COMMON TRAINING

PROFICIENCY LEVEL FIVE

INSTRUCTIONAL GUIDE

SECTION 5

EO C503.01 – EXAMINE MEETING PROCEDURES

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-805/PG-001, *Proficiency Level Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self-study package within the section for which they are required.

Self-study packages are intended to be completed by the cadet independently. More information about self-study packages can be found in the foreword and preface.

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

Photocopy the self-study package located at Attachment A for the cadet.

Photocopy the answer key located at Attachment B but **do not** provide it to the cadet.

For the final exercise located at the end of the self-study package, obtain a copy of an actual exercise plan or operations order (ops order) used by the squadron or photocopy the sample exercise located at Attachment C for the cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to examine meeting procedures at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have examined meeting procedures.

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.

IMPORTANCE

It is important for cadets to examine meeting procedures as the squadron will be participating in meetings to create proposals and prepare / conduct / conclude exercises.

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.

SELF-STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self-study package is to have the cadet examine meeting procedures.

RESOURCES

- Self-study package, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self-study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self-study package located at Attachment A and a pen / pencil.
2. Allow the cadet 90 minutes to complete the self-study package.
3. Provide assistance as required to the cadet.
4. Collect the self-study package once the cadet has finished.
5. Correct the self-study package with the self-study package answer key located at Attachment B.
6. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
7. Return the completed self-study package to the cadet for their future reference.
8. Record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet’s completion of the self study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

By examining meeting procedures, you will have a better understanding of the benefits of meetings and on how to facilitate them to ensure their success.

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.

INSTRUCTOR NOTES / REMARKS

This self study shall only be completed after the mandatory component of PO 503 (Lead Cadet Activities).

REFERENCES

A0-010 CATO 11-03 Director Cadets 2. (2006). *Cadet program mandate*. Ottawa, ON: Department of National Defence.

A0-201 United States Army Medical Department Battle Simulation Center (2003). *Military briefings*. Retrieved February 26, 2010 from http://www.cs.amedd.army.mil/simcenter/military_briefings.htm

C0-004 ISBN 1-58062-577-0 McClain, G., & Romaine, D. S. (2002). *The everything managing people book*. Avon, MA: Adams Media.

C0-021 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.

C0-022 ISBN 0-02864-207-4 Cole, K. (2002). *The complete idiot's guide to clear communications*. USA: Pearson Education, Inc.

C0-112 ISBN 0-8407-6744-7 Maxwell, J. C. (1993). *Developing the leader within you*. Nashville, TN: Thomas Nelson Inc. Publishers.

C0-113 ISBN 1-882664-12-4 Karnes, F. A., & Bean, S. M. (1995). *Leadership for students: A practical guide for ages 8–18*. Waco, TX: Prufrock Press.

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

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

C0-144 Colver, E., & Reid, M. (2001). *Peacebuilder 3: Peer helping participant resource guide*. Ottawa, ON: YouCAN.

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

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

C0-270 Maslow, A. H. (1943). A theory of human motivation. *Psychological Review, Vol. 50*(4), 370–396.

C0-271 Farthing, D. (2001). *Peacebuilder 1: Conflict resolution youth reference guide*. Ottawa, ON: YouCAN.

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

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

C0-468 ISBN 0-06-091573-0 Hamlin, S. (1989). *How to talk so people listen*. New York, NY: Harper & Row Publishers.

C0-469 ISBN 1-57851-143-7 Argyris, C., Bartolomé, F., Bourgeous, L. J., III, Eisenhardt, K. M., Jay, A., Kahwajy, J. L., et al. (1999). *Harvard business review on effective communication*. Boston, MA: Harvard Business School Publishing.

C3-251 ISBN 978-0-306-81354-2 Robert, H. M., III, Evans, W. J., & Honemann, D. H. (2004). *Robert's rules of order: Newly revised in brief*. New York, NY: Perseus Books Group.

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.

Examine Meeting Procedures



SECTION: 1 IDENTIFY TYPES OF MEETINGS

SECTION: 2 EXAMINE HOW TO ORGANIZE MEETINGS

SECTION: 3 EXAMINE HOW TO FACILITATE MEETINGS

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.

SECTION 1

IDENTIFY TYPES OF MEETINGS

TYPES OF MEETINGS

There are many types of meetings, such as two friends meeting over coffee or a session of the House of Commons. The two types of meetings that will be described here are the ones used most often within the Cadet Program: briefings and committee meetings.

BRIEFING

A briefing is a type of meeting used to convey what needs to be done during an exercise or to inform the participants of an activity and of the necessary details. There is little input from the group except asking clarifying questions.

Briefing. A meeting for delivering information or instructions.



As a cadet, a briefing is the most common type of meeting you would be expected to facilitate.

As a cadet, there are two types of briefings you may be asked to facilitate:

- **Information briefing.** The information briefing is intended to inform the listeners and to gain their understanding. The briefing deals primarily with facts. The briefer provides a brief introduction to define the subject and to orient the listener and then presents the information.
- **Staff briefing.** The staff briefing is intended to secure a coordinated or unified effort. This may involve the exchange of information, the making / announcement of decisions, the issuance of directives, or the presentation of guidance. The staff briefing may include characteristics of an information briefing.

Functions of a Briefing

A briefing needs to be clear, concise, and complete. It needs to be tailored to its audience; a briefing for the activity leaders of an exercise is different from the one you would give to the cadets participating in the exercise.

- **Communicating the overall plan.** Explain how the exercise will be carried out. Always include safety details that affect the whole exercise (eg, fire orders, muster points, first aid personnel, and boundaries). All team members should know what is involved. This may include identifying various stages and phases.
- **Communicating the tasks involved in the leadership appointment.** Explain the tasks involved within the exercise.
- **Assigning tasks to team members as applicable.** Assign team members tasks that must be completed within the scope of the exercise. Every team member should be actively engaged in a meaningful activity.
- **Ensuring the team members understand their tasks.** Confirm team members understand their tasks and ask the team members if they have any questions. The team leader should also ask questions of various team members to ensure comprehension. When team members are assigned specific tasks, it is important they understand what is expected of them.



Think about questions you could ask or actions you could take to ensure everyone has understood their tasks.

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.

COMMITTEE MEETING

A committee meeting is used to plan and organize an exercise. Members' participation is necessary for this type of meeting to be successful.

Committee meeting. A group of people, nominally up to 12 members, headed by a chairperson, meeting for discussion and debate on subjects relevant to its members.



Now that you know that members' participation is necessary in a committee meeting, how would you ensure maximum participation in your meeting?

During your time in cadets, most of the meetings you have attended were briefings. Younger cadets have little input in the planning and organization of the activities in which they participate. As you have progressed through the Cadet Program, the tasks that you have been assigned to complete have progressed from leading a small group of cadets in setting up a classroom to leading a flight on parade.

Functions of a Committee Meeting

Meetings fulfill many functions for the team. The functions of a meeting include:

- defining the team;
- providing an opportunity where the team revises, updates, and adds to what it knows as a team;
- helping everyone to understand the collective aim of the team and the way in which their work contributes to the team's success;
- creating a commitment to the decisions it makes and the objectives it pursues; and
- creating an occasion where the team physically exists and works **as a group**, and the only time when the leader is the leader of the team and not just a person to whom individuals are responsible to.

Objective(s) of a Meeting

There are many reasons to have meetings. As part of Proficiency Level Five you will participate in meetings to create proposals and prepare / conduct / conclude exercises as part of PO 503 (Lead Cadet Activities). Here are some meeting objectives:

- **Legislative framework.** The objective of the meeting is to clarify the organizational makeup of the team; its rules, routines and procedures (eg, who is responsible to whom, how problems should be addressed, what tasks need to be completed) through which all action takes place.
- **Executive responsibilities.** The objective of the meeting is to determine who will be responsible for what tasks. Each member sees what others are doing and also understands how their roles / responsibilities fit into the whole project / exercise.
- **Constructive / originative.** The objective of the meeting is to guide a discussion where the knowledge, experience, judgment and ideas of the team are used to come up with or think through a proposal, project, exercise, etc.
- **Informative / digestive.** The objective of the meeting includes progress reports—to keep the team up-to-date on the current status of the tasks—and a review of the completed project to see what can be learned for the next time (eg, a meeting used to determine details of an After Action Report).

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.

SECTION 2

EXAMINE HOW TO ORGANIZE MEETINGS

HOW TO ORGANIZE A BRIEFING

To organize your briefing, you will need the complete activity or exercise plan. It should state the who, what, where and when of the briefing.



Tell them what **they** need to know, **not** all **you** know!

Organizing a briefing requires four steps:

1. **Analyze the situation.** This includes analyzing the audience and the occasion by determining:
   - Who is to be briefed and why?
   - How much knowledge of the subject does the audience have?
   - What is expected of the briefer?

2. **Construct the briefing.** The construction of the briefing will vary with its type and purpose. The analysis provides the basis for this determination. The following are the major steps in preparing a briefing:
   a. Know the subject thoroughly.
   b. Isolate the key points.
   c. Arrange the key points in logical order.
   d. Select visual aids, if required.
   e. Establish the wording.
   f. Rehearse before a knowledgeable person who can critique the briefing.

3. **Deliver the briefing.** A successful briefing is dependent on how it is presented. A confident delivery, clearly enunciated and obviously based on full knowledge of the subject helps convince the audience. The briefer maintains a relaxed, but professional bearing using natural gestures and movement, but avoiding distracting mannerisms. The delivery is characterized by conciseness, objectivity, and accuracy. The briefer must be aware of the following:
   - The basic purpose is to present the subject as directed and to ensure that it is understood by the audience.
   - Brevity precludes a lengthy introduction or summary.
   - Interruptions and questions may occur at any point. If these interruptions occur, the briefer answers questions before proceeding or should indicate that questions will be answered later in the briefing. Do not permit questions to distract you from your planned briefing. If the question will be answered later in the briefing, the briefer should make specific reference to the earlier question when introducing that material. The briefer should anticipate possible questions and be prepared to answer them.

4. **Follow-up.** Ensure an understanding of the material. When the briefing is over, the briefer should elicit the opinion of a peer or superior for a critique.

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.

HOW TO WRITE A BRIEFING

The following is a format used when writing an information briefing.

The Information Briefing

The information briefing should follow this format:

1. The introduction, to include:
    a. greeting,
    b. purpose and scope, to include:
        (1) giving the big picture first; and
        (2) explaining the purpose and scope of your briefing; and
    c. outline or procedure, to include:
        (1) summarizing the key points and your general approach; and
        (2) explaining any special procedures (eg, demonstrations).
2. The body, to include:
    a. arranging the main points in a logical sequence;
    b. using visual aids to emphasize your main points;
    c. planning effective transitions from one main point to the next; and
    d. being prepared to answer questions at any time.
3. The closing, to include:
    a. asking for questions;
    b. summarizing the key points and making a concluding statement; and
    c. announcing what will be happening next.

What to Consider When Writing a Staff Briefing

The staff briefing should include:

1. **General.** The staff briefing is an information briefing presented to the staff who are leading the activities or responsible for completing tasks for the exercise.

2. **Purposes of a staff briefing.** Give specific instructions, if required. The staff briefing serves to:
    - issue or elaborate on the exercise plan;
    - instil a general appreciation of the exercise;
    - review the key points of the exercise plan; and
    - ensure participants know the exercise's objective(s), problems that may arise, and ways to overcome them.

3. **Format.** A staff briefing is normally informal and has no set format.

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.



***Activate Your Brain #1*:**

What are the four steps when organizing a briefing?

_____ _____

_____ _____

_____ _____

HOW TO ORGANIZE A MEETING

During EO M503.02 (Prepare an Exercise), a basic procedure on how to plan a pre-exercise meeting was described. The following (more formal and detailed) procedures on how to organize and facilitate a meeting are from *Robert's Rules of Order: Newly Revised in Brief*, more commonly known as Robert's Rules of Order.



Did you know?

When Henry Martyn Robert (an officer in the United States Army) was asked to preside over a church meeting, he realized he did not know how. He tried anyway and his embarrassment was supreme. This event, which may seem familiar to many, left him determined never to attend another meeting until he knew something about parliamentary law. He studied the books that were available on the subject, but soon realized that every part of the United States had differing ideas of the correct procedure. To bring order to the chaos, he decided to write *Robert's Rules of Order* (first published in 1876) which quickly became the most commonly used procedures for facilitating meetings in the country.

Duties of the Chairperson

It is the responsibility of the chairperson for all planning for a meeting, which includes:

- setting the timings for the meeting;
- creating the agenda;
- running the meeting;
- supervising debate;
- conducting any voting; and
- creating the minutes.

Setting the Timings for the Meeting

Team members shall be notified of meetings as soon as possible to allow the meeting to be more productive and allow all members to express their concerns.

Creating the Agenda

Every meeting must first be convened. This process should begin with an agenda. The most critical priority for a meeting must always be to avoid wasting members' time. An effective agenda is the best tool for that purpose.

The agenda structures the order of business for a meeting and is a guide for attendees to follow. When setting the agenda, think of it as a set of rules for a good meeting.

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.

The agenda must provide the organization's name, the date, time and place of the meeting. It should also give a finish time and, where possible, an approximate time for each item, so that the chairperson can keep an effective rein on the meeting by using the time framework.

Standard agenda items and their suggested order are:

1. confirmation of the minutes from the previous meeting;

2. matters arising from the previous minutes (any matter that was raised at the previous meeting which needed follow-up action on a carried motion);

3. correspondence in and out;

4. reports (these could be from the team's various departments); and

5. general business (brief background information on agenda topics as required).

The chairperson can vary the order of business at the meeting if the meeting members agree.



An agenda is more effective if given to the members before the meeting rather then at the meeting.

Running the Meeting

All business is brought before the assembly in the form of a motion. Before members can make a motion or address the assembly they must obtain the floor using the following protocol:

1. The members will raise their hand and wait to be recognized.

2. The chairperson is addressed by title, “Mr. Speaker” or “Madame Speaker”.

3. The member introducing a motion has the first right to the floor.

4. Members who have not spoken to a motion shall have precedence over those who have.

5. The chairperson must recognize any member who seeks the floor while entitled to it.

6. Before a motion is open to debate it must (if required) be seconded and stated by the Speaker after which it is open to debate.

7. All important motions and amendments shall be in writing.

8. After the Speaker has stated a motion it is the property of the assembly and can only be withdrawn with unanimous consent or permission of the assembly.

Debate

Speeches shall conform to the following rules:

- Maximum speech length, as determined by assembly, will be respected.
- Decorum in debate will be maintained, to include:
    - remarks must be confined to the merits of the pending question;
    - attacks on a member's motives are not allowed;
    - all remarks must be addressed through the chairperson;
    - the use of members’ names will be avoided;

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.

- refrain from speaking against one's own motion;
- stop speaking during an interruption by the chairperson; and
- refrain from disturbing the assembly.

- The chairperson is not to take part in the debate.
- When possible, the chairperson shall alternate the debate between those for and those against the motion.

Voting

Voting, if required, shall conform to the following rules:

- Procedures for voting shall be as the chairperson suggests.
- A member can change their vote until the time that the result is announced.
- A straw poll (an unofficial ballot taken as a test of opinion) is not in order for official purposes; a formal vote is required.



Did you know?

For a vote to be valid, a quorum must exist.

Quorum. The fixed minimum number of members that must be present to make the proceedings of an assembly, society, or meeting valid.

Creating the Minutes

Minutes. A brief summary of the proceedings of a meeting.

Minutes should be taken by someone other than the chairperson. This allows the chairperson to concentrate on facilitating the meeting. Minutes shall contain enough information to:

- maintain an accurate historical account of a meeting held; and
- allow for a clear understanding of the business that was conducted for those present and not present.

As a guideline, minutes should contain the following information:

- name of body, associated office, department or organization;
- date, time and location of the meeting;
- the list of attendees, guests and regrets (including the chairperson, and recording secretary);



Regrets. Expressing polite apologies for not being able to attend a meeting.

Members who cannot attend the meeting contact the chairperson with their reasons. The chairperson informs the recording secretary of those members who have sent regrets to distinguish them from members who did not contact the chairperson about their absence.

- a record of all motions that were presented;
- a clear distinction between open and closed sections of the meeting;
- consecutively numbered pages (use a header with meeting name, date, and page number);

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.

- time of adjournment; and
- list of titles of any reports presented during the meeting.



Principles for effective minute-taking:

- BEFORE the meeting:
  - If possible, meet with the chairperson to set the agenda.
  - Learn what is expected to be included in the meeting minutes.
  - Use the agenda to make an outline for recording purposes.
  - Make sure there is a backup recording tool (eg, if taking minutes using a laptop computer, having pen and paper available if there are problems).
  - Make an extra copy of the agenda and / or materials to bring to the meeting.
  - Read and review all meeting materials.
  - Prepare an attendance sheet (know who is expected to attend and who sent regrets).
- DURING the meeting:
  - When possible, sit next to the meeting chairperson.
  - Follow the sequence of the meeting using the agenda.
  - Listen actively.
  - Focus on documenting the main ideas, processes and outcomes.
  - Record all motions and results (if not clear on the wording, ask for the motion to be repeated).
- AFTER the meeting, compose the minutes as follows:
  - If needed, ask the chairperson for clarification on any issues discussed.
  - Draft the minutes as soon as possible, while everything is still fresh.
  - Include only factual and concise statements about each issue discussed.
  - Omit unnecessary details.
  - Record in the past tense and in the third person.
  - Proofread, and then have the chairperson proofread.
  - Ensure the minutes, and amendments if required, are available for approval at the next meeting.



***Activate Your Brain #2*:**

What are the duties of the chairperson?

_____ _____

_____ _____

_____ _____

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.

SECTION 3

EXAMINE HOW TO FACILITATE MEETINGS

FACILITATING THE MEETING

Remember the objective of the meeting and stay on track. The two most important things for this to happen are the agenda (for dealing with the subject) and the actions of the chairperson (for dealing with the people).

Dealing With the Subject

When planning the agenda, the placement or order of items to be discussed can be very helpful for dealing with the subject of the meeting.

For example, you could:

- place smaller items first on the agenda to build up a sense of success before dealing with the main item;
- place the main item first to ensure it is discussed, leaving the smaller items to be decided after or at another meeting; or
- place a contentious item last so it can not potentially disrupt the entire meeting.

Dealing With the People

Dealing with people is an important skill, especially when you are in a position of leadership. Chairpersons need to build trust between themselves and their followers. There are six critical areas:

- **Communication.** Must always be a two-way street.
- **Support.** Being approachable, helpful, and concerned, especially when things are not going well.
- **Respect.** A question of delegating authority and listening to what subordinates have to say.
- **Fairness.** Giving credit and assessing blame where they are due.
- **Predictability.** Being dependable and keeping promises.
- **Competence.** Knowing your own job and doing it well.

Leadership is influence and influence is exercised through communication. Like any skill, competent communication must be learned and developed over a lifetime. Communication skills permit the flow of ideas from one individual to another or to a group, and vice versa. The process of communication can include both verbal and non-verbal messages. Understanding the three styles of communication aids you when facilitating a meeting by knowing who to watch out for (aggressive), who to draw out (passive) and who to support (assertive).

The ability of the team to work during a meeting is determined by their ability to work together. This is the primary task of the chairperson. Your conduct, both verbal and non-verbal, will set the tone for the meeting.

LEADERSHIP APPROACHES

There are three main leadership approaches discussed in the Cadet Program. 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 goal(s) of the meeting.

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.

All leadership approaches may be required when facilitating a meeting. You have to rely on your training and experience to help you decide which approach is best for a given situation.



As a chairperson, this can be the most difficult part in running a meeting. Often, getting everyone to participate can be a challenge.

MEETINGS: WHAT CAN GO WRONG AND WHY

When you have a group of people together at a meeting, anything can happen. A **poorly** facilitated meeting quickly reinforces the idea that meetings are a waste of time. The following definitions describe how members may act / feel during meetings.

Passivity. The members are only attending because they have to. They feel that they have little to no input into the overall plan.

Boring. Most of the meeting has nothing to do with most of the members, so why are they here? The only part of the meeting that interests the member is theirs!

People don't listen. Listening is a skill and many people are poor listeners. This is understandable as people think faster than they can talk, creating down time for their brain; when listening to others the brain "fills" this down time between the speaker's words with their own thoughts. Another reason people don't listen is the subject; other members' ideas are not as good as theirs so why listen?

Grandstanding. Sometimes one or two members seem to dominate the discussion. This grandstanding has the effect of overwhelming the younger, less experienced and less aggressive members.

The power of the leader. It's hard to disagree with the leader. If you, as the chairperson, are seen as favouring one idea, the members are less likely to challenge / disagree with it.

Foregone conclusions. Members feel that a meeting is a waste of time if it appears the chairperson has already made a decision.

Not useful. Members' past experiences of finishing a meeting left them not sure exactly what was decided and what they are to do next. This gives them the opinion that the meeting was a waste of time.

Fear of exposure. If members talk about their ideas or express opinions, they expose themselves to public criticism. This can be devastating to a young person, especially when such criticism is done by someone they respect.

Potential conflict. Most people prefer to get along with others. When you disagree with someone, there is the potential for conflict. Members who disagree may feel isolated or unpopular and opt instead for the safety of silence. Also, some people enjoy provoking conflict and these people need to be watched out for.

Prior relationships brought to the meeting. Members who associate together are seen by other members as a clique. Such cliques are seen as supporting their own members, even over the good of the team. If there is more than one clique, there is a potential for rivalry to overshadow the meeting.

Concern about consequences. What will be required of the members when an idea is accepted? Will some members have to do more than others? What are the consequences of not being able to do my part? This anxiety can make attending a meeting a very unpleasant experience for some members.

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.



Have you experienced any of the situations described above? What is your opinion about attending a meeting?

_____

_____

_____

_____

MEETINGS: WHY THEY ARE IMPORTANT

With all these problems is it even worth the effort to have meetings? Before you can make this decision, here are some of the reasons why meetings are important.

Getting a sense of the whole. So much work is done by individuals or small groups that it becomes vital for the team to see the big picture. This gives everyone a sense that their work is part of the plan, helping build morale and esprit de corps.

Comparing notes. By comparing notes, problems affecting one member may be solved by another member who had a similar problem.

Sharing information. Learning what others have done, hearing ways similar problems were solved, and being able to share something learned all builds toward a positive outcome for the meeting and the team.

Being visible to each other. Much of the team's work is done by individuals or small groups, so it can be difficult to actually be a team. Being together in a meeting allows the energy of the members to synergize the members into a team. It also allows the leader to be seen as a leader and not just someone that you report to.

Comfort of hearing others' opinions openly. It can be very uncomfortable discussing ideas and opinions one-on-one with the leader. However, if this is done by everyone as a team, there is less anxiety due to the fact that everyone is in the same boat. Such openness also create a norm of acceptable discussion.

Looking for solutions jointly. The saying "two heads are better than one" emphasizes the concept that there is usually more than one way to do something. Sometimes members get so caught up in their own thoughts and ideas that they don't see all the ways something can be done.

Group self-critique. If problems are aired by self-critique (eg, you talk about problems **you** are having), and everyone is doing it, it is easier to discuss the problems in a non-conflictive manner. By bringing up your own problems, you are trusting in the team to help you solve them. This also builds morale and esprit de corps.

Developing consensus. If there is consensus, the team as a whole gains a sense of ownership to the exercise. If everyone is in agreement, conflicts are resolved through solving the problem, not attacking the one who saw the problem.

Stimulating ideas. The atmosphere of the team focusing on one idea brings the creative level up for all the members. Discussing possible solutions stimulates other members to add to the idea to make it better.

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.



In your opinion, why are meetings important?

_____

_____

_____

_____

THINGS TO WATCH OUT FOR DURING THE MEETING

As you have read, facilitating a meeting draws heavily on leadership principles and skills. The following are things to watch out for during the meeting.

Control the talkative. Some people can take a very long time to say very little. Remember, your meeting needs to stay on track. First try non-verbal cues (eg, staring the speaker in the eye) and, if necessary, verbal ones (eg, taking over the conversation by moving the discussion on) to control the talkative speaker.

Draw out the silent. Everyone's input is important, otherwise why are they at the meeting? However, for various reasons, most people remain silent throughout a meeting. People who are included in the planning / preparation of the project will usually work to make it successful.



***Activate Your Brain #3*:**

For the following phrases, which style of communication (aggressive / passive / assertive) do they most resemble?

Control the talkative _____

Draw out the silent _____

_____

Protect the timid. The input of the younger / less experienced members of the group may provoke disagreement with their seniors, which is reasonable. However, if the disagreement escalates to personal attacks or suggestions that the younger / less experienced members should not contribute ideas, the morale of the team will quickly deteriorate. Successful participation in a productive meeting builds confidence for all, especially the younger / less experienced members.

Encourage the clash of ideas. If the goal is to have the best outcome, then all ideas need to be thoroughly discussed. However, this may become a clash of personalities (between those whose ideas are being discussed) instead of the ideas. As chairperson, you need to keep the tone of the discussion professional. Keep the discussion on the ideas, not the people promoting them.

Watch out for the suggestion-squashing reflex. If people feel that making a suggestion will provoke the negative reaction of being laughed at or squashed, they will soon stop suggesting ideas. This can be most destructive if it is done by the chairperson! Instead, take notice of all suggestions, especially if it is suggested by a younger / less experienced member of the team.

Come to the most senior people last. This serves several purposes. It allows the younger / less experienced members of the team the experience of participating in the discussion. It also allows these younger / less experienced members to present their ideas before hearing the ideas of the older / more experienced members.

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.



Remember when you were the younger / less experienced member of a team? Did you experience anxiety when you were teamed with older / more experienced cadets?

Close on a note of achievement. Making a meeting worth the effort means ensuring that it is seen as a success. At the end of the meeting, make it a point of emphasizing all that was accomplished. Remember, as chairperson, it is your responsibility to ensure the meeting was a success!



Congratulations, you have completed your self-study package on EO C503.01 (Examine Meeting Procedures). Complete the following exercise and hand the completed package to the Training / Proficiency Level Officer and have them record the completion in your Proficiency Level Five Logbook.

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.

FINAL EXERCISE

PREPARE A BRIEFING

Using the information briefing format, create a briefing for the provided exercise plan (Item #4 on the timetable).

Note. If there are more than five key points, use blank paper to complete.

INTRODUCTION

Greeting: _____

_____

_____

Purpose and Scope:

Give the big picture first. _____

_____

_____

Explain the purpose and scope of your briefing. _____

_____

_____

Outline or Procedure:

Briefly summarize the key points and your general approach. _____

_____

_____

_____

_____

Explain any special procedures (eg, demonstrations). _____

_____

_____

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.

BODY

Point #1: _____

Visual Aid? No Yes Description: _____

Possible Questions: _____

Transition: _____

Point #2: _____

Visual Aid? No Yes Description: _____

Possible Questions: _____

Transition: _____

Point #3: _____

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.

Visual Aid? No Yes Description: _____

Possible Questions: _____

_____

_____

Transition: _____

_____

Point #4: _____

_____

_____

Visual Aid? No Yes Description: _____

Possible Questions: _____

_____

_____

Transition: _____

_____

Point #5: _____

_____

_____

Visual Aid? No Yes Description: _____

Possible Questions: _____

_____

_____

Transition: _____

_____

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.

CLOSING

Ask for Questions

Briefly recap key points:

Point #1: _____

_____

Point #2: _____

_____

Point #3: _____

_____

Point #4: _____

_____

Point #5: _____

_____

Make a Concluding Statement:

_____

_____

_____

Announce What Will Be Happening Next:

_____

_____

_____

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.

ACTIVATE YOUR BRAIN ANSWER KEY



***Activate Your Brain #1*:**

What are the four steps when organizing a briefing?

Analyze the situation.

Construct the briefing.

Deliver the briefing.

Follow-up.



***Activate Your Brain #2*:**

What are the duties of the chairperson?

- **setting the timings for the meeting**
- **creating the agenda**
- **running the meeting**
- **supervising debate**
- **conducting any voting**
- **creating the minutes**



***Activate Your Brain #3*:**

For the following phrases, which style of communication (aggressive / passive / assertive) do they most resemble?

Control the talkative **aggressive**

Draw out the silent **passive**

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.

GUIDELINES FOR MARKING THE FINAL EXERCISE

When marking the final exercise, the following points should be considered:

- Is it legible?
- Are all sections complete?
- Could another person use this briefing effectively?

INTRODUCTION

- Did the cadet state their name in the greeting?
- Is the purpose and scope of the briefing explained?

BODY

- Are all key points of the exercise plan covered?
- Are all points organized in a logical order?
- Are all points clear and concise?
- Are visual aids planned?
    - If no, should a visual aid(s) have been planned?
    - If yes, was it appropriate?
- Are possible questions prepared for?
    - If no, have the cadet explain why not?
    - If yes, are they appropriate?
- Are transitions planned between points?

CLOSING

- Are all points recapped?
- Is the concluding statement motivational?
- Is the happening next announcement correct?

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.

EXERCISE PLAN EXAMPLE

TITLE OF THE EXERCISE: SPORTS EVENT: OPERATION GET-YOUR-MOVE-ON

WHAT

Unit 123 Moncton will participate in Operation GET-YOUR-MOVE-ON, a sports event to be conducted at the Moncton Everblue High School on Saturday, 10 Mar 2012 from 0900 hrs–1600 hrs.

WHY

Unit 123 Moncton will conduct the sports event to promote physical fitness amongst all cadets, to introduce them to various sports, and to develop leadership and refereeing skills in senior cadets. The event will take place over one day to allow the conduct of multiple sports.

HOW

A. General Outline

Example: This exercise will be conducted in five phases:

1. Phase One – Administration

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

2. Phase Two – Preparation of Facilities

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

3. Phase Three – Conduct of the Exercise

As per schedule. Will include exercise / safety briefing, warm-up, conduct of the sports, lunch, cool-down and activity debriefing. Cadets will be allowed to leave at 1600 hrs.

4. Phase Four– Return of Stores

Return of stores, clean-up of facilities.

5. Phase Five - Post-exercise meeting

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

B. Groupings

Cadets will be divided upon arrival into four different sports teams. WO1 Mackey will ensure this is done as soon as cadets are on ground.

C. Tasks

WHO	TASKS
Capt Malloy	• Plan the sports event. • Book school facilities. • Deliver the safety briefing upon arrival. • Deliver the event's debriefing.

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.

WHO	TASKS
Lt Nixon	• Responsible for meal arrangements. • Responsible for all medical emergencies. First-aider for the event.
WO1 Mackey	• Responsible to ensure that equipment and signs are ready before 0840 hrs as per Annex C. • Responsible to ensure all activities are carried out safely and according to the timetable. • Responsible to have cadets divided into four sports teams.
WO2 Landry	• Responsible for the training and evaluation of all activity referees. • Offer feedback to activity referees. • Complete and submit an individual evaluation of all referees to the Training Officer.
FSgt Gagnon	• Responsible for the evaluation all activity referees. • Offer feedback to activity referees. • Complete and submit an individual evaluation of all referees to the Training Officer.
Sgt Penny	• Responsible for equipment set-up and tear-down • Become familiar with and referee soccer. • Become familiar with and referee volleyball.
Sgt Randell	• Responsible for equipment set-up and tear-down. • Become familiar with and referee soccer. • Become familiar with and referee volleyball.
Sgt Picard	• Responsible for equipment set-up and tear-down. • Become familiar with and referee ball hockey. • Become familiar with and referee badminton.
Sgt Clark	• Responsible for equipment set-up and tear-down. • Become familiar with and referee ball hockey. • Become familiar with and referee badminton.
Sgt Belliveau	• Responsible for set-up and tear-down. • Responsible to carry out the warm-up and the cool-down. • Responsible for the tug-of-war event.
All members	• All members are to look after safety. • Anything deemed unsafe should be stopped right away and rectified.

D. Timings

See timetable in Annex A.

E. Dress

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

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.

F. Rations

Rations will be arranged by Lt Nixon.

G. Accommodations

Arrangements for the school are to be made by Capt Malloy.

H. Equipment

See Annex B for Equipment List.

See Annex C for Activity Layout.

I. Transport

Cadets are responsible for their own transportation to and from the school.

J. Emergency Procedures

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

K. Water

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

L. Hygiene

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

CHAIN OF COMMAND

Planning: Capt Malloy
Conduct: WO1 Mackey
Evaluation: WO2 Landry, FSgt Gagnon
Rations: Lt Nixon
First-Aider: Lt Nixon
Referees: Sgt Penny, Sgt Randell, Sgt Picard, Sgt Clark and Sgt Belliveau

Capt R Malloy
TrgO
123 Moncton

Distribution List

CO
DCO
Capt Malloy
Lt Nixon
WO1 Mackey
WO2 Landry
FSgt Gagnon
Sgt Penny
Sgt Randell
Sgt Picard
Sgt Clark
Sgt Belliveau

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.

List of Annexes

Annex A - Timetable
Annex B - Equipment
Annex C - Exercise Layout

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.

Annex A

TIMETABLE

Period	Time	What	Who	Comments
1	0810–0840 hrs	Set-up	All Sergeants	
2	0840–0900 hrs	Cadets arrival	All senior cdts	
3	0900–0905 hrs	Attendance		
4	0905–0920 hrs	Exercise briefing	**YOU**	WO1 to divide teams at this time.
5	0920–0930 hrs	Warm up	Sgt Belliveau	
6	0940–1010 hrs	Game 1	Sgt Randell Sgt Penny	Soccer (Teams 1 vs 2) Volleyball (Teams 3 vs 4)
7	1010–1030 hrs	Break		
8	1030–1100 hrs	Game 2	Sgt Penny Sgt Randell	Soccer (Teams 1 vs 3) Volleyball (Teams 2 vs 4)
9	1100–1120 hrs	Break		
10	1120–1200 hrs	Game 3	TBD*	Soccer (Teams 3 vs 4) Volleyball (Teams 1 vs 2)
11	1200–1300 hrs	Lunch		
12	1300–1330 hrs	Game 4	Sgt Picard Sgt Clark	Hockey (Teams 1 vs 2) Badminton (Teams 3 and 4)
13	1330–1350 hrs	Break		
14	1350–1420 hrs	Game 5	Sgt Clark Sgt Picard	Hockey (Teams 3 vs 4) Badminton (Teams 1 and 2)
15	1420–1440 hrs	Break		
16	1440–1510 hrs	Game 6	TBD*	Hockey (Teams 1 vs 4) Badminton (Teams 2 and 3)
17	1510–1535 hrs	Tug of war	Sgt Belliveau	
18	1535–1545 hrs	Cool down	Sgt Belliveau	
19	1545–1600 hrs	Debriefing	Capt Malloy	
20	1600 hrs	Departure	All senior cdts	

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

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.

Annex B

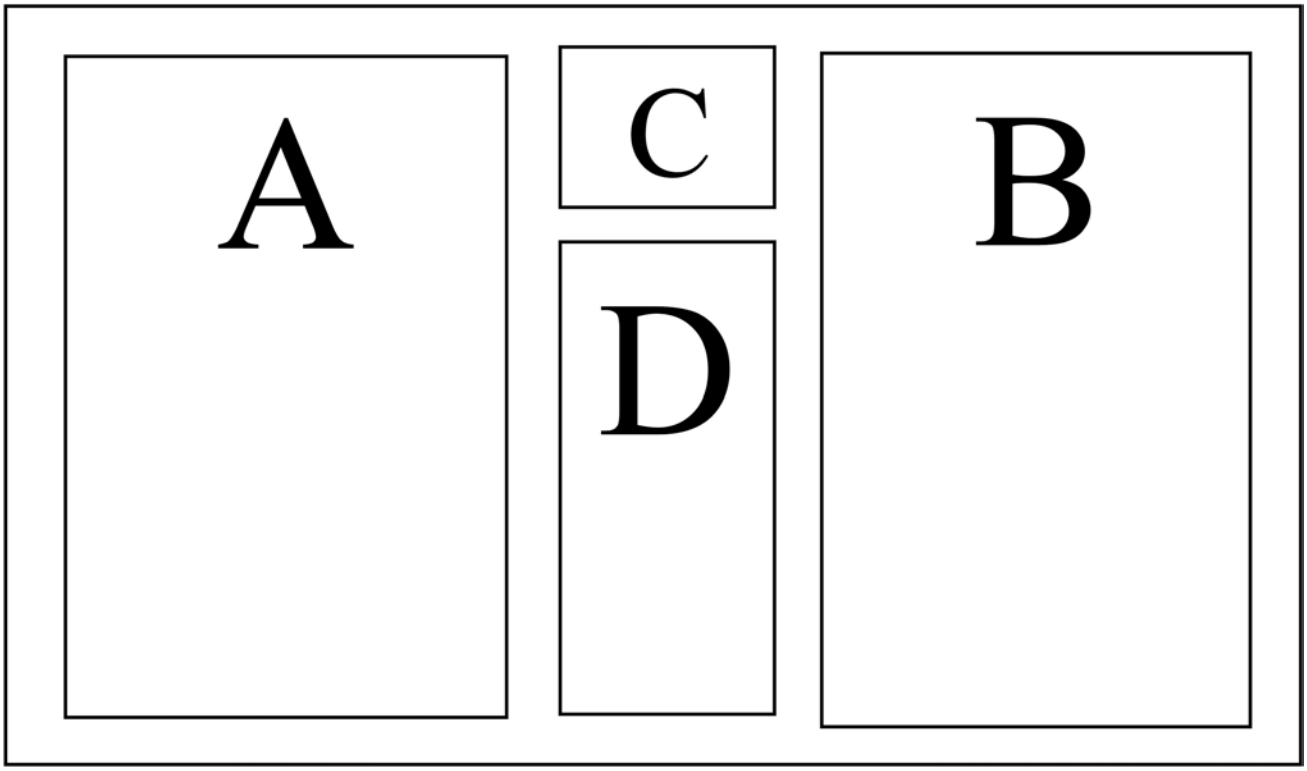
EQUIPMENT LIST

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

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.

Annex C

EXERCISE LAYOUT



Legend:

A: Soccer / Hockey

B: Volleyball / Badminton

C: First Aid Station

D: Tug of War

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.

THIS PAGE INTENTIONALLY LEFT BLANK

Unofficial convenience copy of A-CR-CCP-805/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-805-PF-001/A-CR-CCP-805-PF-001.pdf.
Verify against the official publication.