COMMON TRAINING

MASTER CADET

INSTRUCTIONAL GUIDE

SECTION 2

EO M503.02 – PREPARE AN EXERCISE

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-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.

Make OHPs of Figures A-1 and A-2 located at Attachment A.

Photocopy Exercise Plan Example located at Attachment B for each cadet.

Photocopy Exercise Plan Template located at Attachment C for each cadet.

Photocopy the Guided Discussion Worksheet located at Attachment D.

PRE-LESSON ASSIGNMENT

Have the cadets bring their Aide-Mémoire of EO M503.01 (Create a Proposal) to the class.

APPROACH

An interactive lecture was chosen for TPs 1, 2 and 4 to orient the cadets to the planning and preparation of an exercise.

An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest about plan format.

A guided discussion was chosen for TP 5 as it allows the cadets to discuss sustaining motivation during a project by sharing opinions, knowledge and experience with the group. The instructor, through a series of guided and follow-up questions, is able to stimulate the cadet's interest in sustaining motivation during an activity. The guided discussion contributes to the cadets' listening skills and team development.

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INTRODUCTION

REVIEW

QUESTIONS:

Q1. What is project management?

Q2. What are the three basic operations included in project management?

Q3. What are the five phases of project management?

ANTICIPATED ANSWERS:

A1. Project management is the process of guiding a project from its beginning to its end.

A2. Project management includes three basic operations:

- planning;
- organizing; and
- controlling.

A3. 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; and
- close: ending the project.

OBJECTIVES

By the end of this lesson the cadet shall be expected to prepare an exercise.

IMPORTANCE

It is important for cadets to know how to prepare an exercise, as it is not only a transferable skill, but it also gives them the tool to take initiative in organizing various events that will benefit cadets in their corps.

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Teaching point 1 **Explain the concept of a project audience.**

Time: 5 min Method: Interactive Lecture

A project audience is any person or group that supports, is affected by, or is interested in a project. A project audience can be inside or outside the organization.

Knowing your project's audience helps you to:

- plan whether, when and how to involve them; and
- determine whether the scope of the project is bigger or smaller than you originally had thought.

ACTIVITY

Time: 4 min

OBJECTIVE

The objective of this activity is to have the cadets see the scope a project audience can take.

RESOURCES

- Paper, and
- Pen / Pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have cadets take out a piece of paper and a pen / pencil.

2. Inform the cadets that you will read a question to which they will have two minutes to write as many answers as possible.

3. Read the following question: "The senior cadets from this unit have decided to organize a sports competition between this corps and two other corps in the area. They are hoping to hold the competition three months from now in a local school gym. The competition will start at 0800 hrs and end at 1600 hrs and lunch will be provided to the entire group (estimation 100 cadets). Who needs to be contacted or informed for this event to happen?"

4. Allow two minutes for cadets to write their answers.

5. Alternating, have each cadet share one answer from their list and why they believe that those people should be involved in or informed of the project.

6. Answers may include:

    - cadets from all corps,
    - officers from all corps,
    - parents from all corps,
    - corps parents committee from all corps,

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- school authorities,
- equipment related personnel (supply officer or equipment rental agency),
- restaurant personnel (if planning on ordering food for the group),
- cleaners, and
- cadet detachment.



The list is not exhaustive. Cadets may have provided other answers that are correct. If they can correctly justify why certain people are involved, then their answer should be accepted as correct.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

Teaching point 2 **Explain defining the plan.**

Time: 25 min Method: Interactive Lecture

There are many steps that need to be taken when defining a plan. They are as follows:

1. developing a work-breakdown structure (WBS);
2. determining precedence;
3. developing a schedule;
4. determining team members' skills and knowledge;
5. defining team members' roles and responsibilities;
6. determining and planning non-personnel resources;
7. identifying risk;
8. preparing a tracking system; and
9. confirming team members' participation.

DEVELOPING A WORK BREAKDOWN STRUCTURE (WBS)

Psychologists say human brains can normally comprehend 7–9 items simultaneously. For that reason, a project with dozens or even thousands of tasks may often be overwhelming. Project managers can deal with such projects by organizing the numerous tasks into phases to make them more manageable.

The most important guideline when preparing an exercise is thinking in detail. Project managers often underestimate the time and resources they need because they do not recognize everything they have to do to complete their tasks.

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The WBS is a representation of all the tasks that have to be completed. The WBS allows leaders to see all tasks in an organized manner.

Those representations may take various forms. They are often displayed in the form of a hierarchical tree, but they can also be in the form of a tabular list.

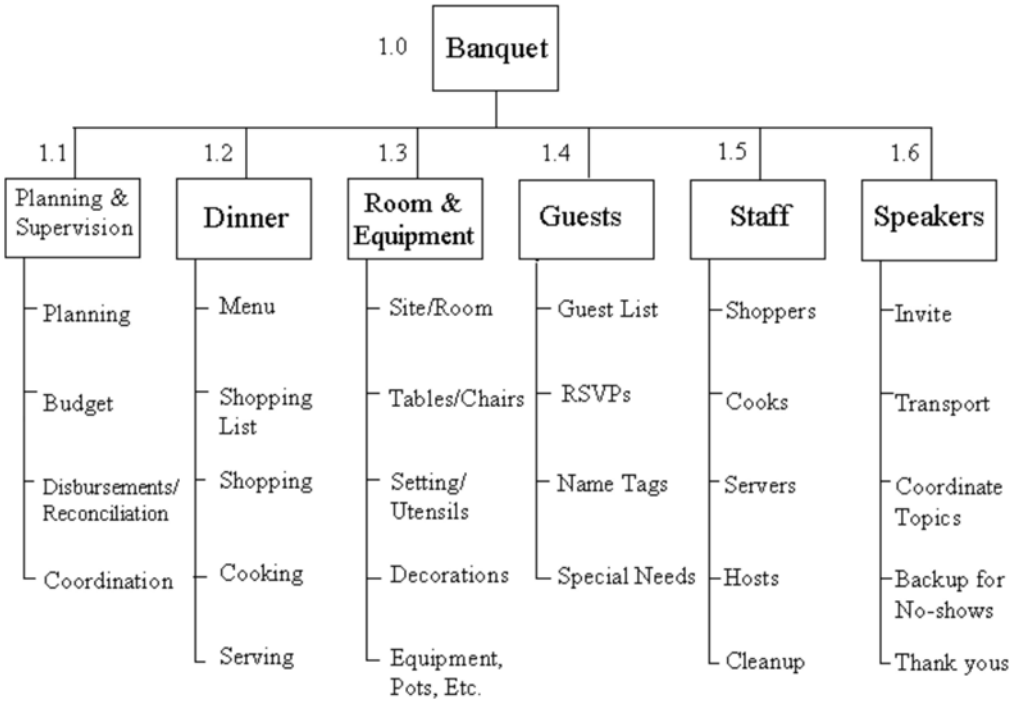
As examples, Figure 1 shows a WBS for a hypothetical banquet and Figure 2 shows a WBS for a report preparation.



Show the cadets the slide of Figure A-1 located at Attachment A.



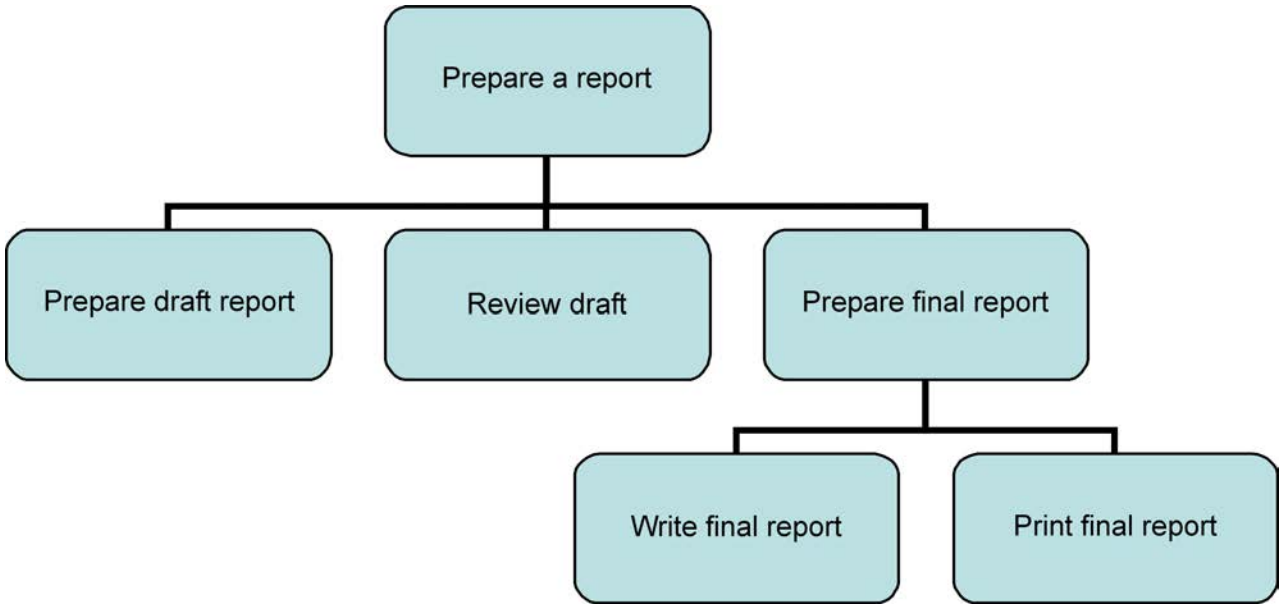
Show the cadets the slide of Figure A-2 located at Attachment A.



Note. From "Principle Based Project Management", 2007, Work Breakdown Structure (WBS). Retrieved October 16, 2008, from http://www.hyperthot.com/pm_wbs.htm

Figure 1 Banquet WBS

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Note. From Project Management for Dummies (p.76), by S. E. Portny, 2007, Hoboken, NJ: Wiley Publishing.

Figure 2 Report Preparation WBS

Here is how to develop a WBS:

1. Brainstorm all the necessary tasks for the exercise.
2. Group the tasks into a few major categories with common characteristics.
3. Within each category, group together the tasks that have the same characteristics.

To determine if the work has been broken into small enough pieces, answer these questions:

- Can the resources needed for the exercise be accurately estimated (personnel, equipment, raw materials, money, facilities, information, etc.)?
- Can the time requirements for each activity be accurately estimated?
- If some tasks were to be assigned to a stranger, would that person have sufficient detail to understand exactly what to do?



Here are some tips to improve the quality of the WBS:

- Involve the people who will be doing the work.
- Review information from previous similar projects.
- Make assumptions when there is uncertainty about a certain activity. Do not forget to update the WBS (or the plan) when that uncertainty is clarified.

The WBS does not take into consideration the chronological order in which each event should be done.

At this stage, it can be beneficial to identify obstacles that may be encountered throughout the project, in order to generate some contingency plan ideas.

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DETERMINING PRECEDENCE

Once all the tasks have been outlined, it has to be determined in which order they have to be completed. Also, it has to be determined which events do not depend on others because they may be able to get accomplished concurrently with other tasks.

DEVELOPING A SCHEDULE

Once the precedence of tasks has been determined, the duration of each task has to be estimated. This step allows leaders to visualize how much time is needed prior to the conduct of the exercise, during the exercise and after the exercise.

The information could be displayed as follows:

	Activity	Required Time	Comments
1			
2			
3			
4			
5			
6			

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

Figure 3

DETERMINING TEAM MEMBERS' SKILLS AND KNOWLEDGE

To accomplish the most with a minimum of time and resources, each task must be done in the correct order and each person must work at peak efficiency.

To ensure this happens, leaders should:

- determine which skills and knowledge they require to get the tasks done; and
- determine who is available and what skills they have to offer.

DEFINING TEAM MEMBERS' ROLES AND RESPONSIBILITIES

A leader may assign tasks for various reasons, such as:

- the assigned person is the most qualified or efficient at that task;
- the assigned person needs further practice at that task; or
- the assigned person has expressed an interest for that task.

No matter how the task is assigned, a leader's main focus should be to ensure the project is going to move along smoothly. If someone has been assigned a task in which they have little experience, then a leader should ensure the person receives sufficient support in accomplishing that task.

A leader may be able to delegate but that doesn't mean they have nothing to do with the task anymore. A leader may transfer the decision-making power to someone else, but they still need to ensure that the desired results are achieved.

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Delegating is important for three reasons:

- to allow the leader to do other tasks;
- to have the most qualified person make decisions; and
- to develop subordinates' ability to handle additional assignments prudently and successfully.



Leaders should never assign other people tasks that they cannot clearly define themselves.

DETERMINING AND PLANNING NON-PERSONNEL RESOURCES

To determine and plan non-personnel resources, a leader should:

- look at every task outlined in the WBS and determine the requirements for each task; and
- determine how those requirements are going to be met.

IDENTIFYING RISK

The first step toward controlling risks is identifying them. Not all risks cause the same degree of concerns. Risk has to be managed throughout the duration of the project, from its beginning to its end.

Here is a list of possible risk factors that may arise during a project:

- insufficient time to prepare,
- missing parts to the plan (eg, wet weather plan),
- replacement of team member / leader, and
- a supporting activity (i.e. meals or transportation) has no assigned leader.

Leaders have to be aware of what may happen. In some cases, the risks are such that they create a requirement for a contingency plan (also referred to as Plan B).

PREPARING A TRACKING SYSTEM

Before the project starts, the desired results and the measures taken to ensure the desired results are achieved, have to be determined. Throughout the duration of the project, leaders need to maintain control, to ensure work is getting done. Monitoring performance makes it easier to detect problems.

Leaders should follow these procedures throughout a project's life:

- At the start of a project, reconfirm with people their commitments.
- At the start of a project, ensure people understand what is expected of them.
- Have people keep track of the work they perform.
- At agreed-upon intervals during the project, confirm with people the work they have completed.
- At intervals during the project, compare actual performance with planned performance, identify any problems, formulate, take corrective actions, and keep people informed.

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CONFIRMING TEAM MEMBERS' PARTICIPATION

Starting a project off correctly is the key to ultimate success. As a project is about to start, here are things that should be done:

- Inform the people that the project is going to go ahead, that the plan is finalized.
- Confirm they are still available to support the project.
- Reconfirm the work expect from them.
- Advise them of the pre-exercise meeting. They should get a copy of the plan for review before the meeting. This will be when everyone becomes aware of what everyone's tasks are and that clarifications from the plan are made.



At this point, it is also important to start the groundwork for the post-project evaluation.

Here are some guidelines to follow:

- Inform the team that there will be a post-exercise meeting at the end of the project.
- Encourage team members to record their problems, challenges, ideas and suggestions throughout the project.
- Clarify the criteria that define your project's success by reviewing the latest version of the project's objectives with team members.
- Maintain a own project log (project issues and occurrences) and encourage team members to do the same.



Before the pre-exercise meeting, leaders should meet with their supervisors to have the plan reviewed and approved. Leaders should be open minded to supervisors' feedback.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. What are the steps to defining a plan?

Q2. What is a WBS?

Q3. What are some procedures that can be followed to ensure the work is getting done?

ANTICIPATED ANSWERS:

A1. The steps to defining a plan are:

(1) developing a WBS;

(2) determining precedence;

(3) developing a schedule;

(4) determining team members' skills and knowledge;

(5) defining team members' roles and responsibilities;

(6) determining and planning non-personnel resources;

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(7) identifying risk;

(8) preparing a tracking system; and

(9) confirming team members' participation.

A2. The WBS is a representation of all the tasks that have to be done. The WBS allows leaders to see all tasks in an organized manner.

A3. Some procedures that can be followed to ensure the work is getting done are:

- At the start of a project, reconfirm with people their commitments.
- At the start of a project, ensure people understand what is expected of them.
- Have people keep track of the work they perform.
- At agreed-upon intervals during the project, confirm with people the work they have completed.
- At intervals during the project, compare actual performance with planned performance, identify any problems, formulate, take corrective actions, and keep people informed.

Teaching point 3 **Have the cadets create an exercise plan template.**

Time: 20 min Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets create an exercise plan template.

RESOURCES

- Exercise Plan Example located at Attachment B,
- Exercise Plan Template located at Attachment C,
- Paper,
- Pen / Pencil,
- Flip Chart paper, and
- Markers.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets in groups of no more than three.

2. Distribute paper, pen / pencil, flip chart paper and markers to each group.

3. Tell the cadets they have to create a plan template that included all the information to be included in a plan. It has to be a template they could use.

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Encourage the cadets to use their Create a Proposal Aide-Mémoire (EO M503.01 Create a Proposal), as it contains information that may help.

4. Allow the cadets 10 minutes to work in groups.

5. Allow a total of five minutes for all the groups to present their final work to the class.

6. Distribute the Exercise Plan Example located at Attachment B and the Exercise Plan Template located at Attachment C and discuss elements that differ from the ones they have created.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

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

Teaching point 4 **Explain starting the team.**

Time: 20 min Method: Interactive Lecture

It is important for people (especially cadets) to be informed at the appropriate time.



Review the concept of project audience.

Ask the cadets if they believe everyone in the project audience needs to be informed at the same time. Why or why not?

ANNOUNCING THE EXERCISE

The people affected by the exercise need to be informed at various times depending on the tasks or impact they have on the exercise.

Before announcing an exercise to cadets, leaders need to ask themselves if the time is appropriate to make an announcement. They can ask themselves questions, such as "Are we ready to make this announcement?" or, "Is this going to allow sufficient time for the cadets to prepare for the exercise?"

There are many ways to announce the exercise to the cadets, such as:

- email,
- a written announcement in the corps's newsletter or monthly schedule,
- a verbal announcement at the end of a training session, or
- a formal meeting.

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PLANNING A SUCCESSFUL PRE-EXERCISE MEETING

The information in a pre-exercise meeting must include:

- what has to be done;
- when it has to be done;
- how it has to be done;
- by whom it has to be done; and
- available resources.

To have a good meeting, there needs to be some preplanning. Here are some pointers:

Decide who needs to attend and why. People who have necessary information or the authority to make specific decisions should be in attendance.

Give plenty of notice of the meeting. This increases the chances that the people you want to attend will be available.

Let the people who should attend the meeting know its purpose. People are most likely to attend a meeting if they understand why their attendance is important.

Prepare a written agenda that includes topics and their allotted times. This document helps people see why attending the meeting is in their interests. It is also the guide to running the meeting.

Circulate the agenda and any necessary material (eg, plan) in advance. This gives everyone time to suggest changes to the agenda and to plan for the meeting.

Keep meetings to an hour or less. People can be forced to sit in a room for hours, but they cannot be forced to keep their minds on the activities and information. If necessary, several meetings of one hour or less to discuss complex issues or multiple topics can be scheduled.

Here are essentials for conducting a productive meeting:

Start on time, even if people are absent. When people see that a leader waits for latecomers, they have a tendency to show up late! When people see a leader that starts on time, they show up on time!

Assign a timekeeper. This person reminds the group when a topic has exceeded its allocated time.

Take detailed notes (minutes) of who attended, the items discussed, and the decisions and assignments the group made. This procedure allows people to review and clarify the information and serves as a reminder of actions to be taken after the meeting.

Keep a list of items that need further action (action list), and assign one person to be responsible for each item. This step helps ensure that when discussing these issues again, the right information and responsible people are present.

If you do not have the right information or the right people to resolve an issue, stop the discussion and put it on the action list. Discussing an item without having the necessary information or the right people present is just wasted time.

End on time. Meeting attendees may have other commitments that begin when the meeting is supposed to end. Not ending on time causes people to be late for their next commitments or to leave the meeting before it is over.

When a project runs over a long period of time, regularly scheduled meetings give members an opportunity to share progress and issues. Consulting with team members to develop a meeting schedule is a way to ensure

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meeting times are convenient for as many people as possible. For those meetings, it may be beneficial to create a progress report to give everyone a brief overview of how the project is coming together. That should be distributed beforehand with any other background information related to the topics on the agenda.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

Q1. What are some ways to announce an exercise?

Q2. What information must be included a pre-exercise meeting?

Q3. What is a meeting agenda? Why is it important?

ANTICIPATED ANSWERS:

A1. There are many ways to announce an exercise, such as:

- email,
- written announcement in the corps's newsletter or monthly schedule,
- verbal announcement at the end of a training session, or
- formal meeting.

A2. The information in a pre-exercise meeting must include:

- what has to be done;
- when it has to be done;
- how it has to be done;
- by whom it has to be done; and
- available resources.

A3. A written agenda is a guide for running the meeting. It is important because it helps people see why attending the meeting is in their interests. Circulating it in advance gives everyone time to suggest changes to the agenda and to plan for the meeting.

Teaching point 5 **Have the cadets discuss sustaining motivation during a project.**

Time: 10 min Method: Guided Discussion



It is recommended that the facilitator review the instructional guide for EO M403.03 (Motivate Team Members) prior to conducting the guided discussion.

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BACKGROUND KNOWLEDGE



The point of the guided discussion is to present the following information to the group using the tips for answering / facilitating discussion and the suggested questions provided.

The guided discussion is an instructional method where new material is presented to the group and specific learning objectives must be achieved. Unlike a group discussion, the group may not have any previous experience, opinion or training on the material.

The guided discussion focuses on the group determining the correct answers to specific questions through discussion as opposed to participating in a discussion to only voice an opinion or share an experience.

Facilitate the guided discussion and have an assistant record observations, comments and answers to focus on the discussion. The notes made by the assistant will then be used during the summary portion of the discussion to ensure that all learning objectives are met.

MOTIVATION

Even though motivation is a personal choice, leaders can create the opportunity for others to become motivated by giving them a sense of:

- desirability: giving value to achieving the goal;
- feasibility: having people believe the project can be done;
- progress: letting people know how they are doing; and
- recognition: recognizing work well done.

Desirability: Why should I want to do this project? How is this project beneficial to me?

When people feel a connection to the project, they are more inclined to work toward its accomplishment.

There are many ways for leaders to develop the notion that a project is personally beneficial. They can get team members to discuss:

- personal interests and goals and relating those to aspects of the project.
- past projects that they enjoyed and why they enjoyed them.
- some of the benefits that they hope to realize by working on the project and the value of those benefits.

Feasibility: Is this project even possible?

What seems impossible to one person can seem feasible to another. If a project does not seem possible, people are not going to give it their full effort.

The assessment of feasibility can become a self-fulfilling prophecy. If people think an assessment is feasible, they will work hard to complete it; if they encounter problems, they will try to work them out. However, if people really believe they have no chance of succeeding, they give up at the first sign of difficulty. Any problems just confirm what they already knew—the project was doomed from the start. Of course, as soon as they give up, they have no chance of succeeding, so their initial belief is that the project wasn't feasible has been confirmed. No matter how desirable people may feel a project is, they will give up more easily when they encounter any difficulties if they are convinced that nothing they do can cause it to succeed. People do not need a guarantee of success, but they must believe they have a chance.

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To help people believe a project is feasible, leaders can:

- encourage members to identify potential concerns, so they can be addressed; or
- explain why they feel that targets and plans are feasible.

Progress: How I am doing so far?

People have to know how they are doing over time for various reasons, such as:

- achieving intermediate goals provides them personal satisfaction;
- recognizing their successes confirms they are on the right track; and
- successfully completing intermediate goals reinforces their beliefs that they can accomplish the final goals.



People tend to wait until the last minute when no other motivation comes their way.

To help keep people on track and excited about the project:

- establish meaningful and frequent intermediate goals;
- continually assess how people are doing;
- frequently share information with people about their performance; and
- continually reinforce the project's potential benefits.

Recognition: Am I being appreciated for all the hard work I have been doing?

People like to be recognized when they are working hard. However, leaders should be aware that there are guidelines to follow when formalizing that appreciation.

Rewards can take multiple forms, such as:

- talking with the person and expressing your appreciation;
- expressing appreciation in a written note or email;
- expressing appreciation in writing to the person's supervisor;
- issuing the person a certificate of appreciation; and
- taking the person out to lunch.

To make the rewards most effective:

- be sure that acknowledgment and appreciation is honest and sincere; and
- respect the person's personal style and preferences when giving the reward:
    - Some people enjoy receiving acknowledgments in front of their peers, while others prefer receiving them in private.
    - Some people appreciate receiving an individual award; others appreciate receiving an award presented to the entire team.

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GUIDED DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, 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.
- Additional questions should be prepared ahead of time.



Take time to introduce the material so the group is oriented for the discussion. The introduction can take the form of an introductory statement / paragraph or can be completed with an in-class activity or exercise prior to the guided discussion.

The introduction is only used to orient the group to the material and should not be used to issue control statements or set ground rules.



During the discussion, take notes on the Guided Discussion worksheet located at Attachment A.

INTRODUCTION

The aim of PO 503 is to provide the tools to take a project from its conception to its end, and that means through its execution. Since a project's success depends on the project manager's ability to organize, coordinate, and support a diverse team that is working toward a common goal, this lesson is going to allow discussing the execution of a plan, and specifically how to keep the members motivated throughout the duration of the project.



Develop other questions and answers throughout the guided discussion; however, it is important to use the prepared questions to ensure the learning objectives are met. Develop follow-up questions so knowledge can be confirmed or if time permits, deeper exploration of the topic can occur.

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Reinforce those answers given and comments made during the guided discussion, ensuring each learning objective is achieved.

PREPARED QUESTION:

Q1. How is motivation created? Where does motivation come from?

ANTICIPATED ANSWER:

A1. Even though motivation is a personal choice, leaders can create the opportunity for others to become motivated by giving them a sense of:

- desirability: giving value to achieving the goal;
- feasibility: having people believe the project can be done;
- progress: letting people know how they are doing; and
- recognition: recognizing work well done.

Desirability

PREPARED QUESTION:

Q1. How do people react when they work on a project they believe is personally beneficial to them?

ANTICIPATED ANSWER:

A1. When people feel a connection to the project, they are more inclined to work toward its accomplishment.

Follow-Up Question if Required:

Q1. How can people develop the notion that a project is beneficial to them?

Follow-Up Answer if Required:

A1. There are many ways for leaders to develop the notion that a project is personally beneficial. They can get team members to discuss:

- personal interests and goals and relating those to aspects of the project.
- past projects that they enjoyed and why they enjoyed them.
- some of the benefits that they hope to realize by working on the project and the value of those benefits.

Feasibility

PREPARED QUESTIONS:

Q1. Do you believe feasibility is the same for everyone? How does it differ between individuals?

Q2. How does it affect the people's attitude towards a project? How do people react when they work on a project they believe is unfeasible in opposition to a project they believe is feasible?

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ANTICIPATED ANSWERS:

A1. Of course, feasibility is a subjective assessment. What seems impossible to one person can appear feasible to another.

A2. Assessment of feasibility can become a self-fulfilling prophecy. If people think an assessment is feasible, they will work hard to complete it; if they encounter problems, they will try to work them out. However, if people really believe they have no chance of succeeding, they give up at the first sign of difficulty. Any problems just confirm what they already knew — the project was doomed from the start. Of course, as soon as they give up, they have no chance of succeeding, so their initial belief is that the project wasn't feasible has been confirmed. No matter how desirable people may feel a project is, they will give up more easily when they encounter any difficulties if they are convinced that nothing they do can cause it to succeed. People do not need a guarantee of success, but they must believe they have a chance.

Follow-Up Question if Required:

Q1. How can people develop the notion that a project is feasible?

Follow-Up Answer if Required:

A1. People can develop the notion that a project is feasible by:

- identifying potential concerns to the leader and getting them addressed; or
- having the leader explain why they feel that targets and plans are feasible.

Progress

PREPARED QUESTION:

Q1. Why should people be informed of how they are progressing?

ANTICIPATED ANSWER:

A1. People have to know how they are doing over for various reasons, such as:

- achieving intermediate milestones provides personal satisfaction;
- recognizing their successes confirms they are on the right track; and
- successfully completing intermediate steps reinforces their beliefs that they can accomplish the final goals.

Follow-Up Questions if Required:

Q1. How do you feel when someone takes some interest in the work you have done? That such and such an area needs improvement or that you have done a great job so far?

Q2. Have you ever seen a three-month project where all the major milestones occur in the last 3–4 weeks? When do you think people get serious about the project?

Q3. How could you have kept those people on track earlier in the process?

Follow-Up Answers if Required:

A1. Answers will vary.

A2. People tend to wait until the last minute, when no other motivation comes their way.

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A3. Do the following to help keep people on track and excited about the project:

- establish meaningful and frequent intermediate milestones;
- continually assess how people are doing;
- frequently share information with people about their performance; and
- continually reinforce the project's potential benefits.

Recognition

PREPARED QUESTION:

Q1. What are forms of rewards that you can give people?

ANTICIPATED ANSWER:

A1. Rewards can take multiple forms, such as:

- talking with the person and expressing your appreciation;
- expressing appreciation in a written note or email;
- expressing appreciation in writing to the person's supervisor;
- issuing the person a certificate of appreciation; and
- taking the person out to lunch.

Follow-Up Question if Required:

Q1. What are ways to make those rewards most effective?

Follow-Up Answer if Required:

A1. To make the rewards most effective:

- be sure your acknowledgment and appreciation is honest and sincere.
- respect the person's personal style and preferences when giving the reward:
  - Some people enjoy receiving acknowledgments in front of their peers, while others prefer receiving them in private.
  - Some people appreciate receiving an individual award; others appreciate receiving an award presented to the entire team.



As a confirmation question, you can ask: "What are ways to encourage motivation?" Answers should include:

- desirability: giving value to achieving the goal;
- feasibility: having people believe the project can be done;
- progress: letting people know how they are doing; and
- recognition: recognizing work well done.

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SUMMARY



The summary is used to cover all comments, answers, and discussion that developed throughout the guided discussion. The summary is not used as a confirmation of the material discussed. Use the notes from the Guided Discussion Worksheet to prepare the summary emphasizing points that support the learning objectives of the guided discussion.



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 5

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

END OF LESSON CONFIRMATION

The cadets' preparation of an activity will serve as the confirmation of this lesson.

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

Preparation is the key to success. A well thought plan allows operations to go smoothly. Being able to plan and prepare is a skill that may be used in many life opportunities, and is therefore a very important transferable skill set.

INSTRUCTOR NOTES / REMARKS

Cadets shall be given the opportunity to prepare a cadet exercise, as a member of a group, as part of their OJT.

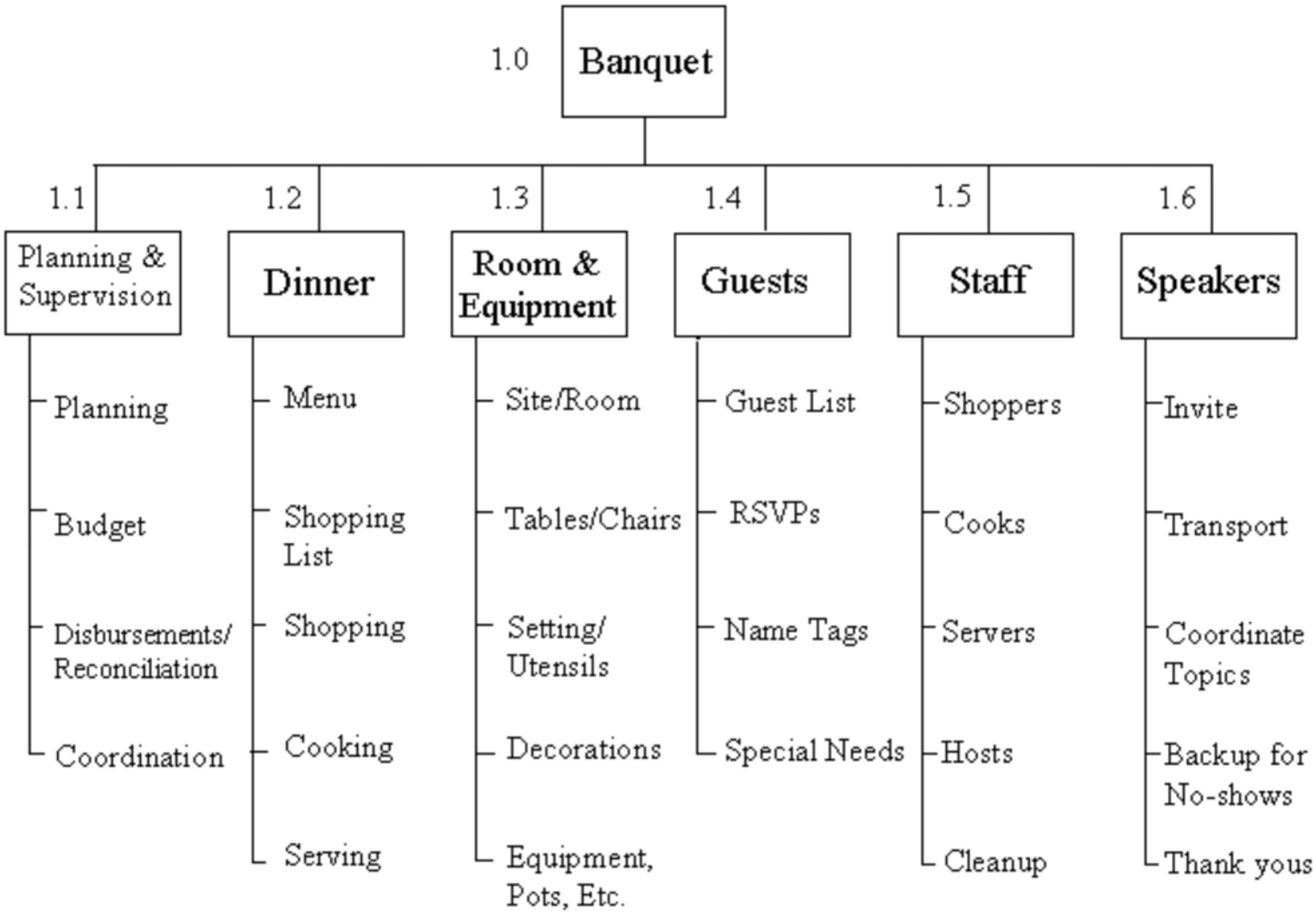
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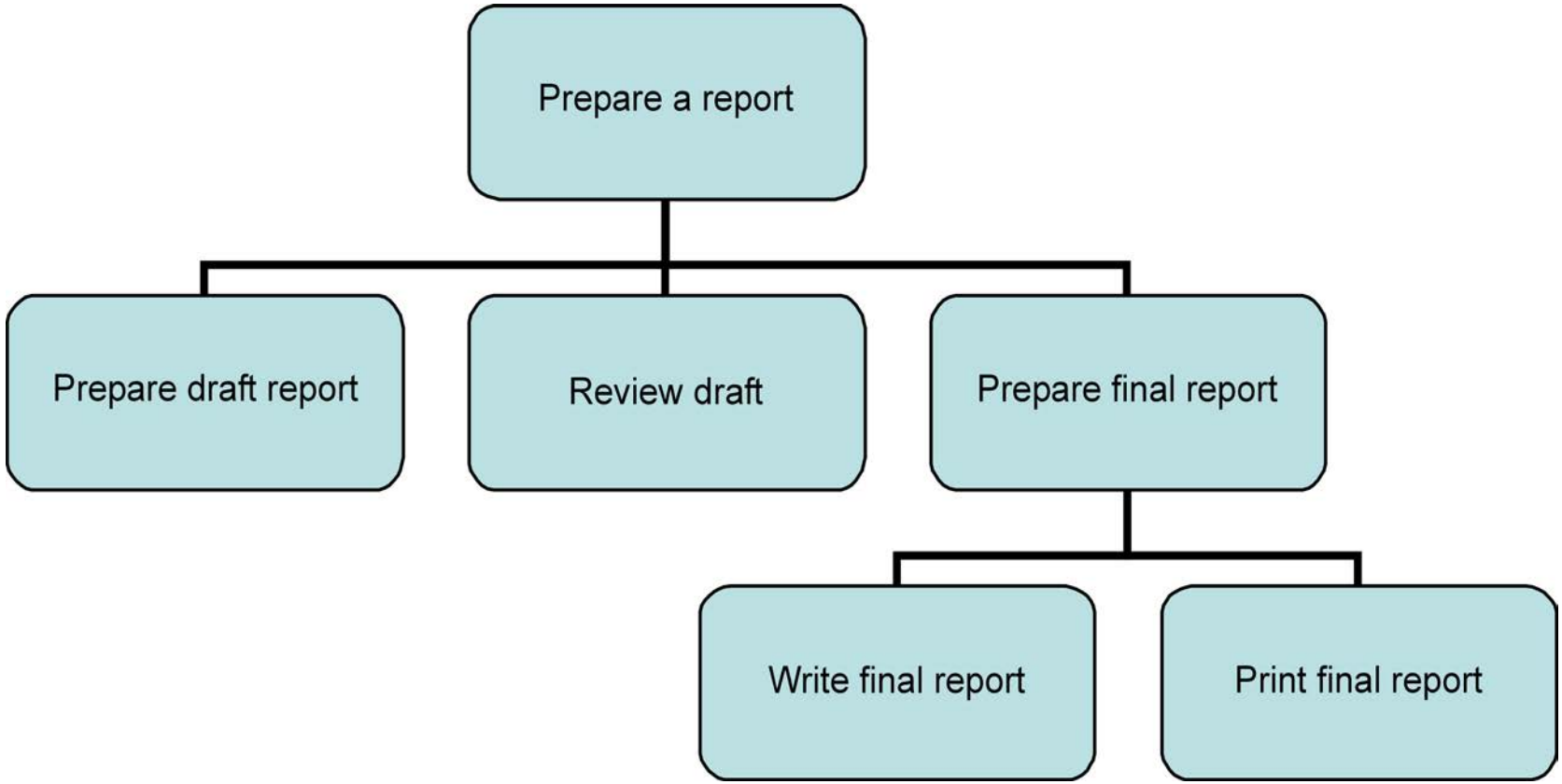
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Note. From "Principle Based Project Management", 2007, Work Breakdown Structure (WBS). Retrieved October 16, 2008, from http://www.hyperthot.com/pm_wbs.html

Figure A-1 Banquet WBS

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Note. From Project Management for Dummies (p.76), by S. E. Portny, 2007, Hoboken, NJ: Wiley Publishing.

Figure A-2 Report Preparation WBS

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EXERCISE PLAN EXAMPLE

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

WHAT

Who is involved, what is going to happen, where and when?

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

WHY

Why is this happening?

Example: 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

What are the main parts of the exercise?

Example: *This exercise will be conducted in four 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 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 5 - Post-exercise meeting

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

B. Groupings

Are there particular groups you need created?

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

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C. Tasks

What are the tasks specific to each person?

WHO	TASKS
Capt Malloy	• Plan the sports event. • Book school facilities. • Deliver the safety briefing upon arrival. • Deliver the event's debriefing.
Lt Nixon	• Responsible for meal arrangements. • Responsible for all medical emergencies. First-aider for the event.
CWO 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.
MWO 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.
WO 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.

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All members	• All members are to look after safety. • Anything deemed unsafe should be stopped right away and rectified.

D. Timings

What are the timings of this event?

Example: See timetable in Annex A.

E. Dress

What should people wear to the event?

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

WITH WHAT - RESOURCES

What else do people need to know to put the plan into action?

Example:

Rations
Rations will be arranged by Lt Nixon.

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

Equipment
See Annex B for Equipment List.
See Annex C for Activity Layout.

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

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.

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

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

CHAIN OF COMMAND

What is the chain of command in the event? Who is in charge of what?

Example:

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

Capt R. Malloy

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TrgO

123 Moncton

Distribution List

Who needs to know about this plan?

Example:

CO
DCO
Capt Malloy
Lt Nixon
CWO Mackey
MWO Landry
WO Gagnon
Sgt Penny
Sgt Randell
Sgt Picard
Sgt Clark
Sgt Belliveau

List of Annexes

What annexes does your plan require?

Example:

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

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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	0900–0910 hrs	Attendance		
4	0910–0920 hrs	Safety briefing	Capt Malloy	CWO 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.

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Annex B

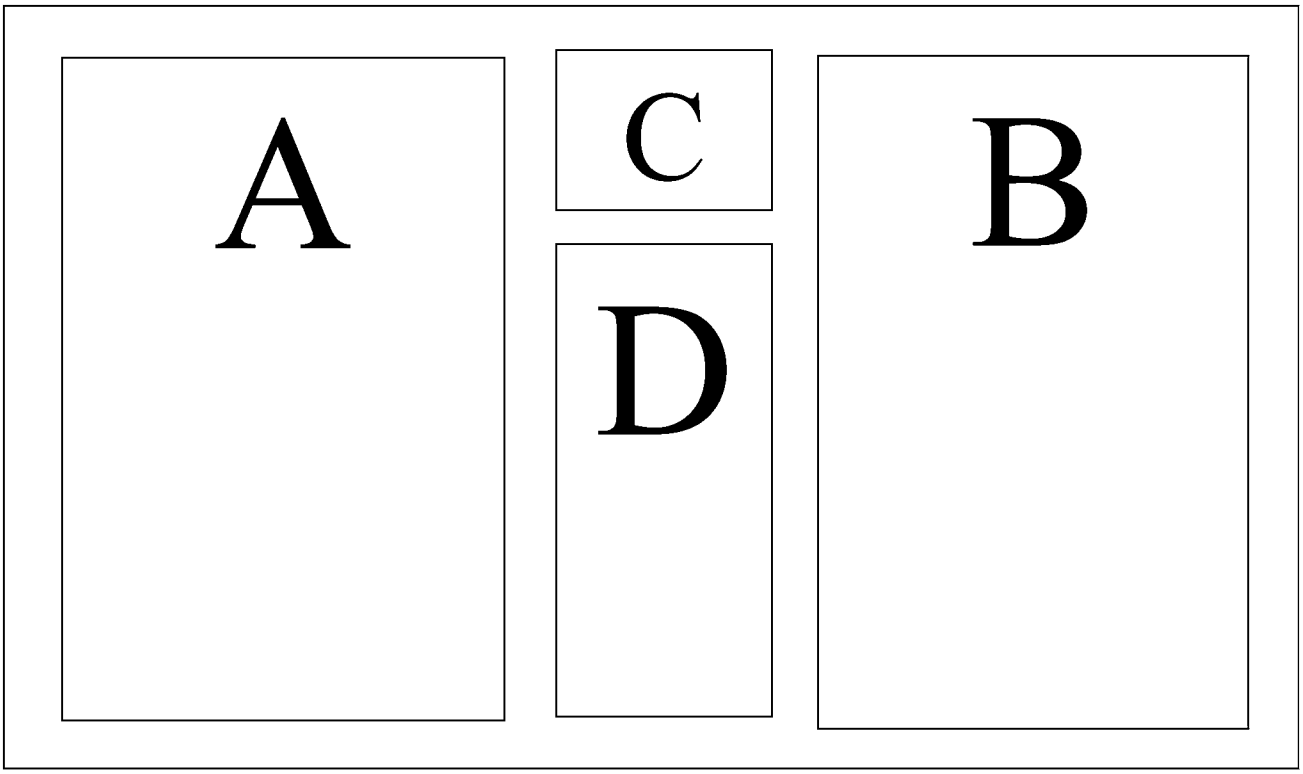
EQUIPMENT LIST

- 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

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Annex C

EXERCISE LAYOUT



Legend:

A: Soccer / Hockey

B: Volleyball / Badminton

C: First Aid Station

D: Tug of War

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EXERCISE PLAN TEMPLATE

TITLE OF THE PROJECT: _____

WHAT

_____
_____
_____
_____

WHY

_____
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_____

HOW

A. General Outline – Main Events

Phase____– _____
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Phase____ – _____
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Phase____ – _____
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Phase____– _____
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Phase____– _____
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B. Groupings

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C. Tasks

Who	Tasks	Comments

D. Timings

_____

_____

E. Dress

_____

_____

RESOURCES

1. _____

_____

_____

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11. _____

12. _____

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CHAIN OF COMMAND

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By: _____
Position: _____
Unit: _____

Distribution List

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List of Annexes

Annex __ - _____
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GUIDED DISCUSSION WORKSHEET

TP 5: Discuss sustaining motivation during a project.

INTRODUCTION

The aim of PO 503 is to provide the tools to take a project from its conception to its end, and that means through its execution. Since a project's success depends on the project manager's ability to organize, coordinate, and support a diverse team that is working toward a common goal, this lesson is going to allow discussing the execution of a plan, and specifically how to keep the members motivated throughout the duration of the project.

GUIDED DISCUSSION

Prepared Content / Learning Objectives	Notes / Comments / Answers from the Guided Discussion for Summary
Motivation	
PREPARED QUESTION: Q1. How is motivation created? Where does motivation come from?	
ANTICIPATED ANSWER: A1. Even though motivation is a personal choice, leaders can create the opportunity for others to become motivated by giving them a sense of: • desirability: giving value to achieving the goal; • feasibility: having people believe the project can be done; • progress: letting people know how they are doing; and • recognition: recognizing work well done.	
Desirability	
PREPARED QUESTION: Q1. How do people react when they work on a project they believe is personally beneficial to them?	
ANTICIPATED ANSWER: A1. When people feel a connection to the project, they are more inclined to work toward its accomplishment.	

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Prepared Content / Learning Objectives	Notes / Comments / Answers from the Guided Discussion for Summary
Follow-Up Question if Required: Q1. How can people develop the notion that a project is beneficial to them?	
Follow-Up Answer if Required: A1. There are many ways for leaders to develop the notion that a project is personally beneficial. They can get team members to discuss: • personal interests and goals and relating those to aspects of the project. • past projects that they enjoyed and why they enjoyed them. • some of the benefits that they hope to realize by working on the project and the value of those benefits.	
Feasibility	
PREPARED QUESTIONS: Q1. Do you believe feasibility is the same for everyone? How does it differ between individuals? Q2. How does it affect the people's attitude towards a project? How do people react when they work on a project they believe is unfeasible in opposition to a project they believe is feasible?	
ANTICIPATED ANSWERS: A1. Of course, feasibility is a subjective assessment. What seems impossible to one person can appear feasible to another. A2. Assessment of feasibility can become a self-fulfilling prophecy. If people think an assessment is feasible, they will work hard to complete it; if they encounter problems, they will try to work them out. However, if people really believe they have no chance of succeeding, they give up at the first sign of difficulty. Any problems just confirm what they already knew — the project was doomed from the start. Of course, as soon as they give up, they have no chance of succeeding, so their initial belief is that the project wasn't feasible has been confirmed. No matter how desirable people may feel a project is, they will give up more easily when they encounter any difficulties if they are convinced that nothing they do can cause it to succeed. People do not need a guarantee of success, but they must believe they have a chance.	
Follow-Up Question if Required: Q1. How can people develop the notion that a project is feasible?	

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Prepared Content / Learning Objectives	Notes / Comments / Answers from the Guided Discussion for Summary
Follow-Up Answer if Required: A1. People can develop the notion that a project is feasible by: • identifying potential concerns to the leader and getting them addressed; or • having the leader explain why they feel that targets and plans are feasible.	
Progress	
PREPARED QUESTION: Q1. Why should people be informed of how they are progressing?	
ANTICIPATED ANSWER: A1. People have to know how they are doing over time for various reasons, such as: • achieving intermediate milestones provides personal satisfaction; • recognizing their successes confirms they are on the right track; and • successfully completing intermediate steps reinforces their beliefs that they can accomplish the final goals.	
Follow-Up Questions if Required: Q1. How do you feel when someone takes some interest in the work you have done? That such and such an area needs improvement or that you have done a great job so far? Q2. Have you ever seen a three-month project where all the major milestones occur in the last 3–4 weeks? When do you think people get serious about the project? Q3. How could you have kept those people on track earlier in the process?	
Follow-Up Answers if Required: A1. Answers will vary. A2. People tend to wait until the last minute, when no other motivation comes their way. A3. Do the following to help keep people on track and excited about the project: • establish meaningful and frequent intermediate milestones; • continually assess how people are doing; • frequently share information with people about their performance; and • continually reinforce the project's potential benefits.	

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Prepared Content / Learning Objectives	Notes / Comments / Answers from the Guided Discussion for Summary
Recognition	
PREPARED QUESTION: Q1. What are forms of rewards that you can give people?	
ANTICIPATED ANSWER: A1. Rewards can take multiple forms, such as: • talking with the person and expressing your appreciation; • expressing appreciation in a written note or email; • expressing appreciation in writing to the person's supervisor; • issuing the person a certificate of appreciation; and • taking the person out to lunch.	
Follow-Up Question if Required: Q1. What are ways to make those rewards most effective?	
Follow-Up Answers if Required: A1. To make the rewards most effective: • be sure your acknowledgment and appreciation is honest and sincere. • respect the person's personal style and preferences when giving the reward: ◦ Some people enjoy receiving acknowledgments in front of their peers, while others prefer receiving them in private. ◦ Some people appreciate receiving an individual award; others appreciate receiving an award presented to the entire team.	

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