COMMON TRAINING

PHASE THREE

INSTRUCTIONAL GUIDE

SECTION 3

EO M303.03 – PRACTICE SELF-ASSESSMENT

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-603/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy handout located at Annex C for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP 1 to define reflection and self-assessment.

An in-class activity was chosen for TP 2 as an interactive way to provoke thought, to stimulate an interest among cadets and to conduct self-assessments.

A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about the benefits of seeking feedback and assistance.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to practice self-assessment.

IMPORTANCE

It is important for cadets to practice self-assessment as it is an excellent method to identify areas for self-improvement and assessment for learning. Self-assessment is a cornerstone of assessment for learning. It enables cadets and staff to ensure individual and program/organizational goals are being met.

Unofficial convenience copy of A-CR-CCP-603/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-603-PF-001/A-CR-CCP-603-PF-001.pdf.
Verify against the official publication.

Teaching point 1 **Define Reflection and Self-Assessment**

Time: 5 min Method: Interactive Lecture



Reflection and self-assessment will be used in many performance objectives of the Cadet Program to enable the cadet and their staff to track your development and progress of different skills and knowledge.

Reflection. Long and careful consideration. Reflection can take place at any time and does not necessarily have to be about oneself. Usually reflection takes places directly after an action is taken.

Self-Assessment. Assessment or evaluation of oneself, or one's actions, attitudes or performance. In order to perform self-assessment correctly, reflection about oneself must take place before the self-assessment.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. Define reflection.

Q2. Define self-assessment.

Q3. In order to perform self-assessment correctly, when must reflection take place?

ANTICIPATED ANSWERS

A1. Long and careful consideration.

A2. Assessment or evaluation of oneself, or one's actions, attitudes or performance.

A3. Reflection about oneself must take place before the self-assessment.

Teaching point 2 **Have the Cadet Conduct Self-Assessment Activities**

Time: 10 min Method: In-Class Activity



Reflection and self-assessment, in all their forms, are enhanced by providing context for each activity. The objective of this particular reflection and self-assessment is to have cadets find a baseline level of their core leadership qualities and their positive team dynamics.

Providing the time, environment and opportunity for reflection and self-assessment, allows the cadet to complete an assessment for learning and should be the spark that lights the fire of learning.

Ask cadets to reflect on their last three years in the program before completing the rubrics.

ACTIVITY

OBJECTIVE

The objective of this activity is to have cadets conduct self-assessment activities.

Unofficial convenience copy of A-CR-CCP-603/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-603-PF-001/A-CR-CCP-603-PF-001.pdf.
Verify against the official publication.

RESOURCES

- Self-assessment rubric for core leadership qualities, and
- Self-assessment rubric for positive team dynamics.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Distribute the self-assessment rubrics located at Annex C to each cadet.
2. Explain that each cadet should reflect on each category on the rubric before completing it.
3. Give cadets eight minutes to complete the two rubrics.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 2

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

Teaching point 3 **Conduct a Group Discussion on How and When to Seek Feedback and Assistance**

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.

Seeking feedback after self-assessment may be necessary. Feedback from others, in the form of advice, should give the cadet ideas to help improve performance.

Assistance after self-assessment may be necessary. Assistance from others, in the form of collaboration, should help the cadet improve performance.

Feedback and assistance should guide the cadet to ensure all goals, both personal (e.g., improving PACER time) and professional (e.g., becoming a better instructor), are being met.

Unofficial convenience copy of A-CR-CCP-603/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-603-PF-001/A-CR-CCP-603-PF-001.pdf.
Verify against the official publication.

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. Should you seek feedback after completing self-assessment? Why or why not?

Q2. When is a good time to seek feedback? Why?

Q3. Should you seek assistance after completing self-assessment? Why or why not?

Q4. When is a good time to seek assistance? What may seeking assistance look like?

Q5. Is seeking assistance different than seeking feedback? If it is different, how is it different?



Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.



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

CONFIRMATION OF TEACHING POINT 3

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

Unofficial convenience copy of A-CR-CCP-603/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-603-PF-001/A-CR-CCP-603-PF-001.pdf.
Verify against the official publication.

END OF LESSON CONFIRMATION

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



Advise cadets to take their self-assessment rubrics home and place them somewhere safe because they will need to look at these rubrics again to track their progress.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Self-assessment is one method to help improve leadership skills. Regular practice of reflection and self-assessment will assist the cadet in measuring and tracking improvement of skills and knowledge. Self-assessment also helps cadets set, strive for and maintain goals.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

C0-237 (ISBN 0-19-541816-6) Barber, K. (Ed.). (2004). *Canadian Oxford Dictionary* (2nd ed.). Don Mills, ON: Oxford University Press Canada.

C0-242 (ISBN 978-0-9682160-2-1) Gregory, K., Cameron, C., & Davies, A. (2000). *Knowing What Counts: Self-Assessment and Goal Setting*. Courtenay, BC: Building Connections Publishing Inc.

C0-258 (ISBN 978-1-59869-450-5) Nigro, N. (2008). *The Everything Coaching and Mentoring Book*. (2nd ed.). Avon, MA: F+W Publications Company.

Unofficial convenience copy of A-CR-CCP-603/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-603-PF-001/A-CR-CCP-603-PF-001.pdf.
Verify against the official publication.

THIS PAGE INTENTIONALLY LEFT BLANK

Unofficial convenience copy of A-CR-CCP-603/PF-001, cached 2026-11-08 from https://app.cadets.gc.ca/cadet-publications/A-CR-CCP-603-PF-001/A-CR-CCP-603-PF-001.pdf.
Verify against the official publication.