COMMON TRAINING

INSTRUCTIONAL GUIDE

SECTION 10

EO C203.02 – EMPLOY PROBLEM SOLVING

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-802/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

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

Photocopy scenarios located at Annex A.

Cut up scenarios located at Annex A.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

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

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

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

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

IMPORTANCE

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

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Teaching point 1 **Conduct an Activity Where Cadets Solve Problems Using Logical Analysis**

Time: 25 min Method: In-Class Activity

STEPS TO LOGICAL ANALYSIS

1. **Confirm the Task.** The team must understand both the problem and the aim or intent of the person assigning the task.

2. **Identify the Problem.** The team must consider the problem and the challenges that may occur in the implementation.

3. **Determine the Critical Factor.** The critical factor is usually the one overriding problem, on which all other issues depend. The critical factor should be determined by the team.

4. **Develop Alternate Solutions.** The team should create as many possible solutions to solve the critical factor and other issues as time allows.

5. **Compare Alternate Solutions.** Each solution must be compared by the team in order to decide on the best solution.

6. **Determine the Best Solution.** The team should choose the best solution to implement a plan of action.

7. **Implement the Solution.** The team should create a plan to implement the solution and get the problem solved.

8. **Evaluate the Plan and Implementation.** The team should evaluate their performance once the problem is solved.

ACTIVITY

Time: 15 min

OBJECTIVE

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

RESOURCES

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

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Divide the class into small groups of no more than four cadets.

2. Distribute flipchart paper and markers to each group.

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3. Have one representative from each group come to the front of the class and pick one or two scenarios at random from a paper bag or a wedge.

4. Instruct the cadets that the problem-solving steps must be used to solve the scenario.

5. Cadets must list at least three solutions to each problem.

6. Cadets must record the steps they would use to solve each scenario on the flipchart paper.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 1

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

Teaching point 2 **Conduct a Group Discussion Where Cadets Explain Their Choices From the Problem-solving Exercise**

Time: 25 min Method: Group Discussion

BACKGROUND KNOWLEDGE



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

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

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GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

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

SUGGESTED QUESTIONS

Q1. What is the problem?

Q2. What is the critical factor?

Q3. What alternate solutions were developed?

Q4. What are some comparisons for alternate solutions?

Q5. What solution was chosen?

Q6. Why was this choice made?

Q7. What was the plan to implement the solution?

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

Q9. Are there different problems, other solutions, etc.?



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



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

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CONFIRMATION OF TEACHING POINT 2

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

END OF LESSON CONFIRMATION

QUESTIONS

Q1. List the steps in Logical Analysis.

Q2. What is the critical factor?

Q3. Who should determine the best solution?

ANTICIPATED ANSWERS

A1. The steps in Logical Analysis are:

(1) confirm the task;

(2) identify the problem;

(3) determine the critical factor;

(4) develop alternate solutions;

(5) compare alternate solutions;

(6) determine the best solution;

(7) implement the solution; and

(8) evaluate the plan and implementation.

A2. The critical factor is usually the one overriding problem on which all other issues depend.

A3. The team should determine the best solution.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

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

INSTRUCTOR NOTES/REMARKS

N/A.

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SCENARIOS

Scenario No. 1

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

Scenario No. 2

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

Scenario No. 3

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

Scenario No. 4

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

Scenario No. 5

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

Scenario No. 6

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

Scenario No. 7

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

Scenario No. 8

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

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