

COMMON TRAINING

INSTRUCTIONAL GUIDE

SECTION 1

EO M203.01 – DISCUSS LEADERSHIP WITHIN A PEER SETTING

Total Time:	30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

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

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

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

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

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

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

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

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

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

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IMPORTANCE

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

Teaching point 1 **Explain Leadership Within a Peer Setting**

Time: 15 min Method: Interactive Lecture

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



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

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

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



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

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

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Explain the squadron specific Proficiency Level Two cadet responsibilities.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. List the responsibilities of Proficiency Level Two cadets in the squadron.

Q2. Why is setting goals important for a Proficiency Level Two cadet?

Q3. List the specific Proficiency Level Two cadet duties and responsibilities for your squadron.

ANTICIPATED ANSWERS

A1. The responsibilities of every Proficiency Level Two cadet in the squadron are:

- following the chain of command;
- setting the example;
- being firm, fair and friendly with everyone, especially new recruits;
- being respectful towards your superiors and subordinates;
- being aware of safety hazards;
- displaying initiative; and
- setting goals.

A2. By setting goals and working towards them, the Proficiency Level Two cadet will show commitment.

A3. Answers will vary.

Teaching point 2 **Conduct a Goal Mapping Activity**

Time: 10 min Method: In-Class Activity

ACTIVITY

OBJECTIVE

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

RESOURCES

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

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ACTIVITY LAYOUT

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

ACTIVITY INSTRUCTIONS

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

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

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



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

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

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



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

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



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



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

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SAFETY

N/A.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

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

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

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

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

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GOAL MAPPING EXERCISE

SHORT-TERM GOALS

Goal No. 1: _____

Steps To Take: _____

_____

_____

_____

_____

Goal No. 2: _____

Steps To Take: _____

_____

_____

_____

_____

LONG-TERM GOALS

Goal No. 1: _____

Steps To Take: _____

_____

_____

_____

_____

Goal No. 2: _____

Steps To Take: _____

_____

_____

_____

_____

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