  - maintaining dress IAW dress instructions;
  - exhibiting a positive attitude; and
  - conducting oneself in an appropriate manner.
- A3. Team leaders shall be well groomed with footwear cleaned and shone. The uniform shall be clean and properly pressed at all times.

**OBJECTIVES**

By the end of this lesson the cadet shall have identified the parade sequence of a parade night and an ACR.

**IMPORTANCE**

It is important for cadets to know the sequence of a parade night's opening and closing parades and an ACR as they will be in placed in a team leader role and will need to know the commands, formations and locations of all members on the parade square. Cadets will be looking to their team leader for guidance during a parade night's opening and closing parades and during an ACR.

**Teaching Point 1****Discuss the roles of parades within the Cadet Program.**

Time: 5 min

Method: Interactive Lecture



This TP is intended to introduce the many parades that may be conducted within the Cadet Program.



Cadet corps may have specific traditions that they follow for some of their parades.

**ROLES OF PARADES WITHIN THE CADET PROGRAM**

The purpose of parades is to move cadets in an orderly and efficient manner using precise movements required for displays and ceremonies. Parades also showcase the cadets' knowledge of drill to spectators.

**Parade Night**

Cadet corps conduct an opening and closing parades most times when they meet for training, as it allows cadets to take attendance, practice drill and inspect uniforms. These parades also provide an excellent opportunity for announcements, presentation of awards and promotions. Opening and closing parades usually follow the ACR sequence, allowing cadets to learn the ACR sequence throughout the training year.

**ACR**

Each year, cadet corps are required to conduct an ACR parade. The ACR parade provides an opportunity for cadet corps to showcase what they have learned that year and to demonstrate their grasp of drill for family, friends and the community.

**Remembrance Day**

Every year on November 11, Canadians gather at memorials from coast to coast to remember those who have lost their lives in war or peacekeeping missions. Cities across Canada host Remembrance Day ceremonies and are usually attended by government officials, veterans, serving military members, police, cadets and the general public. At a Remembrance Day ceremony, cadet corps may march in the parade or provide a guard(s) for the cenotaph or memorial.

**Special Ceremonial Parades**

Special ceremonial parades may be conducted throughout the cadet training year. The following is a list of special ceremonial parades that may be conducted:

- Battle of Britain,
- Battle of the Atlantic,
- Ceremony of the Flags,
- Change of Command,
- Drumhead Ceremony,
- Freedom of the City,
- Military Funeral,

- Retreat and Tattoo,
- Sunset Ceremony, and
- Trooping the Colour(s).

Drill demonstrations may be performed during special ceremonial parades. Standard drill movements must be used at all times.



Refer to A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, for further information on special ceremonial parades.

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### CONFIRMATION OF TEACHING POINT 1

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#### QUESTIONS:

- Q1. What is the purpose of parades?
- Q2. What two parades are normally conducted on a parade night?
- Q3. Identify some of the special ceremonial parades that may be conducted.

#### ANTICIPATED ANSWERS:

- A1. The purpose of parades is to move cadets in an orderly and efficient manner using precise movements required for displays and ceremonies. Parades also showcase the cadets' knowledge of drill to spectators.
- A2. Cadet corps conduct an opening and closing parades on a parade night.
- A3. The following is a list of special ceremonial parades that can be conducted:
  - Battle of Britain,
  - Battle of the Atlantic,
  - Ceremony of the Flags,
  - Change of Command,
  - Drumhead Ceremony,
  - Freedom of the City,
  - Military Funeral,
  - Retreat and Tattoo,
  - Sunset Ceremony, and
  - Trooping the Colour(s).

**Teaching Point 2****Describe the parade night sequence.**

Time: 10 min

Method: Interactive Lecture



This TP describes the opening and closing parade sequences during a parade night from the view of a team leader commanding a division on parade.

Distribute to each cadet a copy of the ACR parade sequence located at A-CR-CCP-601/PF-001, *Phase One Instructional Guides*, Chapter 8, Section 13, Annex A, PO 108 (Participate in an Annual Ceremonial Review [ACR] Parade).

The parade night sequence that is provided in this TP is one way to conduct the parade. Cadet corps have some flexibility regarding their own routines.

**PARADE NIGHT SEQUENCE**

It is necessary to know and understand the sequence of the opening and closing parades as a team leader commanding a division on parade. Team leaders will be required to lead cadets on the parade square through a series of drill commands, formations and movements while effectively communicating.

**Opening Parade**

The sequence for the opening parade is as follows:

1. **Form up.** Through a series of drill commands, the cadets of the division will form up for the opening parade.
2. **Roll call.** Attendance is taken by the team leader to determine if cadets are present, excused or absent.
3. **Inspection.** The inspection can be conducted by the team leader, the Coxswain or an officer. In most cases, the team leader conducts the initial inspection of the division, before the Coxswain or an officer conducts the main corps inspection.
4. **March past.** This allows the corps to practice marching for the ACR or any other upcoming parades. As some cadet corps may not have the required space, a march past may not be possible or is not always required.
5. **Announcements.** This is a good opportunity for any announcements, awards, presentations and / or promotions to be given.



Cadet corps may present awards or promotions at the opening parade or the closing parade.

6. **Dismissal.** The dismissal signifies the end of the opening parade and the beginning of the training session(s).

**Closing Parade**

The sequence for the closing parade is as follows:

1. **Form up.** Through a series of drill commands, the cadets of the division will form up for the closing parade.
2. **Announcements.** This is a good opportunity for any announcements, awards, presentations and / or promotions to be given.

3. **Advance in review order.** This allows the corps to practice the advance in review order for the ACR and any other upcoming parades. As some cadet corps may not have the required space, an advance in review order may not be possible or is not always required.



Final compliments to royalty, senior officials and higher military commanders shall be paid after completing the advance in review order.

4. **Dismissal.** The dismissal signifies the end of the closing parade and the end of the training session.



Refer to PO 108 (Participate in an Annual Ceremonial Review [ACR] Parade) Annex A, for further information.

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## CONFIRMATION OF TEACHING POINT 2

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### QUESTIONS:

- Q1. How do team leaders lead cadets on parade?  
Q2. What is the sequence for the opening parade?  
Q3. What is the sequence for the closing parade?

### ANTICIPATED ANSWERS:

- A1. Team leaders lead cadets on parade through a series of drill commands, formations and movements while effectively communicating.
- A2. The sequence for the opening parade is as follows:
- form up;
  - roll call;
  - inspection;
  - march past;
  - announcements; and
  - dismissal.
- A3. The sequence for the closing parade is as follows:
- form up;
  - announcements;
  - advance in review order; and
  - dismissal.

**Teaching Point 3****Describe the ACR sequence.**

Time: 10 min

Method: Interactive Lecture



This TP is intended to highlight the ACR sequence from the view of a team leader commanding a division on parade.

Distribute a copy of the ACR parade sequence located at A-CR-CCP-601/PF-001, *Phase One Instructional Guides*, Chapter 8, Section 13, Annex D, PO 108 (Participate in an Annual Ceremonial Review [ACR] Parade) to every three cadets. This handout outlines the entire format for an ACR parade sequence.

The ACR format that is provided in this TP is one way to conduct the parade. Cadet corps have some flexibility regarding their own routines.

**ACR SEQUENCE**

The ACR parade provides an opportunity for cadet corps to showcase what they have learned that year and to demonstrate their grasp of drill for family, friends and the community.

Each year, cadet corps are required to conduct an ACR parade. The main sections of the parade sequence for the ACR are as follows:

- form up;
- reception of the reviewing officer (RO);
- inspection by the RO;
- march past;
- awards and presentations;
- advance in review order;
- departure of the RO; and
- dismissal.



Upon completion of the awards and presentations many corps march off the parade square and then conduct demonstrations or displays. The reviewing officer's address normally takes place once the formation has reformed on the parade square after the awards and presentations portion.

**CONFIRMATION OF TEACHING POINT 3****QUESTIONS:**

- Q1. How often are cadet corps required to conduct an ACR parade?
- Q2. What is the purpose of an ACR parade?
- Q3. What is the sequence of the ACR parade?

**ANTICIPATED ANSWERS:**

- A1. Each year cadet corps are required to conduct an ACR parade.
- A2. The ACR parade is an opportunity for cadets to showcase what they have learned that year and to demonstrate their grasp of drill for family, friends and the community.
- A3. The parade sequence for the ACR is as follows:
- form up;
  - reception of the reviewing officer (RO);
  - inspection by the RO;
  - march past;
  - awards and presentations;
  - advance in review order;
  - departure of the RO; and
  - dismissal.

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**END OF LESSON CONFIRMATION**

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**QUESTIONS:**

- Q1. What is the purpose of parades?
- Q2. What parade do the opening and closing parade sequences follow?
- Q3. What is the purpose of an ACR parade?

**ANTICIPATED ANSWERS:**

- A1. The purpose of parades is to move cadets in an orderly and efficient manner using precise movements required for displays and ceremonies. Parades also showcase the cadets' knowledge of drill to spectators.
- A2. Opening and closing parades usually follow the ACR sequence, allowing cadets to learn the ACR sequence throughout the training year.
- A3. The ACR parade is an opportunity for cadets to showcase what they have learned that year and to demonstrate their grasp of drill for family, friends and the community.

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**CONCLUSION**

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**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.



**CLOSING STATEMENT**

When placed in a team leader role it is important to remember that cadets will be looking for guidance and knowledge on the parade square. Team leaders will be expected to guide cadets through a parade night and ACR sequence through a series of drill commands, formations and movements.

**INSTRUCTOR NOTES / REMARKS**

Nil.

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**REFERENCES**

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A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2 (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

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**COMMON TRAINING  
PHASE FOUR  
INSTRUCTIONAL GUIDE**



**SECTION 3  
EO M408.03 – COMMAND A SQUAD**

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Total Time:

30 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy and fold in half (laminates if possible) the Parade Sequence Aide-Mémoire Card located at Attachment A for each cadet.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill of commanding a squad while providing an opportunity for the cadet to practice the skill under supervision.

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**INTRODUCTION**

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**REVIEW**

The review for this lesson is from EO M408.02 (Identify Parade Sequence).

**QUESTIONS:**

- Q1. What is the sequence for the opening parade?
- Q2. What is the sequence for the closing parade?
- Q3. What is the general sequence of the Annual Ceremonial Review (ACR) parade?

### **ANTICIPATED ANSWERS:**

A1. The sequence for the opening parade is as follows:

- form up;
- roll call;
- inspection;
- march past;
- announcements; and
- dismissal.

A2. The sequence for the closing parade is as follows:

- form up;
- announcements;
- advance in review order; and
- dismissal.

A3. The general parade sequence for the ACR is as follows:

- form up;
- reception of the reviewing officer (RO);
- inspection by the RO;
- march past;
- awards and presentations;
- advance in review order;
- departure of the RO; and
- dismissal.

### **OBJECTIVES**

By the end of this lesson the cadet shall have commanded a squad.

### **IMPORTANCE**

It is important for cadets to command a squad on parade as they will be placed in a team leader role and will need to know the formations and locations of all members on the parade square. Cadets also need to know how to deliver words of command in a clear and concise manner, with confidence and determination, which will affect how cadets in the squad respond to orders.

**Teaching Point 1****Explain, demonstrate and have the cadets command a squad.**

Time: 25 min

Method: Demonstration and Performance



This TP is intended to demonstrate to the cadet how to command a squad. For this skill TP, it is recommended that instruction take the following format:

1. Explain and demonstrate the complete skill of commanding a squad while cadets observe, to include:
  - (a) falling in;
  - (b) greeting the RO to complete the inspection;
  - (c) leading the squad on the march past; and
  - (d) falling out.
2. Explain and demonstrate each step required to effectively command a squad while on parade.
3. Have each cadet assume the role of team leader and practice each step.
4. Have each cadet assume the role of team leader and practice the complete skill.

Divide the team into two or three groups, if required, for all cadets to command a squad.

This activity shall be conducted IAW A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*.

Note: Assistant instructors may be required for demonstration purposes.



Position the cadets around the parade square, as required, so that they can see the movements required to command a squad.



Distribute a copy of the Parade Sequence Aide-Mémoire Card located at Attachment A to each cadet. Cadets may use the card when practicing the skill of commanding a squad.



The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.

The aim of division drill is to enable the division, when it takes its place in the ship's company, to carry out any sequence of drill movements that the parade commander orders.



The parade format that is provided in this lesson is one way to conduct the parade. Cadet corps have some flexibility, as they may not have the number of cadets required or cadets may have not completed the required training to assume the role of every parade position.

Refer to Annex A of PO 108 (Participate in an Annual Ceremonial Review Parade), for further information on the parade format.

## Falling In

When falling in as a divisional petty officer (DPO), follow the required commands of the parade commander.

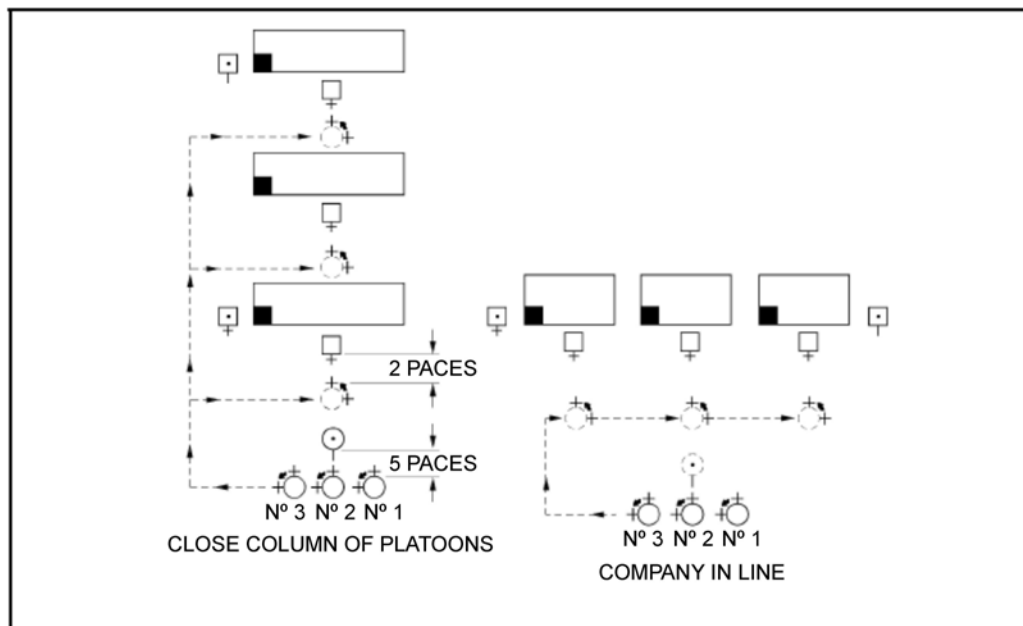


If there is no deputy parade commander, the parade commander would complete the required commands and actions.



When assuming the role of a divisional officer (DivO), the following additional steps for falling in are to be conducted:

1. The commencement of the promenade begins after the squads have fallen in. The promenade continues until the deputy parade commander or the parade commander is ready to assume command.
2. DivOs position themselves five paces in the rear of and centred on the deputy parade commander, at the front of the parade square. Dressing is automatic and DivOs are to stand at ease in succession from the right.
3. On the command OFFICERS FALL—IN, by the deputy parade commander, DivOs come to attention, turn left and march to their respective squads, approaching their squads from the right flank front (as illustrated in Figure 1).



*Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 7-3-16), by Director History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.*

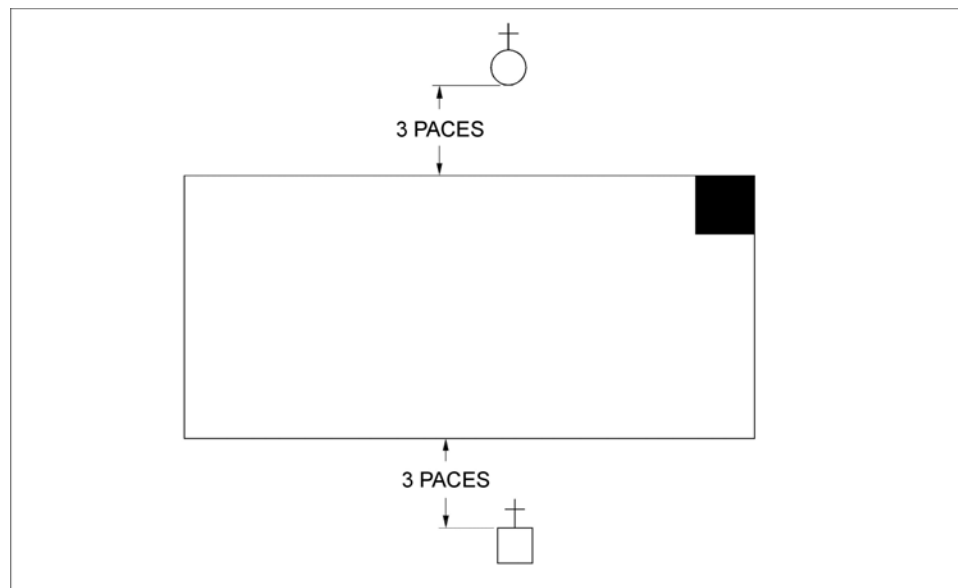
Figure 1 When Officers Fall In

DivOs halt two paces in front of the DPO, who reports the strength, condition, etc, of the squad. DivOs then march forward two paces to take their proper command position after the DPO has moved to their position behind the squad.



Figure 1 demonstrates the fall-in procedures when a DivO and a DPO are on parade. Inform the cadets that if no DivO is required to fall in, the DPO will maintain command of the division.

Regardless of frontage, when a squad is formed up in line the DivO / DPO shall be positioned three paces in front and centre of the squad.



*Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 7-2-2), by Director History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.*

Figure 2 Squad in Line



Figure 2 demonstrates the command positions when a DivO and a DPO are on parade.

When on parade, each squad follows the same procedures to hand over command. Once the DivO / DPO are in their new position(s), the command STAND AT—EASE, is given in succession from the front (right). On the executive word of command of the last DivO / DPO ordering their squad to stand at ease, DivO / DPO turn about and stand at ease together.



Throughout the parade it is important to remember that words of command are to be pronounced clearly and distinctly, with confidence and determination, since they convey an order which is to be promptly obeyed.

Refer to A-CR-CCP-603/PF-001, *Phase Three Instructional Guides*, EO M308.02 (Deliver Words of Command), if further information is required on how to deliver proper words of command.



When paying compliments during the parade, all salutes must be acknowledged and conducted in a sharp manner.

### Greeting the RO to Complete the Inspection

Inspections are conducted one squad at a time, normally accompanied by the RO and the reviewing party. The parade commander will give the command NO. 1 SQUAD, STAND FAST, REMAINDER STAND AT—EASE before the inspection begins. The inspection commences with the squad ordered to stand fast.

As the RO approaches, the DivO / DPO turns right and marches to a position three paces in front of the marker, facing the RO. When the RO approaches, the DivO / DPO will salute (if required) and report the squad.



The following is an example opening report from the DivO / DPO to the RO, when the RO approaches the squad for the inspection.

"Good evening (morning / afternoon) sir (ma'am), Sergeant Jones reporting for number one squad, 25 cadets on parade, ready for your inspection".



If the RO is a local government official, a civilian or a non-commissioned officer (NCO), a salute is not required.

The DivO / DPO will guide the RO through the front and rear of each rank, commencing at the right flank of the front rank and proceeding in a counter-clockwise direction around each rank in turn. When the RO has completed the inspection, the DivO / DPO will position themselves behind the rear rank marker, to acknowledge the RO's completion of the squad's inspection, ask permission to carry on and salute (if required).



The following is an example response from DivO / DPO to the RO, when the RO has completed the inspection of the squad.

"Sir (ma'am), thank you for inspecting number one squad. Permission to carry on?"

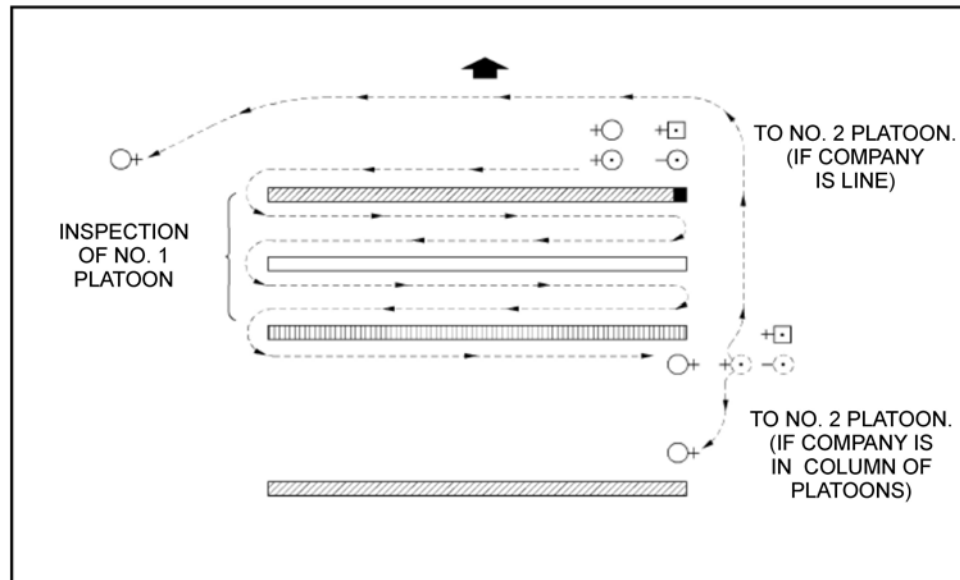
Once the RO has begun to move to the next squad, the DivO / DPO executes a right turn and marches, using a series of wheels, back to their command position facing the squad. When in position the DivO / DPO shall give the commands CLOSE ORDER—MARCH and STAND AT—EASE. The DivO / DPO will then turn about to face the front, stand at ease, and await further orders from the parade commander.

As the inspection is being completed, the remaining DivO / DPO will observe the RO and as the RO inspects the rear rank of the preceding squad, the next DivO / DPO shall turn about to face their squad, give the command ATTEN—TION and carry out the inspection sequence for their squad.



Inspections are always carried out at the open order.





*Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 7-3-18), by Director History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.*

Figure 3 Completing the Inspection

### Leading the Squad on the March Past

March pasts may be conducted in column of route or in column of threes, depending on time and space available, level of training and the occasion. The simplest march past is column of route in quick time.

Throughout the march past, when commanded by the parade commander, the DivO / DPO may be required to give the command EYES—RIGHT and EYES—FRONT to their respective squad.



The commands EYES—RIGHT and EYES—FRONT, will be given on the left foot.

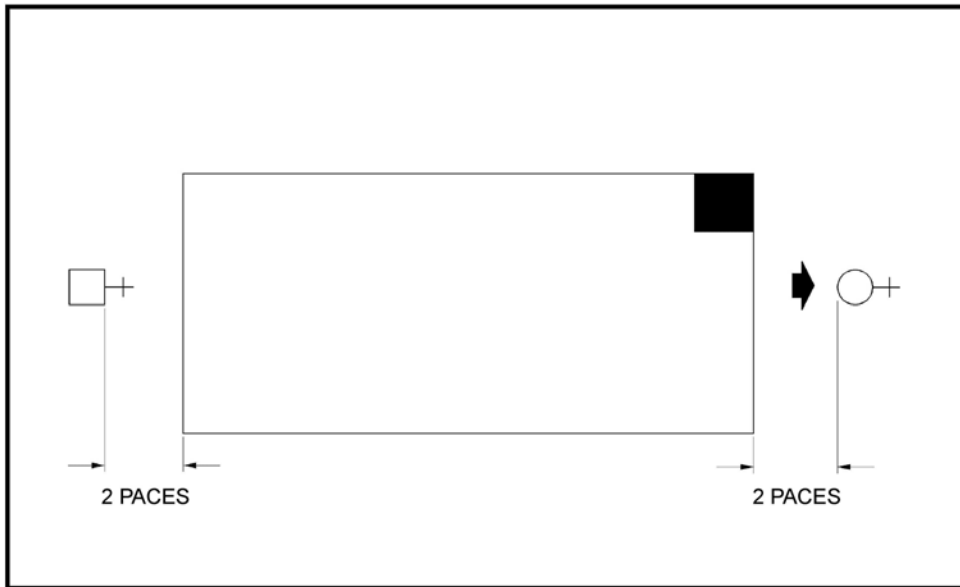


If there are turns on the march past, the DivO / DPO may be required to give the commands RIGHT—TURN (called on the left foot) and / or LEFT—TURN (called on the right foot), when directed by the parade commander.

At the end of the march past, the command HALT (called on the left foot) may also be required to be given, when directed by the parade commander.

**Column of route.** The DivO / DPO is two paces in front of the centre single file of the squad. Column of route is the formation most commonly used to move squads on the march.

When halted in this position and given the command to turn, the DivO / DPO will turn in the appropriate direction, observe the standard pause and march, using a series of wheels, to their appropriate position(s).



*Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 7-2-4), by Director History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.*

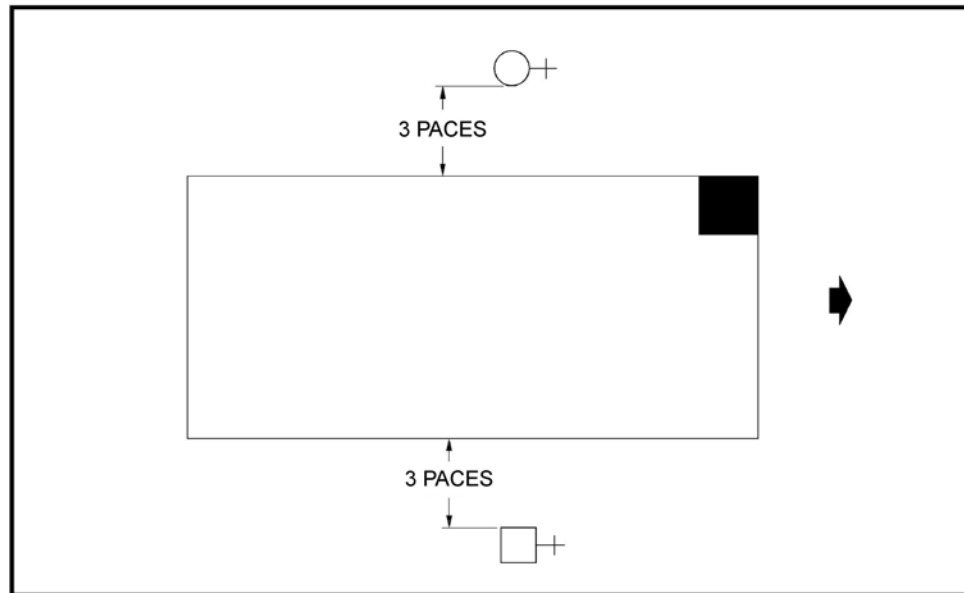
Figure 4 Squad in Column of Route



Figures 4 and 5 demonstrate the command positions when a DivO and a DPO are on parade for the march past, in column of route. If there is no DivO, the DPO will command the division.

**Column of threes.** A squad in column of threes is in the same formation as when in line, but facing a flank. Column of threes is another formation used to move a squad on the march.

When halted in this position and given the command to turn, the DivO / DPO turn in the appropriate direction and maintain their position(s).



*Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 7-2-3), by Director History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.*

Figure 5 Squad in Column of Threes

### Falling Out

When falling out as a DPO, follow the commands of the parade commander.



When assuming the role of a DivO, the following additional steps of falling out are to be conducted:

1. On the command OFFICERS, FALL—OUT, which is given by the parade commander when the parade is at attention, the DivO marches the most direct route and forms up in a line, five paces in front of, centred on and facing, the parade commander, at arm's length interval (without raising the arm), the deputy parade commander on the right.
2. When all DivO are present and in line, the deputy parade commander takes a half pace forward.
3. When ordered by the parade commander to DIS—MISS, the deputy parade commander will step back one half pace. All DivO will observe the standard pause and march straight forward off the parade square, along with the deputy parade commander.

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### CONFIRMATION OF TEACHING POINT 1

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The cadets' commanding a squad will serve as the confirmation of this TP.

---

### END OF LESSON CONFIRMATION

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The cadets' commanding a squad will serve as the confirmation of this lesson.

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## CONCLUSION

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### HOMEWORK / READING / PRACTICE

Nil.

### METHOD OF EVALUATION

This lesson is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 3, Annex B, 408 PC.

### CLOSING STATEMENT

Commanding a squad on parade with confidence and determination, will affect how cadets respond to the orders given. Delivering words of command, in a clear and concise manner allows a squad to move as a team in an organized and efficient manner.

### INSTRUCTOR NOTES / REMARKS

Where there are a large number of cadets, divide the group into two or three squads and rotate the cadets through as commanders.

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## REFERENCES

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A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

## PARADE SEQUENCE AIDE-MÉMOIRE CARD



### PARADE SEQUENCE AIDE-MÉMOIRE CARD

#### FALLING IN

When falling in as a DPO:

Follow the required commands of the parade commander.

When falling in as a DivO:

1. Stand at ease in succession from the right, once in position.
2. On the command to fall in, come to attention, turn left and march to the division, approaching from the right flank.
3. Halt two paces in front of DPO.
4. March two paces forward (assume the proper command position) and give the command **STAND AT—EASE**.
5. On the executive word of command of the last division ordered to stand at ease, turn about and stand at ease.

#### GREETING THE RO TO COMPLETE THE INSPECTION

1. Ensure the division is at attention. Give the command **ATTEN—TION** (if required).
2. Turn right and move to a position three paces in front of the marker (check RO's position as required).
3. Salute the RO (if required) and report the division (eg, "Good evening [morning / afternoon] sir [ma'am], Sergeant Jones reporting for number one division, 25 cadets on parade, ready for your inspection").
4. Guide the RO through the ranks.
5. After the inspection, stand to attention behind the rear rank marker and salute (if required) and respond to the RO (eg, "Sir [ma'am], thank you for inspecting number one division. Permission to carry on?").
6. Execute a turn and march back to the front of the division.
7. Give commands **CLOSE ORDER—MARCH** and **STAND AT—EASE** to the division.
8. Turn about to face front, stand at ease and await further orders from the parade commander.

#### LEADING THE DIVISION ON THE MARCH PAST

- Execute all commands given by the parade commander, as per the parade sequence.
- Assume the correct command positions throughout the march past.
- Give the commands **LEFT—TURN** (as required), **EYES—RIGHT**, **EYES—FRONT**, **RIGHT—TURN** (as required) and **HALT** (as required), as directed by the parade commander.

#### FALLING OUT

When falling out as a DPO:

Follow the required commands of the parade commander.

When falling out as a DivO:

- On the command to fall out, march the most direct route and form up in position facing the parade commander.
- On the command to dismiss, observe the standard pause and march straight off parade square.

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**COMMON TRAINING**  
**PHASE FOUR**  
**INSTRUCTIONAL GUIDE**



**SECTION 4**

**EO M408.04 – INSPECT A CADET ON PARADE**

---

Total Time:

60 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions* and the Dress Instructions Activity Worksheet located at Attachment A, for every three cadets.

Photocopy the Dress Instructions Checklist located at Attachment C for each cadet.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An in-class activity was chosen for TP 1 as it is an interactive way to provoke thought and stimulate interest and confirm comprehension of elemental dress instructions.

A demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate the skill of inspecting a cadet on parade while providing an opportunity for the cadet to practice the skill under supervision.

---

**INTRODUCTION**

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**REVIEW**

The review for this lesson is from EO M408.03 (Command a Squad).

### **QUESTIONS:**

- Q1. Regardless of frontage, when a squad is formed up in line, how many paces must the Div O / DPO be positioned when in front and centre of the squad?
- Q2. What is an example report when the reviewing officer (RO) approaches the squad for the inspection?
- Q3. When commanding the squad as a team leader, what is the team leader responsible for?

### **ANTICIPATED ANSWERS:**

- A1. When a squad is formed up in line the Div O / DPO shall be positioned three paces in front and centre of the squad.
- A2. "Good evening (morning / afternoon) sir (ma'am), Sergeant Jones reporting for number one squad, 25 cadets on parade, ready for your inspection".
- A3. When commanding a squad, the team leader is responsible for:
- falling in;
  - greeting the RO to complete the inspection;
  - leading the squad on the march past; and
  - falling out.

### **OBJECTIVES**

By the end of this lesson the cadet shall be expected to inspect a cadet on parade.

### **IMPORTANCE**

It is important for cadets to be able to inspect a cadet on parade as they will be placed in a team leader role and will need to know how to effectively correct errors and evaluate dress, IAW CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions*. Team leaders must maintain a high standard of appearance and bearing, as cadets will be looking to their team leader for examples, guidance and knowledge when it comes to wearing the elemental cadet uniform.



---

**Teaching Point 1**

**Conduct an activity where the cadets will, in groups of three, identify the correct way of wearing the cadet uniform.**

Time: 15 min

Method: In-Class Activity

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Refer to CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions* for background information.

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**ACTIVITY**

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**OBJECTIVE**

The objective of this activity is to have the cadets, in groups of three, identify the correct way of wearing the cadet uniform.

**RESOURCES**

- Dress Instructions Activity Worksheet located at Attachment A (one per group),
- CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions* (one per group),
- Tables (one per group),
- Chairs (one per cadet), and
- Pen / pencil (one per group).

**ACTIVITY LAYOUT**

Set up the drill hall or outdoor parade square with tables and chairs for group work, with the required resources for each group to complete their activity worksheet.

**ACTIVITY INSTRUCTIONS**

1. Divide the cadets into groups of three.
2. Distribute the Dress Instructions Activity Worksheet to each group.
3. Allow each group five minutes to answer the questions on their worksheet.
4. Circulate and assist the cadets as necessary, offering suggestions and advice. Refer to the Dress Instructions Activity Worksheet Answer Sheet, as required.
5. Distribute a copy of CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions* to each group.
6. Have the cadets, within the group, discuss and confirm their answers from their group activity worksheet.
7. Allow the groups five minutes to check their answers on their worksheet.
8. Review the answers with the class.

**SAFETY**

Nil.

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## CONFIRMATION OF TEACHING POINT 1

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

---

### Teaching Point 2

**Explain, demonstrate and have the cadets perform an individual inspection.**

Time: 35 min

Method: Demonstration and Performance

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This TP is intended to demonstrate how to perform an individual inspection and to aid the cadets' comprehension of the inspection process as a team leader. For this skill TP, it is recommended that instruction take the following format:

1. Explain and demonstrate the complete skill of performing an individual inspection while cadets observe, to include:
  - (a) inspecting the front of the cadet from head to toe;
  - (b) inspecting the back of the cadet from head to toe; and
  - (c) correcting errors verbally, as required.
2. Explain and demonstrate each step required to effectively perform an individual inspection.
3. Have each cadet assume the role of team leader and practice each step.
4. Have each cadet assume the role of team leader and practice the complete skill.

Divide the team into two equal groups, if required, for all cadets to assume the role of a team leader inspecting a squad.

Note: Assistant instructors may be employed for demonstration purposes.



This activity will be conducted IAW A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*.

Distribute a copy of the Dress Instruction Checklist located at Attachment B to each cadet, as a reference when assuming the role of team leader inspecting a squad.



In this TP, the role of DivO / DPO is referred to as the team leader.

Inspections shall be carried out at the open order. Ranks shall be dressed after the open order, before the inspection and after the close order. The individual performing the inspection will inspect the front and rear of the rank, commencing at the front rank marker and proceeding in a counter-clockwise direction around each rank in turn.

Ranks that are being inspected are in the position of attention and ranks within the same division that are not being inspected, may be ordered to stand at ease. Similarly, during the inspection of one or more squads, the squads that are not being inspected may be ordered to stand at ease. During an inspection, an individual

ordered to adjust clothing or equipment shall do so immediately, maintaining their current position within the ranks. After the adjustment is finished, the position of attention will be resumed.

### **INSPECTING THE FRONT OF A CADET FROM HEAD TO TOE**

Inspecting the front of the cadet shall commence at the head and work down to the feet to determine that the cadet:

- is properly equipped for the parade, with clothing and equipment clean and in good repair;
- is properly dressed, with all clothing, badges, ribbons, etc, worn correctly; and
- has a high standard of personal hygiene and grooming.

### **INSPECTING THE BACK OF A CADET FROM HEAD TO TOE**

Inspecting the back of the cadet is done in the same manner as inspecting the front; commence at the head and work down to the feet. The individual performing the inspection is also checking that the cadet is properly dressed and equipped with a high standard of personal hygiene.

### **CORRECTING ERRORS VERBALLY**

Speak to cadets clearly and positively to ensure maximum learning and understanding of the dress instructions.

When correcting errors, the team leader(s) is to address the cadet in a positive tone. Explain and demonstrate the correct method and have the cadet complete the correction (providing it is a minor correction / adjustment that can be done while the cadet is in ranks). This method will allow the cadet to learn from their error(s).



When correcting errors, never touch the cadet. Either ask permission to touch the cadet's uniform or demonstrate how to correct the error using one's own uniform.

---

### **CONFIRMATION OF TEACHING POINT 2**

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The cadets' performance of an individual inspection will serve as the confirmation of this TP.

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### **END OF LESSON CONFIRMATION**

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The cadets' performance of an individual inspection will serve as the confirmation of this lesson.

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### **CONCLUSION**

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### **HOMEWORK / READING / PRACTICE**

Nil.

### **METHOD OF EVALUATION**

Nil.

### **CLOSING STATEMENT**

When placed in a team leader role, it is important to remember that cadets will be looking for examples, guidance and knowledge regarding the elemental cadet dress instructions. Team leaders who portray a high standard of appearance and bearing are able to effectively evaluate dress and correct errors in a positive manner.

**INSTRUCTOR NOTES / REMARKS**

Nil.

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**REFERENCES**

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A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

A1-003 CATO 35-01 D Cdts (2006). *Royal Canadian Sea Cadet Dress Instructions*. Ottawa, ON: Department of National Defence.

### DRESS INSTRUCTIONS ACTIVITY WORKSHEET

**Instructions:** Circle TRUE or FALSE for each question. After all questions have been answered, read through CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions*, to confirm the answers.

1.	<b>There are three occasions when cadets are permitted to wear their uniforms.</b> TRUE or FALSE
2.	<b>Cadet medals are worn on the right side of the dress uniform jacket.</b> TRUE or FALSE
3.	<b>Cadets are not authorized to wear makeup while in uniform.</b> TRUE or FALSE
4.	<b>An undershirt is allowed to be worn under the uniform, providing it is not visible.</b> TRUE or FALSE
5.	<b>The Supply Officer is to ensure that the cadets are dressed in accordance with the CATOs.</b> TRUE or FALSE
6.	<b>The Remembrance Day poppy is to be placed / pinned and centred on the top left pocket flap of the cadet dress jacket.</b> TRUE or FALSE
7.	<b>Civilian backpacks must never be carried or worn while in uniform.</b> TRUE or FALSE
8.	<b>Modifications are not permitted on the parade boots.</b> TRUE or FALSE
9.	<b>The name tag is exactly 7 cm in length.</b> TRUE or FALSE
10.	<b>The rank insignia shall be worn on the right sleeve of the dress uniform jacket.</b> TRUE or FALSE
11.	<b>The belt on the dress uniform jacket shall be adjusted so that the excess of the belt is no more than 6 cm.</b> TRUE or FALSE
12.	<b>The length of the trousers should extend to the 3rd eyelet of the parade boot.</b> TRUE or FALSE

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**DRESS INSTRUCTIONS CHECKLIST**

**CADET'S NAME** \_\_\_\_\_ **DIVISION** \_\_\_\_\_

<b>Uniform Items / Accessories</b>	<b>Check (√) if Item is Clean / Pressed / Polished</b>	<b>Additional Comments</b>
<b>HEADRESS</b>		
Headdress		
<b>CLOTHES ON THE UPPER BODY</b>		
Badges (proper placement and sewn on correctly)		
Cadet Slip-on or Armlet		
Gun Shirt		
Turtleneck Sweater		
Uniform Jacket and Belt		
Name Tag		
<b>CLOTHES ON THE LOWER BODY</b>		
Trousers and Belt		
<b>FOOTWEAR</b>		
Parade Boots (with grey wool socks)		
<b>OVERALL PERSONAL APPEARANCE</b>		
Hair (includes facial hair)		
Makeup, Jewellery, Sunglasses, etc		
<b>PHYSICAL FITNESS GEAR (as required)</b>		
Grey Sports T-Shirt and Shorts		
Running Shoes		

Note. Additional comments may be recorded on the back of the checklist.

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**COMMON TRAINING**  
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**SECTION 5**

**EO C408.01 – DISCUSS THE HISTORY OF DRILL**

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Total Time:

30 min

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**PREPARATION**

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**PRE-LESSON INSTRUCTIONS**

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the Summary of Significant Drill Events handout located at Attachment A for each cadet.

**PRE-LESSON ASSIGNMENT**

Nil.

**APPROACH**

An interactive lecture was chosen for this lesson to orient the cadets to the history of drill and generate interest.

---

**INTRODUCTION**

---

**REVIEW**

Nil.

**OBJECTIVES**

By the end of this lesson the cadet shall have discussed the history of drill.

**IMPORTANCE**

It is important for cadets to discuss the history of drill as it represents a part of military history. Being able to understand the purpose and evolution of drill will help cadets understand why drill movements are performed by the military today.

**Teaching Point 1****Discuss the origins of drill.**

Time: 10 min

Method: Interactive Lecture



This TP is intended to introduce the origin of drill throughout ancient history and how vital drill used was on the battlefield.

Distribute the Summary of Significant Drill Events located at Attachment A to each cadet.

In ancient history, the most powerful, efficient and developed empires developed ways of moving soldiers from one place to another on the battlefield, without individuals getting confused and mixed up with other units. Empires realized that well-drilled soldiers were more efficient in battle.



The earliest known drill movement, during the rise of kingship in Mesopotamia, about 3000 BC, was close-order drill, defined as shoulder to shoulder marching.

At one time, drill and tactics were the same, as drill was needed on the battlefield. Battle drill has existed since ancient times. Separate drill for infantry, armoured, cavalry and others were replaced by all arms drill early in the 20<sup>th</sup> century, as the changing conditions of war gradually separated tactics from barrack routine.



**Infantry.** Infantry drill was practiced regularly around 1000 BC and was necessary to ensure that each soldier's movements matched those of the rest.

**Armoured.** Soldiers, known as armoured spearmen, fought in close-order drill and marched in step to maintain an unbroken shield wall against the enemy. Regular practice was needed to keep the ranks together during battle.

**Cavalry.** In 875 BC, about a century after the infantry and armoured were developed, a new battlefield tactic (the bow and arrow) was introduced and a new style of warfare drill developed, which resulted in the establishment of the cavalry. The cavalry could attack from a distance, with the use of horses. They learned to do drill on the horses, control the horses and aim and shoot their bow and arrow.

Imitation of battle taught the proper use of weapons and strengthened endurance on the battlefield. Armies found that by teaching the soldiers drill and battle procedures, their chances of victory significantly improved.

Drill is still used routinely to move soldiers in an orderly and efficient manner. It also forms the basis of the precise manoeuvres used in military displays and ceremonies.

**ROMANS**

Around 2400 BC, Romans realized the way to learn the required skills when deploying for battle was by training Roman soldiers to execute drill in formation. At the beginning of training, recruits were taught the military pace by marching quickly, in time and in formation, up to 32 km (20 miles) a day. Three times a month, garrison soldiers marched 16.1 km (10 miles), built a fortified camp and returned to base, all in the same day. Individual skills with weapons were also developed with daily practice.

Romans spent most of their time practicing ceremonial guard duty and drill, in order to become well-drilled soldiers. The emotional significance of daily and prolonged close-order drill created a lively esprit de corps among the poverty-stricken peasant recruits and the urban outcasts.

The Romans are presumed to have used cadence while marching for tactical formations. Romans regarded military music quite seriously, as they had several warlike instruments. Each soldier had a trumpet, a horn, or both. These were employed for signals, or what is now referred to as “calls”. Instruments were used for marching music and to direct the movement of soldiers.



As Roman soldiers clashed with other armies, they would learn and employ the same sort of successful drill that the other armies had developed.

### Greeks and Spartans

Greek citizens did not willingly accept the rigors of military drill, but the emotional effects of keeping together did not disappear when citizen soldiers ceased to dominate military affairs. Drill became more elaborate in the fourth century BC, as those who participated in drill were professional soldiers whose loyalties were to their commanders.

Spartans engaged in drill and marching exercises on a regular basis and learned how to advance evenly into battle by keeping in step to the sound of music, all without breaking their order or ranks. Spartans also learned how to execute flanking movements and open and close order march, allowing their armies to alter the length of their front.



A Spartan is a citizen of Sparta (city in the South Peloponnese) in ancient Greece.



Spartans developed rigorous styles of military training as they required youth to live apart from family, according to their age class in order to participate in physical exercises and military drill.

### CHINESE

Chinese armies used drummers to beat the drums while soldiers were marching. The drummers would beat the drums once to signify the left foot moving forward and then beat it again to signify the right foot moving forward.

When drill and combat methods were taught, they were taught to 100 men at a time. After instruction to 100 men was complete, they were united with other companies which were comprised of 1 000 men. When the instruction to the 1 000 men was complete, they were combined with other regiments.

Large infantry armies were taught to handle their weapons in unison and maintain formation by keeping in step on the battlefield, all by responding to signals. Most of China's drill movements between 400 and 300 BC were derived from the Romans and the Greeks.



If a drummer missed a beat, he was executed. Those that moved by themselves or did not obey the drums or signals were also executed.

---

## CONFIRMATION OF TEACHING POINT 1

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### QUESTIONS:

- Q1. In ancient history, why did empires develop ways of moving organized soldiers from one place to another?
- Q2. At the beginning of training, how were Roman recruits taught military pace?
- Q3. Why did Chinese armies use drums?

### ANTICIPATED ANSWERS:

- A1. In ancient history, the most powerful, efficient and developed empires developed ways of moving soldiers from one place to another on the battlefield, without individuals getting confused and mixed up with other units.
- A2. At the beginning of training, Roman recruits were taught military pace by marching quickly, in time and in formation, up to 32 km (20 miles) a day.
- A3. Chinese armies used drummers to beat the drums when soldiers were marching. The drummers would beat the drum once to signify the left foot moving forward and then beat it again to signify the right foot moving forward.

---

### Teaching Point 2

### Discuss the evolution of drill movements.

Time: 15 min

Method: Interactive Lecture

---



This TP is intended to describe the evolution of drill and how drill movements and instruction developed throughout the years.

Infantry supremacy and precise drills were eclipsed after the fall of the Roman Empire. During the feudal era, mounted knights ruled combat. Infantry drills were resurrected in the 14<sup>th</sup> century and slowly developed and improved thereafter.

### SWISS

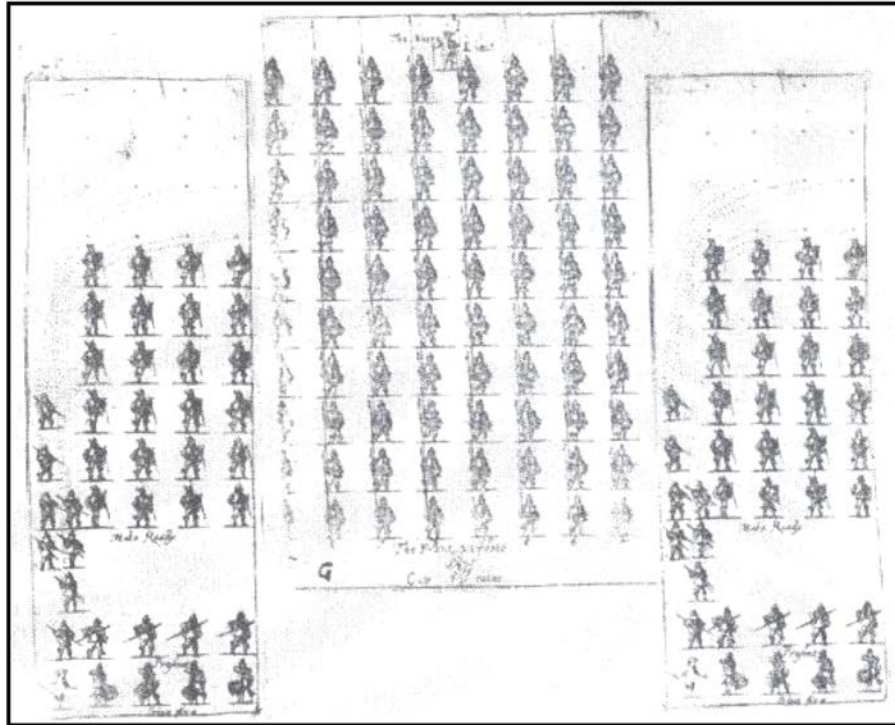
Disciplined soldiers marched in cadence to the sound of musical instruments in admirable order beneath their banners. It is believed that the Swiss, in the late 1300s, were the first modern soldiers to march to music.

### DUTCH

Words of command were starting to be used for drill shortly after it was introduced to the Dutch in the late 1500s. It became possible to get soldiers to move in unison while performing the actions needed to load, aim and fire their weapons. The soldiers practiced until the necessary motions were almost automatic. This made them less likely to be disrupted by the stress of battle, an advantage when meeting untrained soldiers.

Words of command permitted companies, platoons and squads to respond to their designated leader as different movements and commands were established for units of every size. Soldiers had to practice these movements whenever possible. It was determined that when an entire army was trained this way, control of battle became possible.

In the early 1600s, an artist was used to make engravings of each posture required for each drill movement, with the corresponding words of command below each picture. This material was then gathered and published into a book.



*Note. From Keeping Together in Time: Dance and Drill in Human History (p. 86), W. H. McNeill, 1997, Cambridge, MA: Harvard University Press. Copyright 1995 by William H. McNeill.*

Figure 1 Diagram of a Drill Movement in the 1600s



Over the next half century, the Germans, Russians, Spaniards and French translated the book, causing these drill movements to spread across Europe.

### GERMANS

In the mid 1800s, the Germans (and the Swiss) had the idea of having soldiers become instructors. This provided the opportunity to break down the drill movement(s), demonstrating for all soldiers to see and by allowing the leaders to call out the movements, "by the numbers".



In the late 1800s, the British, Japanese and Chinese followed the Germans and the Swiss by having soldiers teach drill movements.

### BRITISH

In the British Army, the balance step was a feature of the ordinary march step, experienced today as the slow march. The balance step was introduced as soldiers were required to manoeuvre shoulder to shoulder over rough and uneven ground in disciplined ranks, while giving effective volley fire. Each recruit was trained as a member of a squad until perfect in all points of duty. Each soldier was allowed to join the battalion after being fully trained. Every soldier, after returning from a long absence, had to be re-drilled before being permitted to act in the ranks of his company.

It was imperative that commanders were able to estimate the time required for soldiers to march from point A to point B on foot. With that in mind, the following marches were introduced to the British Army in 1824:

- **March (75 steps per minute, each step 30 inches [76 cm]).** The slowest step (otherwise known as slow time) at which soldiers moved. This march was most commonly used for parades or moving very large formations.
- **Quick march (108 steps per minute, each step 30 inches [76 cm]).** This ordinary pace was applied to most movements by large bodies of soldiers.
- **Wheeling step (120 steps per minute, each step 30 inches [76 cm]).** Wheeling (forming) from line into column or vice versa, ensured there was no delay in achieving the required formation to face a new enemy.
- **Double march (150 steps per minute, each step 36 inches [91 cm]).** This march was applied to the movements within the divisions within a battalion without exhausting soldiers in heavy marching order (eg, load carrying equipment). In rank movements, the double march, when safely applied, may be used in rapid formations, or for quickly moving ranks.

## CANADIAN

- **Royal Canadian Navy.** The Royal Canadian Navy used army drill and ceremonial procedures when on solid ground, by parading as platoons, companies and battalions. While on a ship, the navy conducted ship board drill. The navy still uses the same drill movements while on solid ground; however, they parade by divisions.
- **Canadian Army.** With few exceptions, Canada's Armed Forces used British drill manuals (sometimes with just a Canadian cover and covering page) up until the end of World War II (WW II). It was only with the introduction of a new family of small arms weapons (1989 Draft Drill Manual), and similar developments in other Commonwealth countries, that some of the old drill movements diverged. There were still many similarities in drill, allowing Canadian regiments to execute drill alongside British Army personnel.

One strong influence on the Canadian Forces is the evolution to independent statehood within the British Commonwealth of Nations. This can be seen in customs and routine, uniforms and drill, organization and many other matters (eg, trooping the colours, gun salutes).

- **Royal Canadian Air Force.** Technical requirements of the Royal Canadian Air Force in 1941 called for speeding up the process of drill instruction and, at the same time, reducing the periods of practical training. Both of these objectives were attained by properly combining classroom instruction and parade ground training. The daily program of training was arranged to allow all personnel on strength to receive one hour of classroom instruction and parade ground training per week.

In 1955, the classroom explanation was absent from the *Manual of Drill for the Royal Canadian Air Force*. When conducting drill training, the Royal Canadian Air Force used army drill and ceremonial procedures.



Instructional and practical drill training periods for the Royal Canadian Air Force were as follows:

- classroom instruction—45 percent (demonstration and explanation by instructor);
- practical training—25 percent (on the parade ground);
- mutual instruction—15 percent; and
- voice training—15 percent.



The foot and arms drill of the Royal Canadian Navy, Canadian Army and Royal Canadian Air Force were generally similar, being derived from the same tactical practices. When the three services were unified in 1968, evolution continued by blending the drill detail back into one standard of drill.

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## CONFIRMATION OF TEACHING POINT 2

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### QUESTIONS:

- Q1. What did the Dutch create in the early 1600s?
- Q2. What were the marches introduced by the British in 1824?
- Q3. Whose drill manuals did the Canadian Armed Forces use before World War II?

### ANTICIPATED ANSWERS:

- A1. In the early 1600s, the Dutch created a book of drill. An artist was used to make engravings of each posture required of each drill movement, with the corresponding words of command below each picture. This material was then gathered and published into a book.
- A2. The following marches were introduced by the British Army in 1824:
- march,
  - quick march,
  - wheeling step, and
  - double march.
- A3. With few exceptions Canada's Armed Forces used British Manuals (sometimes just with a Canadian cover and covering page) up until the end of WW II.

---

## END OF LESSON CONFIRMATION

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### QUESTIONS:

- Q1. How did the Chinese teach drill to large numbers of soldiers?
- Q2. When did the Dutch start using words of command for drill?
- Q3. Why did the British introduce the balance step?

### ANTICIPATED ANSWERS:

- A1. When drill and combat methods were taught, they were taught to 100 men at a time. After instruction to 100 men was complete, they were united with other companies which were comprised of 1 000 men. When the instruction to the 1 000 men was complete, they were combined with other regiments.
- A2. The Dutch started using words of command for drill in the late 1500s.
- A3. The British introduced the balance step because the soldiers were required to manoeuvre shoulder to shoulder over rough and uneven ground in disciplined ranks, while giving effective volley fire.

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**CONCLUSION**

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**HOMEWORK / READING / PRACTICE**

Nil.

**METHOD OF EVALUATION**

Nil.

**CLOSING STATEMENT**

Drill procedures and movements are a large component of today's military. Learning about the purpose and evolution of drill will help you understand why so many drill movements are performed within the military today.

**INSTRUCTOR NOTES / REMARKS**

Nil.

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**REFERENCES**

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## SUMMARY OF SIGNIFICANT DRILL EVENTS

Date	People	Event
3000 BC	Mesopotamians	The earliest known drill movement was close-order drill (defined as shoulder to shoulder marching).
2400 BC	Romans	Realized the way to learn the required skills when deploying for battle was by training soldiers drill in formation.
1000 BC	Greeks / Romans	Infantry drill was practiced regularly and was very necessary to ensure that each soldier's movements matched those of the rest. Armoured soldiers, also known as spearmen, fought in close-order drill and marched in step to maintain an unbroken shield wall.
875 BC	Greeks / Romans	A new battlefield tactic (the bow and arrow) was introduced and a new style of warfare drill developed, which resulted in the establishment of the Calvary. The Calvary could attack from a distance, with the use of horses. They learned to do drill on the horses, control the horses and to aim and shoot their bow and arrow.
400 and 300 BC	Chinese	Most of China's drill movements were derived from the Romans and Greeks.
1300s	Swiss	Were the first modern soldiers to march to music.
1500s	Dutch	The first to use words of command for drill.
1600s	Dutch	An artist made engravings of each posture required for each drill movement, with the corresponding words of command below each picture. This material was gathered and published into a book.
mid 1800s	Germans (and Swiss)	Had the idea of having soldiers become instructors. This provided the opportunity to break down the drill movement(s), demonstrating for all soldiers to see and by allowing the leaders to call out the movements, "by the numbers".
late 1800s	British, Japanese and Chinese	Followed the Germans and the Swiss by having soldiers teach drill movements.
1824	British	The balance step (the slow march) was introduced as soldiers were required to manoeuvre shoulder to shoulder over rough and uneven ground in disciplined ranks, while giving effective volley fire.
early 1900s	Canadians	Canada's Armed Forces used British drill manuals (sometimes with just a Canadian cover and covering page).
1941	Canadians	Technical requirements of the Royal Canadian Air Force called for speeding up the process of drill instruction and, at the same time, reducing the periods of practical training.
1955	Canadians	The classroom explanation was absent from the <i>Manual of Drill for the Royal Canadian Air Force</i> .
1968	Canadians	The foot and arms drill of the Royal Canadian Navy, Canadian Army and Royal Canadian Air Force were generally similar, being derived from the same tactical practices. When the three services were unified in 1968, drill evolution continued by blending the drill detail back into one.

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