

TEAM LEADERSHIP



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THE ROLE OF A TEAM LEADER

It is important for you to define the role of a team leader so you understand how and where you fit within the leadership team model and within the leadership team at the corps. Being aware of the core leadership competencies, and the expectations within each of the competencies, may assist your developing leadership abilities while adapting to your developing role as a leader in the corps.

Although leadership is usually thought of as an individual pursuit, in the Cadet Program, leadership is based on a team model. The Leadership Team Model is a fluid model that is dependent on the situation to which it is applied. The personnel in each category of the model will change based on the activity/situation.

During year one, you were expected to be a follower/team member. During year two, you became a peer leader. In years three and four, you moved up the model to become a team leader. In years five and beyond, you will become an activity leader. The final level of the model is populated by the corps staff, who act as the activity managers.

As you move up through the leadership team model, there are increased expectations. Accordingly, there will be an increase in leadership responsibilities. Within the leadership team model, communication moves across each level, and up and down each level. Within this model, cadets on every level should be mentored by someone in the level above.

THE LEADERSHIP TEAM MODEL



CORE LEADERSHIP COMPETENCIES

To become an effective and capable leader in the Cadet Program, there are six areas where knowledge and skills should be demonstrated. These areas are called core leadership competencies.

Intrapersonal management

This refers to how you maintain control of yourself.

- **Identify and Satisfy Personal Needs.** You should distinguish and accept responsibility for fulfilling your personal needs. Some examples of personal needs include things like food and water, feeling safe, feeling like you belong, and having self-confidence. Once you know the needs you have, you should work toward satisfying them.
- **Exercise Self-Control.** You should practice self-restraint. It may be difficult but you should try not get too upset by situations in which you have no control. When you become irate or lose your temper, you give the power in the situation to someone else. If you keep your cool, you will make better decisions.

- Exercise Self-Management. You should take charge of your own life. You need to be organized and direct yourself. Become independent (eg, be punctual, be dressed correctly, etc) is a natural part of becoming an adult.
- Pursue Self-Improvement. You should strive for self-improvement. Always trying to be better than you were yesterday. Whether you are a better cadet, better at school or a better friend, you should always strive for excellence.
- Establish a Positive Identity. You should gain self-esteem. It is important to be proud of your accomplishments. Knowing that you are a person that others look up to and want to spend time with, should make you feel proud of yourself.

Interpersonal management

This is how you behave and get along with others.

- Interact Positively Within the Cadet Community. You should work together with staff, parents, volunteers, etc in a respectful and helpful manner.
- Interact Positively With Others. You should build positive social relationships by being supportive and encouraging while interacting with other cadets.
- Deal With Interpersonal Conflict in a Respectful Way. You should resolve disagreements with others at the lowest possible level and come up with a mutually satisfactory solution where a “win-win” outcome is achieved.

Teamwork

This is how you create effective and efficient action in a group of people.

- Participate in the Stages of Team Development. You should take part in the stages of team development. The stages are forming, storming, norming, performing and adjourning.
- Display Positive Team Dynamics. You should demonstrate positive team dynamics by following the team leader, including all participants, encouraging team members, contributing to team morale and esprit de corps, contributing to the accomplishment of team goals, contributing to group decisions, trusting the team, supporting team members, appreciating team members, and celebrating team successes.
- Participating in Team-Building Activities. You should take part in team-building activities. These activities will build positive team dynamics and they allow you to practice leadership skills.

Effective communication

This is how you relay information successfully.

- Receive Information. You should be given or obtain instructions or facts. This information may be received verbally or in writing.
- Interpret Information. You should comprehend the instructions or facts. To interpret information correctly, questions may be asked to the deliverer of the information to ensure clarity.
- Respond to Information. You should react to the instructions or facts. Responding to information may include passing on information to others, solving problems, etc.

Applied leadership

This is how you practice influencing and managing others.

- Set an Example for Others to Follow. You should establish yourself as a model for others. If you set a good example by using the core leadership competencies, others will want to imitate them.

- Participate in Leadership Assignments. You will take part in tasks or jobs. This gives you a chance to practice influencing and managing others. Some of these tasks or jobs will be evaluated by the staff and some will not. You should practice reflection and self-assessment after leading each assignment.
- Conduct the Leadership Assignment While Supervising a Team. You will observe and guide a team while the leadership assignment is taking place. Supervising others is one of the responsibilities of a leader. You will ensure the leadership assignment is conducted in a safe manner and completed as instructed by the staff.
- Lead Team-Building Activities. You should direct team-building or creative games. This gives you a chance to practice influencing and managing others. Again, you should practice reflection and self assessment after leading team-building activities.
- Debrief the Team. You should review and discuss with the team the completion and outcome of a leadership assignment or a team-building activity. You should practice effective communication while speaking to the team.
- Present an After-Assignment Report to your Leader. You should review and discuss with your leader/supervisor the completion and outcome of a leadership assignment or team-building activity. You should practice effective communication while speaking to your leader/supervisor.

Mentorship

This is a professional association between two people that focuses on self-development.

- The Role of a Cadet Being Mentored. When you assume the role of a cadet being mentored you are the trainee in the relationship. Being mentored should enhance your knowledge and skills of leadership. Learning from the mentor's example will be an important element of the mentoring relationship.
- The Role of a Mentor. When you assume the role of a mentor you are the advisor/guide in the relationship. Your mentoring should also enhance your leadership abilities, coaching skills and communication skills. As a mentor, you may see things from a different perspective than the cadet being mentored.

TEAM LEADER OPPORTUNITIES

You should know and understand your role within the leadership team at the corps. When you know what is expected of you it is much easier for you to set and reach your goals. Higher expectations lead to greater results. Being aware of the core leadership competencies and the components for each may assist you in developing leadership abilities while you adapt to your developing role as a leader in their corps. In year three, you will have team leader opportunities that include:

- Performing the Role of a Mentor. Performing the role of a mentor may be as simple as partnering up with a year one cadet. This buddy system may help the year one cadet gain skills and knowledge about the corps and should assist the year three cadet in their leadership and communication skills.
- Completing a Leadership Assignment. Each year three cadet will be given occasions in which they will complete a leadership assignment. These assignments may include classroom set ups, ensuring building clean up, or assisting

with an expedition day. Some of the leadership assignments will be evaluated by the staff.

MENTORING

It is important for you to participate in a mentoring relationship to assist in the development of your leadership abilities. The mentoring relationship expands leadership knowledge, expands leadership skills, enhances communication skills, resolves conflict, promotes constructive feedback, and should aid in leadership development.

A mentoring relationship is a professional association between two people that focuses on self-development. One is the mentor the other is the cadet being mentored. The mentor is the experienced and trusted advisor or guide; however, both individuals are expected to learn from the relationship. The mentoring relationship for a year three cadet may be as simple as partnering up with a year one cadet. This buddy system may help the year one cadet gain skills and knowledge about the corps and should assist the year three cadet in their leadership and communication skills. A year three cadet may also be mentored by a year five cadet.

The benefits of participating in a mentoring relationship are numerous. The basic benefit for a cadet being mentored is to show growth in skills and become a more independent and effective cadet. The most significant benefit for the mentor is the realization that they have inspired the cadet to perform at higher levels than the cadet normally would have without a mentor.

Building a relationship

Contributing to a mentoring match means that both the mentor and the one being mentored will have some say with whom they are matched. The mentoring relationship is based on trust; ensure a long-term and valuable connection can be made with the person you choose. Each person should have a high regard for the other in the relationship. The cadet being mentored should be responsive to suggestions made by the mentor. The mentor should use constructive criticism and will attempt to provide feedback that will assist the cadet being mentored. This may include feedback that is positive in nature or feedback that assists in finding solutions for poor performance. The task of the cadet being mentored is to be receptive to recommendations being made.

For a mentoring relationship to be successful, both individuals must be willing to try new things. Expanding your horizons and increasing your knowledge are foundations of the mentoring relationship. Being receptive to new ideas and experiences takes courage.

Mentoring is a two-way relationship, so it is important that the cadet being mentored provides feedback to the mentor. This feedback should be based on feelings, both positive and negative, and observations. If the cadet being mentored does not express their feelings to their mentor about the relationship, then progress may be hindered.

Methods

It is up to the mentor to set an example that the cadet being mentored would want to emulate. This example should be in all facets of the program (eg, drill, dress, deportment, leadership, academics, etc). The cadet being mentored should learn not only from the mentor's successes but from the mentor's failures. It is important to remember that failure is not necessarily a negative thing. As long as you fail forward (learn from their mistakes) there is an advantage to any failure because a learning opportunity has been created.

To get the most benefit from a mentoring relationship, the cadet being mentored must be prepared to participate in some mentoring activities. These activities may include reflection, self-assessment, and discussions about successes, problems and failures. The mentor

must also be prepared for each mentoring session. They need to have an agenda of what will be discussed and ensure that the discussions stay on track.

SELF-ASSESSMENT

It is important for you to practice self-assessment as it is an excellent method of self-improvement and for assessment of learning. It will be used in many performance objectives of the Cadet Program to enable you to track your development and progress.

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

Seeking feedback after self-assessment may be necessary. Feedback from others, in the form of advice, should give you 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 (eg, improving PACER time) and professional (eg, becoming a better instructor), are being met.

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

COMMUNICATION

It is important for you to understand the process of communication. People communicate everyday as a way to share knowledge, interests, attitudes, opinions, feelings and ideas with others. After understanding ways to communicate, you must become familiar with the process of communication and when and how to use it. Communication skills are a fundamental part of leadership because they permit the flow of ideas from one individual to another or to a group, and vice versa. Effective communication helps people break down barriers between themselves and others.

Verbal communication is being used when individuals speak to each other. Much of what a person receives from a conversation is picked up through words. Verbal communication is used during conversations, meetings, interviews, speeches and more.

Body language and gestures act as communication shortcuts that convey messages previously learned by both the sender and the receiver. When individuals communicate, body language and gestures are very useful.

Written communications such as memos and e-mail are considered non-verbal communications. Written communications are used in the cadet organization because they are accessible and usually permanent.

Hearing vs listening

Oxford dictionary defines "hearing" as:

- perceive (sound, etc) with the ear;
- listen to as a member of an audience; and
- be told or informed.

Oxford dictionary defines "listen" as:

- to make an effort to hear something;
- pay attention to; and
- give attention with the ear.

Hearing occurs naturally everyday, whether a person wishes to hear or not. When a person listens, they are making an effort to hear something particular. In order to listen effectively, the listener must pay attention to the person who is speaking.

Active listening is difficult because it demands that the listener put aside any internal reactions and turn their attention to the speaker without judging what is being said. By withholding judgment, a person communicates respect by acknowledging that the other person is important and deserves to be heard and understood. Active listening encourages people to talk about facts and feelings without a risk of being put down. The goal of active listening is not only to hear what the speaker is saying but also to allow them to focus on themselves so that they can accurately communicate how they feel. There are many situations in which active listening can be used and practiced.

Active Non-Listening	Active Listening
Give the other person your version.	Repeat conversationally back to them, in your own words, your understanding of the meaning.
Give your own opinions and advice. Talk about yourself at every point.	Do not talk about yourself.
Introduce new topics to get off the subject if it is uncomfortable.	Let the speaker take the lead. Encourage them back to the issue when they digress. Do not allow the person to drift to a less significant topic because they feel that you do not understand.
Think of what you are going to say next while the speaker is talking.	Concentrate fully on what the person is saying.
Do not let the speaker know if you do not know what they are talking about.	Ask for clarification when you do not understand.
Reassure by saying "It's not that bad" or talk them out of it.	Let them come to their own answer since your answer may not be theirs. Do not offer advice.
Agree with generalizations such as "Yes, it's hopeless" or "There's nothing you can do."	Let them find their answer. Reflect back to them so that they know you understand but also so they can hear and understand themselves.
Dismiss their feelings by saying things such as "You'll feel better tomorrow" or "It's not the end of the world."	Support their feelings by saying things such as "You feel hopeless about it right now" or "You can't find anything that will fix it yet."
Fill silences.	Allow silences.

Poor listening habits

People often need to feel heard before they can hear. When listening, focus on the speaker. Affirmative listening (nodding and giving quick answers) shows the speaker that you are paying attention. This encourages them to continue communicating. Care should be taken to maintain focus and concentration when having a conversation. The following are some examples of poor listening habits:

- formulating replies while the other person is speaking;
- letting the mind wander;
- tuning out a point of view that differs from the listener's preconceived ideas;
- interrupting speakers;
- finishing a speaker's sentence for them;
- talking while other people are speaking;
- jumping to conclusions; and

- hearing only what the listener wants to hear or expects to hear or assuming what will be said.

The impact listening and hearing have on communication

Noises are easy to hear but just because you can hear what is happening, does it mean you are listening? Sometimes you must stop the person who is talking and ask them to start over. It is possible to hear a person speak but have no idea what they are saying. In order to communicate effectively, it is vital that those who are receiving the information are listening; a speaker must have the attention and focus of the listeners. Listeners should involve themselves in communication physically, mentally and verbally. Using body language will help keep the attention of listeners. Those listening should focus their attention solely on the speaker. If the topic is important, a good way to stay focused is to take notes. When the speaker is finished, ask questions to make sure the message you received is right.

Process of communication

Communication skills are a fundamental part of leadership because they permit the flow of ideas from one individual to another or to a group, and vice versa. Effective communication helps people break down barriers between themselves and others. Giving careful thought, not only to what people want to express but also to how they want to express it, is an important part of communication. Communication involves a complex interaction of habits, attitudes, knowledge, information and bias. The process of communication consists of three steps:

- Receiving- Receiving a message will depend directly on what information was sent by the sender and how it was sent. When receiving, listening is of the utmost importance. Messages may be simple or complex. When receiving a complex message, the receiver must be prepared to write down important information. If there is a lack of understanding or any confusion, the receiver should ask questions.
- Interpreting-After a message has been received; it must be reflected on and interpreted. Simple messages may not require much interpretation. Receivers of a message will translate what they heard based on their own set of definitions, which may differ greatly from those of the sender.
- Responding-A response will let the sender know that the message has been received and interpreted and is now being acted on. The response may be to the sender or it may be to another person or a group to act on the message. When responding, being able to communicate what was interpreted from the message is important.

Barriers to communication

When sending a message, the sender must understand that there are barriers to communication – ways in which communicating can lead to misinterpretation. In order to communicate effectively, these barriers must be overcome or managed. Keep in mind that the real communication is the message others receive, not the message intended. When the receiver has to overcome barriers to communication, there may be effects such as:

- defensiveness, confusion, resistance and resentment;
- dependency on others to explain and inform;
- withdrawal from conversations;
- feelings of defeat or inadequacy; or
- decreased likelihood of problem solving.

Barriers to communication can be divided into three categories: intrapersonal factors, distraction factors and delivery factors.

Intrapersonal factors:

- Stress. When feeling the effects of stress, both the sender and the receiver may easily lose focus of the goal of the message. When experiencing stress, it may be difficult for a person to concentrate on messages.
- Emotion. When the sender of a message has high emotion, such as worry, fear or even excitement, the intent of the message may be lost. When the receiver has strong, negative emotions about the sender or disagrees with the message, interpreting may be difficult.
- Misinterpretation. The meaning of the message may be misinterpreted by the receiver. Sometimes a word can mean two different things and different words have different meanings for different people. When the sender uses complex words, they must ensure that the receiver is capable of understanding them. Be aware that a person may use a particular word in a different way than others understand it.
- Poor Listening Habits. When the receiver has poor listening habits, the meaning and intent of the message may be lost. It is important for the sender to look for cues to make sure that receivers are listening and paying attention.
- Closed-Mindedness. People sometimes only hear what they want to hear. When new ideas or change are brought to a situation, some people may have a difficult time accepting the message.
- Prejudice. Prejudice can occur between the sender and receiver. When the ability to understand is questioned or the intent is misjudged due to preconceived opinions, the effectiveness of the message may be weakened.

Distraction Factors

- Visual. When sending or receiving a message, it is easy to become distracted by sights in the area. Even when the participants seem extremely focused, seeing something out of the corner of the eye can distract and confuse them.
- Auditory. Noise is also a distraction when sending or receiving a message. When noise occurs, participants can become distracted and confused. The sender may have to stop sending the message, wait for the noise to stop and then begin to send again. It is important that the receivers have an environment free of distractions.

Delivery

- Language. The language a person speaks may have a significant affect on the effectiveness of a message. Trying to understand a message that is being sent in another language is extremely difficult. Also, when a person uses complex wording to explain a concept, meaning can be lost. Using simple language to explain concepts will ensure that everyone understands the message and will avoid possible confusion.
- Mixed Messages. Mixed messages occur when the sender sends a variety of messages, all indicating different ideas or meanings. Mixed messages may be interpreted through body language and tone of voice used by the sender. If the receiver interprets mixed messages, the intent of the message may become lost.
- Overload. When bombarded with information, understanding a message is difficult. When given extra information, the receiver has to sort through and pick out the key pieces. Being overloaded may cause a person to hear only part of a message or distort a message. As a sender, only send the information that the receiver needs to know.

People communicate everyday as a way to share knowledge, interests, attitudes, opinions, feelings and ideas with others. Communication skills are a fundamental part of leadership because they permit the flow of ideas from you to another person or to a group, and vice versa. Communication skills will increase with experience which is why you should take every opportunity to communicate with others.

SUPERVISING CADETS

It is important for you to understand the purpose of supervision and how to supervise because effective supervision is a fundamental element of becoming a leader. You will be expected to supervise teams while conducting leadership assignments. No one likes to be over-supervised. It is important to not micromanage your team.

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.
- To Provide Support. Supervision ensures that all members of the team are assisted, provided for and encouraged during tasks. If you 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 you are not meeting their responsibilities in completing the task, the supervisor must act on the situation.

How to supervise

As team leaders, you will be expected to supervise others. Successful supervisors are usually successful leaders. 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:

- Safety- Ensure that every situation in the Cadet Program is carried out in a safe manner.
- Well-Being- The welfare of cadets within the Cadet Program is a primary concern in the execution of all training and administrative tasks.
- Encouragement. Encourage cadets to produce satisfactory work because they want to. Inspiring results through praise creates a positive outcome.
- Adjust 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.
- Control- Maintaining Control of Cadets Keep cadets on task while they are producing satisfactory work. An effective supervisor will be able to keep cadets focused.
- Correct Errors- If mistakes are made, effective supervisors will communicate this. They will revise what and how it needs to be done and remedy errors.
- Report Misconduct- 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.
- Ensure Completion- 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. Supervisors safeguard others, encourage others, and empower others to use their skills, expertise and ideas to produce results.

SOLVING PROBLEMS

One important skill that a team leader must have is the ability to solve problems. As you develop as a team leader, you will use this skill more often. You have a greater chance of successfully solving problems if you have a variety of problem-solving methods to choose from.

Logical analysis

- Confirming the task;
- Identifying the problem;
- Determining the critical factor;
- Developing alternative solutions;
- Comparing alternative solutions;
- Determining the best solution;
- Implementing the solution; and
- Evaluating the plan and the implementation.

IRISE Method

- Identifying the Problem. To be able to solve a problem, you must understand what the problem really is. If the problem is not clearly identified, a problem may be solved but it may not be the “real” problem. Questions that should be asked in step one include:
 - What do we wish to accomplish?
 - How much time will we need?
 - What resources do we have?
 - What resources do we need?
- Researching All of the Options. This step involves “brainstorming” options to solve the problem. You will have to research each option. Some options will need to be discussed outside the team and some options will need to be critically and methodically investigated. There will be some options which will solve the problem easily and some options will be more difficult. Some questions may need to be asked, such as:
 - Which option is the simplest?
 - Which option is the safest?
 - What is the worst possible outcome?
 - Which option is the most flexible?
 - Which option uses available resources in an economical manner?
- Identifying the Consequences of the Options. Each option will have consequences. Ensuring you know what the consequences may be, before putting a decision into action, may help to eliminate options with undesirable consequences. There may be consequences to options that will not be known, but these should be very limited.
- Selecting the Most Appropriate Option. This is the step where the option is selected and implemented. Once an option is selected, a plan for implementation should be created. It is now time to put the plan into action.
- Evaluating the Decision. Once the plan is implemented, evaluate the decision. Examine the implementation of the option and the needs that may not have been anticipated. Questions may include:
 - Was the option a good one?

- Was the plan to implement the option a success?
- What can we do to improve the plan or the implementation for the next time?
- What lessons were learned?

TEACH Method

The TEACH method of problem solving was developed for a team approach. The TEACH method of problem solving is another situation where positive team dynamics should be displayed.

- **Time.** This first step involves spending time to discover the real issue or problem. With the assistance of the team the “real” problem must be identified. Questions that should be asked in the “time” step should be the same as the identifying the problem questions for the IRISE method.
- **Exposure.** This second step involves uncovering what others have done in a similar situation. By using information gathered from others, the number of options that may be created to solve the problem should increase.
- **Assistance.** This third step involves having your team study all the information from different perspectives. The team will be a great asset because differing views, based on knowledge and experience of the same issue, will lead to a better result and a more collaborative environment.
- **Creativity.** This fourth step involves having the team “brainstorm” options and the consequences of those options. Again, the team will be a great asset because of differing views based on knowledge and experience.
- **Hit it.** This last step involves implementing the best option. The team will help develop a plan to implement the selected option. After the option has been implemented, evaluation of the option and its implementation will need to take place. Questions to evaluate the implementation should be the same as the IRISE method of problem solving.

It is important to practice the skill of problem solving. Learning to solve problems is a leadership skill. You have a greater chance of success in solving problems if they have a variety of problem-solving methods to choose from.

A LEADERSHIP ASSIGNMENT

It is important for you to understand the steps involved in completing leadership assignments as they occur many times throughout cadet training. You will be required to complete at least two leadership assignments during Silver Star. When given an assignment, you must know the steps involved for successful completion. An effective leader will merge together all of the pieces learned throughout leadership training, such as solving problems and supervising, to successfully lead a team through an assignment.

Preparation

Ensure the goal is understood. Always ask questions to the directing staff, especially when there is doubt about any portion of the assignment. Before spending any time planning, you must ensure that what you think needs to happen is actually the goal of the assignment.

- **Ensure the Required Resources are Available.** Complete a reconnaissance by looking around the area. Try to locate other resources that may be used. If boundaries have been determined, locate them.
- **Complete a Time Appreciation.** Be aware of the time given for the completion of the assignment. If the assignment must be broken down into stages, you must determine

how much time to allot to each stage. Sometimes tasks can be done concurrently, which will save time in the end. When completing a time appreciation, check the time. All members involved in the assignment must be aware of the current time and the expected time of completion.

- Make a Plan. Using the planning guide make a plan to accomplish the goal of the assignment by:
 - determining the tasks that need to be completed;
 - developing a process to accomplish all tasks; and
 - allocate resources.

The plan will include the answers to who, what, when, where, how and why. Who will do what? Who does it involve? What is going to be done? When does it start? When does it end? Where will it take place? How will it take place? Why must it be done? What will happen if it is not done? Tasks can be assigned to individuals or teams. Everyone must have something to do.

If you are given an unfamiliar assignment, ask questions to help clarify the full scope of the task. If you have no experience with what is involved in the assignment, you may also ask a fellow cadet to clarify and then continue to make the plan.

Introduce the leadership assignment

When giving the introduction, you must ensure you have the attention of all of the team members. If one cadet is not paying attention, it could affect the end state of the leadership assignment. When introducing a leadership assignment, you must speak loudly, clearly and concisely, to let everyone know that you have faith in your plan. A leader who speaks with authority will capture the attention of team members and make them want to participate in the assignment.

- State the Assignment to be completed. Tell the team members the “big picture” of what is going to be done. This statement could simply include the title of the leadership assignment.
- State the Goal of the Assignment. What is the end state? If there is a reason for completing the assignment (eg, a guest speaker is coming, to begin summer biathlon, etc) it should be stated. If a sketch is included, it should be shown here so that everyone has a sense of what the result should be. When stating the goal, time requirements should be included.
- Identify the Resources Required for the Assignment. Ensure that your team is aware of the resources that are required to complete the assignment and where these resources are located.
- Communicate the Overall Plan. Explain how the assignment will be conducted. All members should know what is to be done, but will find out what their specific part is in another step. If boundaries exist, include them in the plan.
- Assign Tasks to Team Members as Applicable. Assign all team and individual tasks needed to complete the assignment. Every member must have something to do.

Ensure the Team Members Understand the Assignment. Ask the team if they have any questions. You should also direct a few questions to various members of your team to ensure comprehension. When members are given specific tasks, it is extremely important that they are completely aware of what is expected of them. Asking “What are you going to do?” is more effective than “Do you understand?” Never ask yes/no questions when ensuring that team members understand the assignment. Some may be too embarrassed or timid to admit that they do not completely understand which will jeopardize the effectiveness of the plan.

After the introduction stage, all members of your team should know where they fit into the overall plan and how, by working together, they will accomplish much more than they could as individuals.

Sample introduction for the “Rearrange Classroom Space” leadership assignment :

1. “Today we will be rearranging this classroom space for a guest speaker presentation.”
2. “The goal of this assignment is to rearrange the classroom by turning it around to face the opposite direction. We have five minutes to complete the assignment once we begin.” Show the sketch to the cadets.
3. “Resources required include chairs, tables, a whiteboard and a LCD projector.”
4. “In order to turn the classroom around, the team will be divided into three teams; A, B and C. One team will be in charge of chair placement, another in charge of table placement and the other in charge of whiteboard and LCD projector placement. Each team will complete their task concurrently.”
5. Divide the cadets into three teams.
6. “Team A will rearrange the chairs, Team B will rearrange the tables and Team C will put the whiteboard and LCD projector in place.”
7. Ask two or three you to state what their task is to ensure understanding.

EXECUTE THE LEADERSHIP ASSIGNMENT

Supervise Peers

When an assignment is being conducted, you must constantly supervise the team members. The most important aspect of supervision is to ensure that the assignment is being conducted safely. If cadets are completing aspects of the assignment unsafely, stop the task immediately. Cadets must remain focused on the goal. If mistakes occur, correct them as soon as possible. If members are experiencing difficulty, take time to re-analyze and re-assign tasks. Asking questions throughout the completion of the assignment will ensure that all team members remain focused and that those (if any) who are experiencing difficulty are identified.

Maintain Team Control

Ensure that all team members understand that the leader is in charge and that everyone is following the plan laid out in the introduction stage. When members are not completing what was asked of them, correct it immediately. A way to maintain team control is to motivate throughout the task and encourage team members to motivate each other. This will help create a positive environment.

Progress According to the Time Allotted

Keep checking the time. If tasks are not being completed as planned, whether too slow or too fast, the plan may need to be reanalyzed.

Modify the Plan as Required

If the plan is not working, take time to modify it. If help is required from team members, ask for it. Changing aspects of the plan partway through the assignment may benefit the outcome; however always keep time limits in mind. Once a new plan has been developed, have the team stop what they are doing, communicate the new plan to the members and then have them implement it.

Sample process for conducting the “Rearrange Classroom Space” leadership assignment:

1. Have the cadets begin the assignment.
2. Supervise the cadets by walking around, visually inspecting work and ensuring the assignment is being completed safely. Correct any mistakes or errors and ask questions (eg, “Are you having difficulty with your assigned task?”) to ensure everyone remains focused on the assignment.
3. Ensure the teams are working together toward the same goal.
4. Motivate the cadets throughout the assignment.
5. Check the time occasionally to make sure the assignment is progressing according to the time limits set.
6. Modify the plan as required.

DEBRIEF A TEAM FOLLOWING A LEADERSHIP ASSIGNMENT

Review the Goal

After the completion of a leadership assignment, it is important to review what the goal of the assignment was with the cadets.

Provide Feedback

The leader should first ask for feedback on the assignment from the team. This can be done using general questions about leadership assignments, such as:

- Was there anything learned from the assignment?
- How did you feel about the assignment?
- Was the goal met?
- How did everyone interact during the assignment?
- Were there behaviours that helped and/or hindered the assignment?
- Were there any you who were not motivated to participate in the activity? How did this affect the morale of the remainder of the team?
- Were there leaders that emerged within the team?

It is important to know how the cadets felt about their participation in the completion of the assignment. It is also important to give feedback to the cadets. It is vital for the leader to spend time focusing on how the team worked together to achieve a common goal.

Re-Motivate the Team

The final step in debriefing a team after a leadership assignment has been completed is to re-motivate the cadets. The cadets need to be reminded of the importance of working together to accomplish an assignment.

Sample debriefing for the “Rearrange Classroom Space” leadership assignment:

1. Bring all of the cadets together.
2. Review the goal. For example “Great job team, we rearranged the classroom. It looks exactly like the sketch!”
3. Ask feedback questions to the team such as:
 - a. How did you feel about the completion of the assignment?
 - b. Were there behaviours that helped and/or hindered the assignment?
 - c. Were there leaders that emerged within the team?
4. Re-motivate the team by reminding them of the importance of working together to accomplish an assignment.

AFTER-ASSIGNMENT REPORT

The after-assignment report is a tool for you to use to reflect on your performance after completing a leadership assignment. It is used during the feedback session with the directing staff to help guide the discussion. The feedback session will take place after the assignment is completed.

1. How did you feel after the assignment was completed?

2. How did you feel about the teamwork among the members? How is teamwork related to the outcome of a leadership assignment?

3. What aspects of the leadership assignment went well?

4. Is there anything you would do differently if you were to complete the same assignment again?

LEADERSHIP ASSIGNMENT ASSESSMENT RUBRIC

The leadership assignment Assessment Rubric is the form the directing staff will use to assess your performance as a peer leader when conducting a leadership assignment. You will be required to complete your own leadership assignment assessment in conjunction with your after-assignment report and bring it to the debriefing. This form will be used as a self-assessment tool for reflection and discussion with the directing staff. The results that you reveal on the assessment form shall not affect the results given by the directing staff.

303 PC ASSESSMENT RUBRIC

Cadet's Name: _____

Platoon: _____

Date: _____

	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded the Standard
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 task. Team members did not need clarification.
Supervise cadets.	Did not supervise cadets.	Only supervised cadets 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 the problem(s).		Solved the problem(s).	
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.	

This form shall be reproduced locally.

Leadership assignments will occur many times throughout your training. When given an assignment, you must be comfortable performing the steps involved for successful completion. Being able to combine all of the segments of leadership training such as solving problems and supervising, into one cohesive unit in order to lead a team through an assignment is a special achievement for which all you should strive.

TEAM BUILDING ACTIVITIES

It is important for you to know how to lead team-building activities to ensure that they are fun, challenging and achievable for every cadet. Team-building activities are a great way to relieve boredom, lift team spirit, increase morale, re-energize you and accomplish goals. Therefore, every cadet in a leadership role should be able to lead activities focusing on these things. Once an activity that meets the needs of the group has been selected, it is the role of the leader to ensure the activity is completed in a manner that allows the group to learn. A meaningful and enjoyable teambuilding experience will occur for every cadet when the right activity is conducted in an appropriate fashion.

Introduce the activity

- Get the Team's Attention- In order to introduce a new activity; the leader must first get the attention of the team. The leader should get the team's undivided attention before continuing to introduce the activity. If one cadet is not paying attention they could miss an important point that could affect their participation in the activity or the activity's outcome.
- Explain the Goal of the Activity- The goal of the activity should be explained to the team in general terms of what will be learned or accomplished. The context of the activity should be explained so the cadets know why their participation is essential and why the activity is a part of the day's agenda. It is important not to give too much detail at this point, as the leader should draw some points on the purpose of the activity from the cadets after the activity's completion.
- Explain the Activity- The activity must be explained to the team prior to participating in the activity. The rules of the activity must be clearly outlined and understood by all cadets prior to commencement. The leader should give step-by-step instructions to ensure the activity is clearly understood.
- Assign Tasks as Necessary- If any specific tasks need to be performed throughout the activity, the leader should assign cadets to these tasks during the introduction of the activity.
- Set Time Limits- The leader is to set a time limit for the cadets to participate in the activity. The leader must factor in time for debriefing the cadets after completion of the activity. The team must be told how long they have to participate in or complete the assigned activity.
- Relay Safety Concerns as Necessary- If there are any safety concerns, the leader must pass these on to the team prior to the start of the activity.
- Motivate the Team- Prior to the start of the activity; the leader must motivate the team. The leader should be enthusiastic and share this enthusiasm with the cadets. The goal of the activity is important and there is a reason the activity is being performed. The cadets should be informed of this reason and be motivated toward achieving the goal.

Conduct the activity

- Start the Activity- The leader must inform the cadets when to start the activity.
- Supervise the Team- Throughout the duration of the activity, the leader must supervise to ensure the following:
 - there are no unsafe practices being followed;
 - the cadets remain focused on the activity; and
 - the rules are being followed.
- Ensure the Goal is Achieved- It is important that the goal of the activity is achieved. If the goal is not achieved, the team-building activity was not successful as a team-building activity, it just became a game. The goal of the activity can sometimes be met

- without completing the activity. If the goal is not being achieved, the leader may need to refocus the you by
- clarifying the goal of the activity
 - Redirecting the activity by modifying the activity to better suit the group.
- Stop the Activity if Required- There are a number of reasons why a leader may be required to stop an activity. The most important reason to stop an activity prior to completion is safety. If an activity has become a safety issue, the leader must stop the activity immediately.
 - An activity may also be stopped if the goal is not being achieved. If the activity is moving away from the goal, the leader must either stop and refocus the you, redirect the activity or move on to another point.
 - An activity may also be stopped if the goal has been achieved prior to the time allotted for its completion. Stopping an activity as it reaches its peak will allow the leader to draw out more specific key points and concepts. Not stopping an activity that has reached its peak will cause the following:
 - the energy of the team to drop;
 - interest in the goal to be lost; and
 - understanding of the goal to be lost.
 - End the Activity Within the Time Limit- A leader will need to end an activity once the time limit has been met. If the time limit has been met and the activity is not complete, it may be important to attempt the activity at another time. If the purpose of the activity is for the cadets to learn, then it is hard to end an activity until the learning has occurred. If strict time lines are being enforced, the activity can be stopped but it is very important that the leader explain this during the debriefing and perhaps revisit the activity at a later time.

Debrief the activity

It is important during the debriefing to allow the cadets to construct their own learning and decide the importance of the activity that was conducted. This may not be the same for every group.

- Reviewing the Goal- After the completion of a team-building activity it is important to review what the goal of that activity was with the cadets. You always want to know why they had to participate in an activity or learn about a specific topic so reinforce why the learning was important.
- Providing Feedback- The leader should first ask for feedback from the group on the activity. This can be done through some preset questions specifically about the activity as well as some general questions about team-building activities. It is important to find out how the cadets felt about the activity (eg, did they feel it was useful, did they learn anything from participating in the activity, etc). The leader will gain valuable insight from the cadets on the activity itself (eg, if they would use it again, how it could be conducted differently, what elements of the activity they would not change if they did the activity again, etc). The most important information to elicit from the cadets is if they felt the activity was worthwhile in that they learned something valuable by participating. The leader must also give feedback to the cadets. Whether the goal was met is an important point to focus on during this stage. Why was the goal met or why not? Was the activity completed and did this have an effect on the goal being met? The leader should also give and get feedback on how the group interacted throughout the duration of the activity. The leader should tell the cadets how they viewed the groups' interactions and ask how the cadets felt they interacted with each other. The leader could ask questions such as:
 - Were there leaders that emerged within the group?

- Were there any individuals who did not interact well with others during the activity?
- Was there an individual who was not motivated to participate in the activity? How did this affect the morale of the remainder of the group?
- Re-Motivating the Team- The final step in debriefing a group after a team-building activity has been completed is to re-motivate the cadets. The cadets need to be reminded of the importance of team-building activities and be motivated to continue participating in them to achieve new dynamics within a team environment.

It is important for you to know how to properly lead team-building activities to ensure that they are fun, challenging and achievable for every cadet. Team-building activities are a great way to relieve boredom, lift team spirit, increase morale, reenergize you and accomplish goals. Once an activity that meets the needs of the group has been selected, it is the role of the leader to ensure the activity is completed in a manner that allows the cadets to learn or to elicit learning from the group. A meaningful and enjoyable team-building experience will occur for every cadet when the right activity is conducted in an appropriate fashion.