COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 2

EO M403.02 – SELECT A LEADERSHIP APPROACH

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-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the handouts located at Attachments A, B, and D for each cadet.

Photocopy the scenarios located at Attachment C. Cut out a scenario for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1, 2 and 3 to review, clarify, emphasize and summarize transactional and transformational leadership, the outcomes of a team leader's focus and leadership approaches.

An in-class activity was chosen for TP 4 as it is an interactive way to provoke thought and stimulate interest among cadets.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have selected a leadership approach.

IMPORTANCE

It is important for cadets to select a leadership approach in order to help them become effective team leaders during a leadership appointment. For every leadership opportunity, an effective leader will use a leadership approach that enables the team members to accomplish the goal.

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Teaching point 1 **Describe transactional and transformational leadership.**

Time: 5 min Method: Interactive Lecture

TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP

Transactional leadership. Leaders exchange promises of rewards and benefits to team members so the team members will fulfill agreements with the leaders. This type of leadership is task-oriented. The leader sets the rules and procedures to complete a task and the team members comply with the rules and follow the procedures to accomplish the task.

Transactional Leadership:

- Values problem and solution identification.
- Makes decisions – even if everyone has not been heard – in order to move forward.
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- Develops the self to be a better decision maker for the group.
- Gets things done.
- Recognizes the importance of the product.
- Takes charge (personal power).

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Transformational Leadership:

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Leadership within the cadet program has been designed to create transformational leadership. Transformational leadership enables the Cadet Program to meet its first aim—to develop in youth the attributes of good citizenship and leadership.

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concerned with how individuals use their abilities to influence people. Think of the main difference between transactional and transformational leadership as doing leadership tasks versus being a leader.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. Describe transactional leadership.

Q2. On what does transformational leadership focus?

Q3. Leadership within the cadet program has been designed to create which kind of leadership?

ANTICIPATED ANSWERS:

A1. Transactional leadership is when leaders exchange promises of rewards and benefits to team members so the team members will fulfill agreements with the leaders.

A2. Transformational leadership focuses on the process of being a leader by helping team members transform themselves from followers into leader.

A3. Leadership within the cadet program has been designed to create transformational leadership.

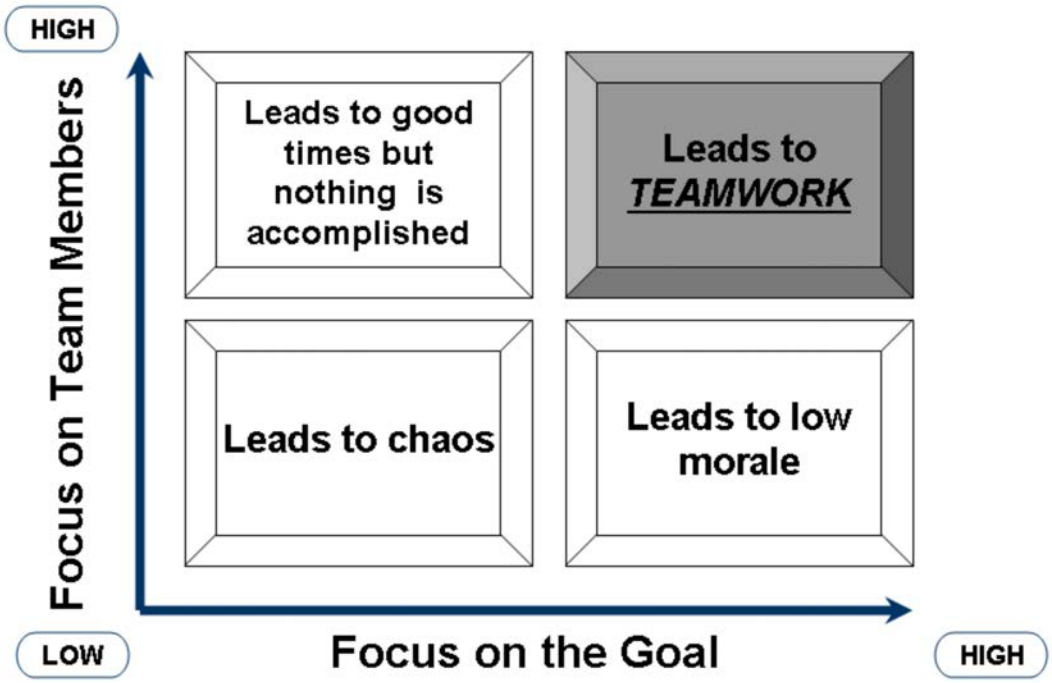
Teaching point 2 **Describe the outcomes that occur as a result of the team leader focussing on team members and the goal.**

Time: 10 min Method: Interactive Lecture



Distribute Attachment A to each cadet.

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Figure 1 Outcomes as a Result of the Team Leader's Focus

There are two main things on which to focus while leading a team: the team members and the goal.

If a team leader is not focused on the goal and is not focused on their team members, the outcome is usually chaos.



Ask cadets why they think chaos would occur. Ask cadets to provide one or two examples, from a leadership perspective, when they have seen such chaos occur. The examples do not necessarily need to involve the Cadet Program (CP).

If a team leader is not concerned with the goal but is highly concerned about how their team members feel, the outcome may lead to good times but nothing gets accomplished.



Ask cadets why they think the result of good times but nothing gets accomplished may occur. Ask cadets to provide one or two examples, from a leadership perspective, when they have seen good times occur but nothing gets accomplished. The examples do not necessarily need to involve the CP.

If a team leader is highly concerned with the goal but not concerned about how their team member's feel, the outcome may lead to low morale.



Ask cadets why they think low morale would occur. Ask cadets to provide one or two examples, from a leadership perspective, of when they have seen low morale occur. The examples do not necessarily need to involve the CP.

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If a team leader is highly concerned with the goal and highly concerned about how their team members feel, the outcome is usually teamwork.



Ask cadets why they think teamwork would occur. Ask cadets to provide one or two examples, from a leadership perspective, when they have seen teamwork occur. The examples do not necessarily need to involve the CP.



Every leadership opportunity within the cadet program has been designed to create teamwork.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. What are the two main things on which a team leader needs to focus while leading a team?

Q2. If a team leader is not focused on the goal and is not focused on their team members, what is usually the outcome?

Q3. What has every leadership opportunity within the CP has been designed to create?

ANTICIPATED ANSWERS:

A1. The team leader needs to focus on the team members and on the goal.

A2. If a team leader is not focused on the goal and is not focused on their team members, the outcome is usually chaos.

A3. Every leadership opportunity within the CP has been designed to create teamwork.

Teaching point 3 **Describe leadership approaches.**

Time: 10 min Method: Interactive Lecture

LEADERSHIP APPROACHES

There are three main leadership approaches in the CP. They are:

- control,
- coach and
- empower.

Each leadership approach is based on balancing the concern for the relationship with team members for the concern for accomplishing the task.



Distribute Attachment B to each cadet.

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Key Aspects of the Control Approach

Key aspects of the control approach are:

- The team leader defines the roles and tasks for the team members. The team leader gives the team members clear direction and supervises them closely.
- The team leader provides detailed explanations on what needs to be done and gives team members the information they need to know on how to do the task.
- Communication is mainly one-way.

Key Aspects of the Coach Approach

Key aspects of the coach approach are:

- The roles and tasks are still defined by the team leader but ideas and suggestions are solicited from team members.
- The team leader provides information and opinions but supports the team to develop possible solutions to problems while the final decision remains with the team leader.
- The team leader encourages team members to assume responsibility.
- Communication is mainly two-way.

Key Aspects of the Empower Approach

Key aspects of the empower approach are:

- The team leader empowers team members to make decisions and take action in areas where the team members have experience and expertise.
- Team members can operate independently and have a strong sense of responsibility but know when to seek assistance from the team leader.
- Communication is mainly two-way.

Selecting the Approach

Each of the three leadership approaches may be equally effective. The approach selected must be based on the leadership assignment and / or appointment and the leadership team.

The factors to be considered when looking at the leadership assignment / appointment are:

- the level of simplicity of the task; and
- the level of safety of cadets.

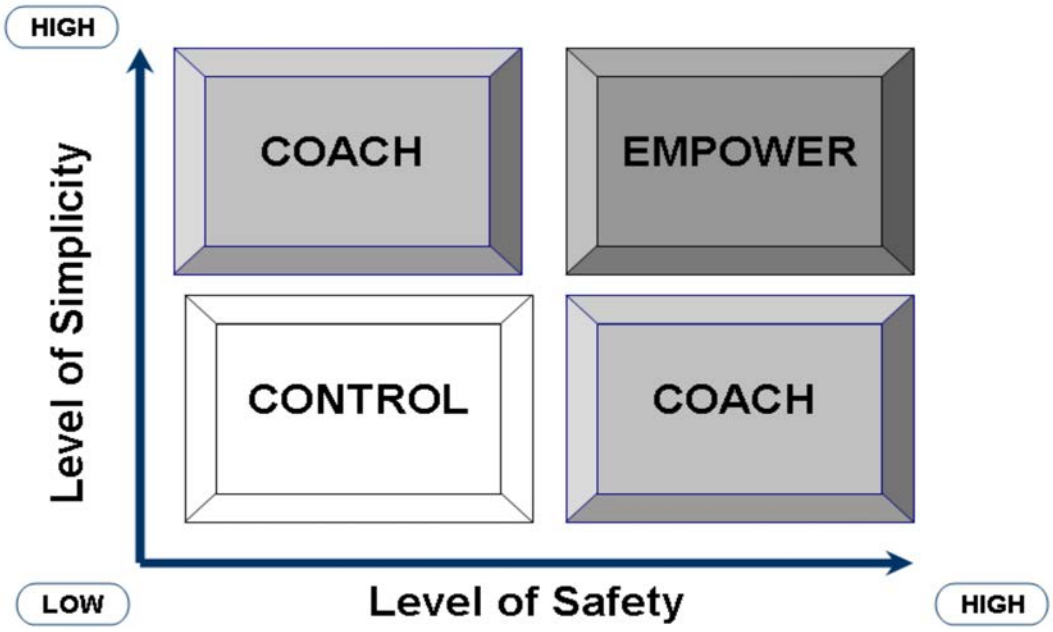
The factors to be considered when looking at the leadership team are:

- the level of capability / competence of cadets; and
- the level of motivation of cadets.

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SELECTING A LEADERSHIP APPROACH

Leadership assignment / appointment



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Figure 2 Selecting a Leadership Approach

If the task is complicated and the cadets are doing something with some risk, the team leader should choose the control approach. This allows for better supervision of team members.

If the task is simple but the cadets are doing something with some risk, the team leader should choose the coaching approach. This allows the team members an opportunity to develop their leadership skills and knowledge because the team leader provides extra feedback.

If the task is complicated but the cadets are doing something without risk, the team leader should choose the coaching approach. This allows the team members an opportunity to develop their leadership skills and knowledge because the team leader provides extra feedback.

If the task is simple and the cadets are doing something without risk, the team leader should choose the empower approach. This allows the team members develop their leadership skills and their sense of responsibility.

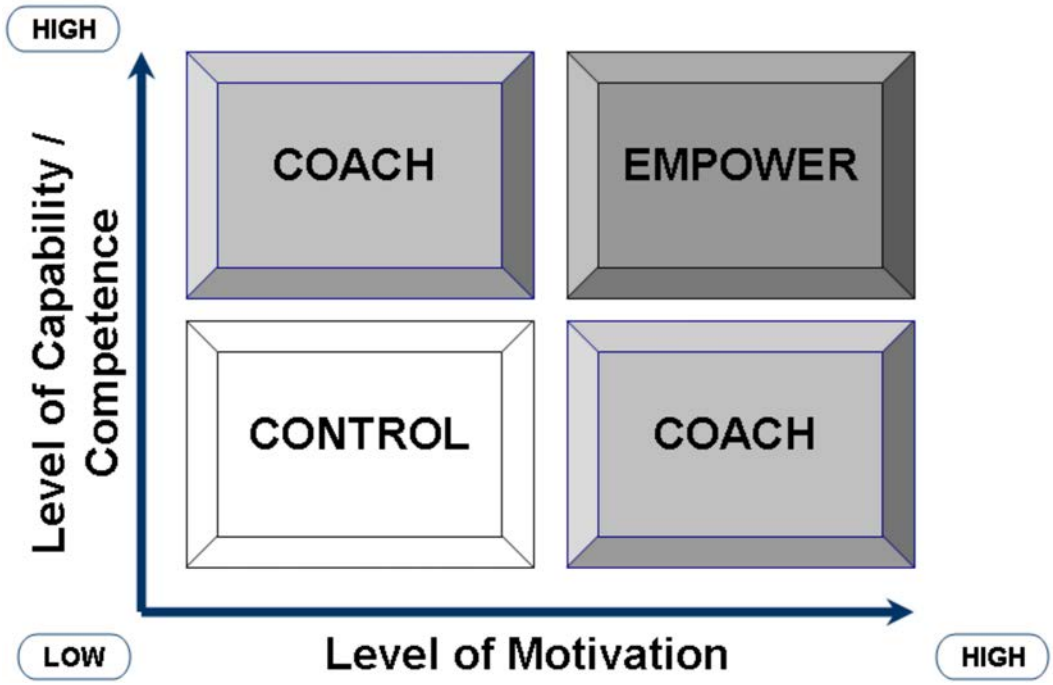


Have cadets give examples of when they have seen each approach used based on the simplicity of the task and the level of safety.

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SELECTING A LEADERSHIP APPROACH

Leadership team



Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

Figure 3 Selecting a Leadership Approach

If the task is new or the task is difficult and the cadets are uninspired or apathetic, the team leader should choose the control approach. This allows for better supervision of cadets.

If the team has experience with the task but the cadets are uninspired or apathetic, the team leader should choose the coaching approach. This allows the team members an opportunity to develop their leadership skills and knowledge because the team leader provides extra feedback.

If the task is new or the task is difficult, but the cadets are inspired and enthusiastic, the team leader should choose the coaching approach. This allows the team members an opportunity to develop their leadership skills and knowledge because the team leader provides extra feedback.

If the team has experience with the task, and the cadets are inspired and enthusiastic, the team leader should choose the empower approach. This allows the team members to develop their leadership skills and their sense of responsibility by giving opportunities to operate independently.



Have cadets give examples of when they have seen each approach used based on the capability / competence of the team and the level of motivation.

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CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

Q1. Name the three leadership approaches used in the CP.

Q2. Which leadership approach is based on one-way communication?

Q3. What are the four topics that must be considered when selecting a leadership approach?

ANTICIPATED ANSWERS:

A1. The three leadership approaches used in the CP are:

- control,
- coach, and
- empower.

A2. The leadership approached based on one-way communication is control.

A3. The four factors that must be considered when selecting a leadership approach are:

- the level of simplicity of the task;
- the level of safety of cadets;
- the level of capability / competence of cadets; and
- the level of motivation level of cadets.

Teaching point 4 — **Conduct an activity where cadets will explain what leadership approach they would select and why for a given scenario.**

Time: 20 min — Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets explain what leadership approach would be selected and why for a given scenario.

RESOURCES

Scenarios.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute a scenario located at Attachment C to each cadet.
2. Allow the cadet two minutes to read and think about the scenario.

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3. Have the cadet select what leadership approach they would use to complete the scenario.

4. Have one cadet read their scenario out loud and explain which leadership approach they would choose and why. The explanation of the selection must be based on the information provided during TP3.

5. Allow the other cadets to comment on the choice and reasons.

6. Repeat Steps 4 and 5 until each cadet has had a turn.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 4

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

END OF LESSON CONFIRMATION



Distribute the handout located at Attachment D to each cadet.

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 3, Annex B, 403 PC.

CLOSING STATEMENT

In every leadership opportunity, the effective team leader will use a leadership approach that enables the team leader to have a positive relationship with their team members and to accomplish tasks. Selecting and implementing leadership approaches is a life-long transformational leadership skill.

INSTRUCTOR NOTES / REMARKS

Cadets will select leadership approaches during leadership assignments and leadership appointments throughout the training year.

REFERENCES

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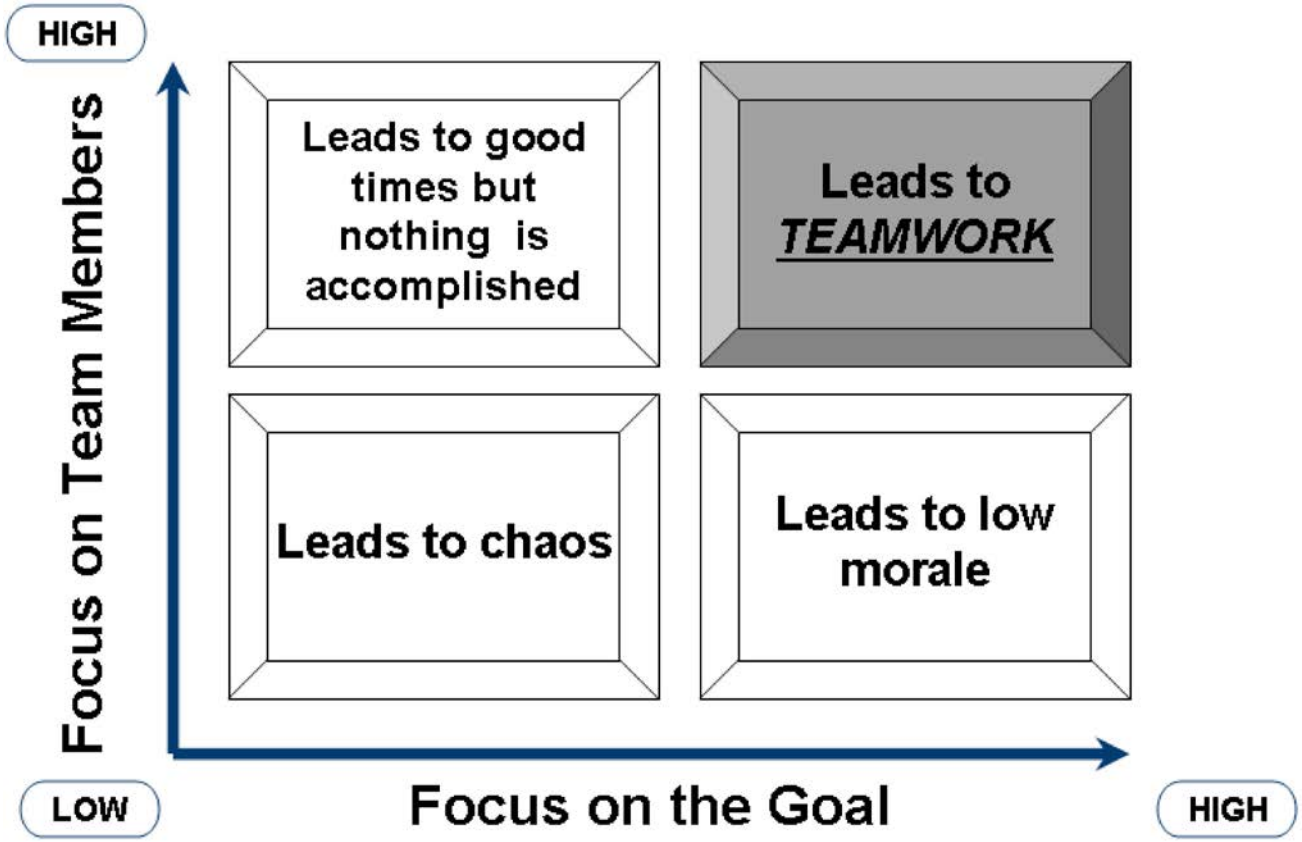
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OUTCOMES AS A RESULT OF THE TEAM LEADER'S FOCUS



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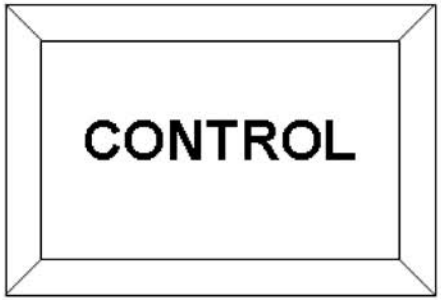
Figure A-1 Outcome as a Result of the Team Leader's Focus

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KEY ASPECTS OF LEADERSHIP APPROACHES



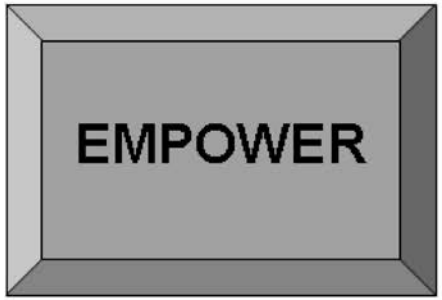
Key aspects of this approach:

- The leader defines the roles and tasks for the team members, gives them clear direction and supervises them closely.
- The leader provides detailed explanations on what needs to be done and gives the team members the information they need on how to do the task.
- Communication is mainly one-way.



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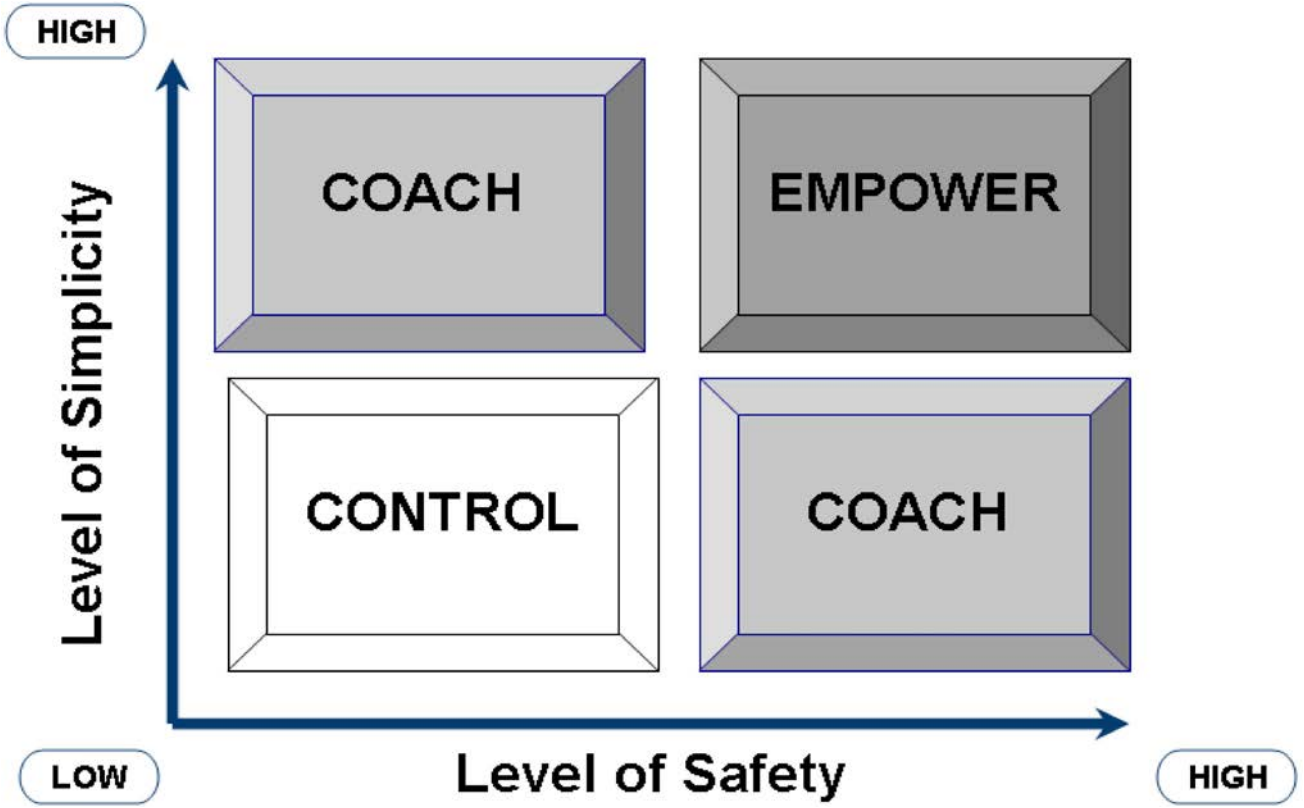
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Figure B-1 Key Aspects of Leadership Approaches

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SELECTING A LEADERSHIP APPROACH

Leadership assignment / appointment



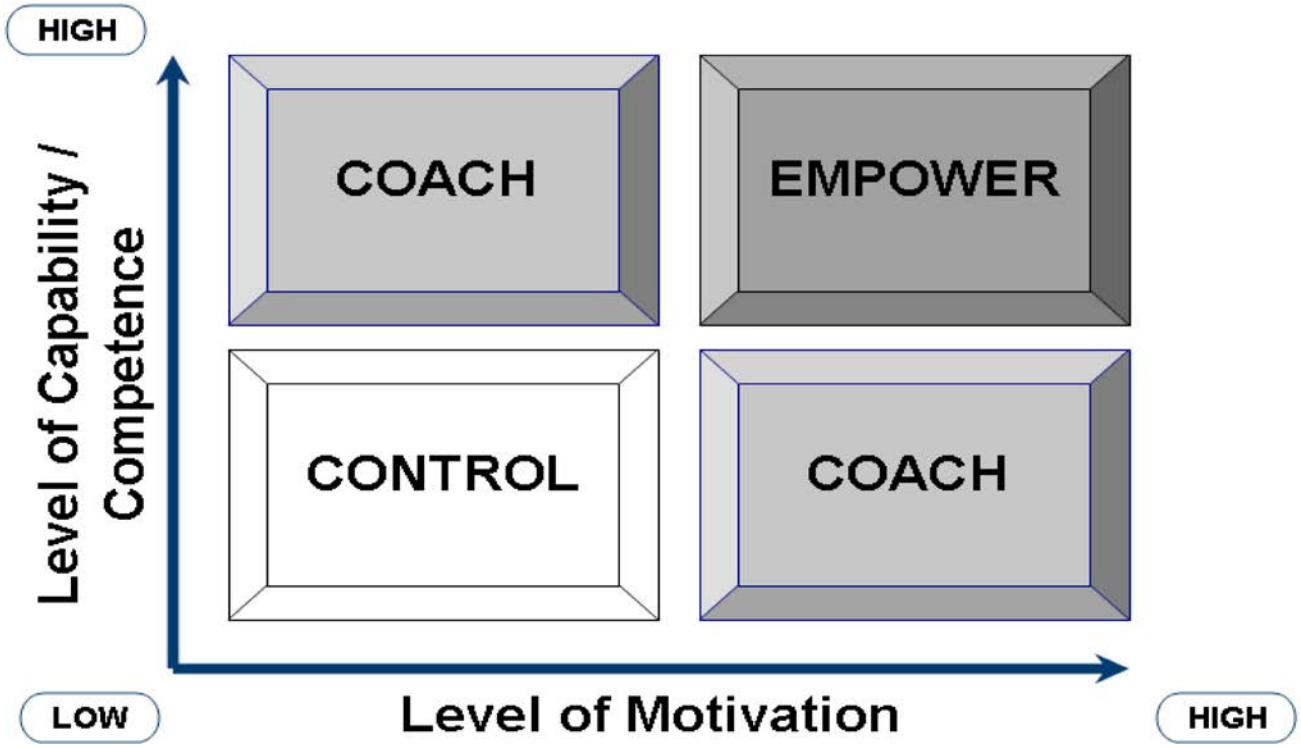
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Figure B-2 Selecting a Leadership Approach

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SELECTING A LEADERSHIP APPROACH

Leadership team



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Figure B-3 Selecting a Leadership Approach

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SCENARIOS

SCENARIO #1

You and your team have been tasked with providing the first year cadets with one hour of team-building games. This activity will take place next parade night.

SCENARIO #2

You and your team have been tasked with setting up two classrooms. The class will begin in 10 minutes.

SCENARIO #3

You and your team have been tasked with operating the canteen at breaks. The canteen has not been stocked and must be ready to go in two weeks.

SCENARIO #4

You and your team have been tasked with putting away all the flags, poles and a dais from the Commanding Officer's parade. The parade will be over in two hours.

SCENARIO #5

You and your team have been tasked with taking attendance of all 13-year-old cadets before everyone departs the building. The parade night ends in 30 minutes.

SCENARIO #6

You and your team have been tasked with ensuring all lights have been turned off and all inner doors are locked at the end of every parade night.

SCENARIO #7

You and your team have been tasked with providing first year cadets with tutoring in how to wear their uniforms throughout the training year.

SCENARIO #8

You and your team have been tasked with conducting one sports activity to be held during the next parade night.

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