

COMMON TRAINING

MASTER CADET

INSTRUCTIONAL GUIDE

SECTION 1

EO M503.01 – CREATE A PROPOSAL

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-705/PG-001, *Master Cadet Qualification Standard and Plan*, 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 Create a Proposal worksheet located at Attachment A for each cadet.

Photocopy the Create a Proposal Aide-Mémoire located at Attachment B for each cadet.

Photocopy the table of contents of A-CR-CCP-030/PT-001, *Water Safety Orders* for each cadet.

Photocopy the table of contents of A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards* for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to project management and the writing of a proposal.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to create a proposal.

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IMPORTANCE

It is important for cadets to create a proposal as it is an important step in the achievement of a project. A well thought out proposal allows people to get a better understanding of the project's workload, the necessary requirements for the project and if the project is feasible in the first place.

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Teaching point 1 **Define project management.**

Time: 5 min Method: Interactive Lecture

PROJECT

A project always has the following components:

Specific outcomes. Product or result.

Defined start and end date. Projects do no go on forever. Projects are temporary and are created to achieve particular results. When the results are achieved, the project ends.

Established budgets. Required amount of people, funds, facilities, equipment, and information.

Projects vary:

- **Large or small.** Organizing an inter-corps sports competition is a large project. Organizing a sports event for senior cadets is a small project.
- **Involve a large of limited number of people**. Planning a cadet corps sports event is a project that involves many people. Reorganizing the furniture in a bedroom is also a project even though it only involves a limited number of people.
- **"Business-related" or personal.** Organizing the cadet corps annual Christmas dinner is a business-related project. Having a dinner party for 12 people is a personal project.

PROJECT MANAGEMENT

Project management is the process of guiding a project from its beginning to its end. Project management includes three basic operations:

- planning;
- organizing; and
- controlling.

No matter what size the project, what needs to be performed is the same. Large projects may require more time to prepare than small projects but both still need to be structured.

Every project entails five phases:

1. **Conceive: Coming up with the idea.** This is the stage during which project managers come up with the project idea. It is at this stage that they determine the project's feasibility, its benefits and its limitations. At the end of this stage, project managers submit their project for approval.

2. **Define: Developing a plan.** This is the stage during which a detailed plan is developed.

3. **Start: Forming a team.** It is at this stage that people who need to know about the project are informed of it and are informed of their tasks.

4. **Perform: Doing the work.** This is when the work of the plan is put into action. This is where supervisors collect information (supervise) to identify deviations from the plans in order to apply corrective measures. This ensures that the objectives are attained.

5. **Close: Ending the project.** This is where a meeting is held to recognize achievements and discuss lessons that can be applied to the next project.

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For small projects, the entire process can take a few days; larger projects may take many years. No matter how simple or complex the project, the process is the same.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. What are the five phases of a project?

Q2. What is project management?

Q3. In what stage is the proposal developed?

ANTICIPATED ANSWERS:

A1. The five phases of a project are:

- Conceive: Coming up with the idea.
- Define: Developing a plan.
- Start: Forming a team.
- Perform: Doing the work.
- Close: Ending the project.

A2. Project management is the process of guiding a project from its beginning to its end.

A3. The proposal is developed during the first stage, which is the conceiving stage.

Teaching point 2 **Explain the conceiving phase of a project.**

Time: 10 min Method: Interactive Lecture

All projects begin with an idea. Sometimes the organization has specific requirement for a project; sometimes there is more freedom in the choice.

CHOOSING A PROJECT

A project organized within the Canadian Cadet Organizations (CCO) should be in-line with its aim.



Ask the cadets to list the aim of the CCO.

The aim of the CCO is to:

(1) Develop in youth the attributes of good citizenship and leadership through citizenship and leadership.

(2) Promote physical fitness.

(3) Stimulate the interest of youth in the sea, land and air activities of the Canadian Forces.

Cadets may be asked to participate in the organization of an exercise.

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Here are examples of exercises that cadets may choose to organize:

- community service,
- CF familiarization,
- fitness and sports,
- marksmanship,
- navigation,
- healthy living,
- trekking,
- leadership, or
- drill.

CHOOSING AN ACTIVITY OR ACTIVITIES

When the exercise is chosen, activities that relate to the exercise have to be generated. According to CATO 11-03, *Cadet Program Mandate*, the vision of the Cadet Program (CP) is "a relevant, credible, and proactive youth development organization, offering the program of choice for Canada's youth, preparing them to become better leaders of tomorrow through a set of fun, challenging, well-organized and safe activities." That vision should be kept in mind when determining activities for a cadet exercise.

A good method to generate ideas is brainstorming.



Ask the cadets to list some guidelines on how to carry out a brainstorming activity.

Here are some guidelines:

- Write everything that comes to mind.
- Critique is prohibited: all ideas are welcomed.
- Use others ideas to generate new ideas.
- Produce a maximum of ideas.

For example, if cadets choose a fitness and sports exercise, they may brainstorm activities, such as:

- a race,
- a swim session,
- a karate session,
- a downhill skiing day,
- a boxing training session, and
- a tabloid event.

Before making a final decision, it is important to consider a few factors:

- the activity's or activities' goals, and
- the limitations that may stop the exercise from happening.

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The age of participants should also be taken into consideration. What may be fun for first year cadets may not be as fun for third year cadets.

DETERMINING THE ACTIVITY'S OR ACTIVITIES' GOALS

Each activity that is part of the exercise has to have a specific goal. The goal of each activity should meet the CCO's aim.

Goals should be specific, measurable, achievable, relevant, and timed. Having clear expectations makes it easier to ensure the project maintains the right direction.



Ask the cadets to explain the concept of making goals SMART.

- **Specific.** The aim of the goal must be defined and everyone involved must be aware of it.
- **Measurable.** A standard to assess achievement must be identified.
- **Achievable.** The goal must be realistic and all required resources must be accessible to accomplish it.
- **Relevant.** The goal must be worthwhile for the people involved.
- **Timed.** The goal must be able to be completed within the given time.

DETERMINING LIMITATIONS

At this stage, project managers have to determine the limitations that may put a stop to their project.

Such limitations may include:

- policies, and
- resources, such as:
  - schedule / time,
  - personnel,
  - transportation,
  - finance, and
  - equipment.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. What is the aim of the CCO? Why is it important to know it?

Q2. What is a method of generating ideas for activities?

Q3. What are some limitations that may put a stop to a project?

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ANTICIPATED ANSWERS:

A1. The aim of the CCO is to:

- Develop in youth the attributes of good citizenship and leadership through citizenship and leadership.
- Promote physical fitness.
- Stimulate the interest of youth in the sea, land and air activities of the Canadian Forces.

It is important to know the aim of the CCO because a project organized within the Canadian Cadet Organizations (CCO) should be in-line with its aim.

A2. Brainstorming is a method of generating ideas for activities.

A3. Limitations that may put a stop to a project include:

- policies, and
- resources, such as:
  - schedule / time,
  - personnel,
  - transportation,
  - finance, and
  - equipment.

Teaching point 3 **Explain the parameters of cadet activities with reference to policies.**

Time: 5 min Method: Interactive Lecture

A policy is a course or a principle of action created to guide leaders and to provide them with parameters for carrying out cadet activities. There are many policies and safety procedures to ensure cadets are participating in fun and challenging training safely. Those policies and procedures have to be taken into account when an exercise is being organized.

CADET ADMINISTRATIVE TRAINING ORDERS (CATOS)

CATOs contain a list of policies that apply to the administration and training of cadets across the country. Some policies restrict some activities and give guidance on others. For example, CATO 13-12, *Supervision of Cadets* describes the requirements for the number of instructors needed for each type of activity that may be carried out to ensure proper supervision.

WATER SAFETY ORDERS



Distribute the table of contents of A-CR-CCP-030/PT-001, *Water Safety Orders* to each cadet.

Water Safety Orders is a document that gives guidance on the organization of on-the-water (OTW) activities.

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The document contains information on:

- water safety orders,
- powerboat safety orders,
- rowing safety orders,
- sailing safety orders,
- canoe / kayak safety orders,
- swimming safety orders, and
- scuba diving.

The information refers to floatation, the number of staff per cadet, wind, weather, equipment, clothing, night operation, wearing of shoes, capsize drills, etc.

ROYAL CANADIAN ARMY CADETS ADVENTURE TRAINING SAFETY STANDARDS



Distribute the A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards* table of content to each cadet.

The *Royal Canadian Army Cadets Adventure Training Safety Standards* is a document that gives guidance on the organization of adventure training activities.

The document contains sections on:

- canoeing, kayaking, voyageur canoeing, sea kayaking,
- caving,
- climbing and mountaineering,
- cross-country skiing,
- hiking and backpacking,
- mountain biking,
- orienteering,
- rafting,
- ropes and challenge course, and
- initiative games and problem solving.

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Other documents exist to guide leaders when planning various activities. They include:

The DND/CF *General Safety Guide for the Cadet Program* has been produced to assist leaders in the fulfillment of their safety leadership responsibilities. It can be found online at http://www.cadets.ca/content-contenu.aspx?id=64062

The A-CR-CCP-177/PT-001, *Cadet Marksmanship Program Reference Manual* contains guidance on the organization of marksmanship activities.

Some regions or detachments may have additional orders which amplify or clarify directives found in national documents.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

Q1. Which documents contain a list of national policies that apply to the administration and training of cadets across the country?

Q2. What document must be used when organizing an activity on the water? Adventure training?

Q3. What type of information can be found in those documents?

ANTICIPATED ANSWERS:

A1. CATOs.

A2. Water Safety Orders should be used when planning OTW activities. The *Royal Canadian Army Cadets Adventure Training Safety Standards* should be used when organizing adventure training.

A3. Information on the activities and the various safety procedures to be followed can be found in those documents.

Teaching point 4 **Explain how to write a proposal.**

Time: 5 min Method: Interactive Lecture

A proposal should tell how, when, by whom, and for how much. It needs to contain enough information for the supervisor to either accept or refuse the project.

By writing a proposal, it becomes clear to supervisors what the project will produce and the resources needed to carry it out.



Distribute the Create a Proposal worksheet to the cadets.

The proposal should include the following information:

- project title (type of exercise),
- activities selected,

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- objective(s) of each activity, and
- limitations, such as:
  - policies,
  - schedule / time,
  - personnel,
  - finance, and
  - equipment.



Distribute the Create a Proposal Aide-Mémoire to the cadets.

Once the proposal is complete, it is submitted to the appropriate authority for approval.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

Q1. What information should be included in a proposal?

Q2. What are examples of limitations?

Q3. What needs to be done when the proposal is complete?

ANTICIPATED ANSWERS:

A1. A proposal should include the following information:

- project title (type of exercise),
- activities selected,
- objective(s) of each activity, and
- limitations.

A2. Some examples of limitations include:

- policies,
- schedule / time,
- personnel,
- finance, and
- equipment.

A3. Once the proposal is complete, it is submitted to the appropriate authority for approval.

END OF LESSON CONFIRMATION

The cadets' creation of a proposal will serve as the confirmation of this lesson.

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CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is evaluated IAW A-CR-CCP-705/PG-001, *Master Cadet Qualification Standard and Plan*, Chapter 3, Annex B, 503 PC.

CLOSING STATEMENT

Creating a proposal is an important step to making a project happen. The more thought put into the proposal, the more defined your ideas are, the easier the rest of the stages of the project should be. Creating a proposal clarifies the scope of the project and how much of a commitment is needed to make it happen.

INSTRUCTOR NOTES / REMARKS

Cadets will be given the opportunity to create a proposal, as a member of a group, as part of their OJT.

REFERENCES

A0-003 Director Cadets. (2006). *Cadet administrative and training orders index*. Retrieved May 25, 2006, from http://www.cadets.ca/support/cato-oaic/intro.aspx

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CREATE A PROPOSAL

Group members: _____

Date: _____

PROJECT:			
Selected Activities	**Objectives**	**Limitations (Resources Required)**	**Others (Specify)**

Approximate time needed for planning and preparation: _____

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CREATE A PROPOSAL AIDE-MÉMOIRE

Steps to follow to create a proposal

1. Choose the project.
2. Choose the activity or activities.
3. Determine the goal of each activity.
4. Determine the limitations of each activity.

Questions to help you create a proposal and make a plan

Here is a list of questions to keep in mind when planning an activity. Some apply to the proposal planning stage and some need to be taken into consideration later in the process. Either way, it is good to be aware of these questions throughout the entire process.

- Are there policies that apply to this activity (eg, supervision)?
- Are there specific safety procedures to follow?
    - fire regulations,
    - medical / emergency situations,
    - weather,
    - equipment, and
    - specialist instructor.
- What are the requirements (if applicable) for:
    - transportation,
    - facilities,
    - supervision,
    - equipment,
    - food and water,
    - time,
    - specialist instructors, and
    - hygiene maintenance?
- What are the costs associated with the activity?
- Is there the potential for a Plan B (eg, bad weather, insufficient number of instructors)?
- Are there particular requirements for the cadets:
    - for dress / clothing,
    - to bringing lunch, and
    - to have a specific level of fitness, knowledge, or ability?

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