ANNEX B, APPENDIX 2

503 PC

ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions, 503 PC Assessment Rubrics and Checklists and become familiar with the material prior to conducting the assessment.

This PC consists of three parts, a leadership project, a leadership assignment and a leadership appointment. There is no time allotted for the PC as it is to be administered whenever and wherever cadets participating in Master Cadet training complete each of the three parts.

Leadership Assignment. Formal leadership assignments will be given and assessed using the 503 PC Assessment Rubric – Leadership Assignment. The cadet will reflect and self-assess after the leadership assignment using the same rubric. The leadership assignment assessment shall be recorded on the cadet's qualification record.

Leadership Appointment. Formal leadership appointments will be given and assessed using the 503 PC Assessment Rubric – Leadership Appointment. The cadet will reflect and self-assess after the leadership appointment using the same rubric. The leadership appointment assessment shall be recorded on the cadet's qualification record.

Leadership Project. The cadet, as a member of a team, shall complete a leadership project which will include creating a proposal, preparing for, conducting and concluding an exercise. The team of cadets will be assessed using the Leadership Project Checklist in the 503 PC. Although the Leadership Project Checklist will reflect the overall result the team achieved, comments should be recorded to acknowledge individual cadet's strengths / weaknesses.



In corps where there is limited number of cadets participating in Master Cadet training, officers may form the remaining members of the team.

Photocopy the 503 PC Assessment Rubrics.

Photocopy the 503 PC Assessment Checklists.

PRE-ASSESSMENT ASSIGNMENT

The cadet shall review the 503 PC Assessment Rubrics and Checklists and become familiar with the assessment criteria.

ASSESSMENT METHOD

Performance assessment and personal communication were chosen as it allows the assessor to observe the cadet's ability to perform the required skill(s) and make a judgment on the quality of performance.

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CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to lead cadets.

RESOURCES

- 503 PC Assessment Checklists and Rubrics, and
- Pencil / pen.

ASSESSMENT ACTIVITY LAYOUT

Nil.

ASSESSMENT ACTIVITY INSTRUCTIONS – LEADERSHIP ASSIGNMENT

1. Communicate to the cadet their leadership assignment either verbally or in writing.

2. Ensure the cadet understands the leadership assignment.

3. Have the cadet conduct the leadership assignment.

4. Using the Assessment Rubrics as a guide, make notes of observations and record results on the corresponding Assessment Checklist.



The assessment of leadership abilities is subjective; however, the assessor's responsibility is to be as positive as possible.

5. Have the cadet assess their performance using the Assessment Rubric. Ensure the cadet understands their self-assessment will not be recorded on their qualification record.

ASSESSMENT ACTIVITY INSTRUCTIONS – LEADERSHIP APPOINTMENT

1. Meet with the cadet to assign their leadership appointment. The Training Officer shall have developed a list of appointments, based on the examples suggested in M403.06 (Act as a Team Leader During a Leadership Appointment).

2. Ensure the cadet understands the leadership appointment.

3. Have the cadet carry out the leadership appointment.

4. Using the Assessment Rubrics as a guide, evaluate the cadet's leadership ability by observation throughout the duration of the leadership appointment, make notes of observations and record results on the corresponding Assessment Checklist.



The assessment of leadership abilities is subjective; however, the assessor's responsibility is to be as positive as possible.

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5. Have the cadet self-assess their performance using the Assessment Rubric. Ensure the cadet understands their self-assessment will not be recorded on their qualification record.

ASSESSMENT ACTIVITY INSTRUCTIONS – LEADERSHIP PROJECT

1. Have the cadets create a team or assign cadets to a team to organize an exercise.

2. Meet with the team of cadets to discuss the expectations of the leadership project. The Training Officer shall have developed a list of approved project areas (eg, sports, citizenship, etc.) from which they may select.

3. Ensure the cadets understand the expectations of their leadership project.

4. Have the cadets create a proposal for an exercise.

5. Use the Assessment Checklist to evaluate the cadets on the creation of the exercise proposal. Although the cadets are being assessed as a team, separate Assessment Checklists shall be completed for each cadet. Comments should be recorded to acknowledge individual cadet's strengths / weaknesses.

6. Have the cadets prepare for the exercise.

7. Use the Assessment Checklist to evaluate the cadets on the preparation of the exercise. Although the cadets are being assessed as a team, separate Assessments Checklists shall be completed for each cadet. Comments should be recorded to acknowledge individual cadet's strengths / weaknesses.

8. Have the cadets conduct the exercise.

9. Use the Assessment Checklist to evaluate the cadets on the conduct of the exercise. Although the cadets are being assessed as a team, separate Assessments Checklists shall be completed for each cadet. Comments should be recorded to acknowledge individual cadet's strengths / weaknesses.

10. Have the cadets conclude the exercise.

11. Use the Assessment Checklist to evaluate the cadets on the conclusion of the exercise. Although the cadets are being assessed as a team, separate Assessments Checklists shall be completed for each cadet. Comments should be recorded to acknowledge individual cadet's strengths / weaknesses.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. The overall performance assessment for PO 503 is a combined result of the leadership assignment, the leadership appointment and the leadership project assessments. Indicate the overall performance assessment on the Assessment Checklist as:

a. **Incomplete**. The cadet has not achieved the performance standard by:

(1) having eight or more of the components of the leadership project assessed as incomplete; or

(2) receiving an “incomplete” on more than four (between both the leadership assignment and the leadership appointment assessments) of the criteria;

b. **Completed With Difficulty**. The cadet has achieved the performance standard by:

(1) having less than eight but more than four components of the leadership project assessed as incomplete; and

(2) receiving an “incomplete” on less than five (between both the leadership assignment and the leadership appointment assessments) of the criteria;

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c. **Completed Without Difficulty**. The cadet has achieved the performance standard by:

(1) having less than five but more than one component of the leadership project assessed as incomplete; and

(2) receiving a minimum of “completed with difficulty” on all criteria and “completed without difficulty” on nine (between both the leadership assignment and the leadership appointment assessments) or more of the criteria; or

d. **Exceeded Standard**. The cadet has achieved the performance standard by:

(1) having no more than one component of the leadership project assessed as incomplete; and

(2) receiving a minimum of “completed without difficulty” on all criteria and “exceeded standard” on 12 (between both the leadership assignment and the leadership appointment assessments) or more of the criteria.

2. Record notes and observations in the assessor’s feedback section of the Assessment Checklist.

3. Sign and date the Assessment Checklist.

4. Ensure copies of the Assessment Checklists are attached to the cadet's training file.

5. The overall result will be recorded on the Master Cadet Qualification Record located at Chapter 3, Annex C.

PROVIDING ASSESSMENT FEEDBACK

Discuss the cadet's self-assessment on their performance.

Following each assessment, ask the cadet what they felt went right during the leadership assessment, what did not go well and ask the cadet how they would improve their performance if the leadership assignment or appointment was given to them again.

Discuss the performance results of each section of the Assessment Rubric with the cadet.

Discuss the overall performance results with the cadet and provide the cadet with a copy of the completed Assessment Checklists.



Because of the duration and overall nature of the leadership appointment and the leadership project, feedback needs to be provided on an ongoing basis. Additional time will also need to be scheduled upon the conclusion of the project and appointment for final feedback.

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503 PC ASSESSMENT RUBRIC
LEADERSHIP ASSIGNMENT

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded the Standard (E)
Select a leadership approach.	Did not select an approach appropriate to the assignment.	Selected an approach and was challenged with balancing focus on the team members and the goal.	Selected an approach and strived to balance team members and the goal and simplicity and safety of the assignment.	Selected the most appropriate approach with a strong balance of team members and the goal and simplicity and safety of the assignment.
Communicate as a team leader.	Did not communicate with team members.	Communicated with team members occasionally. Team members needed clarification on many occasions.	Communicated with team members on many occasions. Team members needed few clarifications.	Communicated to the team throughout the leadership assignment. Team members did not need clarification.
Supervise team members.	Did not supervise team members.	Only supervised team members at the beginning and / or end of the leadership assignment.	Supervised throughout the leadership assignment making some corrections when necessary.	Supervised throughout the leadership assignment making corrections as necessary.
Solve problems.	Did not solve problems.	Attempted to solve some problems and selected inefficient problem solving methods.	Solved most problems as they arose and often selected the appropriate problem solving method.	Solved problems as they arose and selected the most appropriate problem solving method.
Motivate team members.	Did not motivate team members.	Only motivated periodically and without enthusiasm.	Motivated frequently and with enthusiasm, with attention at times to both individuals and the team.	Motivated consistently and with enthusiasm, addressing both individuals and the team.
Provide feedback to team members.	Did not provide feedback to team members.	Provided select feedback; was not always frequent, accurate, specific and / or timely.	Provided periodic feedback and was often frequent, accurate, specific and / or timely.	Provided consistent feedback and was regularly frequent, accurate, specific and / or timely.
Meet expectations of team members.	Made no effort to meet the needs and expectations of team members.	Made some efforts to meet the needs and expectations of team members but with limited results.	Made considerable efforts to meet the needs and expectations of team members with adequate results.	Made consistent efforts to meet the needs and expectations of team members with solid results.
Complete the leadership assignment.	Did not complete the leadership assignment.		Completed the leadership assignment.	
Perform self-assessment.	Did not complete the self-assessment.		Completed the self-assessment.	

503 PC ASSESSMENT RUBRIC

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LEADERSHIP APPOINTMENT

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded the Standard (E)
Select a leadership approach.	Did not select appropriate approach(es) throughout the appointment.	Selected an approach and was challenged with balancing focus on the team members and the goal throughout the appointment.	Selected approach(es) throughout the appointment and strived to balance team members and the goal and simplicity and safety of the task.	Selected the most appropriate approach(es) throughout the appointment with a strong balance of team members and the goal and simplicity and safety of the task.
Communicate as a team leader.	Did not communicate with team members.	Did not communicate with team members frequently enough. Team members needed clarification on many occasions.	Communicated with team members on many occasions. Team members needed few clarifications.	Communicated with team members consistently throughout the leadership appointment. Team members did not need clarification.
Supervise team members.	Did not supervise team members.	Did not successfully apply the principles of supervision; supervision was infrequent throughout the appointment.	Supervised throughout the leadership appointment, making some corrections when necessary.	Supervised consistently throughout the leadership appointment, making corrections as necessary.
Solve problems.	Did not solve problems.	Attempted to solve some problems and selected inefficient problem solving methods.	Solved most problems as they arose and often selected the appropriate problem solving method.	Solved problems as they arose and selected the most appropriate problem solving method.
Motivate team members.	Did not motivate team members.	Only motivated periodically and without enthusiasm.	Motivated frequently and with enthusiasm, with attention at times to both individuals and the team.	Motivated consistently and with enthusiasm, addressing both individuals and the team.
Provide feedback to team members.	Did not provide feedback to team members.	Provided select feedback; was not always frequent, accurate, specific and / or timely.	Provided periodic feedback and was often frequent, accurate, specific and / or timely.	Provided consistent feedback and was regularly frequent, accurate, specific and / or timely.
Meet expectations of team members.	Made no effort to meet the needs and expectations of team members.	Made some efforts throughout the appointment to meet the needs and expectations of team members but with limited results.	Made considerable efforts throughout the appointment to meet the needs and expectations of team members with adequate results.	Made consistent efforts throughout the appointment to meet the needs and expectations of team members with solid results.
Perform self-assessment.	Did not complete the self-assessment.		Completed the self-assessment.	

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503 PC ASSESSMENT CHECKLIST
LEADERSHIP ASSIGNMENT

Cadet's Name: _____ Corps: _____

Date: _____ Platoon: _____

	Assessment (circle one)	Notes
Select a leadership approach.	I D C E	
Communicate as a team leader.	I D C E	
Supervise team members.	I D C E	
Solve problems.	I D C E	
Motivate team members.	I D C E	
Provide feedback to team members.	I D C E	
Meet expectations of team members.	I D C E	
Complete the leadership assignment.	I C	
Perform self-assessment.	I C	

I = Incomplete D = Completed With Difficulty C = Completed Without Difficulty E = Exceeded Standard

Assessor's Name:	**Position:**
Assessor's Signature:	**Date:**

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503 PC ASSESSMENT CHECKLIST
LEADERSHIP APPOINTMENT

Cadet's Name: _____ Corps: _____

Date: _____ Platoon: _____

	Assessment (circle one)	Notes
Select a leadership approach.	I D C E	
Communicate as a team leader.	I D C E	
Supervise team members.	I D C E	
Solve problems.	I D C E	
Motivate team members.	I D C E	
Provide feedback to team members.	I D C E	
Meet expectations of team members.	I D C E	
Perform self-assessment.	I C	

I = Incomplete D = Completed With Difficulty C = Completed Without Difficulty E = Exceeded Standard

Assessor's Name:	**Position:**
Assessor's Signature:	**Date:**

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503 PC ASSESSMENT CHECKLIST
LEADERSHIP PROJECT

Cadet's Name: _____ Corps: _____

Date: _____ Platoon: _____

	Assessment (circle one)		Notes
Create a Proposal			
Appropriate type of exercise selected.	I	C	
More than two activities selected for the exercise.	I	C	
Each activity had an objective which was in-line with the overall objective of the exercise.	I	C	
Limitations of the exercise, such as policies, time, personnel, finances, and equipment were considered.	I	C	
Prepare for an Exercise			
The exercise was appropriate for the participants.	I	C	
Exercise planning used an appropriate work breakdown structure.	I	C	
A viable schedule was created for the planning of the exercise.	I	C	
The exercise was developed considering potential risks.	I	C	
The exercise used a tracking system to track progress.	I	C	
A pre-exercise meeting was conducted during the preparation of the exercise.	I	C	
Conduct an Exercise			
The exercise area was inspected prior to the set up of the exercise.	I	C	
The exercise area was set up prior to the exercise.	I	C	
The exercise was introduced to the exercise participants.	I	C	
The exercise was supervised, to include:			

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	Assessment (circle one)		Notes
Ensuring safety.	I	C	
Ensuring the well-being of cadets.	I	C	
Encouraging cadets.	I	C	
Adjusting responsibilities as required.	I	C	
Maintaining control of cadets.	I	C	
Correcting errors as required.	I	C	
Reporting misconduct as required.	I	C	
Ensuring completion of responsibilities assigned to cadets as required.	I	C	
Conclude an Exercise			
A debriefing was conducted with the exercise planning team.	I	C	
An After Action Report was created.	I	C	

I = Incomplete C = Complete

Comments:

Assessor's Name:	**Position:**
Assessor's Signature:	**Date:**

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503 PC ASSESSMENT CHECKLIST
OVERALL ASSESSMENT

The PO 503 Overall Assessment includes the evaluation of the leadership assignment, the leadership appointment and the leadership project.

Assessor's feedback:

	PO 503 Overall Assessment			
Check One	**Incomplete**	**Completed With Difficulty**	**Completed Without Difficulty**	**Exceeded Standard**
Overall Performance	The cadet has not achieved the performance standard either by having eight or more of the components of the leadership project assessed as incomplete or by receiving an "incomplete" on more than four (between both the leadership assignment and the leadership appointment assessments) of the criteria.	The cadet has achieved the performance standard by having less than eight but more than four components of the leadership project assessed as incomplete; and by receiving an "incomplete" on less than five (between both the leadership assignment and the leadership appointment assessments) of the criteria.	The cadet has achieved the performance standard by having having less than five but more than one component of the leadership project assessed as incomplete; and by receiving a minimum of "completed with difficulty" on all criteria and "completed without difficulty" on nine (between both the leadership assignment and the leadership appointment assessments) or more of the criteria.	The cadet has achieved the performance standard by having no more than one component of the leadership project assessed as incomplete; and by receiving a minimum of "completed without difficulty" on all criteria and "exceeded standard" on 12 (between both the leadership assignment and the leadership appointment assessments) or more of the criteria.

Assessor's Name:	**Position:**
Assessor's Signature:	**Date:**

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