

COMMON TRAINING

PROFICIENCY LEVEL THREE

INSTRUCTIONAL GUIDE

SECTION 1

EO M303.01 – DEFINE THE ROLE OF A TEAM LEADER

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-803/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 the handouts located at Annexes A and B for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to the leadership team model, core leadership competencies and leadership opportunities for a Proficiency Level Three cadet.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have defined the role of a team leader.

IMPORTANCE

It is important for cadets to define the role of a team leader so they understand how and where they fit within the leadership team model and within the leadership team at the squadron. Being aware of the core leadership competencies, and the expectations within each of the competencies, may assist the cadets' developing leadership abilities while adapting to their developing role as a leader in their squadron.

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Teaching point 1 **Explain the Leadership Team Model and the Position the Year Three Cadet Holds Within the Leadership Team**

Time: 10 min Method: Interactive Lecture



Distribute the Leadership Team Model handout located at Annex A.

LEADERSHIP TEAM MODEL

Although leadership is usually thought of as an individual pursuit, in the Cadet Program, leadership is based on a team model.



The Leadership Team Model is a fluid model that is dependent on the situation to which it is applied. The personnel in each category of the model will change based on the activity/ situation.

During year one, the cadet is expected to be a follower/team member. During year two, the cadet becomes a peer leader. In years three and four, the cadet moves up the model to become a team leader. In years five and beyond, the cadet becomes an activity leader.

The final level of the model is populated by the squadron staff, who act as the activity managers.

As each cadet moves through the leadership team model, there are increased expectations of the cadet. Accordingly, there will be an increase in the cadet's leadership responsibilities.

Within the leadership team model, communication moves across each level, and up and down each level. Within this model, cadets on every level should be mentored by someone in the level above.

THE LEADERSHIP TEAM MODEL



Director Cadets 3, 2008, Ottawa, ON: Department of National Defence

Figure 1 Leadership Team Model

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CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. The Cadet Program is based on what kind of leadership model?

Q2. What is expected of the cadets in the bottom level of the leadership team model?

Q3. As the cadet moves up the leadership model, what happens to their leadership responsibilities?

ANTICIPATED ANSWERS

A1. The Cadet Program is based on a leadership team model.

A2. Cadets are expected to be followers/team members and peer leaders.

A3. Responsibilities increase as the cadet moves up the leadership team model.

Teaching point 2 **Describe Core Leadership Competencies**

Time: 5 min Method: Interactive Lecture



Distribute the Expectations of a Proficiency Level Three Cadet handout located at Annex B.

CORE LEADERSHIP COMPETENCIES

To become an effective and capable leader in the Cadet Program, there are six areas where knowledge and skills should be demonstrated. These areas are called core leadership competencies. They include:

- intrapersonal management,
- interpersonal management,
- teamwork,
- effective communication,
- applied leadership, and
- mentorship.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

Q1. To become an effective and capable leader in the Cadet Program, there are six areas where knowledge and skills should be demonstrated. What are these called?

Q2. List the six core leadership competencies.

ANTICIPATED ANSWERS

A1. Core leadership competencies.

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A2. The six core leadership competencies are:

- intrapersonal management,
- interpersonal management,
- teamwork,
- effective communication,
- applied leadership, and
- mentorship.

Teaching point 3 **Explain the Components of Intrapersonal Management**

Time: 5 min Method: Interactive Lecture



Have cadets follow along using the Expectations of a Proficiency Level Three Cadet handout for TPs 3 to 8.

COMPONENTS OF INTRAPERSONAL MANAGEMENT

Intrapersonal management is how cadets maintain control of themselves. There are five parts to intrapersonal management:

Identifying and Satisfying Personal Needs. Cadets should distinguish and accept responsibility for fulfilling their personal needs. Some examples of personal needs include filling basic needs like food and water, feeling safe, feeling like they belong, and having self-confidence. Once cadets know what needs they have, they should work toward satisfying them.

Exercising Self-Control. Cadets should practice self-restraint. It may be difficult but cadets should try not get too upset by situations in which they have no control. When cadets become irate or lose their temper, they give the power in the situation to someone else. If cadets keep their cool, better decisions are usually made.

Exercising Self-Management. Cadets should take charge of their own lives. Cadets need to be organized and direct themselves. Becoming independent (eg, being punctual, being dressed correctly, etc) is a natural part of becoming an adult.

Pursuing Self-Improvement. Cadets should strive for self-improvement. Always trying to be better than one was yesterday is a worthwhile goal. Whether one is a better cadet, better at school or a better friend, one should always strive for excellence.

Establishing a Positive Identity. Cadets should gain self-esteem. It is important to be proud of one's accomplishments. Knowing that one is a person that others look up to and want to spend time with, should make one feel proud of oneself.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

Q1. What is intrapersonal management?

Q2. What are the five components of intrapersonal management?

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Q3. How may cadets exercise self-management?

ANTICIPATED ANSWERS

A1. Intrapersonal management is how cadets control themselves.

A2. The five components of intrapersonal management are:

- identifying and satisfying personal needs;
- exercising self-control;
- exercising self-management;
- pursuing self-improvement; and
- establishing a positive identity.

A3. Cadets may exercise self-management by taking charge of their own lives.

Teaching point 4 **Explain the Components of Interpersonal Management**

Time: 5 min Method: Interactive Lecture

COMPONENTS OF INTERPERSONAL MANAGEMENT

Interpersonal management is how cadets behave and get along with others. There are three parts of interpersonal management:

Interacting Positively Within the Cadet Community. Cadets should work together with staff, parents, volunteers, etc in a respectful and helpful manner.

Interacting Positively With Others. Cadets should build positive social relationships by being supportive and encouraging while interacting with other cadets.

Dealing With Interpersonal Conflict in a Respectful Way. Cadets should resolve disagreements with others at the lowest possible level and come up with a mutually satisfactory solution where a “win-win” outcome is achieved.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

Q1. What is interpersonal management?

Q2. What are the three components of interpersonal management?

Q3. How should cadets resolve disagreements?

ANTICIPATED ANSWERS

A1. Interpersonal management is how cadets behave and get along with others.

A2. The three components of interpersonal management are:

- interacting positively within the cadet community;
- interacting positively with others; and
- dealing with interpersonal conflict in a respectful way.

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A3. Cadets should resolve disagreements with others at the lowest possible level and come up with a mutually satisfactory solution where a “win-win” outcome is achieved.

Teaching point 5 **Explain the Components of Teamwork**

Time: 5 min Method: Interactive Lecture

COMPONENTS OF TEAMWORK

Teamwork is how cadets create effective and efficient action in a group of people. There are three parts of teamwork:

Participating in the Stages of Team Development. Cadets should take part in the stages of team development. The stages are forming, storming, norming, performing and adjourning.

Displaying Positive Team Dynamics. Cadets should demonstrate positive team dynamics by following the team leader, including all participants, encouraging team members, contributing to team morale and esprit de corps, contributing to the accomplishment of team goals, contributing to group decisions, trusting the team, supporting team members, appreciating team members, and celebrating team successes.

Participating in Team-Building Activities. Cadets should take part in team-building activities. These activities will build positive team dynamics and they allow cadets to practice leadership skills.

CONFIRMATION OF TEACHING POINT 5

QUESTIONS

Q1. What is teamwork?

Q2. What are the three components of teamwork?

Q3. How may cadets display positive team dynamics?

ANTICIPATED ANSWERS

A1. Teamwork is how cadets create effective and efficient action in a group of people.

A2. The three components of teamwork are:

- participating in the stages of team development;
- displaying positive team dynamics; and
- participating in team-building activities.

A3. Cadets may display positive team dynamics by following the team leader, including all participants, encouraging team members, contributing to team morale and esprit de corps, contributing to the accomplishment of team goals, contributing to group decisions, trusting the team, supporting team members, appreciating team members, and celebrating team successes.

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Teaching point 6 **Explain the Components of Effective Communication**

Time: 5 min Method: Interactive Lecture

COMPONENTS OF EFFECTIVE COMMUNICATION

Effective communication is how cadets relay information successfully. There are three parts of effective communication:

Receiving Information. Cadets should be given or obtain instructions or facts. This information may be received verbally or in writing.

Interpreting Information. Cadets should comprehend the instructions or facts. To interpret information correctly, questions may be asked to the deliverer of the information to ensure clarity.

Responding to Information. Cadets should react to the instructions or facts. Responding to information may include passing on information to others, solving problems, etc.

CONFIRMATION OF TEACHING POINT 6

QUESTIONS

Q1. What is effective communication?

Q2. What are the three components of effective communication?

Q3. In what ways may information be received?

ANTICIPATED ANSWERS

A1. Effective communication is how cadets relay information successfully.

A2. The three components of effective communication are:

- receiving information;
- interpreting information; and
- responding to information.

A3. Information may be received verbally or in writing.

Teaching point 7 **Explain the Components of Applied Leadership**

Time: 5 min Method: Interactive Lecture

COMPONENTS OF APPLIED LEADERSHIP

Applied leadership is how cadets practice influencing and managing others. There are six parts of applied leadership:

Setting an Example for Others to Follow. Cadets should establish themselves as a model for others. If cadets set an example in the core leadership competencies, others will want to imitate them.

Participating in Leadership Assignments. Cadets will take part in given tasks or jobs. This gives cadets chances to practice influencing and managing others. Some of these tasks or jobs will be evaluated by the

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staff and some will not be evaluated. Cadets should practice reflection and self-assessment after leading each assignment.

Conducting the Leadership Assignment While Supervising the Team. Cadets will observe and guide a team while the leadership assignment is taking place. Supervising others is one of the responsibilities of a leader. Cadets will ensure the leadership assignment is conducted in a safe manner and completed as instructed by the staff.

Leading Team-Building Activities. Cadets should direct team-building or creative games. This gives cadets chances to practice influencing and managing others. Again, cadets should practice reflection and self-assessment after leading team-building activities.

Debriefing the Team. Cadets should review and discuss with the team the completion and outcome of a leadership assignment or a team-building activity. Cadets should practice effective communication while speaking to the team.

Presenting an After-Assignment Report to Their Leader. Cadets should review and discuss with their leader/supervisor the completion and outcome of a leadership assignment or a team-building activity. Cadets should practice effective communication while speaking to their leader/supervisor.

CONFIRMATION OF TEACHING POINT 7

QUESTIONS

Q1. What is applied leadership?

Q2. What are the six components or parts of applied leadership?

Q3. Why is setting an example for others to follow important?

ANTICIPATED ANSWERS

A1. Applied leadership is how cadets practice influencing and managing others.

A2. The six components or parts of applied leadership are:

- setting an example for others to follow;
- participating in leadership assignments;
- conducting the leadership assignment while supervising the team;
- leading team-building activities;
- debriefing the team; and
- presenting an after-assignment report to their leader.

A3. Setting an example for others to follow is important because if cadets establish themselves as a model, others will want to imitate them.

Teaching point 8 **Explain the Components of Mentorship**

Time: 5 min Method: Interactive Lecture

COMPONENTS OF MENTORSHIP

Mentorship is how cadets participate in a professional association between two people that focuses on self-development. There are two parts to mentorship:

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The Role of a Cadet Being Mentored. Cadets will assume the role of a cadet being mentored. This is the trainee in the relationship. Cadets being mentored should enhance their knowledge and skills of leadership. Learning from the mentor's example will be an important element of the mentoring relationship.

The Role of a Mentor. Cadets will assume the role of a mentor. This is the advisor/guide in the relationship. Cadets mentoring should enhance their leadership abilities, coaching skills and communication skills. As a mentor, cadets may see things from a different perspective than the cadet being mentored.

CONFIRMATION OF TEACHING POINT 8

QUESTIONS

Q1. What is mentorship?

Q2. What are the two components of mentorship?

Q3. Who is the trainee in the mentoring relationship?

ANTICIPATED ANSWERS

A1. Mentorship is how cadets participate in a professional association between two people that focuses on self-development.

A2. The two components of mentorship are:

- the role of a cadet being mentored; and
- the role of a mentor.

A3. The trainee in the mentoring relationship is the cadet being mentored.

Teaching point 9 **Identify the Proficiency Level Three Team Leader Opportunities**

Time: 5 min Method: Interactive Lecture

PROFICIENCY LEVEL THREE TEAM LEADER OPPORTUNITIES

In year three, cadets will have team leader opportunities. These include:

Performing the Role of a Mentor. Performing the role of a mentor may be as simple as partnering up with a year one cadet. This buddy system may help the year one cadet gain skills and knowledge about the squadron and should assist the year three cadet in their leadership and communication skills.

Completing a Leadership Assignment. Each year three cadet will be given occasions in which they will complete a leadership assignment. These assignments may include classroom set ups, ensuring building clean up, or assisting with a survival exercise. Some of the leadership assignments will be evaluated by the staff.

CONFIRMATION OF TEACHING POINT 9

QUESTIONS

Q1. What are the Proficiency Level Three training opportunities?

Q2. What is one simple way to perform the role of a mentor?

Q3. What are some examples of leadership assignments?

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ANTICIPATED ANSWERS

A1. The Proficiency Level Three training opportunities include:

- performing the role of a mentor; and
- completing a leadership assignment.

A2. One simple way to perform the role of a mentor is to use the buddy system.

A3. Some examples of leadership assignments include classroom set up, ensuring building clean up, or assisting with a survival exercise.

END OF LESSON CONFIRMATION

QUESTIONS

Q1. What position does a Proficiency Level Three cadet hold in the leadership team model?

Q2. List the six core leadership competencies.

Q3. What are the Proficiency Level Three training opportunities?

ANTICIPATED ANSWERS

A1. The Proficiency Level Three cadet holds the position of team leader.

A2. The six core leadership competencies are:

- intrapersonal management,
- interpersonal management,
- teamwork,
- effective communication,
- applied leadership, and
- mentorship.

A3. The Proficiency Level Three training opportunities include:

- performing the role of a mentor; and
- completing a leadership assignment.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

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CLOSING STATEMENT

Cadets should know and understand their role within the leadership team at the squadron. When cadets know what is expected of them it is much easier for them to set and reach their goals. Higher expectations lead to greater results. Being aware of the core leadership competencies and the components for each may assist the cadets' developing leadership abilities while adapting to their developing role as a leader in their squadron.

INSTRUCTOR NOTES/REMARKS

N/A.

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