

COMMON TRAINING

PHASE THREE

INSTRUCTIONAL GUIDE

SECTION 5

EO M303.05 – SUPERVISE CADETS

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-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.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TPs 1 and 2 to introduce the cadets to supervision.

A group discussion was chosen for TPs 3 and 4 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about supervision.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to supervise cadets.

IMPORTANCE

It is important for cadets to understand the purpose of supervision and how to supervise because effective supervision is a fundamental element of becoming a leader. Phase Three cadets will be expected to supervise their teams while conducting leadership assignments.

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 **Explain the Purposes of Supervision**

Time: 10 min Method: Interactive Lecture

THE PURPOSES OF SUPERVISION

There are three main purposes of supervision.

To Provide Protection. Supervision ensures the safety and well-being of personnel.



Safety is the number one issue in every aspect of the Cadet Program. When situations are not safe, they are stopped immediately.



CATO 14-31, *Director Cadets and Junior Canadian Rangers General Safety Program*, outlines the requirements for a general safety program that must be incorporated in every aspect of cadet activities.

To Provide Support. Supervision ensures that all members of the team are assisted, provided for and encouraged during tasks. If cadets are not practicing intrapersonal management, interpersonal management, teamwork and effective communication, the supervisor must act on the situation.

To Provide Quality Assurance. Supervision ensures the outcomes of a task meet expectations for that task. If cadets are not meeting their responsibilities in completing the task, the supervisor must act on the situation.



No one likes to be over-supervised. It is important to not micromanage your team.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. What are the purposes of supervision?

Q2. How does supervision provide support?

Q3. How does supervision provide quality assurance?

ANTICIPATED ANSWERS

A1. The purposes of supervision are to provide protection, to provide support and to provide quality assurance.

A2. Supervision ensures that all members of the team are assisted, provided for and encouraged during tasks.

A3. Supervision ensures outcomes of a task meet expectations for that task.

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 2 **Explain How to Supervise**

Time: 10 min Method: Interactive Lecture

HOW TO SUPERVISE

As team leaders, cadets will be expected to supervise others. Supervision takes place during the entire task, not just at the beginning or end of the task. Although each situation where supervision takes place is unique, there are some basic responsibilities that must be fulfilled. Team leaders shall meet these responsibilities by:

Ensuring Safety. Ensuring that every situation in the Cadet Program is carried out in a safe manner is the primary concern of all members involved.

Ensuring the Well-Being of Cadets. The welfare of cadets within the Cadet Program is a primary concern in the execution of all training and administrative tasks.

Encouraging Cadets. Encourage cadets to produce satisfactory work because they want to. Inspiring results through praise creates a positive outcome.

Adjusting Responsibilities as Required. Being able to adjust a cadet's responsibilities during tasks is important. Cadets with experience may need less supervision and may be given extra responsibilities.

Maintaining Control of Cadets. Keep cadets on task while they are producing satisfactory work. An effective supervisor will be able to keep cadets focused.

Correcting Errors as Required. If mistakes are made, effective supervisors will communicate this. They will revise what and how it needs to be done and remedy errors.

Reporting Misconduct as Required. When cadets behave in a manner that is inconsistent with the core leadership qualities of a cadet, these behaviours should be reported up the chain of command.

Ensuring Completion of Responsibilities Assigned to Cadets as Required. When supervisors delegate or assign tasks to others, it is the supervisor's responsibility to ensure all delegated tasks are completed.



Successful supervisors are usually successful leaders.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

Q1. When does supervision take place?

Q2. List the supervision responsibilities that a team leader should meet.

Q3. What is the primary concern of all members involved in the Cadet Program?

ANTICIPATED ANSWERS

A1. Supervision takes place during the entire task, not just at the beginning or end of the task.

A2. The supervision responsibilities that a team leader should meet are:

- ensuring safety;
- ensuring the well-being of cadets;

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.

- encouraging cadets;
- adjusting responsibilities as required;
- maintaining control of cadets;
- correcting errors as required;
- reporting misconduct as required; and
- ensuring completion of responsibilities assigned to cadets as required.

A3. Ensuring that every situation in the Cadet Program is carried out in a safe manner.

Teaching point 3 **Conduct a Group Discussion on Supervision**

Time: 15 min Method: Group Discussion

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. What do you think the responsibilities of an effective supervisor are? Are they different from the list in TP 2?

Q2. Which responsibility is the most important? Why?

Q3. Which responsibility is used the least? Why?

Q4. List some examples where you have seen leaders use the various responsibilities.

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.



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



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

CONFIRMATION OF TEACHING POINT 3

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

Teaching point 4 **Discuss the Supervision Requirements at the Corps**

Time: 15 min Method: Group Discussion



The point of the group discussion is to draw information about supervision at the corps from the group using the tips for answering/facilitating discussion and the suggested questions provided.

Cadets are supervised in various locations at the corps. These locations may include stairways, doorways, hallways, parade square, classrooms, canteen, etc. They are supervised to provide protection and support for cadets and quality assurance during the task.

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. Name some locations around the corps where the cadets will need to be supervised for safety reasons.

Q2. How will you supervise these areas?

Q3. Is supervision of cadets different in these areas than in the rest of the building?

Q4. How will you supervise the areas in the rest of the building?

Q5. Is supervision of cadets different when they are not in the building?

Q6. Give some examples of how to encourage cadets during supervision.

Q7. Give some examples of misconduct that you would report up the chain of command.



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

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

CONFIRMATION OF TEACHING POINT 4

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

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-603/PG-001, Chapter 3, Annex B, Appendix 1 (303 PC).

CLOSING STATEMENT

Successful supervisors are usually successful leaders. Supervisors safeguard others, encourage others, and empower others to use their skills, expertise and ideas to produce results.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A0-107 Director Cadets 5. (2007). CATO 14-31, *Director Cadets and Junior Canadian Rangers General Safety Program*. Ottawa, ON: Department of National Defence.

C0-249 (ISBN 0-7894-2890-3) Heller, R. (1998). *How to Delegate*. New York, NY: DK Publishing, Inc.

C0-272 Coleridge Education, College of St. Mark and St. John. (2002). *A Consultation of Supervision Provision and Training Requirements Across Connexions Partnerships in England*. Retrieved March 17, 2008 from http://www.connexions.gov.uk/partnerships/publications/uploads/cp/Supervisory%20Skills%20Exec%20Sum.pdf.

C0-273 (ISBN 978-1-56414-363-1) Ladew, D. P. (1998). *How to Supervise People: Techniques for Getting Results Through Others*. Franklin Lakes, NJ: Career Press.

C0-274 (ISBN 1-4134-1294-7) Sargent, G. (2003). *The Little Black Book of Supervision*. USA: Xlibris Corporation.

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.