

COMMON TRAINING

INSTRUCTIONAL GUIDE

SECTION 5

EO M203.05 – DISCUSS INFLUENCE BEHAVIOURS

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-702/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.

Make six copies of the handouts at Annexes A, B and C for the activities in TP1 to TP3.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An in-class activity was chosen for TP1 to TP3 as an interactive way to provoke thought and stimulate an interest among cadets.

A group discussion was chosen for TP4 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about influence behaviours.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to discuss influence behaviours.

IMPORTANCE

It is important for cadets to acknowledge the influence they have in a peer setting. Learning influence behaviours may enable cadets to choose the correct influence behaviour for the situation to successfully accomplish tasks in a peer setting.

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Teaching point 1 **Perform in a Skit to Portray Directive Behaviour**

Time: 5 min Method: In-Class Activity



The earliest studies of leadership commonly referred to influence behaviours as leadership styles or approaches. The three influence behaviours listed below are chosen from a spectrum of eight influence behaviours.

ACTIVITY

OBJECTIVE

The objective of this activity is to have cadets perform in a skit to portray directive behaviour and to recognize its use.

RESOURCES

Skit located at Annex A.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have cadets volunteer to perform in the skit.
2. Distribute the scripts to the cadets who volunteered.
3. Have cadets perform the skit.
4. Ask cadets to brainstorm a list of traits they noticed about Cadet Purple in this skit.
5. Copy the list on a whiteboard/flipchart/OHP.
6. Have cadets return the scripts.



Upon completion of the brainstorming conclude by summarizing directive behaviour before moving on to the next TP.

DIRECTIVE BEHAVIOUR

Generally, directive behaviour involves telling teammates what they are to do, and possibly, when, how and to what standard they are to accomplish the task. Directive behaviour may be expressed as a simple request, a formal order or something in between. Directive behaviour is appropriate when passing on and executing a superior’s objective, when assigning and co-ordinating tasks and when teammates lack information or experience and need guidance.

Directive behaviour is used most often in emergency situations where time, safety, and control of personnel are factors. Another example is drill. Drill is normally conducted using directive behaviour.

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SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. What does directive behaviour involve?

Q2. When is directive behaviour appropriate?

Q3. Where is directive behaviour used most often?

ANTICIPATED ANSWERS

A1. Directive behaviour involves telling teammates what they are to do, and possibly, when, how and to what standard.

A2. Directive behaviour is appropriate when passing on and executing a superior's objective, when assigning and co-ordinating tasks and when teammates lack information or experience and need guidance.

A3. Directive behaviour is used most often in emergency situations where time, safety, and control of personnel are factors.

Teaching point 2 **Perform in a Skit to Portray Persuasive Behaviour**

Time: 5 min Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have cadets perform in a skit to portray persuasive behaviour and to recognize its use.

RESOURCES

Skit located at Annex B.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have cadets volunteer to perform in the skit.
2. Distribute the scripts to the cadets who volunteered.
3. Have cadets perform the skit.
4. Ask cadets to brainstorm a list of traits they noticed about Cadet Purple in this skit.
5. Copy the list on a whiteboard/flipchart/OHP.
6. Have cadets return the scripts.

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Upon completion of the brainstorming conclude by summarizing persuasive behaviour before moving on to the next TP.

PERSUASIVE BEHAVIOUR

Generally, persuasive behaviour is intended to influence decision-making and motivation. This is accomplished by explaining to, or convincing others why a certain course of action is necessary. Persuasive behaviour may involve rational argument based on facts, reason and logic and/or inspirational appeals which motivate others. This behaviour may allow teammates to understand the potential benefits to them created by the course of action and should aid teammates in their commitment to the task. Persuasive behaviour is appropriate to secure agreement or commitment and when particularly high or sustained levels of effort are required to accomplish a task.

There are many situations when persuasive behaviour is used. These may include problem-solving, counselling, teaching, etc. Persuasive behaviour is usually effective in a peer setting if all teammates display positive group dynamics.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

Q1. When is persuasive behaviour used?

Q2. What are the potential benefits of the persuasive behaviour?

Q3. Name three situations where persuasive behaviour may be used?

ANTICIPATED ANSWERS

A1. Persuasive behaviour is used to influence decision-making and motivate others.

A2. Persuasive behaviour may allow teammates to understand the potential benefits to them created by the course of action and should aid teammates in their commitment to the task.

A3. Persuasive behaviour may be used when problem-solving, counselling, teaching, etc.

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Teaching point 3 **Perform in a Skit to Portray Participative Behaviour**

Time: 5 min Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have cadets perform in a skit to portray participative behaviour and to recognize its use.

RESOURCES

Skit found at Annex C.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have cadets volunteer to perform in the skit.
2. Distribute the scripts to the cadets who volunteered.
3. Have cadets perform the skit.
4. Ask cadets to brainstorm a list of traits they noticed about Cadet Purple in this skit.
5. Copy the list on a whiteboard/flipchart/OHP.
6. Have cadets return the scripts.



Upon completion of the brainstorming conclude by summarizing participative behaviour before moving on to the next TP.

PARTICIPATIVE BEHAVIOUR

Generally, participative behaviour involves sharing decision-making with others. The primary objective is to improve the quality and/or acceptance of decisions. Participative behaviours employ two basic methods – individual or group consultations and joint decision-making. Obtaining advice, opinions and recommendations from others before sharing decision-making is essential. Sometimes teammates possess critical information or expertise and that knowledge may make the difference between success or failure of the task. The use of the participative behaviour depends on the availability of time to involve others. Teammates expect to be consulted on and have a voice in decisions that affect them.

There are many situations when participative behaviour is used including problem-solving, participating in team-building activities, resolving conflict in a peer setting, etc. Participative behaviour is usually effective in a peer setting because all teammates have a part to play in making the decision.

SAFETY

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CONFIRMATION OF TEACHING POINT 3

QUESTIONS

Q1. What does participative behaviour involve?

Q2. What are the two basic methods of employing persuasive behaviours?

Q3. Name three situations where participative behaviour may be used.

ANTICIPATED ANSWERS

A1. Participative behaviour involves sharing decision-making with others.

A2. Participative behaviours employ two basic methods – individual or group consultations and joint decision-making.

A3. Participative behaviour may be used during problem solving, participating in team-building activities, resolving conflict in a peer setting, etc.

Teaching point 4 **Discuss Situations in Which Cadets May Employ the Various Influence Behaviours in Peer Group Settings**

Time: 10 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.

Different influence behaviours will be used during different situations. A good leader may use a combination of behaviours based on the situation, the experience of the followers, the time to get a task done, etc. Each of the influence behaviours has its place and can be used effectively under the correct conditions.

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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. When is directive behaviour most effective at cadets or at school?

Q2. When is persuasive behaviour most effective at cadets or at school?

Q3. When is participative behaviour most effective at cadets or at school?

Q4. What are the differences between persuasive and participative behaviours?



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 4

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

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END OF LESSON CONFIRMATION

The cadets' participation in the activities in TP1 to TP3 and the group discussion in TP4 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Through the Cadet Program there may be many opportunities for cadets to influence their peers. Choosing the correct influence behaviour for a situation may assist them in accomplishing tasks in a peer setting.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

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

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SKIT FOR DIRECTIVE BEHAVIOUR

(**Setting:** Six first year cadets at a CSTC are getting ready for a barrack inspection to take place in one hour.)

Cadet Red: Okay we have a barrack inspection in an hour, we better get ready.

Cadet Orange: Do we have a uniform inspection at the same time or is it just the room?

Cadet Red: I don't know. Does anyone else?

Cadet Purple: Yes, I know, I asked the staff cadet. We're having a room and uniform inspection at the same time. We're supposed to wear our T-shirts, cadet trousers and parade boots.

Cadet Grey: Man, that's a lot of stuff in just an hour.

Cadet Yellow: No kidding.

Cadet Pink: I don't think I'll be ready.

Cadet Purple: We need to get stuff done fast, so here's what should happen. You two, Cadet Red and Cadet Orange will make the beds and sweep the room. That takes care of the room.

Cadet Grey: What about our uniforms?

Cadet Purple: You, Cadet Grey, take everyone's T-shirts and iron them.

Cadet Yellow: And trousers and boots?

Cadet Purple: You, Cadet Yellow, take everyone's trousers and iron them and Cadet Pink and I will do everyone's boots.

Cadet Red: That didn't take long to come up with a plan. I hope we get everything done.

Cadet Purple: We will, if everyone does their job and right now.

Cadet Red: I'm not great at making beds but I'll do what I'm told.

Cadet Orange: I'm okay at beds, we'll do fine.

Cadet Purple: Okay everyone give your T-shirt to Cadet Grey, your trousers to Cadet Yellow and give me your boots. Everyone, listen up: we a have a lot to do and not a lot of time… so get at it. Be back here in 40 minutes.

Cadet Pink: I'll get my polishing kit.

(ALL CADETS PRETEND TO DELIVER REQUIRED ITEMS TO THE CADET WHO HAS BEEN TASKED.)

(40 MINUTES PASS.)

(ALL CADETS RETURN TO THE ROOM.)

Cadet Red: As everyone can see, the beds are done and the room is swept.

Cadet Orange: The beds aren't great, but they'll pass inspection.

Cadet Purple: How did the ironing go?

Cadet Grey: Here are the T-shirts ready to go. I've never ironed that many in such a short time. I hope they pass the inspection.

Cadet Yellow: All the trousers have the right creases and I don't see any railroad tracks.

Cadet Pink: And we finished everyone's boots.

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Cadet Purple: Let’s get into our uniforms right now because we’re running out of time.

(EVERYONE GETS READY FOR THE INSPECTION.)

Cadet Purple: We look okay. I’m pretty sure we will pass the inspection. Okay everyone stand at attention by your bed, because here comes the staff cadet.

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SKIT FOR THE PERSUASIVE BEHAVIOUR

(**Setting:** Six second year cadets at CSTC getting ready for a barrack inspection to take place in one hour.)

Cadet Red: Okay we have a barrack inspection in an hour, we had better get ready.

Cadet Orange: Do we have a uniform inspection at the same time or is it just the room?

Cadet Purple: I asked the staff cadet. We're having a room and uniform inspection at the same time. We're supposed to wear our T-shirts, cadet trousers and parade boots.

Cadet Grey: Man, that's a lot of stuff in just an hour.

Cadet Yellow: No kidding.

Cadet Pink: I don't think I'll be ready.

Cadet Purple: We can be ready, we just need a plan. We need to get beds made, the room swept, T-shirts and trousers ironed and boots done.

Cadet Grey: That's a lot.

Cadet Purple: I have an idea to be able to everything done on time. Would you guys like to hear it?

(EVERYONE NODS IN AGREEMENT.)

Cadet Purple: I think we should divide the work that way we will be able to get things done fast. And if we get people to volunteer to do what they're good at… that should help too. Does that plan make sense to everyone?

(EVERYONE NODS IN AGREEMENT.)

Cadet Purple: I know if we work as a team, we can get everything finished on time and we will look great for the inspection. Okay, so which of us likes making beds?

Cadet Pink: I do. I want to make beds.

Cadet Purple: Anyone else?

Cadet Red: Not me, I like ironing T-shirts, I'll do that.

Cadet Purple: That sounds good. Anyone else want to volunteer?

Cadet Yellow: I like to polish boots. That's what I'll do.

Cadet Orange: Me too. I'll help Cadet Yellow.

Cadet Grey: I don't mind ironing. I'll press everyone's trousers.

Cadet Purple: That leaves me to help with making beds and sweeping the room. Now that everyone has a task, we need to give out our T-shirts, trousers and boots.

(ALL CADETS PRETEND TO DELIVER REQUIRED ITEMS TO THE CADET WHO HAS BEEN TASKED.)

Cadet Red: How long does everyone think this will take?

Cadet Purple: I think it should take about 40 minutes. Does that sound right?

(EVERYONE NODS IN AGREEMENT.)

Cadet Purple: Can everyone be back in 40 minutes?

Cadet Orange: No problem. Let's all be back in 40 minutes.

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(EVERYONE NODS IN AGREEMENT.)

(40 MINUTES PASS.)

(ALL CADETS RETURN TO THE ROOM.)

Cadet Purple: As you can see the beds look really good. Thanks Cadet Pink. How did everyone else do?

Cadet Red: T-shirts are finished and look good.

Cadet Yellow: Boots are polished and very shiny. Thanks Cadet Orange.

Cadet Orange: Thanks, we make a good team.

Cadet Grey: Trousers are done too and if I do say so…they look good.

Cadet Purple: I think it's time to get into our uniforms 'cause I believe we're running out of time.

(EVERYONE GETS READY FOR THE INSPECTION.)

Cadet Purple: We look awesome, I know we will pass the inspection. Okay everyone, please stand at attention by your bed, because here comes the staff cadet.

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SKIT FOR THE PARTICIPATIVE BEHAVIOUR

(**Setting:** Six senior cadets at CSTC getting ready for a barrack inspection to take place in one hour.)

Cadet Red: Okay we have a barrack inspection in an hour, we had better get ready.

Cadet Orange: Do we have a uniform inspection at the same time or is it just the room?

Cadet Purple: I asked the staff cadet. We're having a room and uniform inspection at the same time. We're supposed to wear our T-shirts, cadet trousers and parade boots.

Cadet Grey: Man, that's a lot of stuff in just an hour.

Cadet Yellow: It's not like we haven't done this before. We'll be okay.

Cadet Grey: We just need to get organized.

Cadet Purple: Let's make a plan. Any ideas?

Cadet Yellow: I know we are going to have to divide up the work, but how?

Cadet Red: What if we pick our jobs from a hat? That could work.

Cadet Grey: How about just doing what we want to do?

Cadet Yellow: I thought, maybe, we could do what we're good at.

Cadet Purple: I really like that idea.

Cadet Orange: Me too, I like doing what I'm good at.

Cadet Red: Okay, sounds good.

Cadet Pink: I'm on board.

Cadet Grey: Besides if we do what we're good at, everything should take less time.

Cadet Purple: Okay so who's good at what?

Cadet Pink: I'm really good at ironing T-shirts.

Cadet Purple: Okay, that's your job and the team is expecting good things.

Cadet Red: My speciality is polishing boots. That should be my task.

Cadet Purple: That's your assignment then. Go ahead.

Cadet Yellow: I am an expert boot polisher. I'll assist Cadet Red.

Cadet Orange: I make the best beds. I should do that.

Cadet Grey: I'm good at making beds too and I'll sweep the floor.

Cadet Purple: Go to it, both of you. I iron trousers very well. That's what I'll do, and I'll stay out of everyone else's business. Okay let's get at it.

(EVERYONE NODS IN AGREEMENT.)

Cadet Red: How long does everyone think this will take?

Cadet Grey: About 40 minutes?

Cadet Orange: Sound goods. Be back in 40 minutes then.

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(ALL CADETS PRETEND TO DELIVER REQUIRED ITEMS TO THE CADET WHO HAS BEEN TASKED.)

(40 MINUTES PASS.)

(ALL CADETS RETURN TO THE ROOM.)

Cadet Purple: Wow, this room looks really good. Excellent job, Cadet Orange and Cadet Grey. How did everyone else do?

Cadet Pink: T-shirts are finished and look awesome.

Cadet Yellow: Boots are polished and very shiny. Thanks Cadet Red.

Cadet Red: Thanks, we make a good team.

Cadet Purple: Trousers are done too and if I do say so…they look really good. I think it's time to get into our uniforms because I believe we're running out of time.

(EVERYONE GETS READY FOR THE INSPECTION.)

Cadet Purple: We look excellent, I know this team will pass the inspection. Okay everyone, please stand at attention by your bed, because here comes the staff cadet.

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