



## CANADIAN CADET ORGANIZATIONS

# PHASE FIVE / MASTER CADET / PROFICIENCY LEVEL FIVE WORKSHOP FACILITATION GUIDES

(ENGLISH)

Cette publication est disponible en français sous le numéro A-CR-CCP-900/PF-002.

**Issued on Authority of the Chief of the Defence Staff**

Canada



#### NOTICE

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**Contact Officer: D Cds 3-2-7 – Staff Officer Common Cadet Program Development**

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## **FOREWORD AND PREFACE**

1. **Issuing Authority.** This Workshop Facilitation Guide (WFG) A-CR-CCP-900/PF-001 was developed under the authority of the Director Cadets and Junior Canadian Rangers, and issued on the authority of the Chief of Defence Staff.
2. **Development.** Development of this WFG was in accordance with the performance oriented concept of training outlined in the A-P9-050 Series, Canadian Forces Individual Training and Education System, with modifications to meet the needs of the Canadian Cadet Organizations (CCO).
3. **Purpose of the WFG.** The WFG is used by Regional Cadet Support Units (RCSUs) in conjunction with other resources to conduct workshops required to satisfy requirements of the Phase Five, Master Cadet and Proficiency Level Five Performance Objective PO 513 (Attend Workshops). The WFG provides facilitators with the base means from which to deliver training. Individual workshops must be reviewed before instructing, so that each facilitator can adequately plan for and prepare each workshop. Facilitators may be required to develop instructional materials to support training in addition to any that may be provided, eg, posters, videos, handouts, models, etc, supplemental to training control and support documents. Suggested instructional activities are included in most WFGs to maximize learning and fun. Facilitators are also encouraged to modify and / or enhance the activities, as long as they contribute to the overall topic area.
4. **Use of the WFG.** Throughout these WFGs, a series of information boxes are used to highlight information; they include:



Note to the Instructor.



Key information to pass along to cadets.



Refer to the following CF regulations and policies.



Points of interest or special instructions the instructor should pass along to cadets.

5. **Workshop Descriptions.** The following is a brief description of each workshop.
  - a. **Time Management.** This workshop will provide cadets with tools to better manage their busy schedules. Topics for discussion include managing stress, honouring commitments, meeting deadlines, limiting procrastination, identifying and dealing with scheduling changes, keeping an agenda, and multi-tasking.
  - b. **Supervision.** This workshop explores what it means to be a good supervisor and, more specifically, what to look for as a supervisor. Through various discussions and activities, this workshop provides the opportunity for the cadets to recognize the importance of effective

supervision. Cadets take a closer look at their supervisory responsibilities with regard to enforcing the rules and factors that affect supervisor and subordinate alike (eg, peer pressure). Additionally, cadets will take a look at some of the reasons why cadets leave the program, how these reasons may relate to supervision, and how they can help retain cadets in the program.

- c. **Ethics: Making Tough Choices.** This workshop will provide cadets with the opportunity to discuss ethics with their peers as it relates to their role as a cadet. It has been designed to include a discussion on what ethics is and how it is present in all aspects of life. Cadets will work through case studies to examine their own perceptions of ethics and how ethical decision-making can often require making tough choices.
- d. **Corrective Action and Positive Reinforcement.** This workshop challenges cadets' perception of discipline within the Cadet Program. Corrective action and positive reinforcement should be seen as two sides of the same coin and applied equally to all subordinates. Topics such as appropriate corrective action, why we correct and the importance of positive reinforcement will be discussed along with cadets' own personal experiences, both good and bad. Topics from *Positive Social Relations for Youth* will be discussed and cadets will participate in practical conflict management scenarios.
- e. **Dynamic Instruction.** This workshop is designed to provide cadets with additional tools to deliver exciting and dynamic instruction. Activities focus on developing creative lesson plans and training aids, leading fun and exciting in-class activities, and knowledgeably preparing for lessons.
- f. **Learning Environment and Classroom Management.** This workshop focuses on developing cadets' ability to foster a positive atmosphere within a learning environment. It will provide them with skills in dealing with disruptive students as well as instructing in differing environments and conditions. This workshop will also provide strategies to cadets for forming appropriate groups when conducting group activities during a lesson.
- g. **Personality and Group Dynamics.** This workshop explores the ways an individual's personality affects their learning and interaction with others. Discussions will include personality traits and types, how personality affects relationships and interactions, personality and leadership, and why recognizing your own personality type allows for self development. Activities will focus on simple tests and quizzes that can be used by cadets to self-identify their personality.
- h. **Digital Responsibility.** This workshop focuses on amplifying cadets' sense of digital responsibility. The advent of social networking and communications advances has changed the risks youth face. Topics for discussion include cyber bullying, appropriate online communications, appropriate cellular communications, and how to minimize ones' digital footprint. Discussions about the legal ramifications of some topics will also occur.
- i. **Team Building.** This workshop provides cadets a toolkit to conduct team building activities. Cadets participating in the workshop will take part in a discussion based on why team building activities are valuable in maintaining morale. Cadets will then work through activities that focus on different aspects of team building and will learn when to use them. The toolkit will allow the cadets to lead the same team building activities at their corps / squadron.
- j. **Healthy Relationships.** This workshop deals with the various relationships that senior cadets must make and maintain. Discussions on the difference between professional and personal relationships as well as the need to establish relationships with subordinates, superiors and peers will be combined with activities dealing with transitional relationships and the impact of inappropriate relationships (eg, moral, legal, administrative). The idea of a relationship between the cadet corps / squadron and the community will also be explored.

- k. **Communication Tools.** This workshop provides cadets the tools to enhance their communication skills. Activities covering active listening, summarizing tools, and tips on paraphrasing are combined with discussions on effective questioning techniques as well as non-verbal communications (eg, body language).
  - l. **Cadet Program Outline: The Big Picture.** This workshop will provide cadets a better understanding of the theories and methodologies the Cadet Program is based on. Cadets will participate in discussions that describe the Cadet Program developmental periods and how they have driven the training design. The Cadet Program Leadership Team Model will be discussed and cadets will identify the linkages between the two. Linkages also play a key part in how the elemental programs are interrelated and cadets will participate in activities that will allow them to see the "big picture" when it comes to cadet training.
6. **Effective Date.** This publication is effective upon receipt. Subsequent changes are effective upon receipt.
7. **Suggested Changes.** Suggested changes to this document shall be forwarded to National Defence Headquarters (NDHQ) Attn: Staff Officer Common Cadet Program Development (D Cdts 3-2-7) by e-mail at [com.dev@cadets.gc.ca](mailto:com.dev@cadets.gc.ca)

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**CANADIAN CADET ORGANIZATIONS**  
**PHASE FIVE / MASTER CADET /**  
**PROFICIENCY LEVEL FIVE**  
**WORKSHOP FACILITATION GUIDE**



**CHAPTER 1**

**TIME MANAGEMENT**

Total Time:

210 min

**PREPARATION**

**PRE-WORKSHOP INSTRUCTIONS**

Review the workshop content and become familiar with the material prior to facilitating the workshop.

Photocopy:

- Where's My Time Going? worksheet located at Annex B for each cadet,
- To-Do List Worksheet located at Annex C for each cadet,
- Healthy and Unhealthy Ways to Cope With Stress handout located at Annex H for each cadet,
- Workshop Feedback Survey located at Annex J for each cadet.

Make an OHP slide of the Important? Urgent? Or not? worksheet located at Annex D.

Photocopy and cut out the Changes Coming Your Way... Decision Required! scenarios located at Annex F for every four cadets.

Gather the resources and arrange the room as required.

**ROOM LAYOUT**

The room should be divided in two areas:

- an area with the tables arranged so that cadets can work individually or participate in group discussions; and
- an area with the tables arranged so that cadets can work in groups.

**RESOURCES**

The following resources are needed for this workshop:

- Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area,
- Flip chart paper,
- Flip chart markers,

- Paper, and
- Pen / pencil.

### TIMINGS

Section	Component	Time
1	Introduction.	20 min
2	Time Management.	25 min
3	Planning Tools.	30 min
	Break	15 min
4	Prioritizing.	50 min
	Break	15 min
5	When You Cannot Keep Balance—Stress Management.	30 min
6	The Way Ahead.	10 min
7	Conclusion.	15 min

### SUBSTANTIATION

Workshops are designed to allow cadets to interact with their peers during various activities, discussions, role-plays and case studies. Workshops emphasize the sharing of knowledge and experiences in a small group setting.

---

**SECTION 1****INTRODUCTION**Time: 20 min

---

**AIM**

This workshop explores time management—from time stealers to the tools cadets could use to maximize their time. After participating in this workshop, cadets should be able to recognize that not everything needs to be done immediately, determine how to make decisions when time is of the essence, and identify ways to cope with stress when time management is not successful.

**OUTCOMES**

Outcomes of this workshop include:

- recognizing procrastination;
- preparing to-do lists and prioritizing them;
- determining ways to make decisions considering time management; and
- practicing various stress management techniques.

---

**ICEBREAKER ACTIVITY**

Time: 20 min

**Objective**

The objective of this icebreaker activity is to allow cadets to familiarize themselves with each other to create a positive atmosphere for the workshop.

**Resources**

What If? questionnaire located at Annex A.

**Activity Layout**

This activity should be conducted in an area where cadets can move about freely and interact with each other without obstruction.

**Activity Instructions**

1. Allow the cadets to mingle freely around the room for 10–15 seconds.
2. Shout "Pair" and allow cadets five seconds to form groups of two.
3. Ask a question from What If? questionnaire located at Annex A.
4. Allow 30 seconds for cadets to think about their answers.
5. Allow 30 seconds for one cadet to share their answer while the other one listens.
6. Allow 30 seconds for the other cadet to share their answer while the other one listens.
7. Allow 15 seconds for partners to thank each other.



Demonstrate how you want the cadets to carry out the "thank you" step. Reinforcing it will demonstrate the importance you attribute to the respect of everyone's opinion, which should set the stage for the remainder of the workshop.

The "thank you" step should be as follows:

1. As you look into your partner's eyes, say: "Thank you for sharing your thoughts with me. I appreciated learning about you."
2. Then you shake your partner's hand.

8. Repeats Steps 1–7 for 12 minutes.



Ensure cadets pair up with a different cadet each time (numbers permitting).

9. At the end of the activity, allow a five minute discussion to take place so the cadets can discuss one thing they have learned about someone that they found particularly interesting.

### Safety

Nil.

---

## SECTION 2

## TIME MANAGEMENT

Time: 25 min

---



Ask cadets to define time management. Have a few cadets share their definitions so everyone gets a variety of perspectives.

### TIME MANAGEMENT IS A MYTH

There are only 24 hours in a day. Time never changes. Time management does not refer to managing time; it refers to managing ourselves. Organizing and managing workload and free time is what is meant by time management. It means what one does with the time one has.

### PROCRASTINATION

Procrastination is putting things off that should be focused on right now. Usually, things are put off in favour of doing something that is more enjoyable or that is easier to accomplish. Procrastinators work as many hours in a day as other cadets but procrastinators invest their time in the wrong tasks.

**ACTIVITY**

Time: 20 min

**Objective**

The objective of this activity is to have the cadets brainstorm a list of reasons why people procrastinate and how to overcome it.

**Resources**

- Four pieces of flip chart, and
- Four markers.

**Activity Layout**

Nil.

**Activity Instructions**

1. Divide the cadets into four groups.
2. Give each group a flip chart and marker.
3. Have each group brainstorm and record on the flip chart a list of:
  - reasons why people procrastinate; and
  - ways to overcome procrastination.
4. Have one member from each group share their group's list with the class.
5. Correct the answers with the following information.

**CAUSES OF PROCRASTINATION**

Sometimes cadets do not understand the difference between urgent tasks (time sensitive) and important tasks (significant), and they jump straight into urgent tasks that are not actually important. They may think they are doing the right thing because they are reacting quickly or they may simply be driven by the person whose demands are the loudest.

Note that "urgent" and "important" are very different.

- **Important.** Of great effect or consequence; significant.
- **Urgent.** Demanding or requiring immediate action or attention.

Another common cause of procrastination is that cadets feel overwhelmed by the task. Cadets may not know where to begin, or they may doubt they have the skills or resources to complete the task. Cadets may seek comfort in doing tasks that they know they are capable of completing.

Other causes of procrastination include:

- waiting for the "right" mood or the "right" time to tackle the important tasks;
- a fear of failure or success;
- underdeveloped decision-making skills;

- poor organizational skills; and
- perfectionism (cadets think they do not have the right skills or resources to accomplish the task perfectly so they do not begin at all).



## HOW TO OVERCOME PROCRASTINATION

Whatever the reason for procrastinating, it must be acknowledged, dealt with and controlled.

1. **Recognize that you are procrastinating.** Be honest with yourself; you probably know when you are procrastinating.
2. **Work out why you are procrastinating.** Why you procrastinate can depend on both you and the task. Understanding the reason for procrastination for each situation helps you select the best approach to overcoming your reluctance to get going.
3. **Get over it.** If you are putting something off because you just do not want to do it, and you cannot delegate the work, you need to find a way to motivate yourself. The following approaches may be helpful:

- Make up your own rewards.
- Ask someone to check up on you.
- Identify unpleasant consequences of not doing the task.

If you are delaying starting a project because you find it overwhelming, you may need a different approach. Here are some tips:

- Break the project into smaller, more manageable tasks.
- Start with some quick small tasks, even if these are not the logical place to start. This helps you feel like you are achieving results, motivating you to keep going.

### Safety

Nil.

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### BRIDGE

Time: 5 min

### Objective

The objective of this activity is to have the cadets identify the activities in which they participate and reflect on the time they devote to each.

### Resources

- Where's My Time Going? worksheet located at Annex B for each cadet,
- Pen / pencil.

### Activity Layout

Nil.



### Activity Instructions

1. Distribute the worksheet and pen / pencil to each cadet.
2. Have the cadets create a list of activities they participate in and how much time they devote to each.



Give an opportunity to the cadets who wish to share items from their lists.

### Safety

Nil.

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## SECTION 3

## PLANNING TOOLS

Time: 30 min

---

### TO-DO LISTS

A to-do list is a list of tasks that need to be completed.

Keeping to-do lists ensures that all tasks that need to be accomplished are captured in one place. This is essential in order not to forget things.

#### Preparing a To-Do List

Begin by writing down all the tasks that need to be completed. If the tasks are complex and will require a long time to complete, break them into parts. Each task on the list should take no more than 1–2 hours to complete.

#### How to Prioritize the To-Do List

The next step in creating a useful to-do list is to prioritize each task on the to-do list. By prioritizing work, a plan is created. This ensures that tasks requiring immediate attention are completed first. There are many ways to prioritize but usually priorities are based on time constraints and / or the benefit of the accomplishment of the task. An example of a priority based on time constraints is when you have to take a sibling to a ball game at six in the evening, and the clock reads 5:30 pm; this task will be a very high priority. An example of a priority based on benefit of the task is when you wish to buy a newer car, you cannot miss shifts at work; shifts at work will be a very high priority.

Allocate priorities for each task from A (very important or very urgent) to F (unimportant or not urgent at all). If too many tasks have a high priority, go through the to-do list again and demote the less important tasks. Once this has been accomplished, rewrite the list in order of priority.

Once every activity has been allocated a priority, rewrite the list in order of priority with the high priority tasks at the top of the list and the lower priority tasks at the bottom of the list.



Ask cadets to discuss the difference between "commitments" and "things you wish to do" when prioritizing the to-do list.

## MULTI-TASKING

Multi-tasking is accomplishing multiple tasks at one time. Even though it may not be possible for some tasks because they require full attention, some other tasks lend themselves well to the possibility.

For example:

- At a CSTC, you could do your laundry while writing a lesson plan.
- You could be listening to the radio while typing your biology notes.
- You could watch a movie while doing the dishes.
- You could talk to your friends while polishing your boots.



Ask the cadets to come up with more examples of tasks they could do concurrently.

## KEEPING AN AGENDA

Some tasks or events require more than short-term planning. To-do lists may need to be extended to reflect a weekly, a monthly, or even a yearly schedule. To help you stay on track and get everything done, you may require an agenda.

The Phase Five / Master Cadet / Proficiency Level Five Logbook may be sufficient for some cadets to keep track of all they have to do. Some others might require the use of an agenda. Some schools provide agendas to their students at the beginning of every school year.



Ask the cadets:

- "Who regularly uses an agenda?"
- "What are useful tips to stay organized?"

An agenda allows you to list things to be done and organize them. The agenda lets you manage your activities so things get done on time. It also creates a record of your progress.

## Logging Your Entries

Here is one way you can log your entries: Subject / Assignment or Task / Due Date / Status.

Other ways could work just as well. Try to find a way that works for you. It is a good idea to have an entry for each subject, even if there is nothing to be done; that way you remember there was nothing to do.

Status shows if an item is:

- Completed (shows a check mark),
- Not completed (shows no check mark), or
- Carried forward to another day (shows an arrow).

You could also have a colour system:

- Completed (green dot),
- Not completed / Needs more attention / Experiencing difficulty (red dot), or
- Carried forward to another day (yellow dot).

Note that items carried forward should be rewritten at an appropriate date before their due date.

For example, if a project is due at the end of the month, and you think it will take you three days to complete, a reminder should be written at least three days before its due date. If the class you have to teach three weeks from now at the cadet corps / squadron needs to be submitted one week before the instruction time, then that is the due date and the reminder to have it finished should be before that.

Again, people should try to find a system that works for them.



Ask cadets how they keep track of the tasks they have to accomplish. Ask them how they keep organized.



Ask cadets if they use technology to help them manage their tasks.

- If so, what kind of technology and how does it help them?
- If not, are they aware of any technology that is available to them?

---

## ACTIVITY

Time: 20 min

### Objective

The objective of this activity is to have the cadets create a to-do list.

### Resources

- To-Do List Worksheet located at Annex C,
- Paper, and
- Pen / pencil.

### Activity Layout

Nil.


### Activity Instructions

1. Distribute the To-Do List Worksheet located at Annex C to each cadet.
2. Have the cadets create personal to-do lists for the month.
3. Divide the cadets into pairs.

4. Have each cadet discuss with their partner:
  - a. what factors they considered when creating their to-do list;
  - b. which items they chose to include in their to-do list and which items they chose to leave out; and
  - c. whether or not there is anything they would add or take off their to-do list after seeing their partner's to-do list.
5. In preparation for Section 4, have the cadets prioritize their to-do lists.

**Safety**

Nil.



Give the cadets a 15-minute break.


---

**SECTION 4**

**PRIORITIZING**

Time: 50 min

---



Ask the cadets what they think about the following statements:

"Anything less than a conscious commitment to the important is an unconscious commitment to the unimportant".

"The key is not to prioritize what is on your schedule, but to schedule your priorities".

"Set priorities for your goals. A major part of successful living lies in the ability to put first things first. Indeed the reason most major goals are not achieved is that we spend our time doing second things first."

**PRIORITIZING**

Prioritizing is the ability to see what tasks should be done at each moment and to give those tasks more of your attention, energy, and time. Prioritizing is focusing on what is important at the expense of lower value activities.

How do you determine what a priority is?

Everyone has many things to do and there always seems to be too little time to accomplish them all. The 80/20 rule states that 80% of our work contributes to only 20% of the value of our work. In other words, if you focused on the most important 20% of your tasks, you would achieve much more than before.

Prioritizing is about making choices. To prioritize, you must be able to determine what is important, as well as to see the difference between urgent and important.

**ACTIVITY**

Time: 15 min

**Objective**

The objective of this activity is to have the cadets determine, in small groups, the distinction between:

- important and not important, and
- urgent and not urgent.

**Resources**

- OHP slide of Important? Urgent? Or Not? worksheet located at Annex D,
- Important? Urgent? Or Not? Answer key located at Annex E,
- Flip chart paper, and
- Markers.

**Activity Layout**

Nil.

**Activity Instructions**

1. Divide the cadets into groups of no more than four.
2. Distribute flip chart paper and a marker to each group.
3. Display Annex D on the OHP.
4. Have the cadets brainstorm examples of activities that fit in each quadrant.
5. Have the cadets discuss elements / activities that were organized in each quadrant.



Ask the cadets if they had difficulty determining things that were important.

Ask the cadets how someone can determine if something is important.

Something that is important for someone is not necessarily important for another.

**Safety**

Nil.

**ACTIVITY**

Time: 25 min

**Objective**

The objective of this activity is to have the cadets work in groups to determine what actions could be taken for the given scenarios.

## Resources

- Changes Coming Your Way... Decision Required! Scenarios located at Annex F (one scenario per four cadets),
- Changes Coming Your Way... Decision Required! Answer Key located at Annex G, and
- Pen / pencil.

## Activity Layout

Nil.

## Activity Instructions

1. Divide the cadets into groups of no more than four.
2. Distribute flip chart paper and a marker to each group.
3. Distribute Scenario 1 to half the groups and Scenario 2 to the other groups.
4. Allow 10 minutes for the cadets to read the scenario and answer the questions.
5. Read Scenario 1 aloud.
6. Have the cadets that worked on that scenario present their solutions.
7. Allow the cadets that did not work on that scenario to share their thoughts on the scenario.
8. Repeat Steps 5–7 with Scenario 2.
9. Ask the cadets questions to have them reflect on the work they just accomplished.



Questions could include:

- Did everyone agree to the decision made?
- What are factors you need to consider when making such decisions?
- How difficult are those decisions? Why?

## Safety

Nil.

---

## BRIDGE ACTIVITY

Time: 10 min

## Objective

The objective of this activity is to have the cadets practice prioritizing by using what they learned in Section 4 to better prioritize their to-do lists from Section 3.

## Resources

- To-Do List Worksheet from Section 3; and
- Pen / pencil.

**Activity Layout**

Nil.

**Activity Instructions**

1. Have the cadets review their to-do lists from Section 3.
2. Have the cadets prioritize their to-do lists based on what they learned in Section 4.
3. Have the cadets consider the following reflective question: “Did the prioritization of your to-do list change based on what you learned in Section 4? Why or why not?”
4. Have volunteers share their thoughts on the reflective question from Step 3.

**Safety**

Nil.



Give the cadets a 15-minute break.

**SECTION 5****WHEN YOU CANNOT KEEP BALANCE—STRESS  
MANAGEMENT**

Time: 30 min

Poor time management can cause a lot of stress. However, even people who manage their time wisely sometimes feel the effect of stress.

There are healthy ways and unhealthy ways to cope with stress.

**ACTIVITY**

Time: 20 min

**Objective**

The objective of this activity is to have the cadets determine healthy and unhealthy ways to cope with stress.

**Resources**

- Healthy and Unhealthy Ways to Cope With Stress handout located at Annex H,
- Flip chart paper, and
- Markers.

**Activity Layout**

Nil.

### Activity Instructions

1. Divide the cadets into groups of four.
2. Allow the cadets 10 minutes to list healthy and unhealthy ways of dealing with stress.
3. Distribute the Healthy and Unhealthy Ways to Cope With Stress handout to each cadet.
4. Allow the cadets 10 minutes to read through the handout.
5. Ask cadets to share their thoughts on that list.

### Safety

Nil.

---

## RELAXATION EXERCISE

Time: 10 min

There are a number of relaxation techniques to control negative stress. The benefit of such techniques is that they trick the body into thinking that the threat is gone and the increased blood circulation carries more oxygen to the brain, which allows the body to relax.

### Objective

The objective of this activity is to have the cadets practice a relaxation exercise.

### Resources

Relaxation Exercise located at Annex I.

### Activity Layout

This activity should be conducted where cadets can move freely. The lights in the classroom should be turned off.

### Activity Instructions



Before the start of the exercise, ensure the cadets understand the importance of being quiet. Everyone should take the opportunity to try this exercise in a quiet and respectful atmosphere.

1. Have the cadets sit comfortably on their chairs.
2. Slowly read the instructions located at Annex I and have the cadets carry out the instructions.

### Safety

Nil.



---

## DO SOMETHING YOU ENJOY EVERY DAY

A good way to make that happen is to make a list of 20 or 30 things that you enjoy doing (eg, watching a movie, reading a book, going for a walk, talking on the phone with a friend). Once the list is complete, cut out every item on the list and put it in a jar. Every morning, when you wake up, draw an item from the jar and allow yourself some time in the day to accomplish that thing you enjoy.

---

## SECTION 6

## THE WAY AHEAD

Time: 10 min

---



Ask cadets to define time management. Have their definitions changed? Allow the cadets to share their thoughts on how their perception of time management has changed.

---

## DISCUSSION

Time: 10 min



The point of the discussion is to reinforce the content of the workshop and to determine how it can be applied at the corps / squadron using the suggested questions provided.

### SUGGESTED QUESTIONS:

- Q1. What skills can you apply at the corps / squadron?
- Q2. Which skills, related to time management, do you believe cadets struggle with the most?
- Q3. How will you enhance your subordinates' time management skills?



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



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

---

**SECTION 7**

**CONCLUSION**

Time: 15 min

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**NETWORKING**

Time: 5 min

Networking is an efficient way to develop professional relationships with cadets outside the corps / squadron. Provide cadets with five minutes to interact with each other to exchange contact information.

---

**WORKSHOP FEEDBACK SURVEY**

Time: 5 min

Distribute the workshop feedback survey located at Annex J to the cadets and allow them five minutes to complete it.

---

**CLOSING STATEMENT**

Time: 5 min

Time management is a skill that is necessary all through life. Effectively managing your time will help you to keep your commitments and will reduce unwanted stress in your life.

---

**REFERENCES**

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### WHAT IF?

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	QUESTIONS
1	If I were a dessert, I would be _____.
2	If I could go anywhere in the world, I would go _____.
3	If I could choose between being invisible, seeing through walls, or reading people's minds I would choose _____.
4	If I could meet a famous person, I would meet _____.
5	If I could play in a movie, it would be a <u>horror / action / drama / suspense / comedy / documentary / cartoon</u> ?
6	If I could be an animal, I would be a _____.
7	If I won a million dollars, I would _____.
8	If I could be a cartoon character, I would be _____.
9	If I had to see the world in shades of only one colour, I would want to see the world in _____.
10	If I had to change my name, I would change it to _____.

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**WHERE'S MY TIME GOING?**

---

It is time to determine how you have been spending your time...

Determine the events / activities you are involved in and how much time you have been spending at each. Do not forget things such as sleeping, eating and showering.

	ACTIVITIES	TIME (hr/day or hr/week)
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### TO-DO LIST WORKSHEET

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Make a list of all the things that you need to accomplish in the next month.

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2. \_\_\_\_\_
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**IMPORTANT? URGENT? OR NOT?**

---

Brainstorm events that you sometimes encounter and write them in the appropriate quadrant.

<p><b>IMPORTANT</b></p>	<p><b>NOT IMPORTANT</b></p>
<p><b>URGENT</b></p>	<p><b>NOT URGENT</b></p>

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**IMPORTANT? URGENT? OR NOT?  
ANSWER KEY**

---

**Note:** These examples are for guidance only. The lists created by the cadets will very likely have different elements that may be correct. Have them explain why they categorized them the way they did.

**Important.** Of great effect or consequence; significant.

Examples include:

- studying for final exams;
- preparing a lesson plan;
- exercising; and
- paying bills.



Something important for someone may not be important for another. Also, something may be arguable as important (eg, watching a movie may be for an assignment or a scrapbook may be someone's birthday gift). The same argument could be made for urgent versus not urgent.

**Not important**

Examples include:

- watching a movie; and
- working on a scrapbooking project.

**Urgent.** Demanding or requiring immediate action or attention.

Examples include:

- taking the trash out because it is trash pick-up day;
- picking up your sister after her hockey practice;
- finishing homework that is due tomorrow; and
- paying the bills (if they are due in a few days!).

**Not urgent**

Examples include:

- mopping the floors (arguable if the floors are wet and it has become a safety issue);
- studying for an exam that is in two weeks from now (arguable if there is two weeks worth of material); and
- paying the bills (if they are due in a few weeks).

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**CHANGES COMING YOUR WAY... DECISION REQUIRED!**

---

**SCENARIO 1**

It is the month of May. The school year is coming to an end, and you are having particular difficulty in math this semester. Final exams are just around the corner, and you will need to be well prepared if you want to pass the math final exam. You have had very little time this semester to spend studying. You are the assistant captain of your school's basketball team and you love playing basketball. As a matter of fact, you have three practices every week, and you play with friends every weekend.

Last week, your CO approached you to see if you could organize a drill display for the Annual Ceremonial Review. This would mean holding a practice once a week for the next six weeks. Since you are the only one in your unit to have the specialty summer course in drill, you are the only one your CO can count on. Your CO would like an answer this week.

1. What do you do? Why?
2. What factors did you consider when making your decision?
3. What other information would have been relevant to know to make this decision?

**SCENARIO 2**

You are a really active member in your corps / squadron this year. You are on the marksmanship team that trains once a week, you are a member of the biathlon team that trains twice a week, and you are responsible for instructing a class once a week at each training night.

School is going well, as you are spending most of your free time doing homework. You have also gotten a job since you need to buy a car to go to university next year.

Two months ago, your CO informed you of an inter-corps / -squadron sports competition that will be held in your area. Since then, you have been in contact with the other corps / squadron, you have organized the sports schedule, and you have really motivated your cadets for this event. It is going to happen this weekend on Friday, Saturday and Sunday.

Unfortunately, yesterday your boss called you because he needs you to work this weekend. The other employee is ill and is unable to come in. You need to give an answer to your boss by the end of today.

1. What do you do? Why?
2. What factors did you consider when making your decision?
3. What other information would have been relevant to know to make this decision?

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**CHANGES COMING YOUR WAY... DECISION REQUIRED!**  
**ANSWER KEY**

---

There are no definite answers in these kinds of situations. Whatever the decision is, you have to be able to justify it and YOU have to be satisfied with it.

In some situations, assessing your priorities is going to help make a decision:

Are your priorities sports, cadets, school, job, spending time with family and friends?

Another way to approach this could be to assess how you have been spending your time. By doing that, you may be able to identify that you are spending a lot of time on something that does not matter as much to you as the new thing you are considering being involved in. Maybe you will realize that your schedule is filled with not important and not urgent activities.

Keep in mind that if you accept a new commitment, you have to be ready to commit fully, so make sure you can justify taking that new commitment and how you are going to make it work.

Some decisions will be difficult to make, but remember that it is your decision and you will be the one living with its consequences, so think it through carefully.

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## HEALTHY AND UNHEALTHY WAYS TO COPE WITH STRESS

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### UNHEALTHY WAYS TO COPE WITH STRESS

The following strategies may temporarily reduce stress, but may cause more damage in the long run:

- smoking or drinking;
- overeating or undereating;
- zoning out for hours in front of the television or computer;
- withdrawing from friends, family, and activities;
- using pills or drugs to relax;
- sleeping too much;
- procrastinating;
- filling up every minute of the day to avoid facing problems; and
- taking out your stress on others (lashing out, angry outbursts, or physical violence).

### HEALTHY WAYS TO COPE WITH STRESS

There are many healthy ways to manage and cope with stress, but they all require change. You can either change the situation or change your reaction. Since everyone responds differently to stress, no single method will work in all situations. People should look for methods that make them feel calm and in control. Here are a few strategies:

- **Exercise regularly.** Physical activity plays a key role in reducing and preventing the effects of stress. Nothing beats aerobic exercise for releasing pent-up stress and tension.
- **Learn how to say “no”.** Know your limits and stick to them.
- **Avoid people who stress you out.** If someone consistently causes stress in your life, limit the amount of time you spend with that person or end the relationship entirely.
- **Take control of your environment.** If the evening news makes you anxious, turn the TV off. If going to the market is an unpleasant chore, do your shopping online.
- **Trim down your to-do list.** Analyze your schedule, responsibilities, and daily tasks. Drop tasks that aren't truly necessary.
- **Express your feelings instead of bottling them up.** If something or someone is bothering you, communicate your concerns in an open and respectful way.
- **Be more assertive.** Deal with problems head on, doing your best to anticipate and prevent them. For example, if you have an exam to study for and your chatty sister just got home, say up front that you only have five minutes to talk.
- **Manage your time better.** Planning ahead allows altering the amount of stress you are under.
- **Look at the big picture.** Ask yourself how important it will be in the long run. Will it matter in a month? A year? Is it really worth getting upset over? If the answer is no, focus your time and energy elsewhere.

- **Adjust your standards.** Perfectionism is a major source of avoidable stress. Set reasonable standards for yourself and others, and learn to be okay with “good enough.”
- **Focus on the positive.** When stress is getting you down, take a moment to reflect on all the things you appreciate in your life, including your own positive qualities and gifts.
- **Don't try to control the uncontrollable.** Focus on the things you can control such as the way you choose to react to problems.
- **Look for the upside.** Look at major challenges as opportunities for personal growth. Try to view stressful situations from a more positive perspective. Rather than fuming about a traffic jam, look at it as an opportunity to pause and regroup, listen to your favourite radio station, or enjoy some alone time.
- **Share your feelings.** Expressing what you're going through (eg, to a trusted friend or a therapist) can be very beneficial, even if there's nothing you can do to alter the situation.
- **Learn to forgive.** Let go of anger and resentments. Accept that the world is not perfect and people make mistakes.
- **Set aside relaxation time.** Include rest and relaxation in your daily schedule. Don't allow other obligations to encroach. This is your time to recharge your batteries.
- **Connect with others.** Spend time with positive people who enhance your life. A strong support system will buffer you from the negative effects of stress.
- **Do something you enjoy every day.** Make time for leisure activities that bring you joy, whether it be stargazing, playing the piano, or working on your bike.
- **Keep your sense of humour.** This includes the ability to laugh at yourself. The act of laughing helps your body fight stress in a number of ways.
- **Eat a healthy diet.** Well-nourished bodies are better prepared to cope with stress. Start your day right with breakfast, and keep your energy up with nutritious meals throughout the day.
- **Reduce caffeine and sugar.** The temporary "highs" caffeine and sugar provide often end in with a crash in mood and energy. By reducing the amount of coffee, soft drinks, chocolate, and sugar snacks in your diet, you'll feel more relaxed and you'll sleep better.
- **Avoid alcohol, cigarettes, and drugs.** Don't avoid or mask the issue at hand; deal with problems head on and with a clear mind.
- **Get enough sleep.** Adequate sleep fuels your mind, as well as your body. Feeling tired will increase your stress because it may cause you to think irrationally.

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## RELAXATION EXERCISE

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For the following exercises, tense each muscle group for 5–7 seconds and then relax for 15–30 seconds.



For time purposes, complete each exercise only once. Inform the cadets that each exercise may be repeated twice when they are doing it on their own.

Notice the contrast between tension and relaxation.

1. Close your eyes and take a deep breath—gently inhale through your nose and slowly exhale through your mouth. Take another deep breath. Resume breathing normally.
2. Clench your teeth. Release. Notice the sensation of relaxation in your jaw.
3. Shrug your shoulders by gently raising them toward your ears. Relax by lowering them back down.
4. Clench your left fist. Feel the tension through your lower arm. Let it go.
5. Clench your right fist. Hold it tight... and relax. Notice the difference.
6. Bend your elbows and tense your biceps. Relax by lowering your arms down to your sides. Enjoy the feeling of relaxation in your arms.
7. Press your heels down. Push hard... hold... and relax.
8. Curl your toes... hold it...and relax.
9. Point your toes toward the ceiling... feel the tension in your calves... let go.
10. Take in another deep breath, hold it briefly, and let it go.

You should be feeling totally relaxed. Take a moment to enjoy the sensation. Try to remember this feeling so that you will know how you feel when you are completely relaxed. When you feel ready, open your eyes.

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## WORKSHOP FEEDBACK SURVEY

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Workshop: \_\_\_\_\_  
Date: \_\_\_\_\_

1. Why did you choose this workshop?

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2. What were your expectations of this workshop?

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3. How did you like the workshop?

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4. What skills do you believe you developed through this workshop?

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5. What skills are you better equipped to develop in your peers or subordinates now that you have attended this workshop?

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6. What information / tool / ability learned in the workshop would you be able to use at your corps / squadron?

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7. How has this workshop helped you become a better cadet?

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**CANADIAN CADET ORGANIZATIONS**  
**PHASE FIVE / MASTER CADET /**  
**PROFICIENCY LEVEL FIVE**  
**WORKSHOP FACILITATION GUIDE**



**CHAPTER 2**

**SUPERVISION**

Total Time:

210 min

**PREPARATION**

**PRE-WORKSHOP INSTRUCTIONS**

Review the workshop content and become familiar with the material prior to facilitating the workshop.

Photocopy:

Workshop Feedback Survey located at Annex E for each cadet.

Photocopy and cut out:

- What Would You Do? scenarios located at Annex A, and
- Role-Play Scenarios located at Annex C.

Gather the resources and arrange the room as required.

**ROOM LAYOUT**

The room should be divided in two areas:

- an area with the tables arranged so that cadets can work individually or participate in group discussions; and
- an area with the tables arranged so that cadets can work in groups.

**RESOURCES**

The following resources are needed for this workshop:

- Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area,
- Flip chart paper,
- Flip chart markers,
- Construction paper,
- Glue sticks,
- Scissors,
- Adhesive putty,

- Paper, and
- Pen / pencil.

### TIMINGS

Section	Component	Time
1	Introduction.	20 min
2	Define Supervision.	20 min
3	Reflect on Supervision Scenarios.	30 min
	Break	15 min
4	Role-Play and Reflect on Supervision Scenarios.	35 min
5	Determine What to Look for When Supervising.	40 min
	Break	15 min
6	Discuss Cadet Retention.	10 min
7	The Way Ahead.	10 min
8	Conclusion.	15 min

### SUBSTANTIATION

Workshops are designed to allow cadets to interact with their peers during various activities, discussions, role-plays and case studies. Workshops emphasize the sharing of knowledge and experiences in a small group setting.



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**SECTION 1****INTRODUCTION**Time: 20 min

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**AIM**

This workshop explores supervision. Cadets are aware of why supervision is important, but we are going to explore ethical and decision-making perspectives. Cadets will analyze situations and discuss how they would react if faced with similar situations.

**OUTCOMES**

Outcomes of this workshop include:

- recognizing the importance of effective supervision;
- analyzing possible situations and ways to react if faced with them; and
- making a link between cadet retention and effective supervision.

---

**ICEBREAKER ACTIVITY**

Time: 20 min

**Objective**

The objective of this icebreaker activity is to have the cadets familiarize themselves with each other and create a positive atmosphere for the workshop.

**Resources**

- Flip chart paper, and
- Flip chart marker.

**Activity Layout**

This activity should be conducted in an area where cadets can work in groups.

**Activity Instructions**

1. Divide the cadets in groups of five or six.
2. Distribute a flip chart paper and a flip chart marker to each group.
3. Inform the cadets of the following scenario:
  - You have won the big contest and your team has been chosen for this magnificent experience of spending one year on a deserted island.
  - You will be the only human beings on the island.
  - Your team can bring six items with them. That is six items for the team, not per person.
  - What items do you decide to bring and why?
4. Allow the cadets 12 minutes to work on the problem.

5. Have each group present their results and discuss how they came up with their solution.
6. Have each group praise itself in a cheerful manner. This can be made a little competitive by having each group try to come up with the most creative cheer.



Cadets may be aware of possible ways to give praise. Those who have completed C409.04 (Participate in a Creative Lesson-Planning Workshop) would be familiar with:

### **BRAIN KISS**

1. Kiss the fingers on your open right hand.
2. Transfer the kiss to your brain by tapping your forehead with the kissed hand.
3. Finish the kiss with flair by throwing the kissed hand in the air.

### **TRUCK DRIVER**

1. Put your hands on the steering wheel of your pretend big rig.
2. Reach your left hand up and pull the cord of your air horns.
3. Let out two throaty honking roars, "honk, honk!"
4. Reach up with your right hand for your walkie talkie and speak into it, saying, "Chhhsshhh. Good job, buddy. Chhhsshhh."

### **CHEESE GRATER**

1. Hold an imaginary block of cheese in one hand and an imaginary grater in the other.
2. Slide the cheese against the graters five times and say, "Grate, grate, grate, grate, grate job!"

### **FIREWORKS**

1. Push your palms together in front of your chest.
2. Raise your palms above your head, imitating a firework shooting into the sky, complete with a "whooooooosh" sound.
3. When the firework reaches its highest point of ascent, clap your hands above your head, snap your fingers, and wiggle your facedown fingers as you slowly lower your hands.

### **Safety**

Nil.

---

## **SECTION 2**

## **DEFINE SUPERVISION**

Time: 20 min

---

### **SUPERVISION**

Supervision is an integral part of the Cadet Program. At this point in their development, cadets recognize the importance of supervision, but are they aware how supervision is to be made and what all the benefits of supervision are?

**ACTIVITY**

Time: 20 min

**Objective**

The objective of this activity is to have the cadets determine why we supervise.

**Resources**

- Flip chart paper (one per three cadets),
- Markers (one per three cadets), and
- Adhesive putty.

**Activity Layout**

This activity should be conducted where cadets can work in groups.

**Activity Instructions**

1. Divide the cadets into groups of three.
2. Distribute flip chart paper and a marker to each group.
3. Allow 20 minutes for each group to create a list of the reasons why we supervise.
4. Have each group share their answers.
5. Post the flip chart sheets on the wall so the information is visible during the entire workshop.



Cadets will have a chance to revisit their lists at the end of the workshop. At that point, they will have a chance to take off any item that did not belong to the list or add any that was missed.

**Safety**

Nil.



Possible reasons to supervise include:

- providing protection, to include:
  - lessening the chance of injury;
  - recognizing peer pressure, bullying;
  - recognizing dangerous behaviour;
  - recognizing dangerous situations; and
  - ensuring safety policies are followed;

- providing support, to include:
  - recognizing cadets that are not participating;
  - recognizing cadets that are left out;
  - recognizing cadets that may be feeling unwell;
  - recognizing when cadets need guidance in their tasks; and
  - offering guidance and feedback when necessary; and
- providing quality assurance, to include:
  - identifying subordinates needing guidance in their tasks;
  - ensuring instruction is appropriate;
  - ensuring activities and training are challenging and fun; and
  - ensuring standards are met.

Cadets may come up with various answers that may also be correct.

### **Safety**

Nil.

---

### **SECTION 3**

### **REFLECT ON SUPERVISION SCENARIOS**

Time: 30 min

---

### **ACTIVITY**

Time: 30 min

### **Objective**

The objective of this activity is to have the cadets reflect on supervision scenarios.

### **Resources**

- What Would You Do? scenarios located at Annex A,
- What Would You Do? Answer Key located at Annex B,
- Paper, and
- Pen / pencil.

### **Activity Layout**

Nil.

### **Activity Instructions**

1. Divide the cadets into four groups.
2. Distribute a scenario to each group.

3. Allow 15 minutes for each group to discuss their scenario.
4. Have each group:
  - a. read their scenario aloud;
  - b. explain their solution; and
  - c. carry out a discussion with the other groups on their solution.

### Safety

Nil.



Give the cadets a 15-minute break.

---

## SECTION 4

## ROLE-PLAY AND REFLECT ON SUPERVISION SCENARIOS

Time: 35 min

---

### ACTIVITY

Time: 35 min

### Objective

The objective of this activity is to have the cadets role-play supervision scenarios and determine how they would react if they were faced with that situation.

### Resources

- Role-Play Scenarios located at Annex C, and
- Role-Play Scenarios Answer Key located at Annex D.

### Activity Layout

Nil.

### Activity Instructions

1. Divide the cadets into four groups.
2. Distribute a scenario to each group.
3. Allow 10 minutes for each group to prepare their role-play.
4. Have a group act out the scenario.
5. Have a group discussion on how to react if faced with that situation.
6. Repeat Steps 4 and 5 for each group.

**Safety**

Nil.

---

**SECTION 5**

**DETERMINE WHAT TO LOOK FOR WHEN SUPERVISING**

Time: 40 min

---

**ACTIVITY**

Time: 30 min

**Objective**

The objective of this activity is to have the cadets recognize the elements to look for when supervising.

**Resources**

- Flip chart paper (two per group),
- Markers (Three colours per group),
- Construction paper (Six sheets - Three different colours per group),
- Glue stick (one per group), and
- Scissors (one pair per group).

**Activity Layout**

This activity should be conducted where cadets can work individually and in groups.

**Activity Instructions**

1. Ask the cadets to brainstorm "What do you look for when supervising?".
2. Allow eight minutes for cadets to individually brainstorm a list of elements.
3. Divide the cadets into groups of four.
4. Distribute the materials to each group.
5. Have cadets create a list of elements to look for when supervising.
6. Have the cadets come up with a creative way to represent the elements on their list.
7. Allow the cadets 15 minutes to work on their creative representation.
8. Have each group present their project to the rest of the group.
9. Display each project so it can be seen for the rest of the workshop.

**Safety**

Nil.

**DISCUSSION**

Time: 10 min



The point of the discussion is to reinforce the content of the workshop and to determine how it can be applied at the corps / squadron using the suggested questions provided.

**SUGGESTED QUESTIONS:**

- Q1. Can you recall situations you have witnessed that made you aware of things to look for when supervising? For example, during a soccer game you saw someone trip on their shoelace and break their wrist, so now you make sure everyone's shoelaces are tied before any sports event.
- Q2. Do you know about situations where someone has taken the initiative in minimizing the risks of incident or in preventing an event from happening?
- Q3. Can you recall situations in which you felt well supervised? Over supervised? Under supervised? How did you feel in each of those situations?



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



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



Give the cadets a 15-minute break.

**SECTION 6****DISCUSS CADET RETENTION**

Time: 10 min

**DISCUSSION**

Time: 10 min

The objective of this discussion is to have the cadets determine how supervision and retention may be related.



The point of the discussion is to reinforce the content of the workshop and to determine how it can be applied at the corps / squadron using the suggested questions provided.

**SUGGESTED QUESTIONS:**

- Q1. How can supervision (whether effective or not) affect retention?
- Q2. As supervisors, what actions can we carry out to positively affect recruits and subordinates?



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



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

---

**SECTION 7**

**THE WAY AHEAD**

Time: 10 min

---

**DISCUSSION**

Time: 10 min



- Have the cadets review their lists from Section 2.
- Ask the cadets if there are any items they would like to add.
- Ask the cadets if there are any items they would like to remove.



The point of the discussion is to reinforce the content of the workshop and to determine how it can be applied at the corps / squadron using the suggested questions provided.

**SUGGESTED QUESTIONS:**

- Q1. What skills can you apply at the corps / squadron?
- Q2. Which skills, related to supervision, do you believe cadets struggle with the most?
- Q3. How will you enhance your subordinates' supervision skills?





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



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

---

## SECTION 8

## CONCLUSION

Time: 15 min

---

## NETWORKING

Time: 5 min

Networking is an efficient way to develop professional relationships with cadets outside the corps / squadron. Provide cadets with five minutes to interact with each other to exchange contact information.

---

## WORKSHOP FEEDBACK SURVEY

Time: 5 min

Distribute the workshop feedback survey located at Annex E to the cadets and allow them five minutes to complete it.

---

## CLOSING STATEMENT

Time: 5 min

Supervision is something that is present in all aspects of life. Whether you are in a classroom, at work or at cadets, there is generally always someone that is responsible for your supervision. That also means that there is always someone available to guide you. Supervision is a positive thing when it is well carried out. It is to ensure people's safety and well-being, as well as their development. It is something that we should strive to develop in ourselves and in our subordinates.

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## REFERENCES

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Nil.

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## WHAT WOULD YOU DO?

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### SCENARIO 1

Tonight is a sports night at cadets. The Training Officer has tasked you to supervise the three sports events: basketball, floor hockey, and volleyball. You really like those three sports and you really would like to participate. You decide to take part in the sports, telling yourself that you will keep an eye open for any injury that may occur.

Was that a good decision? Why or why not?

---

### SCENARIO 2

During a drill practice, you notice one of your year two cadets has taken the initiative in helping a recruit with their drill before the practice even started. The recruit joined the corps / squadron many weeks ago but still struggles with some basic drill. You decide to acknowledge that year two cadet by bringing them in front of the group and thanking them in front of the entire drill team.

Was that a good decision? Why or why not?

---

### SCENARIO 3

You have been asked to supervise your year three cadets as they write their lesson plans. You decide to go sit in the office, which is next door to the cadets you are supervising, to do your own lesson plan. You have told the cadets that if they need help, they should come see you.

Was that a good decision? Why or why not?

---

### SCENARIO 4

During an inspection, you realize that one of your division / platoon / flight's dress is below standard. The cadets' boots are not polished, their pants and tunic do not look like they were ironed, and some of them do not even wear their headdress properly. It is the first time you have noticed problems with this division / platoon / flight, but clearly you believe that someone is not doing their job. After dismissal, you decide to speak to that division / platoon / flight to tell them how disappointed you are in them and that you expect the situation to be changed by next parade night.

Was that a good decision? Why or why not?

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**WHAT WOULD YOU DO?  
ANSWER KEY**

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**SCENARIO 1**

Things to consider in this scenario:

- What are the dangers of the sport being played?
  - What injuries are potential?
  - What level of supervision do the cadets need? How familiar are they with the sport?
  - Are you capable of playing while keeping an eye open, or would you get too absorbed in the sport?
- 

**SCENARIO 2**

Things to consider in this scenario:

- the atmosphere in the group,
  - the level of respect between cadets, and
  - that cadet themselves: would they be embarrassed by something like that?
- 

**SCENARIO 3**

Things to consider in this scenario:

- Is it their first time writing a lesson plan?
  - How comfortable are they with you?
  - Do you sincerely believe they would come see you if they have questions?
  - How independent are they?
  - How often are you going to check on them?
  - How do you hold them accountable for their work?
- 

**SCENARIO 4**

Things to consider in this scenario:

- Are you undermining your platoon / division / flight staff's authority?
- Would talking with the staff have given you a better idea of what has been going on?
- Was there advice you could have provided to the staff to solve this issue?
- Was the staff aware that there is a problem?

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## ROLE-PLAY SCENARIOS

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### ROLE-PLAY #1

During a training night, on your way back to the drill hall, you walk by a group of year three cadets and you realize two of them are smoking.

---

### ROLE-PLAY #2

You are having a sports night and two of your senior cadets, who should be supervising, are having an animated conversation in the corner of the gym area.

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### ROLE-PLAY #3

During a weekend event, you notice that two cadets are constantly left out of the group. Your subordinates seem to do nothing about it.

---

### ROLE-PLAY #4

You happen to be walking by a lesson taught by another Phase Five / Master Cadet / Proficiency Level Five cadet. You notice that they are teaching the cadets while sitting on the front desk and reading off a handout.

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**ROLE-PLAY SCENARIOS  
ANSWER KEY**

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**ROLE-PLAY 1**

Things to consider:

- What are the policies on smoking?
- Who should be made aware of this?

---

**ROLE-PLAY 2**

Things to consider:

- What level of supervision does the activity require?
- What sport are they playing?
- What is the impression on the cadets? What would the cadets think of this behaviour?
- Is the conversation relevant to the event they are supervising?
- Is there a more appropriate way to carry out this conversation? Is there a way that this conversation could be happening (if it is necessary) while the cadets still view the supervisors as supervising?

---

**ROLE-PLAY 3**

Things to consider:

- Does the supervisor who should be looking after those cadets know what to do? Does the supervisor need guidance in dealing with this kind of issue?
- Are the cadets being mistreated by the other cadets of their own level (eg, bullying, peer pressure)?
- Do the cadets feel comfortable dealing with their supervisor?
- Is the supervisor part of the problem?

---

**ROLE-PLAY 4**

Things to consider:

- Is this way of teaching part of the lesson?
- Does the instructor have a valid explanation?
- Does the instructor need guidance or help in carrying out their tasks?
- Does the instructor need remedial training?

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## WORKSHOP FEEDBACK SURVEY

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Workshop: \_\_\_\_\_  
Date: \_\_\_\_\_

1. Why did you choose this workshop?

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2. What were your expectations of this workshop?

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3. How did you like the workshop?

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4. What skills do you believe to have developed through this workshop?

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5. What skills are you better equipped to develop in your peers or subordinates now that you have attended this workshop?

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6. What information / tool / ability learned in the workshop would you be able to use at your corps / squadron?

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7. How has this workshop helped you become a better cadet?

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**CANADIAN CADET ORGANIZATIONS**  
**PHASE FIVE / MASTER CADET /**  
**PROFICIENCY LEVEL FIVE**  
**WORKSHOP FACILITATION GUIDE**



**CHAPTER 3**

**ETHICS: MAKING TOUGH CHOICES**

Total Time:

210 min

**PREPARATION**

**PRE-WORKSHOP INSTRUCTIONS**

Review the workshop content and become familiar with the material prior to facilitating the workshop.

Photocopy the following:

- Ethics Handout located at Annex A for each cadet;
- Ethics Worksheet located at Annex B for each cadet plus 12 for use during the case studies;
- Case Studies, Section 2, located at Annex C for each cadet;
- Case Studies, Sections 3–5, located at Annex C (three sets);
- Role-Plays located at Annex E; and
- Workshop Feedback Survey located at Annex G for each cadet.

**ROOM LAYOUT**

The room should be divided in two areas:

- an area with the tables arranged so the cadets can work individually or participate in group discussions; and
- an area with the tables arranged so the cadets can work in groups.

**RESOURCES**

- Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area,
- Flip chart paper,
- Flip chart markers,
- Paper, and
- Pen / pencils.

**TIMINGS**

Section	Component	Time
1	Introduction	20 min
2	How to Analyze an Ethical Case Study. Example Case Study: <i>Night Shift</i> or <i>Drillmaster</i> .	30 min
	Break	15 min
3	Case Study: <i>Life is Like a Box of Chocolates</i> or <i>Morning at the Museum</i> . Role-Play: <i>The Smoker</i> .	35 min
4	Case Study: <i>Happy Faces</i> or <i>Centre of Attention</i> . Role-Play: <i>The Veteran</i> .	35 min
	Break	15 min
5	Case Study: <i>Taking One for the Team</i> or <i>A Job Well Done</i> . Role-Play: <i>The Decision</i> .	35 min
6	The Way Ahead	10 min
7	Conclusion	15 min

**SUBSTANTIATION**

Workshops are designed to allow cadets to interact with their peers during various activities, discussions, role-plays and case studies. Workshops emphasize the sharing of knowledge and experiences in a small group setting.

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**SECTION 1****INTRODUCTION**Time: 20 min

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**AIM**

This workshop explores ethics and ethical dilemmas.

**OUTCOMES**

Outcomes of this workshop include:

- discussing ethics and ethical dilemmas;
- analyzing ethical dilemmas through case studies and role-plays; and
- working with your peers within the CCM.

---

**ICEBREAKER ACTIVITY**

Time: 5 min

**Objective**

The objective of this icebreaker activity is to have the cadets familiarize themselves with each other and focus their thoughts on the theme of ethics.

**Resources**

Nil.

**Activity Layout**

This activity should be conducted in a breakout area where the cadets can move and interact with each other without obstruction.

**Activity Instructions**

1. Have the cadets stand shoulder-to-shoulder in a circle facing the centre.
2. Have the cadets reach between their own legs and join hands with the cadets on each side of them.
3. If successful, the group should be in a squatting position and all connected in an awkward manner.
4. Have the group move to the right in the circle until they return to their starting position.
5. If the circle is broken, have the cadets stop, reform the circle, and then continue their circle walk.

**Safety**

Cadets should let go if they begin to fall.

---

**ICEBREAKER ACTIVITY**

Time: 5 min

**Objective**

The objective of this icebreaker activity is to have the cadets familiarize themselves with each other and focus their thoughts on the theme of ethics.

## Resources

Nil.

## Activity Layout

This activity should be conducted in a breakout area where the cadets can move freely and interact with each other without obstruction.

## Activity Instructions

1. Have the cadets stand shoulder-to-shoulder in a circle facing the centre.
2. Have the cadets make a right turn (everyone should now be facing someone's back).
3. If there is a large gap between the cadets, have them take one step left.
4. If gaps still remain between the cadets, have them shuffle left until everyone is in a tight circle.
5. At the same time, have the cadets slowly sit on the lap of the cadet behind them.
6. If successful, everyone should be sitting on the lap of the cadet behind them. If not, have them try again as long as time allows.

## Safety

Nil.

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## DISCUSSION

Time: 10 min



The point of the discussion is to explore if the cadets had any concerns about the two icebreakers using the suggested questions provided.

- Q1. Which icebreaker did you enjoy the most? Why?
- Q2. Did anyone have any concerns during either of the icebreakers? What were they? How can they be addressed?



If not suggested by the cadets, introduce the concern that during the Lap Sit icebreaker all the cadets were required to come into close contact with other cadets.

- Q3. Did these icebreakers serve their purpose? Why or why not?



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





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

## SECTION 2

## HOW TO ANALYZE AN ETHICAL CASE STUDY

Time: 30 min

Ethics are present in everything we do. They reflect our values and who we are. They also define how we, as individuals, a culture, or an institution (eg, your school), are perceived. This workshop is designed to help you with ethical situations. It presents a number of case studies and role-plays that encompass ethical challenges. Its purpose is to engage you in developing your ability to recognize the facts of an ethical dilemma, analyze possible options, and understand the process of moral reasoning.



Distribute the Ethics Handout located at Annex A to each cadet.

## GLOSSARY

The following are the key terms and phrases:

**Ethics.** From the Greek word *ethos*, it is a sub-field of philosophy that aims at clarifying the nature of right and wrong and how we should live. It is a study or a reflection on morality, and, for that reason, it is often interchanged with the term **moral** (from the Latin word *mores*), which applies to the conduct or rules of conduct by which people and cultures live.

**Dilemma.** A situation in which a choice has to be made between two equally desirable or undesirable alternatives. A dilemma becomes an **ethical dilemma** when the courses of action involve uncertainty, conflicting values, or may cause harm regardless of the action chosen. There are three types of ethical dilemmas:

- **Uncertainty dilemma.** The most common type of ethical dilemma. It refers to a problematic situation where "the right thing to do" is not clear. There is no simple choice between right and wrong. There are equally valid reasons in support of two or more possible solutions to resolve the dilemma. For example, you have homework to complete and a lesson to prepare. Which gets priority?
- **Competing values dilemma.** A situation in which different ethical values support competing courses of action. For example, an option involving loyalty to a superior may compete with an option involving your professional integrity.
- **Harm dilemma.** A situation in which any possible solution causes physical / mental harm or injury to others. This type of dilemma is often termed as a "lose-lose situation". For example, you catch one of your peers vandalizing a classroom. If you report your peer, you may be seen as trying to remove an obstacle to your advancement. If you do nothing, the vandalism may continue causing problems for your corps / squadron.

**Personal dilemma.** In certain circumstances, dilemmas are deemed "personal" because the course of action (right or wrong) is clear, but personal values (eg, self-justice, friendship), or self-interest in the situation, contribute to the difficulty of acting. While a personal dilemma does not constitute an ethical dilemma, that type of situation is difficult nonetheless. For example, reporting a fellow cadet who has brought alcohol to an exercise might be the right thing to do. However, on a personal level, it remains a difficult situation to act upon because it might cause tension in the corps / squadron and at school with your peers.

## HOW TO COMPLETE AN ETHICAL CASE STUDY



Distribute the Ethics Worksheet located at Annex B to each cadet. Refer to each section on the worksheet as you discuss it.

### Step 1: Assessment of the Situation

The assessment of the situation is a general summary of the scenario in which facts, concerns and issues are taken into account. It is important to remember that issues and facts are not always obvious when reading a case study for the first time. This assessment includes not only textual facts, but also perceptions of the situation.

The **facts** are events or circumstances of the situation itself. They describe the situation as it is presented to you. What is the situation all about? For example, you are an activity leader and witness an accident that occurred at the activity across the room.

The **ethical concerns** are issues that question the ethical nature of the situation, prompting you to perceive some element(s) of the situation as problematic. What makes this situation an ethical issue? For example, you noticed that another cadet is hurt / injured.

The **personal factors** refer to personal values, moral responsibilities and the impact of your decision on others and on yourself. Is there a sense of personal involvement or self-identification with the situation? For example, the injured cadet is a friend or a sibling.

The **environmental factors** refer to your local or immediate environment (eg, your corps / squadron, school, CSTC). It includes perceptions of what is acceptable or unacceptable and what is considered "your business" or "none of your business." What are the roles assigned and expected according to rank and position? For example, you want to help the hurt / injured cadet but don't have the knowledge / training or you are unsure if you are even allowed to help.

### Step 2: Ethical Considerations

The second step begins by identifying principles and ethical values that come into play in the ethical situation. In most situations in life, we do not pay constant attention to principles and values: they are usually taken for granted. However, when a problematic situation arises (eg, a dilemma), they tend to surface and may lead to conflicts. They are good indicators of how a situation is perceived, and they assist you in identifying the type of dilemma.

**Ethical principles for cadets** are considered universal and invoke each person's sense of responsibility to:

- respect the dignity of all persons (humanity);
- serve your community before self (society); and
- obey and support lawful authority (the rule of law).

You must determine if these principles give rise to an ethical concern. To continue with the example from the first step, you could ask yourself: What are the principles that are at stake in this situation? The injury of a cadet concerns "respect the dignity of all persons" and "serve your community before self."

**Ethical values** are an amalgamation of obligations in which cadets must adhere. Ethical values shape the conduct of all cadets. This list of values includes:

- integrity,
- loyalty,
- courage,
- honesty,
- fairness, and
- responsibility / duty.

Both primary and secondary values are on the Ethics Worksheet. The main reason for this division is simple: a dilemma might include more than one value. The primary values are the ones that are most critical. They might involve a competing or conflicting quality (eg, integrity **versus** honesty) or a relation quality (eg, responsibility **and** integrity). The secondary values are the ones that are less critical but remain important. The values chosen reflect the type of dilemma that best illustrates the situation.

Determining the **type of ethical dilemma** requires taking into consideration the information (eg, facts, ethical concerns, personal factors, environmental factors, ethical principles and ethical values) that you have identified so far. The information helps you choose between the three types of dilemmas (eg, uncertainty, competing values and harm) discussed. Your selection of a type of dilemma should be accompanied by an explanation. For example, if you suspect a cadet is being abused, this is a harm dilemma because this is a situation in which any possible solution causes physical / mental harm or injury to others (doing nothing means the abuse may continue versus reporting the abuse which may cause the victim mental anguish through the public exposure of their private matter).

As discussed earlier, some situations are not necessarily ethical dilemmas. They are personal dilemmas that emphasize personal values. It is sometimes difficult to see the difference between ethical and personal dilemmas because they both deal with facts and perceptions. Your assessment of the situation and pertinent ethical considerations should guide your decision.

### **Step 3: Options and Risks**

Options are possibilities. In ethical situations, options are considered the "best solutions" for course of action and range of acting upon a situation to not-acting. They should take into consideration the risks associated with the application of a certain course of action. These risks could be at the personal level (eg, you), at the local level (eg, your friends), or at the institutional level (eg, your corps / squadron or school). Options are often guided or influenced by regulations, rules, care for others, personal sense of what is right and wrong, outcomes, self-interest, etc. For example, turning a blind eye to abuse could be an option; the risk is that the abuse may continue and the cadet seriously injured.

### **Step 4: Committing to Action**

After assessing the situation, considering the ethical aspects and formulating options, you have to decide upon a course of action. The course of action that you choose is your personal way of addressing the case study presented. You may choose amongst the options you have already outlined or you may propose a new one that could combine some aspects of other options.



Choose one case study (either *Night Shift* or *Drillmaster*) to use as an example to work through for the following activity.

## ACTIVITY

Time: 15 min

### Objective

The objective of this activity is to have the cadets analyze an ethical case study.

### Resources

- Section 2 case studies located at Annex C for each cadet,
- Section 2 case study discussion guides located at Annex D,
- Pen / pencils,
- Flip chart paper, and
- Flip chart markers.

### Activity Layout

Nil.

### Activity Instructions

1. Distribute the case study to each cadet.
2. Have the cadets read the case study.
3. Leading the discussion, have the cadets, as one group, analyze the case study and write their points on their Ethics Worksheet.



It is critical that you keep the group on topic. This activity will serve as the standard on how to complete an ethical case study for the rest of the workshop.



Refer to the appropriate case study discussion guide as necessary.

It is important to note that the case study discussion guides are guides only; there are other possible responses for the case studies.

4. When the analysis is complete, ensure that all the cadets have completed their worksheet (They can use the completed worksheet as an example / guide for the rest of the workshop).

## SAFETY

Nil.

**DISCUSSION**

Time: 5 min

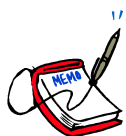


The point of the discussion is to explore the groups' understanding of how to complete an ethical case study.

- Q1. Does anyone have any concerns or questions about the steps to complete an ethical case study or the Ethics Worksheet?
- Q2. Do you understand all the key words and phrases?
- Q3. Did you find the case study to be realistic? Why or why not?
- Q4. Is the workshop what you expected it to be so far?



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



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



Give the cadets a 15-minute break.

**SECTION 3****CASE STUDY**

Time: 35 min



Divide the cadets into three groups (identified as Group 1, Group 2 and Group 3). Inform the cadets that these groups will be used for all group work for the rest of the workshop. Also, each group will be role-playing one of three skits during the workshop.



Choose one case study (either *Life is Like a Box of Chocolates* or *Morning at the Museum*) for all groups to analyze.

---

## ACTIVITY

Time: 15 min

### Objective

The objective of this activity is to have the cadets analyze an ethical case study.

### Resources

- Section 3 case studies located at Annex C for each group,
- Pen / pencils,
- Flip chart paper, and
- Flip chart markers.

### Activity Layout

This activity should be conducted in a breakout area suitable for small group discussion.

### Activity Instructions

1. Distribute the case study to each group.
2. Have the groups move to their group discussion areas.
3. Have each group analyze the case study.
4. Have the groups return for the discussion.

### SAFETY

Nil.

---

## DISCUSSION

Time: 10 min



The point of the discussion is to explore the groups' analyses of the case study. Refer to the Section 3 case study discussion guides located at Annex D.

It is important to note that the discussion guide is a guide and are possible responses for the case study.

- Q1. What are the facts?
- Q2. What are the ethical concerns?
- Q3. What are the personal factors?

- Q4. What are the environmental factors?
- Q5. What are the ethical obligations?
- Q6. What are the primary ethical values?
- Q7. What are the secondary ethical values?
- Q8. What are the ethical dilemmas?
- Q9. What options and their related risks did you come up with?
- Q10. What course of action did you decide on?
- Q11. Did you have any remarks?



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



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

---

## BRIDGE

Time: 5 min

### Objective

The objective of this activity is to have the cadets participate in / observe a role-play to be followed by a discussion.

### Resources

- Section 3 role-play located at Annex E,
- Small white cylinder (eg, felt marker) to simulate a cigarette,
- Room divider (to simulate the tent's wall), and
- Two chairs (to simulate the tent's entrance).

### Activity Layout

As per Starting Positions diagram in Section 3 role-play located at Annex E.

### Activity Instructions

1. Give Group 1 the Character Information Cards by either assigning roles to specific cadets or asking for volunteers and have them prepare for their roles. Cadets from Group 1 who do not have a role should join the other two groups for the rest of the activity.



The narration for the skit should be done by you; however, you may assign a cadet from Group 1 to be the Narrator.

2. Have Groups 2 and 3 set up the room for the skit while Group 1 is preparing.
3. Have Group 1 perform the skit.
4. At the end of the skit, have Group 1 join the other two groups for the discussion.

### Safety

Nil.

---

## DISCUSSION

Time: 5 min



Refer to the Section 3 role-play discussion guide located at Annex F.

---

## SECTION 4

## CASE STUDY

Time: 35 min



Choose one case study (either *Happy Faces* or *Centre of Attention*) for all groups to analyze.

---

## ACTIVITY

Time: 15 min

### Objective

The objective of this activity is to have the cadets analyze an ethical case study.

### Resources

- Section 4 case studies located at Annex C for each group,
- Pen / pencils,
- Flip chart paper, and
- Flip chart markers.



## Activity Layout

This activity should be conducted in a breakout area suitable for small group discussion.

## Activity Instructions

1. Distribute the case study to each group.
2. Have the groups move to their group discussion areas.
3. Have each group analyze the case study.
4. Have the groups return for the discussion.

## SAFETY

Nil.

---

## DISCUSSION

Time: 10 min



The point of the discussion is to explore the groups' analyses of the case study. Refer to the Section 4 case study discussion guides located at Annex D.

It is important to note that the discussion guide is a guide and are possible responses for the case study.

- Q1. What are the facts?
- Q2. What are the ethical concerns?
- Q3. What are the personal factors?
- Q4. What are the environmental factors?
- Q5. What are the ethical obligations?
- Q6. What are the primary ethical values?
- Q7. What are the secondary ethical values?
- Q8. What are the ethical dilemmas?
- Q9. What options and their related risks did you come up with?
- Q10. What course of action did you decide on?
- Q11. Did you have any remarks?



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



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

---

## BRIDGE

Time: 5 min

### Objective

The objective of this activity is to have the cadets participate in / observe a role-play to be followed by a discussion.

### Resources

- Section 4 role-play located at Annex E,
- One chair (used to simulate a wheelchair), and
- One blanket (to cover the veteran's legs).

### Activity Layout

As per Starting Positions diagram in Section 4 role-play located at Annex E.

### Activity Instructions

1. Give Group 2 the Character Information Cards by either assigning roles to specific cadets or asking for volunteers and have them prepare for their roles. Cadets from Group 2 who do not have a role should join the other two groups for the rest of the activity.



The narration for the skit should be done by you; however, you may assign a cadet from Group 2 to be the Narrator.

2. Have Groups 1 and 3 set up the room for the skit while Group 2 is preparing.
3. Have Group 2 perform the skit.
4. At the end of the skit, have Group 2 join the other two groups for the discussion.

### Safety

Nil.

---

**DISCUSSION**

Time: 5 min



Refer to the Section 4 role-play discussion guide located at Annex F.



Give the cadets a 15-minute break.

---

**SECTION 5****CASE STUDY**

Time: 35 min



Choose one case study (either *Taking One for the Team* or *A Job Well Done*) for all groups to analyze.

---

**ACTIVITY**

Time: 15 min

**Objective**

The objective of this activity is to have the cadets analyze an ethical case study.

**Resources**

- Section 5 case studies located at Annex C for each group,
- Pen / pencils,
- Flip chart paper, and
- Flip chart markers.

**Activity Layout**

This activity should be conducted in a breakout area suitable for small group discussion.

**Activity Instructions**

1. Distribute the case study to each group.
2. Have the groups move to their group discussion areas.

3. Have each group analyze the case study.
4. Have the groups return for the discussion.

### SAFETY

Nil.

---

### DISCUSSION

Time: 10 min



The point of the discussion is to explore the groups' analyses of the case study. Refer to the Section 5 case study discussion guides located at Annex D.

It is important to note that the discussion guide is a guide and are possible responses for the case study.

- Q1. What are the facts?
- Q2. What are the ethical concerns?
- Q3. What are the personal factors?
- Q4. What are the environmental factors?
- Q5. What are the ethical obligations?
- Q6. What are the primary ethical values?
- Q7. What are the secondary ethical values?
- Q8. What are the ethical dilemmas?
- Q9. What options and their related risks did you come up with?
- Q10. What course of action did you decide on?
- Q11. Did you have any remarks?



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



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

---

**BRIDGE**

Time: 5 min

**Objective**

The objective of this activity is to have the cadets participate in / observe a role-play to be followed by a discussion.

**Resources**

- Section 5 role-play located at Annex E,
- First Year Cadet Information Sheet (five copies),
- Table, and
- Five chairs.

**Activity Layout**

As per Starting Positions diagram in Section 5 role-play located at Annex E.

**Activity Instructions**

1. Give Group 3 the Character Information Cards by either assigning roles to specific cadets or asking for volunteers and have them prepare for their roles. Cadets from Group 3 who do not have a role should join the other two groups for the rest of the activity.



The narration for the skit should be done by you; however, you may assign a cadet from Group 3 to be the Narrator.

2. Have Groups 1 and 2 set up the room for the skit while Group 3 is preparing.
3. Have Group 3 perform the skit.
4. At the end of the skit, have Group 3 join the other two groups for the discussion.

**Safety**

Nil.

---

**DISCUSSION**

Time: 5 min



Refer to the Section 5 role-play discussion guide located at Annex F.

---

**SECTION 6**

**THE WAY AHEAD**

Time: 10 min

---

**DISCUSSION**

Time: 10 min



The point of the discussion is to reinforce the content of the workshop and to determine how it can be applied at the corps / squadron using the suggested questions provided.

**SUGGESTED QUESTIONS:**

- Q1. What do you feel is the most important thing you learned during this workshop?
- Q2. Do you believe completing this workshop will help you fulfill your duties and responsibilities as a cadet?
- Q3. Looking back at your time as a cadet, is there anything you believe you would have done differently now that you have completed this workshop? Why or why not?
- Q4. How can you use what you learned at this workshop at your corps / squadron?
- Q5. Do you see your role at your corps / squadron changing as a result of completing this workshop?



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



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

---

**SECTION 7**

**CONCLUSION**

Time: 15 min

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**NETWORKING**

Time: 5 min

Networking is an efficient way to develop professional relationships with cadets outside the corps / squadron. Provide cadets with five minutes to interact with each other to exchange contact information.

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**WORKSHOP FEEDBACK SURVEY**

Time: 5 min

Distribute the workshop feedback survey located at Annex J to the cadets and allow them five minutes to complete it.

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**CLOSING STATEMENT**

Time: 5 min

There will be many times as a cadet you are not sure what to do. Using ethical analysis helps you make the best decision.

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**REFERENCES**

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A0-203 ISBN 0-662-63203-6 Defence Ethics Program. (1997). *Ethics in practice: Proceedings of the conference in ethics in Canadian defence*. Ottawa, ON: DGPA Creative Services.

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## ETHICS HANDOUT

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### GLOSSARY

The following are the key terms and phrases:

**Ethics.** From the Greek word *ethos*, it is a sub-field of philosophy that aims at clarifying the nature of right and wrong and how we should live. It is a study or a reflection on morality, and, for that reason, it is often interchanged with the term **moral** (from the Latin word *mores*), which applies to the conduct or rules of conduct by which people and cultures live.

**Dilemma.** A situation in which a choice has to be made between two equally desirable or undesirable alternatives. A dilemma becomes an **ethical dilemma** when the courses of action involve uncertainty, conflicting values, or may cause harm regardless of the action chosen. There are three types of ethical dilemmas:

- **Uncertainty dilemma.** The most common type of ethical dilemma. It refers to a problematic situation where "the right thing to do" is not clear. There is no simple choice between right and wrong. There are equally valid reasons in support of two or more possible solutions to resolve the dilemma. For example, you have homework to complete and a lesson to prepare. Which gets priority?
- **Competing values dilemma.** A situation in which different ethical values support competing courses of action. For example, an option involving loyalty to a superior may compete with an option involving your professional integrity.
- **Harm dilemma.** A situation in which any possible solution causes physical / mental harm or injury to others. This type of dilemma is often termed as a "lose-lose situation". For example, you catch one of your peers vandalizing a classroom. If you report your peer, you may be seen as trying to remove an obstacle to your advancement. If you do nothing, the vandalism may continue causing problems for your corps / squadron.

**Personal dilemma.** In certain circumstances, dilemmas are deemed "personal" because the course of action (right or wrong) is clear, but personal values (eg, self-justice, friendship), or self-interest in the situation, contribute to the difficulty of acting. While a personal dilemma does not constitute an ethical dilemma, that type of situation is difficult nonetheless. For example, reporting a fellow cadet who has brought alcohol to an exercise might be the right thing to do. However, on a personal level, it remains a difficult situation to act upon because it might cause tension in the corps / squadron and at school with your peers.

### HOW TO COMPLETE AN ETHICAL CASE STUDY

#### Step 1: Assessment of the Situation

The assessment of the situation is a general summary of the scenario in which facts, concerns and issues are taken into account. It is important to remember that issues and facts are not always obvious when reading a case study for the first time. This assessment includes not only textual facts, but also perceptions of the situation.

The **facts** are events or circumstances of the situation itself. They describe the situation as it is presented to you. What is the situation all about? For example, you are an activity leader and witness an accident that occurred at the activity across the room.

The **ethical concerns** are issues that question the ethical nature of the situation, prompting you to perceive some element(s) of the situation as problematic. What makes this situation an ethical issue? For example, you noticed that another cadet is hurt / injured.

The **personal factors** refer to personal values, moral responsibilities and the impact of your decision on others and on yourself. Is there a sense of personal involvement or self-identification with the situation? For example, the injured cadet is a friend or a sibling.

The **environmental factors** refer to your local or immediate environment (eg, your corps / squadron, school, CSTC). It includes perceptions of what is acceptable or unacceptable and what is considered "your business" or "none of your business." What are the roles assigned and expected according to rank and position? For example, you want to help the hurt / injured cadet but don't have the knowledge / training or you are unsure if you are even allowed to help.

## Step 2: Ethical Considerations

The second step begins by identifying principles and ethical values that come into play in the ethical situation. In most situations in life, we do not pay constant attention to principles and values: they are usually taken for granted. However, when a problematic situation arises (eg, a dilemma), they tend to surface and may lead to conflicts. They are good indicators of how a situation is perceived, and they assist you in identifying the type of dilemma.

**Ethical principles for cadets** are considered universal and invoke each person's sense of responsibility to:

- respect the dignity of all persons (humanity);
- serve your community before self (society); and
- obey and support lawful authority (the rule of law).

You must determine if these principles give rise to an ethical concern. To continue with the example from the first step, you could ask yourself: What are the principles that are at stake in this situation? The injury of a cadet concerns "respect the dignity of all persons" and "serve your community before self."

**Ethical values** are an amalgamation of obligations in which cadets must adhere. Ethical values shape the conduct of all cadets. This list of values includes:

- integrity,
- loyalty,
- courage,
- honesty,
- fairness, and
- responsibility / duty.

Both primary and secondary values are on the Ethics Worksheet. The main reason for this division is simple: a dilemma might include more than one value. The primary values are the ones that are most critical. They might involve a competing or conflicting quality (eg, integrity **versus** honesty) or a relation quality (eg, responsibility **and** integrity). The secondary values are the ones that are less critical but remain important. The values chosen reflect the type of dilemma that best illustrates the situation.

Determining the **type of ethical dilemma** requires taking into consideration the information (eg, facts, ethical concerns, personal factors, environmental factors, ethical principles and ethical values) that you have identified so far. The information helps you choose between the three types of dilemmas (eg, uncertainty, competing values and harm) discussed. Your selection of a type of dilemma should be accompanied by an explanation. For example, if you suspect a cadet is being abused, this is a harm dilemma because this is a situation in which any possible solution causes physical / mental harm or injury to others (doing nothing means the abuse may continue versus reporting the abuse which may cause the victim mental anguish through the public exposure of their private matter).

As discussed earlier, some situations are not necessarily ethical dilemmas. They are personal dilemmas that emphasize personal values. It is sometimes difficult to see the difference between ethical and personal dilemmas because they both deal with facts and perceptions. Your assessment of the situation and pertinent ethical considerations should guide your decision.

### **Step 3: Options and Risks**

Options are possibilities. In ethical situations, options are considered the "best solutions" for course of action and range of acting upon a situation to not-acting. They should take into consideration the risks associated with the application of a certain course of action. These risks could be at the personal level (eg, you), at the local level (eg, your friends), or at the institutional level (eg, your corps / squadron or school). Options are often guided or influenced by regulations, rules, care for others, personal sense of what is right and wrong, outcomes, self-interest, etc. For example, turning a blind eye to abuse could be an option; the risk is that the abuse may continue and the cadet seriously injured.

### **Step 4: Committing to Action**

After assessing the situation, considering the ethical aspects and formulating options, you have to decide upon a course of action. The course of action that you choose is your personal way of addressing the case study presented. You may choose amongst the options you have already outlined or you may propose a new one that could combine some aspects of other options.

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**ETHICS WORKSHEET**

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Members of Group: \_\_\_\_\_

<b>Assessment of the Situation</b>	
Facts:	
Ethical Concerns:	
Personal Factors:	
Environmental Factors:	
<b>Ethical Considerations</b>	
Ethical Obligations:	
Primary Ethical Values:	
Secondary Ethical Values:	
Type of Ethical Dilemma:	
<b>Options and Risks</b>	
Option 1:	Risks:
Option 2:	Risks:
Option 3:	Risks:
<b>Committing to Action</b>	
What is your course of action?	
Remarks:	

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## CASE STUDIES

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### Section 2

Choose one of the following case studies:



#### Night Shift

During an overnight exercise, your corps / squadron is staying at a campground. The campground caretaker has advised the staff (who advised the cadets) that all food needs to be stored in vehicles or in the campground's food lockers. Since safety comes first, the cadets, after ensuring their names were on all items, placed their personal "munchies" into the food lockers. You and another cadet have been tasked as a safety patrol to make sure no cadets "visit" other tents or get lost going to the bathroom. During your shift, your partner heads to the food lockers and takes out two chocolate bars. Your partner hands one to you and starts to eat the other one. Looking at the name marked on the bar, you notice that it is neither yours nor your partner's.



#### Drillmaster

The Training Officer, you and another cadet are running the drill practices for your Annual Cadet Review. The Training Officer has handed you copies of the parade sequence. As you and the other cadet review the parade sequence you note one section that does not seem right. You point this out to the other cadet who, upon reading the section, agrees with you. However, the cadet then starts on a rant that officers do not know anything about drill and should leave it to the cadets.

### Section 3

Choose one of the following case studies:



#### Life is Like a Box of Chocolates

You transferred to the cadet corps / squadron two months ago, and you like what you see. Everyone seems to work so well with each other; it is a true team environment where the staff makes a point of discussing important matters with the senior cadets. Take this weekend for instance, the day's training went very well with the cadets having fun learning their skills. You thought your lessons went extremely well and even though you still see yourself as a newcomer, the staff and cadets have made you feel that you are one of them. The evening activities are done and the cadets have gone to bed. All through the day your peers have hinted that there will be a little get together, with just your peers, to give you a welcome gift after the younger cadets have gone to bed. The moment has arrived. One of your peers gives a little speech about how you have just arrived but have quickly become part of the family. The use of the word 'family' strikes you as important as the cadet giving the speech has the same surname as the CO. At the end of the speech, the cadet hands you a small rectangular box, neatly wrapped. You accept the gift, making a point to thank everyone. They ask you to guess what it is. You examine the gift, giving it a little shake. You make the guess that it is a box of chocolates, to which they reply that you are close. You open the box to discover that it is indeed chocolates—a dozen little chocolate bottles filled with assorted liqueurs.



#### Morning at the Museum

Your corps / squadron is on a citizenship tour and is spending the morning at a museum. This museum is better than some you have been to where the artefacts are all placed in glass cases with only a small information plate describing what it is. Here, there are many artefacts, but they are placed in very realistic dioramas and displays. The best so far (in your opinion), which you are looking at right now, is a display of coin and paper currency used during the fur trade. They are in panels that you can flip through, just like a poster display, allowing you to see both sides of the currency. As you are enjoying the display, you overhear a conversation in front of a diorama about the First Nations' role during the fur trade. A 15-year-old female cadet is admiring an outfit displayed on a mannequin. It is a stunning blend of animal skins and beadwork. The female cadet sighs and wishes aloud that she would love to wear something that beautiful. Two male cadets, overhearing her, comment that she would look HOT in that outfit. As you notice her face get red in either anger or embarrassment, another cadet behind the two males, a member of a First Nation, looking furious, shouts at all three that they better stop their insulting behaviour toward First Nation heritage. Quickly looking around, you note that you are the most senior person present.



## Section 4

Choose one of the following case studies:



### Happy Faces

It is a weekend exercise and you have been tasked to ensure everyone stays on task and on time. Several year four cadets, as a leadership assignment, have been tasked to ensure that there is enough split firewood for the woodstoves. Right now you are looking for the year one cadets who should have started their knot-tying lesson 15 minutes ago. You spot them watching the year four cadets splitting wood. As you approach, everything seems fine; the year one cadets, supervised by two year four cadets, are located in a safe position to watch the cadet who is splitting wood. However, you notice that the year one cadets look scared and that the cadet splitting wood has just finished placing what looks like a big felt marker on the ground, then picking up the wood round and showing them what was drawn / written on it before placing it down, swinging the axe and splitting the wood round in two. You tell the year one cadets to go to their lesson. You ask the year four cadets why the year one cadets weren't at class and they say that they were just showing them what the year four cadets were doing. You look down at the wood round that was just split and notice that the 'happy face' drawn by the year four cadet had been neatly split in two.



### Centre of Attention

The Cadet Program is awesome! It has done so much for you that you feel it is time to give back. You have been asked to mentor a cadet who seems to be having problems. You remember that you had problems during your first year and that an older cadet mentored you. This cadet never seems to do well during uniform inspection, especially when being inspected by your peers. Over the last year, you have heard that some of your peers have been trying to get rid of this cadet. Over the past month of mentoring, the cadet has only slightly improved, which gives you an insight as to why others want to get rid of this cadet. Through your mentoring, you have discovered that this cadet acts out, talks back, and does poorly during uniform inspections as a way to get attention.

You and your peers are having a meeting to discuss an upcoming exercise. Before the meeting begins three of your peers take you aside and ask: "Why you are sabotaging our efforts to get rid of that cadet?"

## Section 5

Choose one of the following case studies:



### Taking One for the Team

Yours is a small corps / squadron, but you don't mind as this makes it easier for you to get to know everyone. You have been made captain of the volleyball team and the team has trained long and hard together. You do have a problem; you only have the minimum number of players and if you lose just one, your team will be disqualified. It is the day of the competition and through the luck of the draw and some great teamwork, the team has advanced to the finals. It is now the final game and your team is ahead by three points and victory is in sight! During the next play, however, two of your cadets collide while making a block and both fall to the ground. Your team still makes the point, but while one cadet is fine, the other, who is in obvious pain, states that everything is fine and through tears, yells: "Let's win this game!"



### A Job Well Done

It has been one of those nights. First, your friend is sick so you have to teach a lesson. At least it is in the third period, so you have time to prepare. However, during the first period, the staff had a meeting in your classroom and someone spilled a whole cup of coffee on the floor. The Training Officer has sent you four year two cadets as a work party to solve this problem. You brief them that they have one period to clean up the classroom. They ask you if they should mop, and you, thinking of the coffee spill, thinks that this is a great idea. You inform them that you have to prepare your lesson, but if they have any questions that you would be in the Training Officer's office. You are not worried since one of the four is your younger sibling, who under your mentorship is an awesome cadet (in your opinion). Twenty-five minutes later you are almost finished preparing for your lesson when your work party reports to you that they are done. You thank them and ask them to wait a minute and help you carry your training aids to the classroom. Walking to the classroom, you see your students forming up to be marched to your classroom. You get to the classroom and you stop in shock! You see that the classroom is indeed spotless; however, all the tables and chairs are now neatly stacked at the back of the classroom. Rapidly, you mentally review the briefing you gave your work party and to your shock note that you only asked them to clean the classroom, not set it up for a lesson. Your younger sibling, seeing your face, is devastated, and asks: "What's wrong? Didn't we do a good job?" You hear your students rapidly approaching.

**CASE STUDY DISCUSSION GUIDES**

**Section 2 Case Study: Night Shift**

<b>Assessment of the Situation</b>	
Facts: <i>overnight exercise, food must be secured, you are on safety patrol, and your partner offers you food that does not belong to either of you.</i>	
Ethical Concerns: <i>Your concern is that you are taking another person's food.</i>	
Personal Factors: <i>If you refuse, your partner may think that they are doing something wrong.</i>	
Environmental Factors: <i>not acceptable to take what is not yours, and your role is to stop such conduct, not to participate in it.</i>	
<b>Ethical Considerations</b>	
Ethical Obligations: <i>obey and support lawful authority.</i>	
Primary Ethical Values: <i>honesty, integrity, responsibility / duty.</i>	
Secondary Ethical Values: <i>courage, loyalty.</i>	
Type of Ethical Dilemma: <i>harm dilemma.</i>	
<b>Options and Risks</b>	
Option 1: <i>Accept the chocolate bar and eat it.</i>	Risks: <i>By participating you are condoning the conduct which means that it will likely continue.</i>
Option 2: <i>Refuse the chocolate bar by making an excuse that you are not hungry.</i>	Risks: <i>Conduct by other cadet is seen as being condoned which means that it will likely continue.</i>
Option 3: <i>Refuse the chocolate bar and tell the cadet to replace what was eaten and that you will be informing an officer about the incident.</i>	Risks: <i>Conduct is condemned but the cadet may now see you as disloyal or an informer.</i>
<b>Committing to Action</b>	
What is your course of action?	
Remarks:	

**Section 2 Case Study: Drillmaster**

<b>Assessment of the Situation</b>	
Facts: <i>drill sequence may have a problem, peer agrees that there is a problem, and peer rants that officers do not know anything about drill.</i>	
Ethical Concerns: <i>You are concerned that your peer is being disrespectful to a superior.</i>	
Personal Factors: <i>If you are wrong about the sequence, you are a cause of the incident.</i>	
Environmental Factors: <i>What is acceptable conduct when you find a superior may have made an error.</i>	
<b>Ethical Considerations</b>	
Ethical Obligations: <i>obey and support lawful authority.</i>	
Primary Ethical Values: <i>fairness, responsibility / duty.</i>	
Secondary Ethical Values: <i>integrity, courage.</i>	
Type of Ethical Dilemma: <i>competing values dilemma.</i>	
<b>Options and Risks</b>	
Option 1: <i>Agree with peer.</i>	Risks: <i>May undermine superior's authority and perceived competence.</i>
Option 2: <i>Disagree with peer about their conduct but don't report it.</i>	Risks: <i>Peer may feel that you are being disloyal as peer was only agreeing with you.</i>
Option 3: <i>Disagree with peer about their conduct and report it to the Training Officer.</i>	Risks: <i>Peer may feel betrayed by your actions, resulting in a poorer working environment.</i>
<b>Committing to Action</b>	
What is your course of action?	
Remarks:	

**Section 3 Case Study: *Life is Like a Box of Chocolates***

<b>Assessment of the Situation</b>	
Facts: <i>great team working environment, welcoming gift, just peers present, and box of chocolates (chocolate bottles filled with assorted liqueurs).</i>	
Ethical Concerns: <i>Are the liqueur filled chocolates considered alcohol?</i>	
Personal Factors: <i>You don't know if such a gift is appropriate. This may also be a test of character.</i>	
Environmental Factors: <i>Is it acceptable to have it even if it is perceived that alcohol is acceptable at a cadet activity?</i>	
<b>Ethical Considerations</b>	
Ethical Obligations: <i>obey and support lawful authority, respect the dignity of all persons.</i>	
Primary Ethical Values: <i>integrity, loyalty.</i>	
Secondary Ethical Values: <i>responsibility / duty.</i>	
Type of Ethical Dilemma: <i>uncertainty dilemma.</i>	
<b>Options and Risks</b>	
Option 1: <i>Accept the chocolates but don't eat them until after the weekend.</i>	Risks: <i>May be seen as disloyal as you are not sharing your gift.</i>
Option 2: <i>Accept the chocolates and share them with everyone present.</i>	Risks: <i>May be seen as failing a test of character by some your peers who may disagree with this custom.</i>
Option 3: <i>Refuse the chocolates, stating that you believe such a gift is inappropriate as it gives the perception that alcohol is allowed at cadet activities.</i>	Risks: <i>May be seen as disloyalty to your peers.</i>
<b>Committing to Action</b>	
What is your course of action?	
Remarks:	

**Section 3 Case Study: Morning at the Museum**

<b>Assessment of the Situation</b>	
Facts: <i>citizenship tour (in the public eye), female cadet makes comment, two male cadets make an inappropriate comment, and First Nation cadet shouts at all three cadets.</i>	
Ethical Concerns: <i>Were the comments / reactions appropriate?</i>	
Personal Factors: <i>Do you even get involved because it might makes things worse? Do you relate with any of the three sides?</i>	
Environmental Factors: <i>This conduct is not acceptable in public. It portrays a poor perception of cadets.</i>	
<b>Ethical Considerations</b>	
Ethical Obligations: <i>respect dignity of all persons / serve your community before self.</i>	
Primary Ethical Values: <i>fairness.</i>	
Secondary Ethical Values: <i>responsibility / duty.</i>	
Type of Ethical Dilemma: <i>uncertainty dilemma.</i>	
<b>Options and Risks</b>	
Option 1: <i>Take charge of the situation and deal mainly with the two male cadets and their comment.</i>	Risks: <i>May be seen as disrespectful to First Nation heritage by not dealing with that matter first.</i>
Option 2: <i>Take charge of the situation and explain the matter will be given to an officer to deal with as soon as possible.</i>	Risks: <i>May seem that you don't take the matter seriously by delaying any action until an officer can deal with it.</i>
Option 3: <i>Do nothing; you don't want to inflame the situation in this public setting.</i>	Risks: <i>Problems may escalate.</i>
<b>Committing to Action</b>	
What is your course of action?	
Remarks:	

**Section 4 Case Study: Happy Faces**

<b>Assessment of the Situation</b>	
Facts: <i>year one cadets late for their lesson, year four cadets have the year one cadets with them, wood splitting, and happy faces drawn on wood rounds before being split.</i>	
Ethical Concerns: <i>Why mark happy faces on the wood rounds before splitting them?</i>	
Personal Factors: <i>This could be seen as interfering with the year four cadets' fun as they may see it as just a joke.</i>	
Environmental Factors: <i>If this incident is talked about at home, it may affect both the local corps / squadron and the CCM.</i>	
<b>Ethical Considerations</b>	
Ethical Obligations: <i>respect the dignity of all persons.</i>	
Primary Ethical Values: <i>integrity.</i>	
Secondary Ethical Values: <i>responsibility / duty, courage.</i>	
Type of Ethical Dilemma: <i>uncertainty dilemma.</i>	
<b>Options and Risks</b>	
Option 1: <i>Do nothing; the year one cadets are now where they need to be.</i>	Risks: <i>May be seen as condoning the conduct of the year four cadets which may lead to the incident being repeated.</i>
Option 2: <i>Ask for an explanation about the happy faces.</i>	Risks: <i>May be seen as overreacting to the year four cadets' fun.</i>
Option 3: <i>Do nothing; this matter is too complicated for a cadet to deal with, therefore inform an officer.</i>	Risks: <i>May be seen as incapable by the staff for not dealing with the matter.</i>
<b>Committing to Action</b>	
What is your course of action?	
Remarks:	

**Section 4 Case Study: Centre of Attention**

<b>Assessment of the Situation</b>	
Facts: <i>problem cadet, you are mentoring problem cadet, slow improvement, believe cadet is acting out for the attention, and some of your peers want to get rid of the problem cadet.</i>	
Ethical Concerns: <i>Peers want to get rid of the problem cadet you are mentoring.</i>	
Personal Factors: <i>Your superiors may think that you were not good enough to help the cadet if the cadet quits the corps / squadron.</i>	
Environmental Factors: <i>Conduct by peers is not acceptable.</i>	
<b>Ethical Considerations</b>	
Ethical Obligations: <i>respect the dignity of all persons.</i>	
Primary Ethical Values: <i>fairness, responsibility / duty.</i>	
Secondary Ethical Values: <i>integrity, courage, loyalty.</i>	
Type of Ethical Dilemma: <i>harm dilemma.</i>	
<b>Options and Risks</b>	
Option 1: <i>Help peers get rid of cadet.</i>	Risks: <i>May be seen as less capable by superior.</i>
Option 2: <i>Stand up to your peers by arguing for the problem cadet.</i>	Risks: <i>May be seen as being disloyal to your peers.</i>
Option 3: <i>Ignore your peers, do your best to keep mentoring the problem cadet.</i>	Risks: <i>May be seen as actively working against your peers, creating a poor working environment.</i>
<b>Committing to Action</b>	
What is your course of action?	
Remarks:	



**Section 5 Case Study: Taking One for the Team**

<b>Assessment of the Situation</b>	
Facts: <i>final volleyball game; team is winning, only have minimum number of players, if loses one player team will be disqualified, and cadet is injured but wants to keep playing.</i>	
Ethical Concerns: <i>Does the team continue the game with the injured player?</i>	
Personal Factors: <i>You and the team worked hard to get here, and you don't want to be seen as the person who made them lose the game.</i>	
Environmental Factors: <i>Should a cadet play if injured, but still wants to play?</i>	
<b>Ethical Considerations</b>	
Ethical Obligations: <i>respect and dignity of all persons / obey and support lawful authority</i>	
Primary Ethical Values: <i>loyalty, responsibility / duty</i>	
Secondary Ethical Values: <i>fairness, courage</i>	
Type of Ethical Dilemma: <i>competing values dilemma or harm dilemma</i>	
<b>Options and Risks</b>	
Option 1: <i>Accept the cadet's request to keep playing.</i>	Risks: <i>The injury may become worse.</i>
Option 2: <i>Since the cadet is injured, the team should forfeit.</i>	Risks: <i>Team / injured cadet may feel betrayed.</i>
Option 3: <i>Ask for a timeout for the first aid personnel to check the injured cadet and follow their recommendation.</i>	Risks: <i>Team / injured cadet may feel that their captain does not trust their word / them.</i>
<b>Committing to Action</b>	
What is your course of action?	
Remarks:	

**Section 5 Case Study: A Job Well Done**

<b>Assessment of the Situation</b>	
Facts: <i>need to cover for a sick friend by covering for their lesson, lesson is in the third period, spill in classroom needs to be cleaned, work party available to clean classroom, younger sibling a member of the work party, and classroom clean but tables / chairs not set up due to your error.</i>	
Ethical Concerns: <i>What do you say to the work party? Do you admit your mistake?</i>	
Personal Factors: <i>Younger sibling will be greatly influenced by your actions.</i>	
Environmental Factors: <i>You set the standard for the task.</i>	
<b>Ethical Considerations</b>	
Ethical Obligations: <i>respect the dignity of all persons.</i>	
Primary Ethical Values: <i>fairness, honesty, integrity.</i>	
Secondary Ethical Values: <i>courage, responsibility / duty.</i>	
Type of Ethical Dilemma: <i>personal dilemma.</i>	
<b>Options and Risks</b>	
Option 1: <i>Accept responsibility for your actions; get the work party to set up the classroom.</i>	Risks: <i>Work party and sibling may be disappointed.</i>
Option 2: <i>Ignore the problem. Dismiss the work party and then get your students to set up the classroom.</i>	Risks: <i>If sibling finds out, you are seen as not taking responsibility for your actions.</i>
Option 3: <i>Tell the work party that they should have known to set up the classroom after cleaning it.</i>	Risks: <i>Work party and sibling may doubt themselves possibly reducing their self-esteem.</i>
<b>Committing to Action</b>	
What is your course of action?	
Remarks:	

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## ROLE-PLAYS

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### Section 3

#### THE SMOKER

##### Setting:

It is a weekend exercise. While a lesson on knots is being taught, one of the students notices smoke coming from a nearby tent. The instructor immediately investigates.

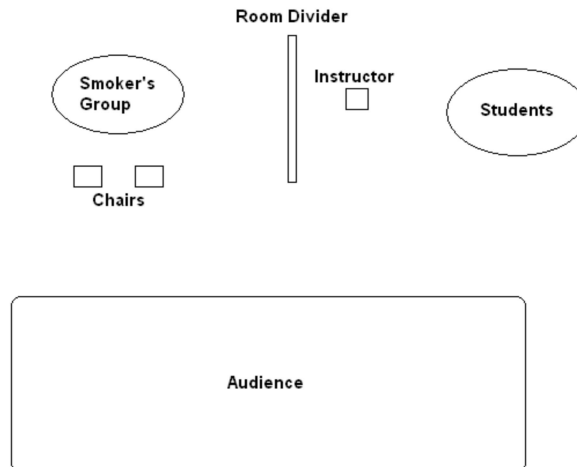


Figure E-1 Starting Positions

*Note.* Created by Director Cadets 3, 2010, Ottawa, ON: Department of Defence.

##### Props:

- Small white cylinder (eg, felt marker) to simulate a cigarette,
- Room divider (to simulate the tent's wall), and
- Two chairs (to simulate the tent's entrance).

##### Cast:

- Smoker (corps / squadron's most senior cadet),
- Smoker's friend (male),
- Smoker's friend (female),
- Instructor (year five cadet), and
- Extras: The students (up to four).

##### Synopsis:

During your lesson, one of your students tells you that there are wisps of smoke coming out of a nearby tent. You immediately investigate by looking into the tent and discover the corps' / squadron's most senior cadet smoking while quietly chatting with two friends.



**Narrator Card:**

*Introduce Characters:*

- The smoker, the corps / squadron's most senior cadet, played by: \_\_\_\_\_
- The smoker's male friend, a year five cadet, played by: \_\_\_\_\_
- The smoker's female friend, a year five cadet, played by: \_\_\_\_\_
- The instructor, a year five cadet, played by: \_\_\_\_\_
- The students, year one cadets, played by: \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

*Introduce Skit:*

It is a weekend exercise. A year five cadet is instructing a lesson on knots when one of the students notices wisps of smoke coming out of a nearby tent. The skit begins with the instructor dealing with the smoke comment made by one of the students.

*Conclude Skit:* (Skit ends when the instructor leaves the tent.)

That concludes the skit. Let's have a round of applause for the performers!



**Character Information Card:**

Smoker (corps / squadron's most senior cadet) \_\_\_\_\_

*Motivation: You have made it! You have won every award that was available to you and gotten every summer training opportunity you applied for. But this year is different. It seems that there is nothing left for you to accomplish. The accolades have been suspiciously absent this year and it bothers you that the fifth year cadets seem to be eclipsing you. You are no longer the centre of attention and you don't like it!*

**Character's Conduct:**

- You know you are breaking the rules but you don't care.
- If caught by a cadet, you will make no effort to hide what you are doing; be arrogant.
- If challenged about your conduct by another cadet, you will do your best to silence the challenger through the use of orders, lies or threats.

**Character Information Card:**

Smoker's friend (male, year five cadet) \_\_\_\_\_

Motivation: *You have watched your friend \_\_\_\_\_ go downhill this past training year and you don't know what to do. You have noticed snacks disappearing from the canteen and your friend having snacks that you did not notice being purchased. Maybe you are misinterpreting what you have seen. However, you know that loyalty to your friend is what is most important.*

Character's Conduct:

- You will not enter a conversation unless you are directly spoken to.
- You will back your friend \_\_\_\_\_ through logical argument at first, but will lie if you feel it is necessary; however, you will not use threats.



**Character Information Card:**

Smoker's friend (female, year five cadet) \_\_\_\_\_

Motivation: *You have watched your friend \_\_\_\_\_ go downhill this past training year and you don't know what to do. However, you have come to a decision, sitting here in this tent, watching your friend self-destruct. The next opportunity that occurs, you hope that you have the courage to stand up to your friend for the sake of your friendship. Maybe this is that opportunity.*

Character's Conduct:

- You may start a conversation as necessary.
- You will not lie or make threats to support your friend \_\_\_\_\_, but may be swayed by logical arguments.
- You have the option of going silent if you decide, based on the conversation, that this is not the right opportunity.

**Character Information Card:**

Instructor (year five cadet) \_\_\_\_\_

*Motivation: You have greatly enjoyed your time in cadets. However, this last year has been different. The corps / squadron's most senior cadet was such an inspiration during your first four years but now you don't like the rumours you have been hearing. You haven't seen any improper behaviour so you don't think the rumours are true. For you, loyalty and respect are earned, not unquestionably given.*

**Character's Conduct:**

- You start by telling your students to stay where they are before walking to the tent.
- Act surprised / stunned when you first walk into the tent and say: "What are you doing?"
- You will try to reason with the senior cadet \_\_\_\_\_ using logical arguments (eg, good of the cadets, good of the corps / squadron, not demeaning all of their past accomplishments).
- If you feel that you are not convincing the senior cadet, you will try to reason with the other two cadets in the tent.
  - If you can get one of them to support you, you will ask that person to accompany you and leave the tent.
  - If you can't get either of them to support you, you will leave the tent.

## Section 4

### THE VETERAN

#### Setting:

It is Remembrance Day. A group of cadets have just finished acting as the honour guard at the cenotaph during the ceremonies. The group has handed in their ceremonial accoutrements and are headed to the community centre for a luncheon.

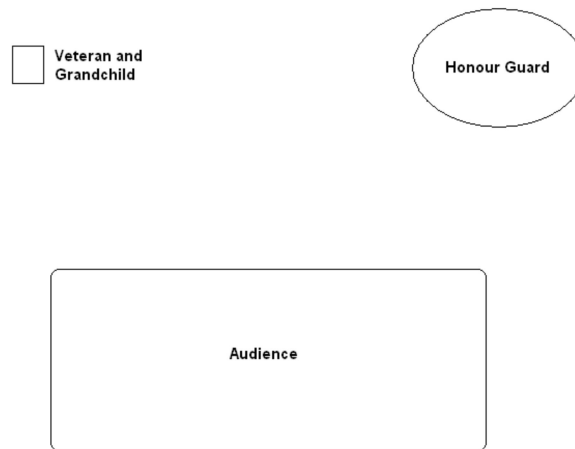


Figure E-2 Starting Positions

*Note.* Created by Director Cadets 3, 2010, Ottawa, ON: Department of Defence.

#### Props:

- One chair (used to simulate a wheelchair), and
- One blanket (to cover the veteran's legs).

#### Cast:

- Veteran (96 years old),
- Veteran's Grandchild (30 years old),
- Honour Guard Commander (year five cadet),
- Honour Guard A (year four cadet),
- Honour Guard B (year four cadet),
- Honour Guard C (year three cadet), and
- Honour Guard D (year one cadet).

#### Synopsis:

The honour guard is talking before heading to the luncheon. Just as they start walking toward the community centre, a person approaches the honour guard commander and asks the honour guard commander to come talk to their grandfather. The person and the honour guard commander chat as they walk. The honour guard commander is introduced to the veteran who expresses his pride in the job done by the honour guard.



Have the cadets fill in their first names in the blanks next to their character.



**Narrator Card:**

*Introduce Characters:*

A 96-year-old veteran, played by: \_\_\_\_\_

The veteran's 30-year-old grandchild, played by: \_\_\_\_\_

The honour guard commander, a year five cadet, played by: \_\_\_\_\_

Member of the honour guard (A), a year four cadet, played by: \_\_\_\_\_

Member of the honour guard (B), a year four cadet, played by: \_\_\_\_\_

Member of the honour guard (C), a year three cadet, played by: \_\_\_\_\_

Member of the honour guard (D), a year one cadet, played by: \_\_\_\_\_

*Introduce Skit:*

It is Remembrance Day and the local cadet unit provided an honour guard for the ceremonies. The ceremonies are over and there was one incident; the year three cadet's headdress fell off. The honour guard has just handed in their ceremonial accoutrements and are about to head to the community centre for a luncheon.

*Conclude Skit:* (Skit ends when the veteran informs the honour guard commander that the cadets should keep up the good work.)

That concludes the skit. Let's have a round of applause for the performers!



**Character Information Card:**

Veteran (96 years old)

*Motivation: You have never talked about your experiences in the war. You believe that the war had to be fought, but that your generation seems to have paid a high price for the freedoms the next generations are enjoying. Your best friend died in the war and for the last several years you have started to doubt that the sacrifices made by your generation are appreciated. However, while watching the cadet honour guard during the ceremony, you see them trying their best to honour those who fought and those who died for their country. You even smiled when a cadet's headdress fell off! For the first time in years, you have hope for the future.*

Character's Conduct:

- You will inform the honour guard commander that you are very proud of the job they did.
- You will ask the honour guard commander to 'go easy' on the cadet who dropped their headdress.
- You will ask the honour guard commander: "Why do the cadets provide an honour guard?"
- If asked what you did in the war, without giving details, say that you were in the navy / army / air force (your choice). If asked for details, state that you lost your best friend in the war.
- Finally, you will inform the honour guard commander that the cadets should keep up the good work.



**Character Information Card:**

Veteran's Grandchild (30 years old)

*Motivation: You escorted your grandfather to the Remembrance Day ceremonies. You are worried about him as he has NEVER talked about his wartime experiences. This is the first time in five years that he has been well enough to come to the ceremonies. You are surprised when he tells you to bring the cadet honour guard commander over for him to talk to.*

Character's Conduct:

- Two minutes into the skit, you will walk over and say to the honour guard commander: "My grandfather wants to speak to you."
- *Note:* When walking with the honour guard commander, take tiny steps. It should take about one minute of walking to reach your grandfather.
- During your walk, ask the honour guard commander the following questions:
  - How long have you been a cadet?
  - Why did you join cadets?
- If the honour guard commander asks why the grandfather wants to talk, state that you don't know and that he has never done anything like this before.
- You will respond to any other conversations normally.

**Character Information Card:**

Honour Guard Commander (year five cadet) \_\_\_\_\_

Motivation: *This is your fourth year as a member of the honour guard and first year as the honour guard commander. You were surprised when you were made honour guard commander (instead of Honour Guard A \_\_\_\_\_). You realize that Honour Guard A wanted to be the honour guard commander, Honour Guard B \_\_\_\_\_ was upset when Honour Guard D \_\_\_\_\_ was picked and you understand how Honour Guard C \_\_\_\_\_ is feeling since you also dropped your headdress during your first ceremony! It looks like everything went well and you are looking forward to relaxing at the luncheon.*

Character's Conduct:

- You will comment to everyone on how they did.
- You will do your best to keep all conversations positive as you believe in "praise in public, punish in private."
- You will try to talk privately with Honour Guard C and share what happened to you during your first time as a member of the honour guard.
- *Note:* When walking with the grandchild, take tiny steps. It should take about one minute of walking to reach the grandfather.
- You will respond to any other conversations normally.



**Character Information Card:**

Honour Guard A (year four cadet) \_\_\_\_\_

Motivation: *This is your fourth year as a member of the honour guard. You feel that you should have been the honour guard commander \_\_\_\_\_. The fact that one cadet dropped their headdress during the ceremony just proves your point. If it was not for your hard work behind the scenes you believe today would have been a disaster.*

Character's Conduct:

- You will do your best to comment to everyone, except the honour guard commander, on how they did. This includes being upset with the cadet who dropped their headdress \_\_\_\_\_.  
\_\_\_\_\_.
- You will ignore comments from the honour guard commander unless they are made directly to you.
- You will respond to any other conversations normally.

**Character Information Card:**

Honour Guard B (year four cadet) \_\_\_\_\_

Motivation: *This is your third year as a member of the honour guard. Being honest with yourself, you had hoped that the year one cadet would have screwed up. Your best friend was dropped from the honour guard for missing too many practices, allowing the year one cadet to be picked. However, you were impressed with how well the year one cadet performed.*

Character's Conduct:

- You may begin any type of conversation, from just talking to commenting on how the other members of the honour guard performed.
- You will grudgingly comment to the year one cadet \_\_\_\_\_ for doing a good job.
- You will respond to any other conversations normally.



**Character Information Card:**

Honour Guard C (year three cadet) \_\_\_\_\_

Motivation: *This is your first year as a member of the honour guard. You feel that you really messed up during the ceremonies when your headdress fell off! You know the honour guard commander \_\_\_\_\_ saw it as it happened and you are terrified that the honour guard commander will remove you from the honour guard.*

Character's Conduct:

- You will not start a conversation.
- You will act really nervous whenever the honour guard commander looks toward you.
- If the honour guard commander directs a comment / question toward you, you will interrupt the honour guard commander, emotionally apologizing for ruining the ceremony.
- You will respond to any other conversations normally.



**Character Information Card:**

Honour Guard D (year one cadet) \_\_\_\_\_

Motivation: *It's rare that a year one cadet becomes a member of the honour guard. Through lots of hard work you made it. You feel that you did a great job during the ceremonies and hope to be acknowledged for your effort by the honour guard commander \_\_\_\_\_, whom you look up to.*

Character's Conduct:

- You will not start a conversation.
- You will respond to any conversation directed to you.
- If the honour guard commander leaves the group without commenting on how you did, you will angrily stomp away from the group.

## Section 5

### THE DECISION

#### Setting:

It is a parade night. The CO has asked for the opinion of the senior cadets for the Top First Year Cadet award. The corps / squadron's five senior cadets are having a meeting to decide on who they will recommend.

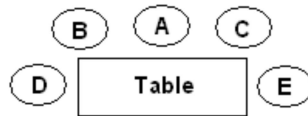


Figure E-3 Starting Positions

*Note.* Created by Director Cadets 3, 2010, Ottawa, ON: Department of Defence.

#### Props:

- First Year Cadet Information Sheet (five copies),
- Table, and
- Five chairs.

#### Cast:

- Cadet A,
- Cadet B,
- Cadet C,
- Cadet D, and
- Cadet E.

#### Synopsis:

Your group is having a meeting. One item on the agenda is to recommend a cadet for the Top First Year Cadet award. As you have many other items to discuss, there is a five-minute time limit for this discussion.

**First Year Cadet Information Sheet**

<i>First Years</i>	First	Second	Third
Drill	Cadet Bridge	Cadet Avro	Cadet Green
Uniform	Cadet Bridge	Cadet Green	Cadet Avro
Attendance	Cadet Green	Cadet Avro	Cadet Bridge
Class Participation	Cadet Green	Cadet Avro	Cadet Bridge
Volunteering	Cadet Green	Cadet Bridge	Cadet Avro
Sports	Cadet Bridge	Cadet Avro	Cadet Green



<i>First Years</i>	First	Second	Third
Drill	Cadet Bridge	Cadet Avro	Cadet Green
Uniform	Cadet Bridge	Cadet Green	Cadet Avro
Attendance	Cadet Green	Cadet Avro	Cadet Bridge
Class Participation	Cadet Green	Cadet Avro	Cadet Bridge
Volunteering	Cadet Green	Cadet Bridge	Cadet Avro
Sports	Cadet Bridge	Cadet Avro	Cadet Green



<i>First Years</i>	First	Second	Third
Drill	Cadet Bridge	Cadet Avro	Cadet Green
Uniform	Cadet Bridge	Cadet Green	Cadet Avro
Attendance	Cadet Green	Cadet Avro	Cadet Bridge
Class Participation	Cadet Green	Cadet Avro	Cadet Bridge
Volunteering	Cadet Green	Cadet Bridge	Cadet Avro
Sports	Cadet Bridge	Cadet Avro	Cadet Green



<i>First Years</i>	First	Second	Third
Drill	Cadet Bridge	Cadet Avro	Cadet Green
Uniform	Cadet Bridge	Cadet Green	Cadet Avro
Attendance	Cadet Green	Cadet Avro	Cadet Bridge
Class Participation	Cadet Green	Cadet Avro	Cadet Bridge
Volunteering	Cadet Green	Cadet Bridge	Cadet Avro
Sports	Cadet Bridge	Cadet Avro	Cadet Green



<i>First Years</i>	First	Second	Third
Drill	Cadet Bridge	Cadet Avro	Cadet Green
Uniform	Cadet Bridge	Cadet Green	Cadet Avro
Attendance	Cadet Green	Cadet Avro	Cadet Bridge
Class Participation	Cadet Green	Cadet Avro	Cadet Bridge
Volunteering	Cadet Green	Cadet Bridge	Cadet Avro
Sports	Cadet Bridge	Cadet Avro	Cadet Green



Have the cadets fill in their first names in the blanks next to their character.

**Narrator Card:**

*Introduce Characters:*

Cadet A, highest ranking cadet present, played by: \_\_\_\_\_

Cadet B, next highest rank present, played by: \_\_\_\_\_

Cadet C, same rank as Cadet B, played by: \_\_\_\_\_

Cadet D, lowest rank present, played by: \_\_\_\_\_

Cadet E, same rank as Cadet D, played by: \_\_\_\_\_

*Introduce Skit:*

It is a meeting of the corps / squadron's senior cadets. They have many items to discuss. The next item on the agenda is a recommendation to the CO for the Top First Year Cadet award.

*Conclude Skit:* (Skit ends when the group comes to a decision.)

That concludes the skit. Let's have a round of applause for the performers!

For the purpose of the following discussion, the incident involving the CO was that Cadet Avro was caught stealing. The CO dealt with the matter swiftly through getting the cadet counselling and having Cadet Avro make a promise not to steal again. Cadet Avro kept the promise and became a model cadet.

**Character Information Card:**

Cadet A \_\_\_\_\_

*Motivation: You are the highest ranking cadet present. You are chairing the meeting and everything is going smoothly. However, you know that this next item will be difficult as your little brother is in the running for this award. You have seen the hours he has worked on his uniform and the hours he has poured over all the cadet information he could get his hands on. He has done all this in spite of having a learning disability. You, in your biased opinion, believe he deserves this award. You have decided that since he is your brother you will abstain from the vote, but will participate in the discussion.*

**Character's Conduct:**

- You will do your best to keep the meeting on time and on topic.
- You will make sure everyone participates in the discussions.
- You will do your best to support your little brother.
- If asked about possible bias, state that while you will be part of the discussion, you will abstain from the vote.

*Note:* Cadet Bridge is your little brother.

**Character Information Card:**

Cadet B \_\_\_\_\_

Motivation: *You and Cadet C \_\_\_\_\_ are the second highest ranking cadets present. As you have worked with only the year two cadets, you have no opinion on who to recommend for the award. However, since you received this award in your first year, you want to see the best candidate win.*

Character's Conduct:

- You will not make any comments either for or against any of the three cadets.
- You may ask for clarification of the comments made by the others.
- You will vote for the cadet you believe is the best.

Note: Cadet Bridge is Cadet A's \_\_\_\_\_ little brother.



**Character Information Card:**

Cadet C \_\_\_\_\_

Motivation: *You and Cadet B \_\_\_\_\_ are the second highest ranking cadets present. Of all five of you present, you have worked with the year one cadets the most. You believe that Cadet Avro is by far the best candidate, regardless of what the paperwork suggests. You also know that Cadet Avro had some issue that the CO dealt with and that Cadet D knows about it and refuses to say what it was. While you could be persuaded to pick another cadet, you feel that it would not be right.*

Character's Conduct:

- You will aggressively support Cadet Avro by doing your best to counter positive statements of the other two cadets with positive statements of your own.
- You will only vote for another cadet if you have been convinced that they are a better cadet.

Note: Cadet Bridge is Cadet A's \_\_\_\_\_ little brother.

**Character Information Card:**

Cadet D \_\_\_\_\_

*Motivation: You and Cadet E \_\_\_\_\_ are the lowest ranking cadets here. It is also the first time that you have attended a meeting like this. You are really nervous about the fact that you have information the others don't and you can't tell them. Two months into the training year you caught Cadet Avro stealing. The CO dealt with the matter swiftly through getting the cadet counselling and having Cadet Avro make a promise not to steal again. To the best of your knowledge Cadet Avro has kept the promise, becoming one of the top first year cadets. However, you don't believe a thief, even a reformed one, should become the Top First Year Cadet.*

**Character's Conduct:**

- You will use the provided information to argue for either of the other two cadets.
- You will not make a negative comment about Cadet Avro.
- You will counter any positive points discussed for Cadet Avro with a positive point about one of the other two.
- If asked about the incident with the CO and Cadet Avro, you will tell them to ask the CO.
- You will not vote for Cadet Avro.

*Note: Cadet Bridge is Cadet A's \_\_\_\_\_ little brother.*



**Character Information Card:**

Cadet E \_\_\_\_\_

*Motivation: You and Cadet D \_\_\_\_\_ are the lowest ranking cadets here. It is also the first time that you have attended a meeting like this. Being honest with yourself, you are a bit overwhelmed. You only occasionally worked with the year one cadets. You know their names and their faces but you were too nervous instructing to note who the best was; you only remember the problem cadets! Of the three cadets being considered, none of them were problem cadets, so you are happy to have any one of them recommended; however, you don't want to be the deciding vote.*

**Character's Conduct:**

- You will not join a conversation or give an opinion unless directly asked.
- You will agree with all good comments made about any of the three cadets.
- You will vote for the cadet you feel already has the most support. If it looks to be a close vote, you will try to abstain.

*Note: Cadet Bridge is Cadet A's \_\_\_\_\_ little brother.*



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## ROLE-PLAY DISCUSSION GUIDES

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### Section 3

#### THE SMOKER



The point of the discussion is to explore ethical dilemma(s) portrayed within the skit.

#### Facilitator's Questions:

- Q1. What happened during the skit?
- Q2. What, if any, are the ethical dilemmas that occurred during the skit?
- Q3. If you were the instructor, what if anything, would you do after this incident? Why?

#### Possible Answers:

- A1. The corps / squadron's most senior cadet is caught smoking and a discussion / argument occurs.
- A2. The following may be mentioned:
  - Personal dilemma for the corps / squadron's senior cadet and the two year five cadets (friendship).
  - Harm dilemma between the corps / squadron's senior cadet and the instructor (regardless of the outcome of the skit, the obvious disregard for the rules will have a demoralizing effect on not just the instructor, but all three year five cadets, leading to a poorer working environment and the potential for similar incidents).
- A3. The following may be mentioned:
  - Do nothing as you don't want to make a bad situation worse.
  - Make a deal that if such incidents stop, that you will not inform the staff. This may end the inappropriate behaviour.
  - Go straight to the staff, for the good of the corps / squadron, and report the incident. The staff can't help if it does not know what is happening.



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



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

## Section 4

### THE VETERAN



The point of the discussion is to explore ethical dilemma(s) portrayed within the skit.

#### Facilitator's Questions:

- Q1. What happened during the skit?
- Q2. What, if any, are the ethical dilemmas that occurred during the skit?
- Q3. If you were the honour guard commander what, if anything, would you do after your encounter with the veteran?

#### Possible Answers:

- A1. The honour guard is talking before heading to the luncheon. There are several different conversations / incidents within the group. A person approaches the honour guard commander and asks the honour guard commander to come talk to their grandfather. The person and the honour guard commander chat as they walk. The honour guard commander is introduced to the veteran who expresses his pride in the job done by the honour guard.
- A2. The following may be mentioned:
  - Personal dilemma for Honour Guard B (best friend being dropped and replaced by a first year),
  - Personal dilemma for Honour Guard A (was not picked to be the honour guard commander), and
  - Personal dilemma for Honour Guard C (embarrassment over the dropped headdress).
- A3. Inform the other members and the CO about the veteran's compliment. Set a time with the group to have a discussion to get their feedback and to resolve any issues they may have.



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



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

## Section 5

### THE DECISION



The point of the discussion is to explore ethical dilemma(s) portrayed within the skit.

#### Facilitator's Questions:

- Q1. What happened during the skit?
- Q2. What, if any, are the ethical dilemmas that occurred during the skit?
- Q3. If you were Cadet D \_\_\_\_\_, the one with the confidential information, what, if anything, would you do if Cadet Avro was recommended? Why?
- Q4. Should the past incident have even been an issue? Why or why not?

#### Possible Answers:

- A1. There was a discussion and a vote to decide who to recommend to the CO for the Top First Year Cadet award.
- A2. The following may be mentioned:
  - Uncertainty dilemma for Cadet A \_\_\_\_\_ (fairness versus integrity).
  - Personal dilemma for Cadet A \_\_\_\_\_ (self-interest in seeing that little brother is treated fairly).
  - Uncertainty dilemma for Cadet C \_\_\_\_\_ (honesty versus fairness).
  - Personal dilemma for Cadet D \_\_\_\_\_ (personal sense of justice).
  - Personal dilemma for Cadet E \_\_\_\_\_ (self-interest; doesn't feel right to be the deciding vote on such an important matter).
- A3. The following may be mentioned:
  - Do nothing, the issue has been decided.
  - Privately bring your concerns to the CO; Cadet Avro should not receive the award.
- A4. The following may be mentioned:
  - Yes. Even though the problem was solved, the award should not be given to someone who made such a serious mistake.
  - No. The problem was quickly discovered and solved. The cadet made the effort to do better and succeeded, becoming one of the top 3 first years.



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



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

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### WORKSHOP FEEDBACK SURVEY

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Workshop: \_\_\_\_\_  
Date: \_\_\_\_\_

1. Why did you choose this workshop?

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2. What were your expectations of this workshop?

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3. How did you like the workshop?

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4. What skills do you believe you developed through this workshop?

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5. What skills are you better equipped to develop in your peers or subordinates now that you have attended this workshop?

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6. What information / tool / ability learned in the workshop would you be able to use at your corps / squadron?

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7. How has this workshop helped you become a better cadet?

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**CANADIAN CADET ORGANIZATIONS**  
**PHASE FIVE / MASTER CADET /**  
**PROFICIENCY LEVEL FIVE**  
**WORKSHOP FACILITATION GUIDE**



**CHAPTER 4**

**CORRECTIVE ACTION AND POSITIVE REINFORCEMENT**

Total Time:

210 min

**PREPARATION**

**PRE-WORKSHOP INSTRUCTIONS**

Review the workshop content and become familiar with the material prior to facilitating the workshop.

Photocopy:

- Nuclear Holocaust: Who Should Survive? handout located at Annex A for each group of ten cadets,
- Conflict Management Role-Play 1 located at Annex C,
- Conflict Management Role-Play 2 located at Annex D,
- Conflict Management Role-Play 3 located at Annex E, and
- Workshop Feedback Survey located at Annex F for each cadet.

**ROOM LAYOUT**

The room should be divided in two areas:

- an area with the tables arranged so that cadets can work individually or participate in group discussions; and
- an area with the tables arranged so that cadets can work in groups.

**RESOURCES**

- Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area,
- Flip chart paper,
- Flip chart markers,
- Paper, and
- Pen / pencil.

**TIMINGS**

<b>Section</b>	<b>Component</b>	<b>Time</b>
1	Introduction.	20 min
2	Review Selected Topics From <i>Positive Social Relations for Youth Training</i> .	30 min
3	Conflict Management Role-Play 1.	35 min
	Break	15 min
4	Conflict Management Role-Play 2.	35 min
5	Conflict Management Role-Play 3.	35 min
	Break	15 min
6	The Way Ahead.	10 min
7	Conclusion.	15 min

**SUBSTANTIATION**

Workshops are designed to allow cadets to interact with their peers during various activities, discussions, role-plays and case studies. Workshops emphasize the sharing of knowledge and experiences in a small group setting.



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**SECTION 1****INTRODUCTION**Time: 20 min

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**AIM**

This workshop challenges cadets' perceptions of discipline within the Cadet Program (CP). Corrective action can be applied inconsistently or inappropriately. Positive reinforcement can be neglected or never given at all to reward good behavior. This workshop provides cadets with practical skills to improve their ability to effectively manage conflict and assist in the maintaining of discipline.

**OUTCOMES**

Outcomes of this workshop include:

- reviewing topics covered during *Positive Social Relations for Youth* training; and
- building practical skills to deal with conflict and discipline.

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**ICEBREAKER ACTIVITY**

Time: 20 min

**Objective**

The objective of this icebreaker activity is to have the cadets focus their thoughts on conflict management.

**Resources**

Nuclear Holocaust: Who Should Survive? Scenario handout located at Attachment A.

**Activity Layout**

This activity should be conducted in an area with the tables arranged so that cadets can participate in a group discussion.

**Activity Instructions**

1. Divide the cadets into groups of 10.
2. Assign a character from the scenario to each cadet. If a group contains less than 10 members, omit some of the 10 characters.
3. Read the instructions for the scenario to the groups.
4. Allow 10 minutes for group members to individually make their case for why they should be saved.
5. Allow 10 minutes for each group to discuss and decide which people will remain in the bunker.
6. Discuss the results of the scenario.

**Safety**

Nil.

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**SECTION 2**

**REVIEW SELECTED TOPICS FROM *POSITIVE SOCIAL RELATIONS FOR YOUTH TRAINING***

Time: 30 min

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**DISCUSSION**

Time: 20 min



The point of the discussion is to review key topics from *Positive Social Relations for Youth* training using the suggested questions provided.



Background knowledge relating to this discussion is provided in Section 2 Background Knowledge located at Annex B.

**SUGGESTED QUESTIONS:**

- Q1. What are some examples of misconduct in the CP?
- Q2. What should discipline in the CP do?
- Q3. What is the difference between effective discipline and misuse of authority?
- Q4. What is the difference between rewards and recognition? How are rewards and recognition used as motivation in the CP?
- Q5. What is conflict? What are the types of conflict?
- Q6. How can we deal with conflict?



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



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

**BRIDGE**

Time: 10 min



The point of the discussion is to discuss conflict management approaches using the suggested questions provided.

**SUGGESTED QUESTIONS:**

- Q1. How do you feel that self-reflection assists in effectively managing conflict?
- Q2. What approaches to managing conflict are there in the CP?
- Q3. Can someone describe a situation where they have managed conflicts between cadets?



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



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

**SECTION 3****CONFLICT MANAGEMENT ROLE-PLAY 1**

Time: 35 min



The objective of conflict management role plays is to allow cadets an opportunity to apply the conflict management skills they have already learned during *Positive Social Relations for Youth* training.

**ACTIVITY**

Time: 15 min

**Objective**

The objective of this activity is to have the cadets participate in / observe a role-play to be followed by a discussion.

**Resources**

- Conflict Management Role-Play 1 located at Annex C.

### Activity Instructions

1. Provide three cadets the Character Information Cards by either assigning roles to specific cadets or asking for volunteers and have them prepare for their roles. Assign one cadet to act as the narrator.
2. Allow the cadets five minutes to prepare.
3. Allow five minutes for the cadets to complete the role-play.

### Safety

Nil.

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### DISCUSSION

Time: 20 min



The point of the discussion is to explore the use of conflict management skills in the role-play using the suggested questions provided.

### SUGGESTED QUESTIONS:

- Q1. What type of misconduct was represented in this role play?
- Q2. How could the Instructor (Senior Cadet 2) have better managed their conflict with the Junior Cadet?
- Q3. Did Senior Cadet 1 handle the problem using their conflict management skills? What skills did they use?
- Q4. How would you handle this situation? What would you do differently?



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



The point of the discussion is to focus on developing the correct method of conflict management using the suggested questions provided.



Give the cadets a 15-minute break.

**SECTION 4****CONFLICT MANAGEMENT ROLE-PLAY 2**

Time: 35 min



The objective of conflict management role plays is to allow cadets an opportunity to apply the conflict management skills they have already learned during *Positive Social Relations for Youth* training.

**ACTIVITY**

Time: 15 min

**Objective**

The objective of this activity is to have the cadets participate in / observe a role-play to be followed by a discussion.

**Resources**

Conflict Management Role-Play 2 located at Annex D.

**Activity Instructions**

1. Provide three cadets the Character Information Cards by either assigning roles to specific cadets or asking for volunteers and have them prepare for their roles. Assign one cadet to act as the narrator.
2. Allow the cadets five minutes to prepare for their roles.
3. Allow five minutes for the cadets to complete the role-play.

**Safety**

Nil.

**DISCUSSION**

Time: 20 min



The point of the discussion is to explore the use of conflict management skills in the role-play using the suggested questions provided.

**SUGGESTED QUESTIONS:**

- Q1. Could the senior cadet in this role play use the steps on the reflection wheel before dealing with this conflict? Why or why not?
- Q2. Using the senior cadet's point of view, go through the steps of the reflection wheel. What outcomes did you find at each stage of reflection?



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

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## SECTION 5

## CONFLICT MANAGEMENT ROLE-PLAY 3

Time: 35 min

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The objective of conflict management role plays is to allow cadets an opportunity to apply the conflict management skills they have already learned during *Positive Social Relations for Youth* training.

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### ACTIVITY

Time: 15 min

#### Objective

The objective of this activity is to have the cadets participate in / observe a role-play to be followed by a discussion.

#### Resources

Conflict Management Role-Play 3 located at Annex E.

#### Activity Instructions

1. Provide three cadets the Character Information Cards by either assigning roles to specific cadets or asking for volunteers and have them prepare for their roles. Assign one cadet to act as the narrator.
2. Allow the cadets five minutes to prepare for their roles.
3. Allow five minutes for the cadets to complete the role-play.

#### Safety

Nil.

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### DISCUSSION

Time: 20 min



The point of the discussion is to explore the use of conflict management skills in the role-play using the suggested questions provided.

**SUGGESTED QUESTIONS:**

- Q1. What type of conflict was present in this role-play?
- Q2. How do we manage this type of conflict? Was this the best choice for the type of conflict?
- Q3. What approach to managing conflict did the Senior Cadet use in this role-play? Was it effective?



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



Give the cadets a 15-minute break.

**SECTION 6****THE WAY AHEAD**

Time: 10 min

**DISCUSSION**

Time: 10 min



The point of the discussion is to reinforce the content of the workshop and to determine how it can be applied at the corps / squadron using the suggested questions provided.

**SUGGESTED QUESTIONS:**

- Q1. What approach to managing conflict do you feel most comfortable using?
- Q2. Should we always use the same approach to conflict management? Why or why not?
- Q3. How does using the reflection wheel affect the way we handle a situation?
- Q4. Where do you feel you can use conflict management skills?



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



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

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## SECTION 7

## CONCLUSION

Time: 15 min

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## NETWORKING

Time: 5 min

Networking is an efficient way to develop professional relationships with cadets from outside the corps / squadron. Provide cadets with five minutes to interact with each other to exchange contact information.

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## WORKSHOP FEEDBACK SURVEY

Time: 5 min

Distribute the workshop feedback survey located at Annex F to the cadets and allow them five minutes to complete it.

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## CLOSING STATEMENT

Time: 5 min

By developing our conflict management skills, we are better able to communicate and work with others. These skills allow us to better deal with problems or issues that arise from social interaction.

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## REFERENCES

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A0-009 Director Cadets 3. (2009). CATO 13-25, *Cadet Conflict Management System*. Ottawa, ON: Department of National Defence.

A0-054 Director Cadets 2. (2005). CATO 15-22, *Conduct and Discipline—Cadets*. Ottawa, ON: Department of National Defence.

A0-271 A-CR-CCP-915/PG-001 Director Cadets 3. (2009). *Canadian Cadet Organizations, Positive Social Relations for Youth Training Facilitator's Package*. Ottawa, ON: Department of National Defence.

C0-470 Wilderdom.com. (2010). *Nuclear Holocaust*. Retrieved March 24, 2010, from <http://wilderdom.com/games/descriptions/NuclearHolocaustWhoShouldSurvive.html>



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## Nuclear Holocaust: Who Should Survive?

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### Situation

World War III has just occurred and you and nine other people find yourselves to be the only people left on Earth. You all manage to make it to a bunker; however, you realize that there are not enough supplies for everyone to survive for long. If all ten people stay, the maximum time the supplies will last is two years. If only three people stay, the supplies will last for many years.

In the bunker, you find the following:

- a sewage system,
- water,
- seeds,
- some clothes,
- a few books,
- a medical facility with some supplies but lacking the material to conduct operations, and
- a greenhouse.

### Characters

In the bunker are the following characters:

- a scientist,
- a priest,
- a single pregnant woman in her twenties,
- a male army officer,
- an elderly woman,
- a disabled man in his twenties,
- a female lawyer,
- a male history professor,
- a male doctor, and
- an old farmer.

### Instructions

In your group of ten, each of you will have a chance to speak. You must present your case as to why you think you should remain in the bunker and live. You may choose to leave and sacrifice yourself for the others. Remember to listen to the others' arguments. Decide if everyone will stay only to die in two years or which three will be spared and which seven will perish in the nuclear fallout.

### **Concluding Discussion**

Explain why you feel the choice was made. What influenced your decision? Did anyone emerge as a leader in the discussion? Why? How did this influence the choices?

---

## Section 2 Background Knowledge

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**Conduct.** Behaviour or way of acting.

**Misconduct / misbehaviour.** A single or multiple breach of one or several regulations, orders and / or instructions.

**Discipline.** Training, especially of the mind and character, aimed at producing self-control, obedience, orderly conduct, etc. A system of rules used to maintain control over people.



Refer to CATO 15-22, *Conduct and Discipline–Cadets*, for the complete description of the conduct and discipline of cadets.

### CONDUCT AND DISCIPLINE IN THE CADET PROGRAM

According to CATO 15-22, discipline in the CP shall be used as a teaching tool to encourage youth to develop appropriate behaviour (conduct). It should at all times be respectful to the individual, effective over the long term and promote character development. As a member of the CP, cadets are expected to conduct themselves in a way which is respectful to themselves and others. Cadets are to adhere to regulations, orders and instructions at all times. If cadets choose to disregard the regulations, orders and instructions described in the CATO, consequences or corrective measures, such as administrative and / or disciplinary actions may be considered.



The complete explanation with examples of breach(es) of conduct and suggested corrective measures is located in CATO 15-22, *Conduct and Discipline–Cadets*, Annex A.

### EXAMPLES OF BREACH(ES) OF CONDUCT

Some examples of breach(es) of conduct are:

- behaviour, to include:
  - disrespect,
  - insubordination,
  - inappropriate language,
  - lack of honesty,
  - misuse of authority, and
  - property damage;
- appearance, to include:
  - dressing below standard; and
  - inappropriate conduct;

- policy breach, to include:
  - alcohol / tobacco / drugs,
  - inappropriate interactions, and
  - harassment (non-criminal);
- attendance (absences); and
- safety, to include:
  - safety concerns, and
  - causing injury.

### DIFFERENCES BETWEEN EFFECTIVE DISCIPLINE AND MISUSE OF AUTHORITY

Unfortunately some leaders have a mistaken understanding of discipline. They confuse discipline with control and may respond inappropriately when a cadet is disobedient or fails to meet demands.

**Discipline.** A thoughtful method of punishment used to teach expected behaviour. Some of you may have experienced situations in the CP where intimidation and threats or excessive punishment were used as a form of discipline. This behaviour is not acceptable. Discipline in the CP is intended to encourage youth to develop appropriate behaviour. This means giving them an opportunity to learn from their mistakes.

Effective Discipline Versus Misuse of Authority	
Effective Discipline...	Misuses of Authority...
Is related to misbehaviour	Is not related
Only deals with the misbehaviour	Attacks self-esteem
Does not humiliate	Humiliates
Is thoughtful	Is impulsive
Represents no threat to a youth's well being	Is more severe than warranted
Uses action	Uses force
Means a youth accepts responsibility for their actions	Means an adult takes responsibility for a youth's actions
Is based on equality and respect	Based on control over others
Encourages youth to problem solve	Assumes only adults can solve youth's problems
Demonstrates caring	Demonstrates hostility
Teaches good behaviour	Destroys

### TECHNIQUES FOR RESPONDING TO BEHAVIOUR THAT DOES NOT MEET EXPECTATIONS

#### Avoiding Problems

There are a number of ways in which you can avoid problems with your followers, to include:

- **Set clear expectations.** Ensure that your cadets understand your expectations and how those expectations apply to them.
- **Address misconduct immediately and specifically.** Counsel a cadet about their behaviour right away if they are not meeting expectations. The longer you leave it, the worse it will become.

- **Follow set discipline procedures.** Talk to your officers and find out what the discipline policy is at your corps / squadron. Always be sure to follow the approved procedure to ensure continuity and standardization.
- **Recognize honest attempts to improve behaviour.** Cadets will try to change and improve. As soon as you notice an honest attempt to improve, reinforce the positive behaviour with the cadet and motivate them to keep trying.

### Handling Problems

There are a number of ways to respond to behaviour that does not meet expectations, to include:

- **Talk to the cadet about the problem privately.** Do not put off talking to the cadet about the problem. There is a chance that you may forget details of the situation or you may forget the situation all together. Waiting can also lessen the impact of the discussion. Be firm, however do not yell. Model the behaviour that you expect from your cadets. Whenever possible, take them aside and speak to them in an area out of earshot.
- **Be specific about the problem.** Ensure that when you speak to the cadet, you are very clear about what the problem is. Address the problem in a professional and appropriate manner and ensure that the cadet understands why you are speaking to them.
- **Listen to their feedback.** Give cadets an opportunity to explain themselves. Accept reasons for their behaviour, but not excuses. When the cadets give reasons, they are accepting the responsibility of their behaviour. When they give excuses, they are laying blame.
- **Know what help is available and where to find it.** Be aware of whom to go to for problems that you cannot or do not feel comfortable dealing with. Know what resources are available to you and how to use them.
- **Realize that you are there to help the cadet if possible.** Do your best to make sure the cadet does not carry out the problem behaviour again. The cadet must understand why their behaviour is a problem and what they must do to fix it. Offer suggestions or brainstorm with the cadet some ideas about how to improve their behaviour.

### REWARDS AND RECOGNITION

**Rewards.** Return for service or merit, requital for goodness. Types of rewards include tangible items such as badges, promotions, certificates, trophies, etc.

**Recognition.** To notice, validate, acknowledge, honour and support. Types of recognition usually include intangible items such as praise, encouragement, commendation, compliments, an honour, congratulations or thanks for doing something. Rewards (a tangible item) are sometimes given as representations of the intangible things, such as a learned or developed skill as a form of recognition. They are awarded to the cadets who have exceeded expectations for doing something. The most powerful forms of recognition, however do not come from receiving a tangible item but come in the form of a compliment, a pat on the back or encouragement from superiors or peers. Recognition by superiors or peers is just as important as a tangible reward as it shows the cadet is doing something well and is being encouraged to keep up the good work. Although receiving a particular reward or some form of recognition is gratifying, self-motivation is important as you move through the CP and through life. There will not always be someone around to congratulate you, encourage you or notice you for doing something well.

**Intrinsic motivation.** Motivation that comes from inside an individual rather than from an external source or outside rewards, such as money or grades. Having joined cadets is already a sign of motivation for wanting to become a better citizen, a better person or a better leader. Intrinsic motivation is triggered by many sources

such as working towards personally meaningful goals (a challenge), something in the physical environment that attracts the learner's attention (curiosity), having a tendency to control what happens to them (control), feeling satisfaction by comparing their performance favourably to that of others (competition) and feeling satisfaction by helping others achieve their goals (cooperation).

Note: Incentives may vary from corps / squadron to corps / squadron and from region to region.

Many formal rewards and recognition are presented at formal ceremonies such as the Annual Ceremonial Review (ACR) or other special parades / events. Examples of formal rewards / recognition given for meeting or exceeding expectations in the CP are:

- corps / squadron opportunities, which may include:
  - trophies,
  - plaques,
  - certificates,
  - promotions, or
  - badges;
- sponsor / league opportunities, which may include:
  - medals,
  - trophies,
  - plaques,
  - certificates, or
  - bursaries;
- CSTC opportunities, to include:
  - advanced training,
  - awards, or
  - ANAVETS medals; and
- national level opportunities, to include:
  - national courses,
  - advanced specialty courses,
  - scholarship courses, or
  - international exchanges.

Informal recognition may occur at the local corps / squadron and may continue on a more frequent basis throughout the year. Examples of informal rewards / recognition given for meeting or exceeding expectations in the CP may include:

- public recognition,
- a commendation,

- a prize (eg, stickers, pins, corps / squadron paraphernalia, etc),
- a special privilege,
- assuming a special role,
- "Cadet of the Week", or
- participating in a special activity (eg, pizza party, etc).

## DEFINITION

**Conflict.** When two or more people disagree or have different ideas on what they are to do. This can result in stress and / or tension.

## TYPES OF CONFLICT

There are three types of conflict. They are:

- **Interpersonal.** Interpersonal conflicts occur when there has been a breakdown in communication and / or competing interests between two people.
- **Structural.** Structural conflicts occur due to problems within the organization, how personnel are used in the organization or a breakdown in communication between members of the organization (eg, structural conflict can occur when a cadet is receiving information from their petty officer / sergeant, training officer and CO, who all have differing demands).
- **Facts / data.** Facts / data conflicts occur when one party has more information than the other or the information is interpreted in a different way.

Note: The types of conflict may overlap.

## HOW TO MANAGE DIFFERENT TYPES OF CONFLICT



Refer to CATO 13-25, *Cadet Conflict Management System (CCMS)*, for the complete description of conflict management systems and the various protocols.

**Conflict management.** An approach to conflict whereby parties can develop protocols or arrangements for preventing disputes from occurring and pre-determining the range of appropriate responses to conflict should one arise.

## Reflection

Reflection is an invaluable tool to use when dealing with and managing conflict. It is important to be clear on what you feel happened, how it makes you feel, what you think about it, why it is important to you and what you can do about it before confronting other parties involved. Going through the steps of the reflection wheel will allow you to respond to conflict rather than reacting quickly (and possibly angrily). This is a process that will help you manage the conflict but it does not mean the conflict will be totally resolved. Going through the steps of the wheel in your head or writing them down will give you perspective on the conflict. Always remember to consider what the other person might be thinking.

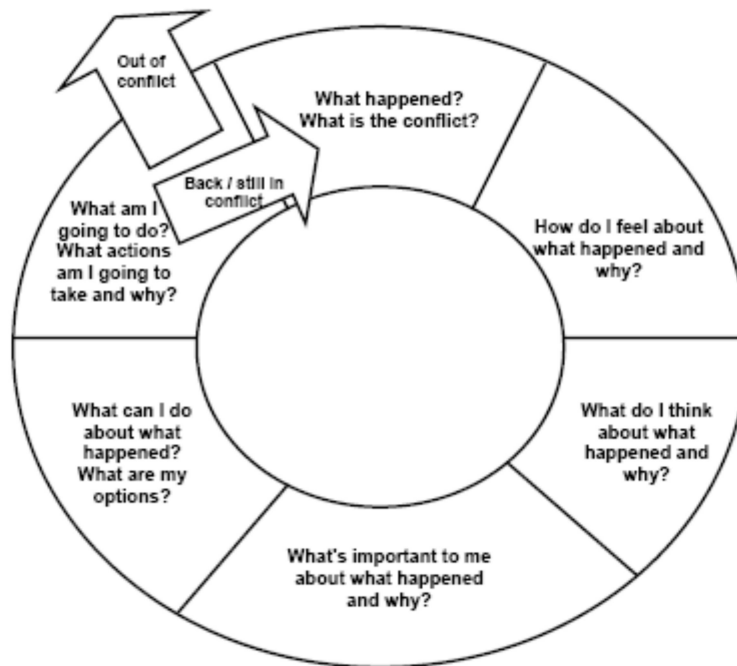


Figure B-1 The Reflection Wheel

Note. From *Peacebuilders 1: Conflict Resolution Youth Reference Guide*, (p. 38), by D. Farthing, 2001, Ottawa, ON: YouCAN! Copyright 2001 by YouCAN!

## APPROACHES TO MANAGING CONFLICT



Refer to CATO 13-25, *Cadet Conflict Management System (CCMS)*, Annex D for all pertinent information regarding conflict resolution approaches.

There are four approaches to managing conflict, which are:

- **Power-based.** The person with the most authority determines how the situation will be resolved based on their leadership experience. It has a win-lose outcome.
- **Interest-based.** This approach is also known as Alternate Dispute Resolution (ADR). It is a voluntary one-on-one conversation with the other person(s) or with the assistance of a neutral person, working together to find a solution. It has a win-win outcome.
- **Rights-based.** An approach where a third party will measure the problem against policy, guidelines or laws and make a decision. It has a win-lose outcome.
- **Choice to avoid.** This approach does not address the situation because the relationship and the issue are not perceived to be important. We often do not know how to handle the situation or hope it will go away.

Before choosing your approach to managing conflict, use the reflection wheel to assess the situation and then make your decision. For the most satisfying outcome for all, it is recommended that the interest-based approach be used whenever and wherever possible.



## **HOW WE MANAGE THE THREE TYPES OF CONFLICT**

### **Interpersonal**

When you are experiencing an interpersonal conflict you need to have a conversation with that person (interest-based approach) or have help from another person to manage the conflict (rights-based approach).

### **Structural**

When you are experiencing structural conflict you must identify the issue and work as best as you can or get involvement from the chain of command (rights-based or power-based approach) and the person who has the authority to change the structure (power-based approach).

### **Facts / Data**

When you are experiencing a facts / data conflict someone in the chain of command will assist you (rights-based approach) or you could go to a CATO or policy guide to get the information (you can do your own research or someone can provide the policy for you) (interest-based approach).

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## CONFLICT MANAGEMENT ROLE-PLAY 1

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### THE BULLY

**Setting:**

It is a weekly training night. While on a break Senior Cadet 1 notices Senior Cadet 2 shoving a Junior Cadet. Senior Cadet 1 goes to investigate the issue.

**Props:**

Nil.

**Cast:**

- Senior Cadet 1,
- Senior Cadet 2, and
- Junior Cadet.

**Synopsis:**

During break you notice two cadets arguing. The more senior of the two cadets begins shoving the junior cadet. You are not sure what has happened but you decide to investigate the situation.

  
**Narrator Card:***Introduce Characters:*

Senior Cadet 1 (corps / squadron's most senior cadet), played by: \_\_\_\_\_

Senior Cadet 2 (Instructor), played by: \_\_\_\_\_


Junior Cadet, played by: \_\_\_\_\_

*Introduce Skit:*

It is a weekly training night at a corps / squadron. The most senior cadet at the unit is supervising the corps / squadron during the break, when he / she notices two cadets arguing. The argument begins to escalate and the more senior of the two cadets shoves the junior cadet. Senior Cadet 1 decides to step in and investigate the situation.

*Conclude Skit:* (Skit ends when Senior Cadet 1 and Junior Cadet resolve issue.)

That concludes the skit. Let's have a round of applause for the performers!



**Character Information Card:**

Senior Cadet 2 (Instructor) \_\_\_\_\_

*Motivation: You are an instructor at your corps / squadron. You have been instructing for a year and enjoy working with the junior cadets. During a lecture last training night one cadet in your lecture began making jokes about you in front of the class. You notice the same cadet gathered with a group of other cadets laughing and joking; you assume the junior cadet is making other jokes or comments about you. You feel embarrassed and want to talk to the cadet but decide to brush it off. Later, during another lecture, the same cadet again makes jokes about you in front of the class. You confront the cadet during break and demand that they stop making fun of you. When the cadet tells you to grow up you get angry and shove the cadet. At this point Senior Cadet 1 steps in and stops the situation.*

**Character's Conduct:**

- You begin the scene by asking the cadet to stop making fun of you. When the cadet raises their voice and tells you to grow up, you shove them.
- Once Senior Cadet 1 steps between you and the other cadet you back away.
- When Senior Cadet 1 speaks to you individually you answer their questions and explain what happened in detail. You explain the cadet has been making fun of you and you feel embarrassed. All you were doing was asking the cadet to stop but you got angry and shoved the cadet.
- You work with Senior Cadet 1 to come to an agreement about how you will correct your behaviour.
- If Senior Cadet 1 does not offer you a way to seek help, you will ask them for advice on how to deal with the situation.

**Character Information Card:**

Junior Cadet \_\_\_\_\_

*Motivation: You are new to the corps / squadron and you have been having difficulty making new friends. During a class on your last training night, you made a joke about the senior cadet that was teaching the lecture. The senior cadet seemed bothered by your joke but the other cadets in your class laughed and you began to feel like you were making friends. Tonight you made another joke during a lecture with the same instructor and again all the other cadets in your class laughed. The Instructor confronts you after class and tells you they do not like being made fun of in front of the other cadets. You brush off their comments and tell them to get over it and grow up. They become angry and begin to shove you. Another Senior Cadet steps in and stops the situation.*

**Character's Conduct:**

- You begin the scene by arguing with Senior Cadet 2 and telling them to grow up. You both begin to raise your voices. Senior Cadet 2 will shove you.
- Once Senior Cadet 1 steps between you and Senior Cadet 2, you back away.
- When Senior Cadet 1 speaks to you individually you are reluctant to answer any questions. After a few questions you begin to open up and tell Senior Cadet 1 that you do not have many friends at the corps / squadron and when you made jokes about Senior Cadet 2 other cadets talked to you more and thought you were funny.
- You work with Senior Cadet 1 to come to an agreement about how you will correct your behaviour.



**Character Information Card:**

Senior Cadet 1 (corps / squadron's most senior cadet) \_\_\_\_\_

*Motivation: You are observing the corps / squadron during their break on a weekly training night. The night has been going well and no issues or concerns have been raised by any of the cadets. You hear two cadets beginning to argue and raise their voices. The more senior cadet of the two moves closer to the Junior Cadet and begins shoving them. You do not want the situation to escalate any further so you decide to step in and help the cadets solve the issue without resorting to violence.*

**Character's Conduct:**

- You start by stepping in between the two cadets to stop the physical contact.
- You reinforce the CP policy on physical violence.
- You ask to speak to each of the cadets individually (Senior Cadet 2 then Junior Cadet) and listen to their feedback.
- From their feedback, you determine which cadet is in need of assistance and which cadet requires corrective action.
- Remind the cadets of policies on harassment and have the cadets brainstorm ways they can correct their misbehaviour.
- Offer help and resources to the cadets.

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## CONFLICT MANAGEMENT ROLE-PLAY 2

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### HOMEWORK FOR HIRE

#### Setting:

During a weekly training night, a senior cadet sees the CPO1 / CWO receiving papers from a junior cadet. The senior cadet decides to speak to the CPO1 / CWO.

#### Props:

- Sheets of Paper, and
- Play Money.

#### Cast:

- CPO1/CWO,
- Senior Cadet, and
- Junior Cadet.

#### Synopsis:

During a weekly training night, a senior cadet sees the CPO1 / CWO receiving papers from a junior cadet. The CPO1 / CWO then hands the junior cadet money. The senior cadet thinks something may be wrong with the situation and decides to speak to the CPO1 / CWO to get more information.



#### Narrator Card:

##### *Introduce Characters:*


CPO/CWO, played by: \_\_\_\_\_

Senior Cadet, played by: \_\_\_\_\_

Junior Cadet, played by: \_\_\_\_\_

*Introduce Skit:* During a weekly training night, a senior cadet sees the CPO1 / CWO receiving papers from a junior cadet. The CPO1 / CWO then hands the junior cadet money. The senior cadet thinks something may be wrong with the situation and decides to speak to the CPO1 / CWO to get more information.

*Conclude Skit:* (Skit ends when the senior cadet resolves the issue or seeks assistance from an officer.) That concludes the skit. Let's have a round of applause for the performers!



**Character Information Card:**

Senior Cadet \_\_\_\_\_

*Motivation: You are a senior cadet at your corps / squadron. You are at your weekly training night. You notice the CPO1 / CWO talking to a junior cadet. This seems out of place to you, since you know the CPO1 / CWO does not usually socialize with any junior cadets. The junior cadet hands the CPO1 / CWO some papers and the CPO1 / CWO hands the junior cadet money. You wonder what is going on, so you decide to go speak to the CPO1 / CWO.*

Character's Conduct:

- You approach the CPO1 / CWO to see what is happening.
- When the CPO1 / CWO explains what was going on, you still feel something is not right and press for more information.
- You try to resolve the issue with the CPO1 / CWO. If things cannot be resolved and you feel threatened, you should seek outside help.

**Character Information Card:**

CPO1 / CWO \_\_\_\_\_

*Motivation: You have been doing poorly in school over the last few months. You have tried getting a tutor but you are so busy with cadets and other extracurricular activities that you just cannot catch up to your school work. You know one of the junior cadets at your corps / squadron always gets good grades. You decide to pressure the cadet into doing your school work in exchange for money. The cadet does not want to do it at first but you threaten the cadet with disciplinary action at the corps / squadron and they give in. You are at a weekly training night and you meet with the junior cadet to get the paper they agreed to write for you. After you give the junior cadet the money, a senior cadet comes over to ask you what is going on.*

Character's Conduct:

- You receive the paper from the junior cadet and hand them the money. Once you hand over the money, a senior cadet approaches you to ask what is going on.
- When the senior cadet asks you what is going on, you tell the junior cadet to go away. You explain that you were just getting some help with school work from the junior cadet; you were not doing anything wrong.
- When pressed about what kind of help you were getting, you tell the senior cadet what is really happening. You threaten the senior cadet and use your authority to try to silence the senior cadet.





**Character Information Card:**

Junior Cadet \_\_\_\_\_

*Motivation: You are a junior cadet at your corps / squadron. You are a very bright student and you always get good grades. A few weeks ago, your CPO1 / CWO asked you to do some of their school work. You knew it was wrong and you said you would not do it. They offered you money in exchange for your help; you still refused. When the senior cadet threatened to put you on defaulters at your corps / squadron, you gave in and agreed. You are afraid of what the CPO1 / CWO will do if you do not help them. You are at a weekly training night when you give the CPO1 / CWO the English paper you agreed to write for them. Once the CPO1 / CWO gives you money, a senior cadet comes over to see what is going on.*

Character's Conduct:

- You will not speak unless asked a direct question.
- When the CPO1 / CWO asks you to leave, you leave the scene.

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### CONFLICT MANAGEMENT ROLE-PLAY 3

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#### THE LIAR

##### Setting:

While on a field trip to a local museum, a senior cadet notices two junior cadets standing around an artefact and whispering. One of the cadets begins to walk away from the item and the senior cadet notices the other junior cadets lay down the artefact. The senior cadet knows the cadets were instructed not to touch the artefacts on display and goes to speak to the junior cadets.

##### Props:

- Artefact (any item), and
- Table or stand (to display the artefact).

##### Cast:

- Senior Cadet,
- Junior Cadet, and
- Junior Cadet's Friend.

##### Synopsis:

During a field trip to a local museum, a senior cadet notices two junior cadets standing around an artefact whispering. One of the cadets begins to walk away and the other cadet lays down the artefact. The senior cadet knows the cadets were instructed not to touch any of the artefacts on display. The senior cadet goes to investigate.

##### Narrator Card:

###### *Introduce Characters:*


Senior Cadet, played by: \_\_\_\_\_

Junior Cadet, played by: \_\_\_\_\_

Junior Cadet's Friend, played by: \_\_\_\_\_

*Introduce Skit:* During a field trip to a local museum a senior cadet notices two junior cadets standing around an artefact whispering. One of the cadets begins to walk away and the other cadet lays down the artefact. The senior cadet knows the cadets were instructed not to touch any of the artefacts on display. The senior cadet goes to investigate.

*Conclude Skit:* (Skit ends when Senior Cadet and Junior Cadet resolve issue.)  
That concludes the skit. Let's have a round of applause for the performers!



**Character Information Card:**

Senior Cadet \_\_\_\_\_

*Motivation: You are a senior cadet at your corps / squadron. You are on a field trip to a local museum with your corps / squadron. All the cadets are looking at different items, when you notice two junior cadets standing around an artefact whispering. One of the cadets begins to walk away and you notice the other cadet lay down the artefact. At the beginning of the field trip all the cadets were told not to touch any of the items on display. You decide to go speak to the junior cadets.*

Character's Conduct:

- You begin the scene by viewing two junior cadets looking at an artefact. You see one of them pick up and lay down an artefact. You go speak to them once they move away from the artefact.
- You ask to speak to the cadets. You remind the cadets that they are not to touch any of the items on display. You ask the cadet to explain why they picked up the artefact.
- Use your conflict management skills to deal with any issues that arise from the cadets' answers.

**Character Information Card:**

Junior Cadet \_\_\_\_\_

*Motivation: You are on a field trip to a local museum with your corps / squadron. You and your friend have been wandering around looking at different artefacts. You see an artefact that catches your eye and you both decide to have a closer look. You reach out and pick up the artefact for a closer look. Your friend reminds you that you are not supposed to touch any of the items on display. You place the item back down and look around to see if anyone saw you pick it up. It seems as though no one noticed so you walk away. Before you make it to the next item, a senior cadet stops you and asks to talk to you and your friend.*

Character's Conduct:

- You begin the scene by standing in front of an artefact with your friend. You pick up the item and your friend reminds you that you are not supposed to touch anything. You place the item down and walk away.
- A senior cadet stops you and your friend and asks to speak to you both.
- When the senior cadet asks you why you picked up the item, you lie and tell the senior cadet you did not pick up the item.
- If you are encouraged by your friend to tell the truth, you confess and explain that you lied because you did not want to get in trouble.



**Character Information Card:**

Junior Cadet's Friend \_\_\_\_\_

*Motivation: You are on a field trip to a local museum with your corps / squadron. You and your friend have been wandering around looking at different artefacts. You see an artefact that catches your eye and you both decide to have a closer look. Your friend decides to pick up the artefact for a closer look. You remind your friend that no one is supposed to touch any of the items on display. Your friend places the item back down and looks around to see if anyone saw. It seems as though no one noticed so you both walk away. Before you make it to the next item, a senior cadet stops you and asks to talk to you and your friend.*

**Character's Conduct:**

- You may start a conversation as necessary.
- You will not lie or make threats to support your friend, but may be swayed by logical arguments.
- You encourage your friend to tell the truth if they lie.

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### WORKSHOP FEEDBACK SURVEY

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Workshop: \_\_\_\_\_  
Date: \_\_\_\_\_

1. Why did you choose this workshop?

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2. What were your expectations of this workshop?

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3. How did you like the workshop?

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4. What skills do you believe you developed through this workshop?

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5. What skills are you better equipped to develop in your peers or subordinates now that you have attended this workshop?

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6. What information / tool / ability learned in the workshop would you be able to use at your corps / squadron?

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7. How has this workshop helped you become a better cadet?

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**CANADIAN CADET ORGANIZATIONS**  
**PHASE FIVE / MASTER CADET /**  
**PROFICIENCY LEVEL FIVE**  
**WORKSHOP FACILITATION GUIDE**



**CHAPTER 5**

**DYNAMIC INSTRUCTION**

Total Time:

210 min

**PREPARATION**

**PRE-WORKSHOP INSTRUCTIONS**

Review the workshop content and become familiar with the material prior to facilitating the workshop.

Photocopy:

- Aid Me Visually located at Annex A for each cadet,
- Tips to Increase Participation located at Annex F for each cadet,
- Dynamic Instruction Workshop Handout located at Annex H for each cadet, and
- Workshop Feedback Survey located at Annex I for each cadet.

Photocopy and cut out:

- 12 Ways to Ensure Cadets Remember located at Annex E, and
- Body and Mime? Or is it Arm and Line? located at Annex G.

Prepare a flip chart paper as per Create an Image located at Annex D.

Gather the resources and arrange the room as required.

**ROOM LAYOUT**

The room should be divided in two areas:

- an area with the tables arranged so that cadets can work individually or participate in group discussions; and
- an area with the tables arranged so that cadets can work in groups.

**RESOURCES**

The following resources are needed for this workshop:

- Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area,
- Flip chart paper,
- Markers (various colours),

- Sticky notes,
- Scissors,
- Glue sticks,
- Straws,
- String,
- Balloons,
- Construction paper (various colours),
- Clear adhesive tape,
- Adhesive putty,
- Index cards (20),
- Paper, and
- Pen / pencil.

#### TIMINGS

Section	Component	Time
1	Introduction.	20 min
2	Define Dynamic Instruction.	15 min
3	Activity: Aid Me Visually.	25 min
	Break	15 min
4	Activity: Quick Ways to Form Pairs.	25 min
5	Activity: Create an Image.	25 min
6	Activity: Help Me Remember.	25 min
	Break	15 min
7	Activity: Body and Mime? Or is it Arm and Line?	20 min
8	The Way Ahead.	10 min
9	Conclusion.	15 min

#### SUBSTANTIATION

Workshops are designed to allow cadets to interact with their peers during various activities, discussions, role-plays and case studies. Workshops emphasize the sharing of knowledge and experiences in a small group setting.

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**SECTION 1****INTRODUCTION**Time: 20 min

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**AIM**

This workshop aims to give cadets tools to carry out dynamic instruction. The activities in this workshop are designed to give the cadets an understanding of the importance of involving cadets in their learning and to develop their ability to create appropriate training aids, creative lesson plans and dynamic in-class activities.

**OUTCOMES**

Outcomes of this workshop include:

- recognizing the importance of delivering dynamic lessons; and
- participating in fun and exciting activities to gather the tools necessary for preparing creative lesson plans and training aids.

---

**ICEBREAKER ACTIVITY**

Time: 20 min

**Objective**

The objective of this icebreaker activity is to have the cadets familiarize themselves with each other by having the cadets share a little about themselves.

**Resources**

Sticky notes (five per cadet).

**Activity Layout**

Nil.

**Activity Instructions**

1. Give five sticky notes to each cadet.
2. Allow five minutes for the cadets to write on each sticky note a thing or sentence that represents them (eg, family, dreams, things they like to do, favourite sports, favourite movie). Have the cadets write at least one unusual thing about themselves.
3. Have the cadets write their name at the back of each sticky note.
4. Have the cadets stick their sticky notes on their shirt.
5. Allow 10 minutes for cadets to mingle around the room and try to swap sticky notes. (Swapping is allowed as long as it is justifiable. For example, the sticky note is something they have in common, or it is something they would like to do, etc. Cadets can only swap sticky notes that they wrote originally.)
6. Have each cadet share with the group one sticky note they were left with at the end of the activity, who it was written by and why they decided to share that one with the group.

**Safety**

Nil.

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**SECTION 2****DEFINE DYNAMIC INSTRUCTION**

---

Time: 15 min

**WHAT IS DYNAMIC INSTRUCTION**

The *Canadian Oxford Dictionary* defines dynamic as energetic, active.

Activities that involve and engage cadets are ones in which they manipulate information, physically and mentally. Cadets need to be moving around, working in groups, and discovering information for themselves.

To deliver a dynamic class and get cadets motivated, you have to be motivated yourself. You can get cadets actively thinking and moving by being creative (thinking outside the box). Some aspects of the Cadet Program are personally interesting to the cadets, which helps compensate for this. Some lessons, however, depend more heavily on the instructors' creative ability.

Creating those activities where cadets are active, both physically and mentally, is not easy. You have to provide structure and constantly monitor and guide cadets as they work. You will not have perfect products in the beginning, and that is normal. It takes time and effort to achieve good results.

**THE BENEFITS OF DYNAMIC / CREATIVE LESSONS**

**Prevent disruptions.** Many times cadets misbehave during a lesson because of boredom. When they are bored, their minds begin to wander and they start to wonder "What would happen if I ..." The cadets' attention is not focused on the lesson and soon little disruptions occur, which often become big disruptions. Creative lessons focus the cadets' attention on the instructional activity, keeping them too busy to become disruptive.

**Engage cadets.** When the instructor develops a fresh approach to a lesson, the cadets become interested in the lesson and motivated to pay attention. If the instructor conducts activities that physically and mentally involve the cadets, a transfer of power from the instructor to the cadets occurs. The cadets assume more responsibility for their own learning and the instructor becomes a guide.

**Involve more cadets.** In a traditional lesson, the instructor talks more than two thirds of the time, mostly giving instructions and answering questions. Less than one third of the time is spent on individual interactions with cadets in the form of praise, encouragement, specific feedback and guiding cadets as they work with others. In creative lessons the instructor communicates less to the whole group and more with individual cadets or small groups of cadets. By using techniques such as jigsaw activities, timed pair share, or rally coach, the instructor can involve at least half of the cadets in an interaction at one time and all of the cadets before the lesson is over.

**Bridge the gap between watching (passive) and doing (active).** Learning is an active social process and occurs best when the cadets participate with their peers and their instructor to experiment with new ideas and complete exercises. Creative lessons encourage cadets to actively participate by providing them with interactive opportunities, rather than sitting and watching or listening to the instructor.

**Identify cadets' weaknesses.** Continually involving cadets in interactive activities provides an observant instructor with numerous opportunities to identify who is doing well and who is experiencing difficulty. The instructor can intervene and make changes to immediately meet that need rather than wait for the lesson or a series of lessons on the one topic to be concluded and tested.

**Encourage the cadets to interact with one another.** Creative learning activities actively encourage social interactions between the cadets and their peers, and the cadets and their instructors. Learning is an active social process that cadets need to practice if they are to get the most out of the Cadet Program.

**Pace learning.** To pace learning is to challenge the cadets just beyond their present level of ability. If challenged too far, cadets give up; if challenged too little, cadets become bored. The trick is to stimulate cadets to the point of mild discomfort, forcing them to learn something new.



EO C409.04 (Participate in a Creative Lesson-Planning Workshop) covered various ways to be creative during a lesson:

### **INTRODUCTION—USE ATTENTION-GETTING DEVICES**

In the introduction, the instructor should capture the cadets' interest and motivate them to learn by using attention-getting devices, such as:

- an interesting fact related to the lesson topic that shocks, surprises or arouses curiosity;
- an unusual statistic related to the lesson topic;
- a personal anecdote related to the topic;
- a rhetorical question—the instructor does not want or expect the cadets to answer;
- an overt-response question—the instructor does want or expect the cadets to answer;
- an interesting quotation by a famous person;
- a visual demonstration such as an object, picture or some other representation that relates to the topic; and
- an explanation of how the topic is relevant to the cadets' lives or in their best interest.

### **BODY—USE INFORMATION-PROCESSING TECHNIQUES**

**Rally robin.** In pairs, cadets alternate generating oral responses.

**Round robin.** In teams, cadets take turns responding orally.

**Pairs check.** One partner solves a problem while the other coaches. Then they switch roles. After every two problems, pairs check their answers with another pair and celebrate.

**Rally coach.** Partners take turns, one solving a problem while the other coaches.

**Timed pair share.** In pairs, cadets share with a partner for a predetermined time while the partner listens. Then partners switch roles.

### **CONFIRMATION—ACTIVITIES**

**Jigsaw worksheets.** Instead of having cadets complete a worksheet individually, divide them into small groups and assign a portion of the worksheet to each group. Each group must complete its assigned portion of the worksheet and use a poster or some other presentation aid to present the information to the whole group.

**Graphics.** Have the cadets create graphic organizers, such as webs or mobiles to summarize information.

**Creative writing.** Have the cadets create rhymes, poems or songs to summarize information. If teaching terminology, symbols or similar information, have the cadets write a fairy tale or children's story using the information.

**Create a chart.** Type chronological information using a large font and cut it up into strips. Organize the cadets into pairs or small groups and give each pair or group an envelope with the strips of information and have them work together to place the information in the correct order and paste it on a sheet of chart paper. Time the activity for fun.

**Information chain.** Have each cadet write one fact that they have learned during the class on a piece of coloured (if possible) paper. Have the class line up in front of the room and invite the first cadet to read their slip then fold it into a link and staple it. Invite the next student to read a fact and attach it to the chain and continue in this fashion until all cadets have created a link.

**Scavenger hunt.** Teach identification lessons by planting clues around the room and having cadets engage in a scavenger hunt. The clues may be actual items or pictures of items. When cadets find an actual item or some representation of it, they must describe the item to the group.

**Road trip.** Create a road trip. Place stop signs around the room containing information describing what the cadet must do. The cadets travel to each place, complete the activity and have their passport stamped.

### CONCLUSION

Read the closing statement directly from the lesson plan. Re-motivate the cadets by referring back to the introduction and stress how the material is relevant to their personal lives or in their best interest. Finish in a dramatic manner with an attention-getting device such as that used to introduce the lesson.

### Safety

Nil.

## SECTION 3

## AID ME VISUALLY

Time: 25 min



Time allocated for each activity is 20 minutes. The aim of the activities is not to cover all the material, but rather to have the cadets experience various instructional techniques. At the end of the workshop, the cadets will receive a handout containing all the information of the workshop. If time was insufficient to complete the activity, the facilitator should ensure that the cadets understand how the remainder of the activity was to be carried out, before moving on to the next one.

### ACTIVITY

Time: 20 min

### Objective

The objective of this activity is to have the cadets create a visual aid appropriate to present the 10 Tips for Flip Charts and White Boards located at Annex A.

### Resources

- Aid Me Visually located at Annex A,
- Flip chart paper,
- Scissors,
- Glue sticks,

- Straws,
- String,
- Balloons,
- Sticky notes,
- Construction paper (various colours),
- Markers (various colours),
- Clear adhesive tape, and
- Adhesive putty.

### Activity Layout

Nil.

### Activity Instructions

1. Divide the cadets into five groups.
2. Distribute the material to each group.
3. Have each group create a visual aid or a combination of visual aids that would allow them to present the material from Annex A in a creative and efficient manner.
4. Allow 15 minutes for the cadets to work on their visual aid.
5. Have each group present their visual aid or the idea they had envisioned for their visual aid and why they believe it was a good idea.
6. Display each visual aid so it can be seen during the entire workshop.

### Safety

Nil.

## BRIDGE

Time: 5 min

### Objective

The objective of this activity is to have the cadets participate in brain exercises.



The exercises are made for cadets to have a mental break and some fun. One exercise (Exercise # 6) is a cross-lateral exercise that is meant to stimulate learning by crossing the vertical midline of the body and stimulating both sides of the brain.

### Resources

Brain Exercises located at Annex B.

**Activity Layout**


Nil.

**Activity Instructions**

1. Select one exercise from the list at Annex B.
2. Explain and demonstrate the exercise.
3. Have the cadets attempt the exercise.
4. If time permits, select another exercise from the list and repeat Steps 2 and 3.

**Safety**

Nil.



Give the cadets a 15-minute break.

---

**SECTION 4**

**QUICK WAYS TO FORM PAIRS**

Time: 25 min

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**ACTIVITY**

Time: 20 min

**Objective**

The objective of this activity is to have the cadets recognize ways to form pairs.

**Resources**


Quick Ways to Form Pairs located at Annex C.

**Activity Layout**

This activity should be conducted in an area where cadets can move freely and interact with each other without obstruction.

**Activity Instructions**

1. Explain to the cadets that they will be taking part in a "Rock, Paper, Scissors (RPS)" Tournament, where they will have a chance to play 10 "best of three" matches.



Explain the rules if necessary.

**THE WORLD RPS SOCIETY—OFFICIAL ABRIDGED RULES OF PLAY**

The game is played as the players substitute the three elements of Rock, Paper and Scissors with representative hand signals.



These hand signals are delivered simultaneously by the players.

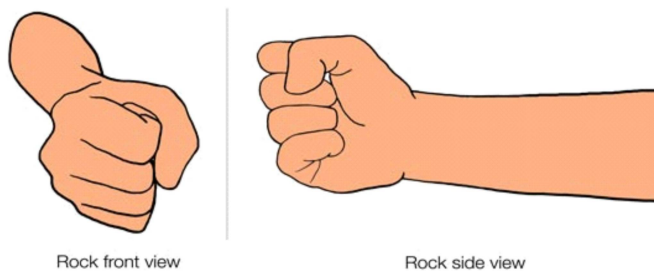
The outcome of play is determined by the following:

- Rock wins against Scissors (rock smashes scissors),
- Scissors wins against Paper (scissors cut paper), and
- Paper wins against Rock (paper covers rock).

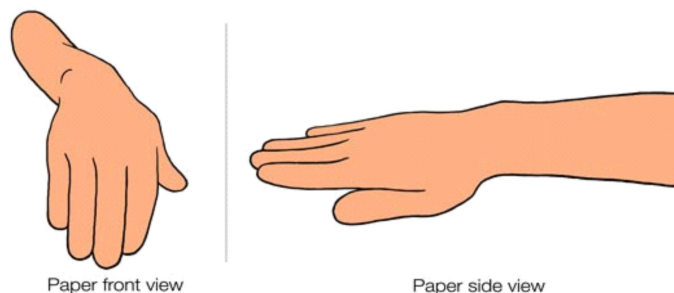
### The Hand Signals

Players must strive to make their hand signals as representative and as uniform as possible. The following techniques have been developed and approved by the World RPS Society for all levels of recreational and professional play.

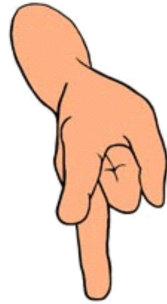
#### Internationally Recognized Rock:



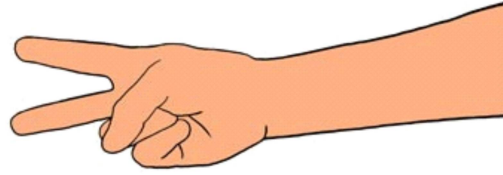
**Internationally Recognized Paper.** Use of the "vertical paper" (sometimes referred to as "the handshake") is strictly forbidden in Tournament play due to its close resemblance to scissors when thrown without care.



**Internationally Recognized Scissors.** The use of horizontal scissors is strictly forbidden in Tournament play due to its close resemblance to paper when thrown without care.



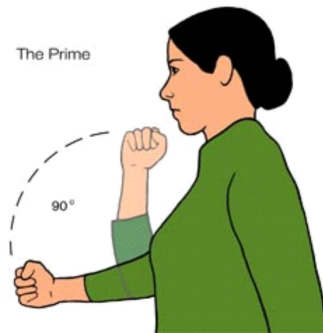
Scissors front view



Scissors side view

### The Prime

The prime is the ritual used to get players in sync with each other so they can deliver their throws simultaneously. It is the action of retracting one's fist from full-arm extension toward the shoulder and then back to full extension. This phase is critically important. If at any time the players are not in synch with their primes, then play must stop and begin again. Having players deliver their throws at the same time is critical to ensuring a fair match.



Priming conventions generally fall into two classes:

- European prime. Three prime shoot. Players pump their arms in unison three times before starting the approach phase.
- North American prime. Two prime shoot. Players pump their arms in unison twice before starting the approach phase.

2. Cadets will be paired with their opponents following various pairing methods.
3. Using an example from Annex C, have the cadets pair up.
4. Once the cadets are paired up, allow 30 seconds for them to carry out their "best of three" RPS match.
5. Have each cadet keep track of their own record.
6. Repeat nine times using a different pairing method each time.
7. Once all 10 matches have been carried out, determine the winner or winners.
8. Have a round of applause for the RPS Champion or Champions.
9. Ask the cadets what pairing activity they preferred and why.

### Safety

Nil.

---

**BRIDGE**

Time: 5 min

**Objective**

The objective of this activity is to have the cadets participate in brain exercises.

**Resources**

Brain Exercises located at Annex B.

**Activity Layout**

Nil.

**Activity Instructions**

1. Select one exercise from the list at Annex B.
2. Explain and demonstrate the exercise.
3. Have the cadets attempt the exercise.
4. If time permits, select another exercise from the list and repeat Steps 2 and 3.

**Safety**

Nil.

---

**SECTION 5****CREATE AN IMAGE**Time: 25 min

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**ACTIVITY**

Time: 20 min

**Objective**

The objective of this activity is to have the cadets recognize methods for helping them remember.

**Resources**

- Create an Image located at Annex D,
- 12 Ways to Ensure Cadets Remember located at Annex E,
- Index cards (20),
- Markers, and
- Adhesive putty.

**Activity Layout**

The prepared flip chart paper (as per Annex D) should be displayed in front of the group.

### Activity Instructions

1. Post the flip chart paper.
2. Divide the cadets into four groups.
3. Distribute three index cards and a list of three items to each group.
4. Have the cadets create an image for each of the items on the list.
5. Have each group explain the element they had to represent, present their images, and stick them at the appropriate place on the flip chart paper.

### Safety

Nil.

---

### BRIDGE

Time: 5 min

### Objective

The objective of this activity is to have the cadets participate in brain exercises.

### Resources

Brain Exercises located at Annex B.

### Activity Layout

Nil.

### Activity Instructions

1. Select one exercise from the list at Annex B.
2. Explain and demonstrate the exercise.
3. Have the cadets attempt the exercise.
4. If time permits, select another exercise from the list and repeat Steps 2 and 3.

### Safety

Nil.

---

### SECTION 6

### HELP ME REMEMBER

Time: 20 min

---

### ACTIVITY

Time: 25 min

### Objective

The objective of this activity is to have the cadets recognize techniques for memorization.

**Resources**

Tips to Increase Participation located at Annex F.

**Activity Layout**

Nil.

**Activity Instructions**

1. Divide the cadets into pairs.
2. Distribute Tips to Increase Participation located at Annex F to each cadet.
3. Have the cadets determine a way that would allow them to efficiently remember the material (eg, diagram, drawing, sentence, acronym, song, etc.)
4. Have each group present their method for remembering the material.
5. Ask the cadets which technique they find particularly effective.

**Safety**

Nil.

---

**BRIDGE**

Time: 5 min

**Objective**

The objective of this activity is to have the cadets participate in brain exercises.

**Resources**

Brain Exercises located at Annex B.

**Activity Layout**

Nil.

**Activity Instructions**

1. Select one exercise from the list at Annex B.
2. Explain and demonstrate the exercise.
3. Have the cadets attempt the exercise.
4. If time permits, select another exercise from the list and repeat Steps 2 and 3.

**Safety**

Nil.



Give the cadets a 15-minute break.

---

## SECTION 7

## BODY AND MIME? OR IS IT ARM AND LINE?

Time: 20 min

---

### ACTIVITY

Time: 20 min

#### Objective

The objective of this activity is to have the cadets recognize various ways to change the state of a situation through the use of a dynamic activity.

#### Resources

- Body and Mime? Or is it Arm and Line? located at Annex G,
- White board or flip chart paper and flip chart holders, and
- Markers.

#### Activity Layout

The cadets all have to clearly see the white board or the flip charts.

#### Activity Instructions

1. Put all cut-out pieces of paper in a container.
2. Divide the cadets into two teams.
3. Have each group come up with a team name.
4. Set up a board for score with their team names.
5. Have one cadet from each team come up front.
6. Have one cadet select a piece of paper from the container.
7. Have the two cadets (one from each team) simultaneously either mime or draw (details are on each cut out) so their respective team can guess it.
8. When a cadet correctly guesses the element on the cut out, award a point to that team.
9. Repeat until all the cut outs have been guessed or time has run out.

#### Safety

Nil.



Distribute the Dynamic Instruction Workshop handout located at Annex H to each cadet.

---

## SECTION 8

## THE WAY AHEAD

Time: 10 min

---

### DISCUSSION

Time: 10 min



The point of this discussion is to reinforce the content of the workshop and to determine how it can be applied at the corps / squadron using the suggested questions provided.

### SUGGESTED QUESTIONS:

- Q1. Which activity did you prefer?
- Q2. How can you take the information from this workshop and apply it to your job at your corps / squadron?
- Q3. How will you enhance your subordinates' instructional skills with what you have learned in this workshop?



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



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

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## SECTION 9

## CONCLUSION

Time: 15 min

---

### NETWORKING

Time: 5 min

Networking is an efficient way to develop professional relationships with cadets outside the corps / squadron. Provide cadets with five minutes to interact with each other to exchange contact information.

---

**WORKSHOP FEEDBACK SURVEY**

Time: 5 min

Distribute the workshop feedback survey located at Annex I to the cadets and allow them five minutes to complete it.

---

**CLOSING STATEMENT**

Time: 5 min

There are many ways in which cadets can deliver dynamic and creative lessons. Taking time to prepare, thinking outside the box, and allowing yourself to try new and innovative things will allow any instructor to find techniques that work for them. Not all new things will work; however, by persevering you will find ways to keep cadets moving and learning.

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**REFERENCES**

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

C0-381 McDonald, E. (2006). *How to involve and engage students*. Retrieved March 4, 2009, from [http://www.educationworld.com/a\\_curr/columnists/mcdonald/mcdonald007.shtml](http://www.educationworld.com/a_curr/columnists/mcdonald/mcdonald007.shtml)

C0-478 World RPS Society. (2009). *How to play—Quick start*. Retrieved March 23, 2009, from <http://www.worldrps.com>



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## AID ME VISUALLY

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### 10 TIPS FOR FLIP CHARTS AND WHITE BOARDS

1. Prepare flip charts and white boards ahead of time. If you want to write while the audience watches, pencil in some points to remember.
2. Stand to the side while you write to ensure that the audience can see what you are writing.
3. Prepare your presentation on flip charts on every other page. That way, you have a sequence prompter and a blank page to write on in between if required. Plus, this better covers the next flip chart page.
4. Use thick pens that can be seen from far away.
5. Usually only the top two thirds of the flip chart is visible to the entire audience. Increase the height of your stand by adding leg extensions if possible.
6. Only use flip charts and white boards with groups that can easily see and read them. This means smaller groups (less than 40), but depends on the chair set-up, elevation of the materials, content, and the audience's needs.
7. Limit what you write on the flip charts and white boards to key words only.
8. If you can draw well, draw icons or eye-catching illustrations to help boost audience attention and memory.
9. If you find yourself making the same flip charts or white boards over and over again, turn the information into posters or overheads (anything more permanent), and save the hassle of doing it over each time. The more permanent visual aids can be, the more worthwhile the investment, especially if done well.
10. Post a flip chart on the side or back of the room and label it "Parking Lot". That flip chart could be divided into sections such as questions, kudos, or concerns/requests. Have a supply of sticky notes nearby that cadets can use to post thoughts, ideas, or questions. Check the "Parking Lot" every so often for notes and respond to each one. After you respond to the note, peel it off the board to leave room for others. The notes could be saved to give you information for future lessons or presentations.

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## BRAIN EXERCISES

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### **Exercise # 1**

- Have your left hand rub your belly while your right hand taps on your head; or
- Have your right hand rub your belly while your left hand taps on your head.

### **Exercise # 2**

1. Stand up an arm's length apart from one another.
2. Try to rotate your arms in opposite directions.

The real challenge:

1. Close your hands into fists.
2. Take both index fingers out of the fists and have both index fingers face one another at the tip.
3. From that position, make circles in one direction with one index finger and in the other direction with the other index fingers.

### **Exercise # 3**

1. Make pistols with your hands (thumb pointing up and index pointing forward).
2. Take in your left index finger and your right thumb.
3. At this point you should have your left thumb pointing up and your right hand index finger pointing forward.
4. Now switch quickly so that your right thumb is pointing up and your left index finger is pointing forward. Try to alternate quickly from one position to the other. See how fast you can do it!

### **Exercise # 4**

1. Take your dominant hand and place your fingers so that the index and the middle fingers touch one another, and the ring finger and pinkie touch one another.
2. Then in one motion, try to rearrange your fingers, so that only the middle and the ring fingers touch one another.
3. Alternate from one position to the other.
4. Then, do it at the same time with both hands.

The real challenge:

1. Take one position with one hand, and the different position with the other hand.
2. Then in one motion, rearrange the fingers on each hand in the other position.
3. Alternate from one position to the other.

**Exercise # 5**

1. Place your right hand in front of your face.
2. Smoothly move that hand to the back of your head (going around, by your ear).
3. Once your hand reaches the back of your head, lift your arm up in the air.
4. Then, take that hand from the air, and let it fall in an uppercut motion, and bring it back in front of your face.
5. Repeat. Around your head. Up in the air. Down (in uppercut motion). In front of your face.

The real challenge:

1. While your right arm is in front of your face, lift your left arm in the air.
2. Simultaneously drop your left arm down (in an uppercut motion) while your right hand goes to the back of your head and into the air. At this point, your left hand should be in front of your face while your right arm is in the air.
3. Then take your left arm around your hear and up while your right hand goes down and in front of your face.
4. Continue and see how fast you can do it!

**Exercise # 6**

1. Grab your nose with your left hand and your left ear with your right hand.
2. Alternate.

**Exercise # 7**

1. Have both hands up, palms facing forward, fingers together.
2. Take the thumb from the left hand in, and close your right hand into a fist with the thumb of that hand sticking out so it points toward your left hand.
3. Then in a "hand puppet motion, going up and down, and up and down" (the more puppet action, the funnier it is), have both hands moving toward the left as if the right hand was chasing the left hand.
4. Then, stop and alternate hand positions, so that the right hand has all fingers but the thumb out and the left hand only has the thumb pointing toward the right hand.
5. Move toward the right with both hands in a hand puppet motion.
6. Repeat going from one side to another alternating hand position.

---

## QUICK WAYS TO FORM PAIRS

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Cadets can get comfortable working with the same cadet over and over again. To mix things up, try the following methods to select new partners:

- Randomly give every cadet a number. Have cadet number one work with cadet number two, cadet number three work with cadet number four, and so on.
- Have all the cadets line up in order of birthday. Have cadets 1 and 2 be a pair, 3 and 4 be another pair, and so on.
- Have all the cadets line up in order of shoe size. Have the cadet with the smallest feet work with the cadet with the biggest feet, the second smallest, with the second biggest, and so on.
- Play music and have the cadets mingle around the room until the music stops. The cadet closest to them at that point becomes their partner.
- Have cadets pair up with someone they know very little about.
- Have cadets pair up with someone who has had the same thing as them for breakfast.
- Tell the group to stand up and to take seven steps (really it could be anywhere between 5 and 25) in any direction and pause. Then, there are many variations:
  - Find the closest to you in height.
  - Make the sound of an animal. Pair up with someone who is making the same sound.
  - Find the nearest cadet who has your hair colour.
  - Find someone whose name (first, middle or last) has something in common with yours.
  - Find someone who is wearing the same colour of socks / pants / shirt.
  - Find someone who uses the same brand of soap / toothpaste as you.

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**CREATE AN IMAGE**

---

1	2	3	4
5			6
7	HELP ME REMEMBER ☺		8
9	10	11	12

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## 12 WAYS TO ENSURE CADETS REMEMBER

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### Group 1

1. Ask cadets to sequence or organize information in a way they will remember.
2. Combine intense visual images (photographs, slides, posters, videos, etc) with spoken and written words.
3. Go multimedia. Make your presentation visual, auditory, and kinesthetic.



### Group 2

4. Learn through a song. The best song is one that the cadets make up.
5. Pre-expose cadets to the content to be learned in the training and review it later as well.
6. Have cadets become presenters.




### Group 3

7. Use flash cards for review. Make a game out of it.
8. Use role-play to engage cadets in their learning. The time spent planning is as important as the actual presentation.
9. Ask the cadets to prepare a list of the ten most important questions answered in the lesson.



### Group 4

10. Have groups of cadets generate two-minute commercials to present material to the others.
  11. Learn through chanting. Different than a rap, a chant is more like a military march (eg, 1,2,3,4... I know lots so give me more).
  12. Present a chunk of seven or fewer items. No matter how much has to be said, break it into chunks of seven for easier recollection.
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## TIPS TO INCREASE PARTICIPATION

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### FOUR IDEAS FOR PHYSICAL PARTICIPATION

**Re-enactments.** Cadets learn when the body is involved. For example, enacting role-plays, or simulations, or real-life events.

**Games.** Many childhood games are still appropriate: musical chairs, ball toss, bingo, quiz shows. The secret is how you set up the game: it has to have a clear purpose and be organized to be fun.

**Re-grouping.** There are many ways to group and re-group learners to encourage cooperation:

- Ask cadets to sit where they are, but rotate their chairs to face three others.
- Put two, three, or four chairs side-to-side, facing each other.
- Stand up and walk as many steps in the room as the date of your birthday (eg, for October 18<sup>th</sup>, walk 18 steps). Then pair up with the nearest cadet.

**Voting with the body.** Ask the cadets to take action to express their interest. For example:

- If you are ready to continue, have a seat. If you are ready for a break or a stretch, stand up.
- If your partner had some good ideas, give them a high-five.
- For yes, lift the right arm, for no, lift the left.
- Display the number of your answer by raising your hand with fingers displaying the number of your answer.

### SEVEN IDEAS FOR GREATER CONVERSATIONAL PARTICIPATION

**Case studies.** Discussions led by the instructor in which scenarios from real-life experience are used to apply learning.

**Response cards.** If a lesson is over a period of time, you may ask the cadets to answer questions by writing their answers on index cards. You could also have the cadets write comments or more questions on those cards. Collect the cards and respond to the whole group after you have had a chance to review them.

**Fishbowls.** A circle within a circle is formed by the cadets with their chairs. The inner circle discusses an issue while the outer circle listens and takes notes on the group dynamic, process, or content. After the time limit is up, the outer circle gets to share their observations or ask questions. The groups then rotate, so that each of them participates in both aspects of the exercise.

**Focus sessions.** In small groups, cadets express their opinion on questions asked by the leader. The leader helps keep the groups focused on sharing, fair treatment of everyone, and staying on task.

**Jigsaw groupings.** The idea of a jigsaw activity is that each member is necessary to complete the task. Members start by working in a group on a specific task. Then, new groups are formed by taking a cadet from each group. The new groups are therefore comprised of cadets who were all originally in different groups, so they either all have different information, or different perspectives on the same situation.

**Panel discussions.** Divide a group of cadets based on their strong opposing opinions about a topic or subject. Then put the strongest opposite positions on a panel together with between two and five cadets on each side. The rest of the cadets become the audience who can ask questions and keep the panel discussions alive.

**Polling.** You can get the cadets involved by asking for a vote on a topic:

- verbal: yes or no; yea or nay;
- written: ballot or questionnaire; and
- kinesthetic: hands raised or moving to a different location in the classroom.

**BODY AND MIME? OR IS IT ARM AND LINE?**

MIME: change seats	MIME: laugh / tell a joke
DRAW: do cross lateral activities	MIME: conduct group and teamwork
DRAW: wear special hat / clothes / costume	MIME: change tonality
DRAW: make faces	DRAW: use music
DRAW: use facial expressions	MIME: re-present content to a partner
DRAW: use videos / overhead projector	MIME: conduct discussions / debates
MIME: mime	DRAW: have cadets present
MIME :change the lighting	MIME: repeat what was just said
MIME: do a magic trick	DRAW: scream, pause, use silence
MIME: leave the room	DRAW: use sound effect
DRAW: conduct a stretch break	MIME: bring food
DRAW: drink water	MIME: tell a story / metaphor
DRAW: conduct a role-play / theatre	DRAW: ask questions
DRAW: play games	DRAW: sing
DRAW: read with passion (aloud)	MIME: do a relaxation exercise
DRAW: point to something	DRAW: bring popcorn / fresh bread
MIME: have cadets repeat after you	MIME: sub-divide groups

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## DYNAMIC INSTRUCTION WORKSHOP HANDOUT

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### QUICK WAYS TO FORM PAIRS

Cadets can get comfortable working with the same cadet over and over again. To mix things up, try the following methods to select new partners:

- Randomly give every cadet a number. Have cadet number one work with cadet number two, cadet number three work with cadet number four, and so on.
- Have all the cadets line up in order of birthday. Have cadets 1 and 2 be a pair, 3 and 4 be another pair, and so on.
- Have all the cadets line up in order of shoe size. Have the cadet with the smallest feet work with the cadet with the biggest feet, the second smallest, with the second biggest, and so on.
- Play music and have the cadets mingle around the room until the music stops. The cadet closest to them at that point becomes their partner.
- Have cadets pair up with someone they know very little about.
- Have cadets pair up with someone who has had the same thing as them for breakfast.
- Tell the group to stand up and to take seven steps (really it could be anywhere between 5 and 25) in any direction and pause. Then, there are many variations:
  - Find the closest to you in height.
  - Make the sound of an animal. Pair up with someone who is making the same sound.
  - Find the nearest cadet who has your hair colour.
  - Find someone whose name (first, middle or last) has something in common with yours.
  - Find someone who is wearing the same colour of socks / pants / shirt.
  - Find someone who uses the same brand of soap / toothpaste as you.

### 12 WAYS TO ENSURE CADETS REMEMBER

1. Ask cadets to sequence or organize information in a way they will remember.
2. Combine intense visual images (photographs, slides, posters, videos, etc) with spoken and written words.
3. Go multimedia. Make your presentation visual, auditory, and kinesthetic.
4. Learn through a song. The best song is one that the cadets make up.
5. Pre-expose cadets to the content to be learned in the training and review it later as well.
6. Have cadets become presenters.
7. Use flash cards for review. Make a game out of it.
8. Use role-play to engage cadets in their learning. The time spent planning is as important as the actual presentation.
9. Ask the cadets to prepare a list of the ten most important questions answered in the lesson.

10. Have groups of cadets generate two-minute commercials to present to the others.
11. Learn through chanting. Different than a rap, a chant is more like a military march (eg, 1,2,3,4... I know lots so give me more).
12. Present a chunk of seven or fewer items. No matter how much has to be said, break it into chunks of seven for easier recollection.

### STATE CHANGE SUGGESTIONS

- change seats
- do cross lateral activities
- wear special hat / clothes / costume
- make faces
- use facial expressions
- use videos / overhead projector
- mime
- change the lighting
- do a magic trick
- leave the room
- conduct a stretch break
- drink water
- conduct a role-play / theatre
- play games
- read with passion (aloud)
- point to something
- have cadets repeat after you
- laugh / tell a joke
- conduct group and teamwork
- change tonality
- use music
- re-present content to a partner
- conduct discussions / debates
- have cadets present
- repeat what was just said
- scream, pause, use silence
- use sound effects
- bring food
- tell a story / metaphor
- ask questions
- sing
- do a relaxation exercise
- bring popcorn / fresh bread
- sub-divide groups



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### WORKSHOP FEEDBACK SURVEY

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Workshop: \_\_\_\_\_  
Date: \_\_\_\_\_

1. Why did you choose this workshop?

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2. What were your expectations of this workshop?

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3. How did you like the workshop?

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4. What skills do you believe you developed through this workshop?

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5. What skills are you better equipped to develop in your peers or subordinates now that you have attended this workshop?

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6. What information / tool / ability learned in the workshop would you be able to use at your corps / squadron?

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7. How has this workshop helped you become a better cadet?

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**CANADIAN CADET ORGANIZATIONS**  
**PHASE FIVE / MASTER CADET /**  
**PROFICIENCY LEVEL FIVE**  
**WORKSHOP FACILITATION GUIDE**



**CHAPTER 6**

**LEARNING ENVIRONMENT AND CLASSROOM MANAGEMENT**

Total Time:

210 min

**PREPARATION**

**PRE-WORKSHOP INSTRUCTIONS**

Review the workshop content and become familiar with the material prior to facilitating the workshop.

At the beginning of the weekend, identify six cadets to role play the apathetic cadet, the authority pusher, the bully, the class clown, the know-it-all, and the noisemaker. Provide each cadet actor with the appropriate information sheet from Annex D and spend as much time as necessary to discuss each type of disruptive behaviour and what is expected of the cadets as they take part in the role play. Determine a signal to communicate with the actors whether they are underplaying or overplaying their role. For example, a “thumbs-up” or “thumbs-down” could be used because it can be disguised as a signal to the whole group.

Conduct this workshop during the last training period of the weekend to allow the cadets taking part in the role play for Section 4 enough time to get used to their roles.

Divide the cadets into groups for the workshop activities by using the “Grouping Cards” strategy. Determine how many participants will be attending the session and how many different groupings will be needed throughout the session. For example, one activity may call for four groups of five but another may call for five groups of four while another may call for six groups of three. Code these groups using a coloured dot (red, blue, green, and yellow for four groups), decorative sticker (different stickers in a common theme for five groups, such as lions, monkeys, tigers, giraffes, and elephants) and a number (1 through 6 for six groups). Randomly place a coloured dot, a decorative sticker and a number on a card for each participant and include the card in the participant's workshop materials. When ready to form groups, identify which code to use and direct the participants to join their groups in a designated place.

Ensure that the physical environment for the workshop incorporates elements identified in Section 2 (Elements of the Physical Environment).

Photocopy:

- Information sheets located at Annex D and give one to each of the actors for the role play in Activity 4, (Recognizing Different Types of Disruptive Behaviour),
- Pro and Con Grid Outline located at Annex E for each group,
- Pro and Con Grid Answer Key located at Annex F for each cadet, and
- Workshop Feedback Survey located at Annex G for each cadet.

Photocopy and cut out:

- Elements of the Physical Learning Environment located at Annex A,
- Elements of the Emotional Learning Environment located at Annex B, and
- Strategies for Forming Groups located at Annex C.

Place the elements from Annex A and Annex B in a large manila envelope for each group in Section 2 and the labels from Annex C another large manila envelope for each group in Section 2.

Gather the resources and arrange the room as required.

## ROOM LAYOUT

The room should be divided into two areas:

- an area with the tables arranged so that cadets can work individually or participate in group discussions; and
- an area with the tables arranged so that cadets can work in groups.

## RESOURCES

The following resources are needed for this workshop:

- Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area,
- One pad of flip chart paper,
- Flip chart markers,
- Large manila envelopes,
- Masking tape,
- One large index card for each cadet,
- Paper, and
- Pen / pencil.

## TIMINGS

Section	Component	Time
1	Introduction.	15 min
2	Elements of the Learning Environment.	25 min
	Break	15 min
3	Strategies for Forming Effective Groups.	30 min
4	Recognizing Disruptive Behaviours.	25 min
	Break	15 min
5	Managing Disruptive Behaviours.	40 min
	Break	15 min
6	The Way Ahead.	15 min
7	Conclusion.	15 min

## **SUBSTANTIATION**

Workshops are designed to allow cadets to interact with their peers during various activities, discussions, role-plays and case studies. Workshops emphasize the sharing of knowledge and experiences in a small group setting.

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**SECTION 1****INTRODUCTION**Time: 15 min

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**AIM**

This workshop explores elements of positive physical and emotional learning environments, group formation strategies, disruptive behaviours and techniques for managing disruptive behaviours. It will help cadets create positive learning environments and provide them with practice in forming groups as well as recognizing and managing disruptive behaviours.

**OUTCOMES**

Outcomes of this workshop include:

- recognizing that the learning environment for cadet training includes physical and emotional elements;
- practicing various strategies that can be used when forming groups for cadet activities;
- recognizing disruptive behaviours; and
- developing strategies to manage group disruptions.

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**ICEBREAKER ACTIVITY**

Time: 15 min

**Objective**

The objective of this icebreaker activity is to have the cadets familiarize themselves with each other and create a positive atmosphere for the workshop.

**Resources**

- One large index card for each participant, and
- Pen / pencil.

**Activity Layout**

This activity should be conducted in an area large enough for the cadets to stand or sit in a circle.

**Activity Instructions**

1. Provide each cadet with an index card.
2. Have the cadets stand or sit in a circle so that everyone is facing everyone else.
3. Have the cadets write on their index card a question that they would ask another person to get acquainted with them.
4. Ask for a volunteer to go first. Have the first cadet tell the group their name, the name of their corps or squadron, their home community (or some other standard identifiers the facilitator wishes the cadets to know about one another), and ask the question on their index card for the next cadet to answer.

5. Have the next cadet in the circle tell the group their name, the name of their corps or squadron, their home community (or some other standard identifiers the facilitator wishes the cadets to know about one another); respond to the previous cadet's question; and ask the question on their index card for the cadet next in line to answer.
6. Continue the process until all cadets have introduced themselves and answered and asked a question. The first cadet will answer the question posed by the final cadet in order to complete the circle.
7. Wrap up the activity by asking two or three of the reflection questions listed below. If time permits, allow each cadet to respond verbally; if time is limited, allow one minute for reflection and ask one or two cadets to respond. Reflection items:
  - a. Which questions prompted answers that really helped you to get to know the cadets who responded?
  - b. Why is it important for group members to know something about each other before taking part in other activities?
  - c. Which cadets are most like you? Which cadets seem very different from you? Why?
  - d. Is it more effective to have similar or different types of people assigned to a group?
  - e. Is there a question you are now likely to ask others before working with them in groups?
  - f. What are the most important things to know about others before working with them?
8. Close the activity by directing the cadets to get in a group with two or three others they do not know well and allow them five minutes to get better acquainted before beginning the next activity.

### Safety

Nil.

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## SECTION 2

## ELEMENTS OF THE LEARNING ENVIRONMENT

Time: 25 min

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Ask cadets to define learning environment. Have a few cadets share their definitions so everyone gets a variety of responses. Stress the difference between the physical environment and emotional environment for cadet training.

### Learning Environment

The learning environment includes the "physical environment" of the classroom or training area and the "emotional environment" that the cadets and instructor create in the classroom or training area. Aspects of the physical and emotional environment, such as the lesson location, availability of resources, and cadets' level of stress and anxiety, affect learning but are sometimes outside of the instructor's control. It is important that the instructor try to minimize the effects of such hindrances to learning when they plan their lessons rather than simply know they exist and feel powerless to change them.

The physical environment for cadet training can change from training session to training session or even from lesson to lesson. Instructors fortunate enough to have a dedicated learning space will find it easier to create a stimulating physical environment, while others who are transient will find it more difficult. The first priority when considering the physical environment is safety.

## **Emotional Environment**

The emotional learning environment is created by interpersonal relationships and the interactions between the instructor and the learners.

Instructors have a responsibility to make their physical environment as emotionally safe as possible so that learning can take place in a comfortable and orderly environment in which the learner feels acknowledged, appreciated and respected. In an emotionally unsafe environment the brain senses a threat and ignores all other information to deal effectively with the threat. The perception of threat causes a "fight or flight" response that causes the body to transfer blood from the frontal cortex, or thinking part of the brain, to the bottom and back of the brain to prepare for survival. Any time cadets experience a sense of danger, whether physical or emotional, their bodies and brains react with this "fight or flight" response.

To maximize learning, instructors must create an emotional environment where cadets are relaxed, alert and willing to risk saying a wrong answer or solving a problem incorrectly. This is an emotionally safe learning environment.

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### **ACTIVITY**

Time: 20 min

#### **Objective**

The objective of this activity is to have the cadets analyze elements of a positive physical and emotional learning environment.

#### **Resources**

- Three sheets of flip chart paper for each group,
- A large manila envelope for each group containing elements of the physical learning environment and elements of the emotional learning environment,
- Two flip chart markers, and
- A roll of masking tape.

#### **Activity Layout**

This activity should be conducted in an area with the tables arranged so that cadets can work in groups.

#### **Activity Instructions**

1. Divide the cadets into groups of no more than six.
2. Provide each group with an envelope containing elements of the physical learning environment and emotional learning environment.
3. Provide each group with three sheets of flip chart paper labelled "Physical Environment", "Emotional Environment" and "Learning Environment Priorities".
4. Allow each group 10 minutes to examine the contents of their envelopes and decide which elements most appropriately describe aspects of the physical learning environment and emotional learning environment and place them in any order on the appropriate sheet.
5. Allow the cadets 10 minutes to further analyze the elements, for both physical and emotional learning environment, and pick eight that are most important to them.



6. Have the cadets arrange the eight most important items in order of importance beginning with the least important, and place them on the sheet of flip chart paper labelled “Learning Environment Priorities”.
7. Allow the cadets 10 minutes to share their findings with the other groups explaining why they consider the elements they chose to be priority items. Have each group post their elements on the wall.
8. Provide the cadets with any pertinent details from the information contained below regarding the elements of a positive physical and emotional learning environment.



### ELEMENTS OF THE PHYSICAL LEARNING ENVIRONMENT

**Adequate lighting.** The connection between light and our emotions has long been recognized. Studies have also shown that learners perform better in brightly-lit learning environments than dimly-lit ones. It has also been shown that a learning environment with lots of natural light is more conducive to learning.

**Good ventilation.** It is important to be conscious of the temperature and air quality in a room because people are especially sensitive to these two elements. Cooler temperatures promote relaxation and receptivity while warmer temperatures promote acting out. If possible, open a window, turn on a fan or open a door to control temperature and air quality.

**A colourful atmosphere.** There is a connection between colour, mood, and emotion. Warm colours (eg, red, orange, yellow) are exciting and may lead to acting out while cool colours (eg, blue, green, purple) are more relaxing. Researchers in brain-based learning suggest that the best colours for elements of the physical learning environment are yellow, light orange, beige or off-white. The cadets may react differently to the same colour depending on their emotional state. For example, if cadets are feeling stressed, the colour red may bring out aggressive feelings; but if they are relaxed, red can attract their attention.

The physical learning environment can be improved by adding colourful, visually appealing posters, pictures or other graphic images to the walls. If an instructor lacks control over these elements, they should ensure that learning aids (eg, handouts, electronic presentations, transparencies or flip charts) are colourful.

**Flexible seating arrangements.** The instructor should set up a learning environment that allows cadets to move quietly between small- and whole-group learning activities. Having the cadets move from large- to small-group interactions will provide variety and help them learn new material more efficiently.

**Movement.** Cadets learn better if there is movement during a period of instruction. The brain needs glucose, oxygen and water to function properly. Even if the air quality is good, the cadets may still be oxygen deprived because of improper breathing patterns caused by stress and anxiety. Lack of oxygen to the brain negatively impacts its ability to process information; increasing the flow of oxygen to the brain can improve its ability to process information. Physical activity is an excellent way to increase oxygen flow to the brain. Instructors can accomplish this by beginning their classes with 30–60 seconds of stretching or deep breathing and by taking breathing breaks during longer lessons or when they notice that the cadets' attention is lagging.

**Refreshments.** Water is also important for good brain function. Instructors should encourage the cadets to drink beverages, preferably water or fruit juice, during lessons. The brain consumes twenty percent of the body's energy.

## **ELEMENTS OF THE EMOTIONAL ENVIRONMENT**

**Lead with a positive attitude.** Cadets appreciate a positive environment with a positive and enthusiastic instructor. When instructors show interest in what they are teaching, the cadets will become interested as well.

**Establish a friendly learning environment.** The instructor should make it safe to learn by treating all cadets equally and respectfully, and insisting that cadets treat one another in the same way. The instructor can build trust by keeping their word and by keeping information confidential. They should encourage the sharing of ideas, experiences and information and value the contribution of each learner.

**Make learning fun.** The instructor should challenge the cadets with interesting activities that are not too easy or too difficult. They should try to challenge the cadets beyond their present level of ability. If they are challenged too far beyond their level of ability, the cadets will give up but if they are challenged too little, they will become bored. Encourage the cadets to take risks and reward effort and energy as well as correctness. The instructor should listen empathetically, acknowledging nervousness, showing patience and being non-judgmental of the cadets' responses. In addition, the instructor should never single out cadets and be attentive to those who seem isolated from the group. They should never use put-downs or sarcasm.

**Encourage supportiveness.** The instructor should be supportive of the cadets and encourage them to be supportive of one another. Instructors can create a supportive environment by leading applause, thanking cadets for their input and rewarding effort.

**Appeal to a variety of senses.** The instructor should stimulate the cadets' senses in a variety of ways to help them feel positive about the learning experience. As well, the instructor should be aware that the cadets will have different learning styles that should be catered to by using many different learning activities.

**Provide feedback.** The instructor's feedback should be specific and help the cadets compare their current progress to past performance rather than compare it to the performance of others. The instructor should be accurate and consistent. When they assign specific tasks to be done, the instructor should tell the cadets that they will be coming back to check on their progress.

**Use encouragement.** The instructor should use encouragement to boost the cadets' enthusiasm and self-esteem, being careful not to confuse encouragement with reinforcement. Encouragement makes the cadets feel better, but does not improve their learning in the same way as providing specific feedback regarding a specific task. Instructors should be selective and provide encouragement when it is due to keep the cadets on track.

**Communicate clear expectations and routines.** A sense of safety comes from consistent and predictable behaviours on the part of the instructor. Instructors should not be too rigid but should develop consistent procedures for beginning lessons, getting the cadets' attention and handling disruptions and distractions. They should start every lesson by telling the cadets specifically what they will know or be able to do by the end of the lesson. They should conclude each lesson by reminding the cadets what they have learned or are able to do.

**Provide processing time.** Instructors should ensure the cadets have enough time to process the information they have just received. They should stop periodically during a lesson and allow the cadets to interact over new material, helping them store it in long-term memory. Instructors can use a variety of group or paired activities to enable the cadets to interact with one another. They can, for example, ask each cadet in a small group to successively respond to a question or comment on an idea. A variation of this type of interaction would be pairing cadets and having them respond alternately by listing one item of a series, by identifying a specific cause or effect of something, or by providing a specific reason. The key is for the instructor to stop talking, ask a question, set a time limit, and have the cadets interact in groups or pairs to process the information just presented.

### Safety

Nil.

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## BRIDGE ACTIVITY

Time: 5 min

### Objective

The objective of this activity is to have the cadets individually analyze the “Learning Environment Priorities” identified by each group and determine if there is a trend in the importance of specific elements of the physical or emotional learning environment.

### Resources

- “Learning Environment Priorities” flip chart sheets posted on the walls, and
- Pen / pencil.

### Activity Layout

Nil.

### Activity Instructions

1. Allow the cadets five minutes to examine the learning environment priorities to determine:
  - a. which elements appear most often as physical environment,
  - b. which elements appear most often as emotional environment, and
  - c. which elements appear on both lists consistently.
2. Have the cadets determine which elements appeared as the top three of physical / emotional environment.
3. Discuss the reasons why some elements were considered more important than others.

### Safety

Nil.



Give the cadets a 15-minute break.

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### SECTION 3

### STRATEGIES FOR FORMING EFFECTIVE GROUPS

Time: 30 min

Cadets learn best when they are actively involved in the process. Researchers have proven that regardless of the subject matter, people working in small groups tend to learn more and retain it longer than when the same content is presented in other instructional formats.

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#### ACTIVITY

Time: 25 min

#### Objective

The objective of this activity is to have the cadets practice using different strategies for forming groups.

#### Resources

- Group formation strategies labeled “Puzzle Pieces”, “Finding Famous Fictional Friends or Families”, “Name Tags”, “Birthdays”, “Playing Cards”, “Draw Numbers”, “Candy Flavours”, “Choose Like Items”, and “Choose Like Items” located at Annex C,
- One large manila envelope,
- One sheet of flip chart paper for each group, and
- Two different coloured flip chart markers for each group.

#### Activity Layout

Nil.

#### Activity Instructions

1. Have a cadet from each group draw one of the group formation labels from the envelope.
2. Allow each group 15 minutes to develop a strategy for forming groups based on their label. Groups can use blank paper to simulate the item for strategies requiring puzzle pieces, name tags, candy, toys, etc.
3. Circulate among the groups and, using the information contained below, provide assistance as required.
4. Allow each group 10 minutes to divide the workshop participants into groups using their strategy.
5. If time permits, repeat Steps 2–5.
6. Debrief the activity.



## **Strategies for Forming Groups**

### **Puzzle Pieces**

Purchase the appropriate number of six-piece children's jigsaw puzzles or create them by cutting out pictures from magazines, pasting them on cardboard, and cutting them into your desired shape, size, and number of pieces. The number of puzzles is determined by the number of groups you want to create. Separate the puzzles, mix up the pieces, and give each participant a puzzle piece. To form groups instruct the participants to locate others with the pieces to complete a puzzle.

### **Famous Fictional Friends and Families**

Create a list of famous fictional family members or friends in groups of three or four or more (eg, Peter Pan, Tinkerbell, Captain Hook, Wendy; Alice, Cheshire Cat, Queen of Hearts, Mad Hatter; Superman, Lois Lane, Jimmy Olsen, Clark Kent). Choose the same number of fictional characters as there are participants. Write one fictional name on each index card and when ready to form groups, ask the participants to find the other members of their "family."

### **Name Tags**

Use name tags of different shapes and / or colors to designate different groups.

### **Birthdays**

Ask participants to line up by birth date and then break into the number of subgroups needed for a particular activity. In large groups, form subgroups by birth months. (eg, 60 participants can be divided into three roughly equal-size groups by composing groups of those born in January, February, March, and April; May, June, July, and August; and September, October, November, and December).

### **Playing Cards**

Use a deck of playing cards to designate groups. For example, use jacks, queens, kings, and aces to create four groups of four. Use additional number cards, if necessary, to accommodate a larger group. Shuffle the cards and deal one to each participant and then direct the participants to locate others with similar cards to form a group.

### **Draw Numbers**

Determine the number and size of the groups, put numbers on individual slips of paper and place them in a box. Participants then draw a number from the box indicating which group number they belong to. For example, for four groups of four have sixteen slips of paper with four each of the numbers 1 through 4.

### **Candy Flavours**

Give each participant a wrapped candy of a different flavour to indicate groups. For example, groups may be categorized as lemon, butterscotch, cherry, and mint.

### **Choose Like Items**

Assign each participant an item or have each participant choose an item at random (eg, draw an item from a bag). Participants with like items (eg, stationary, toys, coins, utensils) are grouped together.

### **Participant Materials**

Code participant materials using different colored paper, clips, folders or name cards to predetermine groupings.

### **Safety**

Nil.

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## **BRIDGE ACTIVITY**

Time: 5 min

### **Objective**

The objective of this activity is to have the cadets identify guiding principles for group formation to maximize the benefit of group work in their corps / squadrons.

### **Resources**

- One sheet of flip chart paper per group, and
- A different colour flip chart marker for each group.

### **Activity Layout**

Nil.

### **Activity Instructions**

1. Distribute one sheet of flip chart paper and one coloured marker to each group.
2. Assign each group one of the following aspects of group functioning: group functioning skills, motivation to work together, satisfactory individual participation, and different types of recognition.
3. Allow each group three minutes to identify a strategy to develop their aspect of group functioning.
4. Circulate among the groups providing assistance as required.
5. Debrief the activity by giving groups the opportunity to share their strategies.
6. Provide the cadets with any relevant information from that contained below.



## **Guiding Principles for Group Functioning**

### **Group Functioning Skills**

Identify the skills the cadets need to succeed in groups such as active listening, respectful listening, helping one another, giving and receiving constructive criticism, and managing disagreements. Allow the cadets to practice these skills before doing group work.

### **Motivation to Work Together**

The cadets in a group must believe that each member is responsible to and dependent on all the others, and that one cannot succeed unless all in the group succeed. Knowing that peers are relying on them is a powerful motivator for cadets to complete group work.

### **Satisfactory Individual Participation**

Satisfactory individual participation can be achieved by creating group tasks that require interdependence. Strategies for promoting interdependence include specifying a common reward for the group, encouraging students to divide up the labour so that everyone contributes, structuring tasks so that decisions can only be made if everyone agrees and having each member of the group assign a value from 1 to 5 for the contribution of the other members towards the group effort.

### **Types of Recognition**

Ensure that all groups get recognition by setting up "competitions" among groups and awarding prizes in various categories such as most efficient use of time, most efficient group assignments (eg, group leader, recorder, reporter), best listener, most respectful group, and most accepting of constructive criticism.

### **Safety**

Nil.

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## **SECTION 4**

## **RECOGNIZING DISRUPTIVE BEHAVIOURS**

Time: 25 min

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### **ACTIVITY**

Time: 20 min

### **Objective**

The objective of this activity is to have the cadets recognize the different types of disruptive behaviours they may encounter during cadet training.

### **Resources**

- Role play information sheets located at Annex D, and
- An issue important to senior cadets.

### **Activity Layout**

Nil.

### **Activity Instructions**

1. Divide the cadets into groups of no more than six cadets. Ensure each cadet actor, previously identified for the role play, is placed in a separate group for this activity.
2. Have each group examine an issue of your choice or the issue of "the difficulty of establishing a positive learning environment for cadet training" for 10 minutes.
3. Circulate among the groups to ensure they are on task. Ensure that the actors are playing their roles adequately. Use the pre-determined signal to indicate whether they are over-playing or under-playing their roles as necessary.

4. Have each group share their findings with the other groups, explaining what they consider to be the most difficult aspects of dealing with the topic assigned. Respond to each group's responses but pointedly ask each group reporter if they noticed anything particularly unusual or frustrating about how certain individuals within their group functioned.
5. Debrief the activity by explaining to the cadets that the real intent of the activity was to recognize the different types of disruptive behaviours they may encounter during cadet training.
6. Provide the cadets with the name of each disruptive behaviour.

**Safety**

Nil.

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**BRIDGE ACTIVITY**

Time: 5 min

**Objective**

The objective of this activity is to have the cadets discuss the activity in which they just participated by relating it to their own corps / squadrons.

**Resources**

Nil.

**Activity Layout**

Nil.

**Activity Instructions**

1. Reassemble as one large group.
2. Without using personal information, have the cadets discuss whether the disruptive behaviours just identified are present in their corps / squadrons and how they are managed. Be responsive to the cadets' contributions and naturally segue their comments, if possible, to Section 5 (Managing Disruptive Behaviors).



Give an opportunity for as many cadets as possible to share their example.

**Safety**

Nil.



Give the cadets a 15-minute break.



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**SECTION 5****MANAGING DISRUPTIVE BEHAVIOURS**

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Time: 40 min

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**ACTIVITY**

Time: 40 min

**Objective**

The objective of this activity is to have the cadets analyze descriptive information about the different types of disruptive behaviours already identified and develop an action plan for managing such disruptive behaviours using a pro and con grid.

**Resources**

- Pro and Con Grid located at Annex E,
- Pro and Con Grid Answer Key located at Annex F,
- One sheet of flip chart paper for each group, and
- Two different coloured markers for each group.

**Activity Layout**

Nil.

**Activity Instructions**

1. Divide the cadets into the same groups as for Section 4.
2. Have the role play actor from Section 4 act as the group leader / resource person for the group for this activity.
3. Have each group appoint one of its members to be the reporter for the group.
4. Distribute the appropriate information sheet located at Annex D (based on which disruptive behaviour their group leader was performing in Section 4) to each group.
5. Allow each group five minutes to examine and discuss the information sheet from Annex D, describing the specific behaviours and how they affect the group.
6. Circulate among the groups to ensure that they are on task.
7. Distribute the Pro and Con Grid located at Annex E to each group.
8. Allow each group 20 minutes to complete a pro and con grid by identifying at least four appropriate actions to take and four actions to avoid when handling this particular type of disruptive behaviour.
9. Allow each group five minutes to make a poster of their pro and con grid on flip chart paper.
10. Allow 15 minutes for each group to present its findings and post their sheets on the wall. If necessary, provide the cadets with additional information for the group's specific disruptive behaviour before proceeding to the next group.

**Safety**

Nil.



Give the cadets a 15-minute break.

## SECTION 6

## THE WAY AHEAD

Time: 15 min



Ask the cadets to think about learning environments, forming groups and managing disruptive behaviour in relation to their own corps / squadrons. Remind cadets that, as instructors, they may have very little control over the physical environment for cadet training. Instructors fortunate enough to have a dedicated learning space will find it easier to create a stimulating physical environment, while others who are transient will find it more difficult. Regardless of where the lesson takes place, the instructor can make sure that their attitude, behaviour and interpersonal relationships with the cadets during a lesson creates an emotionally safe environment.

## DISCUSSION

Time: 15 min



The point of the discussion is to reinforce the content of the workshop and to determine how it can be applied at the corps / squadron using the suggested questions provided.

### SUGGESTED QUESTIONS:

- Q1. Which is more important: the physical or emotional learning environment? Why?
- Q2. Why is it important to form groups fairly and efficiently?
- Q3. Do you think changing disruptive group behaviours can be accomplished quickly or over a long period of time?
- Q4. What is the biggest challenge for you as an instructor at your corps / squadron?
- Q5. What have you learned at this workshop that will be helpful to you at your corps / squadron?



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



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

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## SECTION 7

## CONCLUSION

Time: 15 min

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### NETWORKING

Time: 5 min

Networking is an efficient way to develop professional relationships with cadets from outside the corps / squadron. Provide cadets with five minutes to interact with each other to exchange contact information.

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### WORKSHOP FEEDBACK SURVEY

Time: 5 min

Distribute the workshop feedback survey located at Annex G to the cadets and allow them five minutes to complete it.

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### CLOSING STATEMENT

Time: 5 min

The delivery of cadet training is as important as its design and development. Instructors who try to develop safe and comfortable physical learning environments and are sensitive to the emotional needs of cadets will deliver good training. As well, instructors who use group activities with varied methods of group formation and have the patience to help cadets improve their group behaviour will help cadets develop positive life skills as well as their cadet training.

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ELEMENTS OF THE PHYSICAL LEARNING ENVIRONMENT

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ADEQUATE LIGHTING

GOOD VENTILATION

COLOURFUL ATMOSPHERE

FLEXIBLE SEATING  
ARRANGEMENT

MOVEMENT

REFRESHMENTS

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ELEMENTS OF THE EMOTIONAL LEARNING ENVIRONMENT

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**LEAD WITH A POSITIVE  
ATTITUDE**

**ESTABLISH A FRIENDLY  
LEARNING ENVIRONMENT**

**MAKE LEARNING FUN**

**ENCOURAGE  
SUPPORTIVENESS**

**APPEAL TO A VARIETY OF  
SENSES**

**PROVIDE FEEDBACK**

**USE ENCOURAGEMENT**

**COMMUNICATE CLEAR  
EXPECTATIONS AND  
ROUTINES**

**PROVIDE PROCESSING  
TIME**



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STRATEGIES FOR FORMING EFFECTIVE GROUPS

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PUZZLE PIECES

FAMOUS FICTIONAL FRIENDS OR  
FAMILY

NAME TAGS

BIRTHDAYS

PLAYING CARDS

DRAW NUMBERS

CANDY FLAVOURS

CHOOSE LIKE ITEMS

PARTICIPANT MATERIALS

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## DISRUPTIVE BEHAVIOUR ROLE PLAY (INFORMATION SHEETS FOR ACTORS)

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### The Apathetic Cadet

The apathetic cadet has little self-confidence or feelings of self-worth and mainly feels rejected because they have few friends. The apathetic cadet behaves the way they do because they are feeling a lot of pain and chooses to be apathetic as a means of protecting themselves from other people and situations that might cause them more pain.

Specific behaviours of the apathetic cadet often include:

1. inattentiveness to the task at hand;
2. refusal to take part in discussion regarding anything;
3. low self-esteem;
4. immaturity;
5. easily distracted by unimportant things;
6. short attention span;
7. frequently absent or late;
8. isolated socially with few friends;
9. sloppy personal appearance;
10. negative or “I don’t care” attitude to most everything;
11. unemotional; and
12. slow in physical movements even when entering or leaving class, a group etc.

Specific effects of the behaviour of the apathetic cadet include:

1. influencing other cadets to become apathetic;
2. frustrating instructors and leaders who try to motivate them;
3. lowering group morale;
4. disturbing other cadets’ concentration;
5. monopolizing the instructor’s time often causing them to lose control of the group; and
6. causing the instructor to give make-up work, extend deadlines or lower standards.

Apathetic cadets need to belong to a group to increase their motivation and to develop a close relationship with a peer or an adult; this will improve their self-esteem because they will feel important to someone. Unfortunately, their behaviour often prevents them from getting what they need most.

## **The Authority Pusher**

The authority pusher may act belligerent but, unlike those who are totally defiant, can be flexible in their behaviour. They disregard rules as a way of seeking power. They may have had bad experiences with authority and see their behaviour as a way of gaining control. They will keep pushing when they find a technique that works but will change their technique or quit when they get into real trouble.

Specific behaviours of the authority pusher often include:

1. dislike for rules;
2. dislike for people telling them what to do or how to do it;
3. testing or questioning authority;
4. challenging all issues big or small and making small issues larger;
5. arguing openly; and
6. concentrating on the instructor's reaction to their behaviour rather than the issue at hand.

Specific effects of the behaviour of the authority pusher include:

1. making the setting of rules and procedures difficult;
2. wasting time on small issues;
3. involving the instructor and other cadets into verbal confrontations;
4. upsetting the instructor to the point of anger and distracting other cadets;
5. causing the instructor to question their ability; and
6. causing the instructor to quit because they are tired of playing games with these cadets.

The authority pusher talks a better game than they play and if given responsibility and proper guidance can become effective leaders. These cadets need to express authority in positive ways by being allowed to participate in leadership roles. This gives them the feeling that the instructor thinks they are somebody. Over time, this allows the instructor to explain rules and procedures and direct the cadet in responsible behaviour.

## The Bully

The bully is either a loner with few friends or the leader of a group of like-minded peers. They are attention seekers who enjoy the attention they get from peers and adult leaders. They respond to all interactions negatively, look for trouble, and may have a well-deserved bad reputation. They demonstrate power by physically intimidating others, allowing them to feel in control. They know that bullying is wrong, but having power makes them “somebody” and improves their self-concept.

Specific behaviours of the bully often include:

1. threatening people physically and verbally quite frequently;
2. talking back and bragging loudly about what they are planning to do later, often using inappropriate language;
3. extreme negativity about everything;
4. aggression at the first hint of trouble; and
5. looking for trouble by accusing others of putting them down or some other infraction.

Specific effects of the behaviour of the bully include:

1. creating a negative atmosphere;
2. frightening other cadets who may become emotional and upset;
3. causing confrontations and wasting time;
4. setting a bad example when others see someone getting their way through violence;
5. causing fearful cadets to follow the bully;
6. stopping the learning process by interrupting the lesson and causing others to lose attention;
7. causing the instructor to feel that they are losing control of the group; and
8. occasionally, causing inexperienced instructors to be afraid of the bully.

Often the bully can only establish a relationship by being the strongest because, for whatever reason, they have learned to fear what happens next in a situation, and being aggressive is their form of protection. They need to belong to a group and if this becomes unacceptable they will form their own group. The bully's aggressive behaviour is important to them because it may gain them approval at home or make them feel independent or in charge.

## **The Class Clown**

The class clown is often funny and may enjoy being reprimanded because it brings attention to their humour. The class clown may be very bright but doesn't often show it because they are too busy clowning around to pay attention or get work done. They are popular and outgoing but may be immature and very conscious of what their peers think of them. They are generally poor leaders and may be loners.

Specific behaviours of the class clown often include:

1. continually disrupting the class with wisecracks and smart aleck responses;
2. bothering other cadets by touching and grabbing;
3. doing or saying anything to be in the spotlight;
4. not knowing when to stop;
5. hyperactivity;
6. making a joke out of everything; and
7. lack of preparation and failure to bring needed material to class.

Specific effects of the behaviour of the class clown include:

1. constantly diverting the instructor's attention and disturbing the concentration of fellow cadets;
2. upsetting the instructor because the class clown is a likeable cadet who is not on task;
3. other cadets trying to imitate the class clown;
4. difficulty for the instructor to gain attention and create a serious tone;
5. resentment by other cadets that the instructor is spending too much time with the class clown;
6. potentially harming cadets in a situation where safety is involved; and
7. a class that is very entertained or disgusted.

The class clown is an attention seeker and is used to getting attention from everybody by their behaviour. They won't quit until they get attention and thus cannot be ignored. They want to establish relationships but may be unsure of how to go about it other than by being funny. Their behaviour may also be caused by low academic ability or they may be very capable and just like to entertain.

## **The Know-It-All**

The know-it-all gets attention by demonstrating their knowledge. They understand that knowledge is power and do not care that the use of such power can cause resentment in other cadets or adult leaders. As a result, they may have very few meaningful relationships with adults. They are often described as a bigmouth but enjoy their ability to gain knowledge easily which provides them with a sense of independence. Consequently, they have a strong need to use their knowledge to let others know just who they are.

Specific behaviours of the know-it-all often include:

1. acting as if they have all the answers;
2. refusing to be told anything and giving an answer or opinion before others finish talking;
3. always wanting to talk and monopolizing conversations;
4. acting as if they are doing the leader a favour by being in the group;
5. being very critical of the responses of others and argumentative towards peers and leaders;
6. displaying poor listening skills; and
7. displaying a very superior, sarcastic or nasty attitude.

Specific effects of the behaviour of the know-it-all include:

1. irritating leaders and peers;
2. reducing the participation of others because they feel intimidated;
3. leaders and peers who feel threatened by the know-it-all attitude;
4. creating the feeling that peer responses are likely to be disrespected and contradicted;
5. resentment by other cadets that the instructor is spending too much time with the know-it-all;
6. a desire by others to see the know-it-all put down; and
7. encouraging the know-it-all because others get excitement from seeing peers or leaders put down by the know-it-all.

The know-it-all is likely to be bright with high participation. They may feel insecure and may be covering up a fear that they do not know enough. They may also be sarcastic but will seldom lose self-control. The know-it-all accepts information from others but only if accompanied with practical examples and suggestions. They are most likely to be a loner but can band together with other know-it-alls. Above all else, the know-it-all does not want to appear “stupid.”

## **The Noisemaker**

The noisemaker seeks attention by making strange sounds or noises in the room. They may do so purposely to annoy the instructor but may not always know they are making noises.

Specific behaviours of the noisemaker often include:

1. humming, whistling and creating throat sounds;
2. dropping books, tapping the table and drumming their fingers;
3. generally doing different things to create odd noises;
4. trying to disguise the origin of the sound; and
5. acting innocent when confronted and asked to stop.

Specific effects of the behaviour of the noisemaker include:

1. stopping the class or interrupting the working group;
2. irritating and disturbing peers;
3. annoying and frustrating instructors;
4. interrupting lesson plans and failing to complete the lesson objectives; and
5. encouraging other cadets to make noises.

The noisemaker demands attention. The noisemaker may have academic difficulties or find it difficult relating to others and uses this behaviour to cope. They may lack motivation and may, in fact, be a bright cadet who is underachieving. The noisemaker's behaviour is more of a social problem than a discipline problem and is more annoying to the instructor than fellow cadets.



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**PRO AND CON GRID OUTLINE**

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Type of disruptor: \_\_\_\_\_

Identify four positive actions instructors should take to help modify the behaviour of this type of disruptor.

1.

2.

3.

4.

Identify four instructor misjudgements or errors that may lead to worse behaviour from this type of disruptor.

1.

2.

3.

4.

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**PRO AND CON GRID**  
**(Answer Key – The Apathetic Cadet)**

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Positive actions instructors should take to help modify the behaviour of this type of disruptor.

1. Provide the apathetic cadet with short-term tasks with clearly achievable goals.
2. Ask for their opinions during and after the lesson.
3. Provide encouragement as their behaviour improves.
4. Attempt to make lesson materials more relevant to the apathetic cadet.
5. Accept the fact that not all lesson materials will be interesting to all cadets and a lack of interest is not apathy.
6. Deal with the problem immediately. Do not wait until the cadet is so far behind that their performance becomes the problem rather than their attitude.
7. Ask other instructors and leaders who have dealt with this type of cadet in the past for advice.
8. Adjust the standard to give this type of cadet a “win” and find helpful ways to get them to do make-up work, if necessary.

Instructor misjudgements or errors that may lead to worse behaviour from this type of disruptor.

1. Ignoring the cadet altogether or assuming they do not want to learn.
2. Failing to make an effort to really get to know the reasons why the cadet behaves as they do.
3. Confronting the cadet in front of the group.
4. Failing to create opportunities for this type of cadet to succeed.

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**PRO AND CON GRID**  
**(Answer Key – The Authority Pusher)**

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Positive actions instructors should take to help modify the behaviour of this type of disruptor.

1. Use the “Caution-Warning” technique by saying something like “I know you’re upset or you wouldn’t have said that—but let’s not say that anymore.”
2. Avoid reacting personally to their behaviour.
3. Always hear the cadet out privately. Never waste lesson time or provide an audience.
4. Don’t feel compelled to provide answers immediately. Promise to give an answer as soon as possible.
5. When responding to the cadet in class, answer yes or no and explain why in a respectful manner. Never try to make the cadet look foolish.
6. Remind the cadet that they can do things your way or their way but they must be responsible for the consequences if they make the wrong choice.
7. Ask other instructors and leaders who have dealt with this type of cadet in the past for advice.
8. Be firm and let the cadet know that you have a responsibility to teach your lessons and you intend to do so.

Instructor misjudgements or errors that may lead to worse behaviour from this type of disruptor.

1. Getting angry and losing control and turning this cadet into a discipline problem.
2. Passing the cadet off without really listening to what is being said.
3. Making empty threats.
4. Arguing publicly with the cadet.
5. Dealing with the cadet as if it is a test of power and turning it into an “I win-you-lose” situation.
6. Dealing with the cadet inconsistently.
7. Acting as if you do not have time or that this cadet is not worth bothering with.
8. Passing the cadet on to superiors for punishment.

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**PRO AND CON GRID**  
**(Answer Key – The Bully)**

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Positive actions instructors should take to help modify the behaviour of this type of disruptor.

1. Use the “Delay” technique. If you are aware that a threat has been made, keep the cadet after the lesson is over to prevent peer pressure from forcing them to carry out the threat. Explain to the cadet that if they carry through with the threat after having time to think about their actions, it becomes a premeditated action that may have very serious consequences without getting into specifics.
2. Do not assume the bully is tough and feel personally threatened by them.
3. Turn the tables and be respectful and understanding with the bully. Bullies can handle toughness but are not used to handling gentleness.
4. Design activities that bring out the bully’s leadership strengths. This helps them develop a sense of pride in personal accomplishments.
5. Encourage appropriate behaviour and praise success but make it safe to “fail” when challenging the cadet to take on added responsibility.
6. Do not put the bully in a position where they must prove themselves.
7. Condemn the behaviour and not the cadet. Let the cadet know that bullying cannot be tolerated and let them see that you have respect for other people.
8. Be firm and let the cadet know that you have a responsibility to teach your lessons and you intend to do so.

Instructor misjudgements or errors that may lead to worse behaviour from this type of disruptor.

1. Acting in a manner that can be considered bullying or abusing power.
2. Publicly putting the bully down.
3. Assuming the bully behaves the same way in every situation.
4. Acting inconsistently by taking offence to the behaviour on one occasion and making light of it on another.
5. Trying to bribe the cadet.
6. Excluding the bully or putting them on the sidelines.
7. Failing to treat both sides of the problem. Giving in to the natural inclination to deal with the more aggressive individual rather than looking at both sides of the issue.

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**PRO AND CON GRID**  
**(Answer Key – The Class Clown)**

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Positive actions instructors should take to help modify the behaviour of this type of disruptor.

1. Help the cadet find a less disruptive way to get the attention they need.
2. Enjoy the humour briefly with the rest of the group. The humour is not the problem since the class clown is often funny; knowing when to quit is the problem. Signal by hand movement or some other means that “enough is enough.”
3. Fulfill the class clown’s need for attention at times other than when they are humorously entertaining the group.
4. In a private conference use the “Time and Place” strategy. Explain to the cadet that humour is a good thing but will lead to a loss of respect if they always allow themselves to be laughed at.
5. Respond to the class clown with silence. When the class clown stops and the group settles down continue on with the lesson without giving them a chance to start up again.
6. Use the “Mature Class” strategy. Explain that instructors like to have a laugh too but can only do so if the group is mature enough to sense the right time and place for humour. Challenge the group to be mature and know when to work and when to have fun. Following the “Mature Class” talk to the group, explain the same thing to the class clown in a private conference.
7. Be patient and continue to provide help to the cadet. In the long run, these efforts will pay off.
8. At an appropriate time and place, such as during a role play, fundraiser or outing, allow the class clown to perform.
9. Continually strive to instruct interesting lessons that will deprive the class clown of an audience.

Instructor misjudgements or errors that may lead to worse behaviour from this type of disruptor.

1. Trying to ignore the cadet. Their need for attention is so great that they will not allow it.
2. Using anger, rejection, sarcasm or trying to outwit the class clown challenges the class clown to rise to the occasion.
3. Overreacting to the class clown.
4. Issuing empty threats.
5. Trying to isolate the class clown from the other cadets.
6. Feeling that the class clown is behaving this way simply to bug the instructor.
7. Failing to try and provide more constructive outlets for the humorous behaviour.
8. Assuming that the cadet enjoys being a class clown and will never change.

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**PRO AND CON GRID**  
**(Answer Key – The Know-It-All)**

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Positive actions instructors should take to help modify the behaviour of this type of disruptor.

1. Find out as much information as possible about this cadet and try to determine why they are acting this way before deciding on any strategy. For example, are they truly intelligent, covering feelings of insecurity, or trying to establish relationships?
2. Use this cadet to help the instructor or other cadets in classroom activities.
3. Approach this cadet from an intellectual point of view and explain that the “best minds” need to be leaders.
4. Explain to the cadet that their behaviour can be viewed negatively by others and that it is not very smart to do things that turn people off. Intelligent people need to know how to relate to others and get the most out of them. Provide real examples of the effect of their attitude on others.
5. Explain to the cadet that they must work at taking other cadets’ experiences and ideas as seriously as their own and that it will not happen overnight.
6. Give the cadet special projects to work on.
7. Establish a meaningful relationship with this cadet but don’t assume a position of authority.

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Instructor misjudgements or errors that may lead to worse behaviour from this type of disruptor.

1. Ignoring this cadet completely.
2. Reacting sarcastically or competitively with the cadet.
3. Trying to turn other cadets against them.
4. Allowing the cadet to dominate the learning environment.
5. Displaying a sense of inferiority to the group.
6. Failing to realize that this cadet may be very intelligent but needs help in relating to people.
7. Failing to use this cadet as a resource.
8. Trying to show this cadet that they don’t have all the answers, which may feed their feelings of insecurity.

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**PRO AND CON GRID**  
**(Answer Key – The Noisemaker)**

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Positive actions instructors should take to help modify the behaviour of this type of disruptor.

1. Find positive ways for the noisemaker to get attention from the group.
2. Realize that this behaviour is a social problem and not a discipline problem. Try to determine if the cadet is using this behaviour to establish relationships. Show them more positive ways to relate to people.
3. Be aware that this behaviour disturbs the instructor much more than the group.
4. Be careful where this cadet sits during a lesson. Make sure they are close by where they can be seen.
5. Seat the cadet away from friends and around more serious cadets.
6. Talk to the cadet about maturity and try to reach the cadet with reason and explanation.
7. During private conferences, use direct questions such as: “Do you realize what you are doing?”, “Do you feel left out in the group?”, “Do you realize what other cadets think?”. Make the cadet a part of the corrective action by asking their opinion about what should be done.
8. Be aware of the noise level that you create in the learning environment. Instructors who yell instructions, slam books and drawers, and make loud presentations are modelling the opposite of the behaviour they are trying to teach.
9. Reinforce any positive behaviour.

Instructor misjudgements or errors that may lead to worse behaviour from this type of disruptor.

1. Dealing with the cadet in front of other cadets instead of privately.
2. Revealing frustration to the group.
3. Dealing with the instructor’s frustration rather than the cadet’s behaviour during private conferences.
4. Overreacting and becoming angry with the cadet.
5. Becoming impatient and irritable with the entire group.
6. Modelling the exact opposite of the behaviour under question.
7. Making empty threats.



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### WORKSHOP FEEDBACK SURVEY

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Workshop: \_\_\_\_\_  
Date: \_\_\_\_\_

1. Why did you choose this workshop?

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2. What were your expectations of this workshop?

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3. How did you like the workshop?

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4. What skills do you believe to have developed through this workshop?

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5. What skills are you better equipped to develop in your peers or subordinates now that you have attended this workshop?

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6. What information / tool / ability learned in the workshop would you be able to use at your corps / squadron?

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7. How has this workshop helped you become a better cadet?

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**CANADIAN CADET ORGANIZATIONS**  
**PHASE FIVE / MASTER CADET /**  
**PROFICIENCY LEVEL FIVE**  
**WORKSHOP FACILITATION GUIDE**



**CHAPTER 7**

**PERSONALITY AND GROUP DYNAMICS**

Total Time:

210 min

**PREPARATION**

**PRE-WORKSHOP INSTRUCTIONS**

Review the workshop content and become familiar with the material prior to facilitating the workshop.

Photocopy:

- Behaviour Notes For Group Dynamics Scenarios located at Annex C for each cadet,
- MBTI Questionnaire located at Annex E for each cadet, and
- Workshop Feedback Survey located at Annex G for each cadet.

Photocopy and cut out the Trait Slips located at Annex A.

**ROOM LAYOUT**

The room should be divided in two areas:

- an area with the tables arranged so that cadets can work individually or participate in group discussions; and
- an area with the tables arranged so that cadets can work in groups.

**RESOURCES**

- Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area,
- Flip chart paper,
- Flip chart markers,
- Paper, and
- Pens / pencils.

**TIMINGS**

<b>Section</b>	<b>Component</b>	<b>Time</b>
1	Introduction	20 min
2	Define Personality	35 min
	Break	15 min
3	How Personality Affects Group Dynamics	40 min
4	Determining Your Personality Type	25 min
	Break	15 min
5	Understanding Your Personality Type	25 min
6	The Way Ahead	20 min
7	Conclusion	15 min

**SUBSTANTIATION**

Workshops are designed to allow cadets to interact with their peers during various activities, discussions, role-plays and case studies. Workshops emphasize the sharing of knowledge and experiences in a small group setting.

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**SECTION 1****INTRODUCTION**

Time: 20 min

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**AIM**

This workshop explores the ways an individual's personality affects their learning and interaction with others.

**OUTCOMES**

Outcomes of this workshop include:

- discovering ways to identify / classify personalities;
- gaining a greater understanding of their own personality; and
- determining how personality affects group dynamics.

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**ICEBREAKER ACTIVITY**

Time: 20 min

**Objective**

The objective of this icebreaker activity is to have the cadets familiarize themselves with each other and focus their thoughts on the theme of personality.

**Resources**

- Trait Slips located at Annex A, and
- Pens / pencils.

**Activity Layout**

This activity should be conducted in a breakout area where the cadets can move freely and interact with each other without obstruction.

**Activity Instructions**

1. Provide each cadet with a trait slip and pen / pencil.
2. Have the cadets think about the trait on the slip they were given. Have the cadets write their name on the slip if the trait applies to them; if it does not, they will not write their name on the slip.
3. Have the cadets switch trait slips with other cadets and introduce themselves.
4. Repeat Steps 2 and 3 for 5–10 minutes or until each cadet has seen each trait slip.
5. Collect the trait slips.
6. Start with the trait slip with the least number of names. Read aloud the trait and the number of names on the slip.
7. Repeat Step 6 until all the traits have been reviewed.

**Safety**

Nil.

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**SECTION 2****DEFINE PERSONALITY**Time: 35 min

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**DEFINITION OF PERSONALITY**

While personality is a term that many people use on a daily basis, the exact definition of what constitutes "personality" varies from person to person. The following activity challenges cadets to think about what personality means to them.

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**ACTIVITY**

Time: 15 min

**Objective**

The objective of this activity is to have the cadets discuss with their peers and develop a definition / explanation of personality.

**Resources**

- Flip chart paper, and
- Flip chart markers.

**Activity Layout**

This activity should be conducted in a breakout area suitable for small group discussion.

**Activity Instructions**

1. Divide cadets into groups of three to four. Distribute flip chart paper and a flip chart marker to each group.
2. Ask cadets to think about the term "personality" and develop a definition / explanation of the term. Allow five minutes for discussion.
3. Have each group write their definition / explanation on the flip chart paper. Have each group present their definition to the other groups.
4. If cadets have not touched on all key points of the definition / explanation provided below, lead them in a short discussion to include the missed points.

**SAFETY**

Nil.

---

**DEFINITIONS OF PERSONALITY**

Time: 5 min

There is no consensus on the definition of personality. Most researchers and psychologists do not explicitly identify themselves with a certain perspective and often take an approach that blends several. Some definitions are empirically driven, that is by the results of research, such as the definition associated with the Five Factor model. Other definitions emphasize the theoretical aspects, such as the definition associated with the Myers-Briggs Type Indicator (MBTI) or Keirsey Temperament Sorter (KTS).



For our purposes, personality can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviours in various situations.

### Trait Versus Type

According to *Theories of Personality* by R. Ryckman, personality traits are defined as "enduring patterns of perceiving, relating to, and thinking about the environment and oneself that are exhibited in a wide range of social and personal contexts". Theorists generally assume:

- traits are relatively stable over time;
- traits differ among individuals (eg, some people are outgoing while others are reserved); and
- traits influence behaviour.

Personality type refers to the psychological classification of different types of people. Personality types are distinguished from personality traits, which come in different levels or degrees. For example, according to type theories, there are two types of people: introverts and extroverts. According to trait theories, introversion and extroversion are part of a continuous dimension, with many people in the middle. The idea of psychological types originated in the theoretical work of Carl Jung.

### BRIDGE

Time: 15 min

### Objective

The objective of this activity is to have the cadets self-assess their personality using the psycho-geometrics or "shapes" personality quiz.

### Resources

- Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area, and
- Shapes Personality Quiz located at Annex B.

### Activity Layout

Nil.

### Activity Instructions

1. Draw the following shapes on a whiteboard / flipchart / OHP / multimedia projector for the group to see: square, rectangle, circle, triangle and squiggle.
2. Ask cadets to think about and decide which shape they think best suits them or with which shape they identify the most.
3. Have each cadet take turns sharing the reason they chose that particular shape with the person sitting next to them.
4. Ask one of the cadets who selected Square to come forward and read the definition of a Square from the Shape Personality Quiz located at Annex B.

5. Repeat for each shape. If no cadets chose the shape, read the definition yourself.
6. Lead a short discussion on whether the shape quiz accurately defined the personality of the cadets.

### **Safety**

Nil.



Give the cadets a 15-minute break.

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## **SECTION 3**

## **HOW PERSONALITY AFFECTS GROUP DYNAMICS**

Time: 40 min

To understand how personality affects group dynamics, we must first understand that group dynamics involves interaction of individuals to achieve a common goal or purpose. Since we are all individuals with different personalities and changing attitudes and motivations, group dynamics will not be the same for all groups or a single group over time. Since, at least in most cases, we cannot know other members of a group's personality type then we must understand our own personality. By understanding our own personality, we can know how we interact with others and can work to eliminate conflicts that would hinder the progress of the group. Ideally, if each member of the group were aware of their own personality type, it would maximize the group's efforts.

---

### **ACTIVITY**

Time: 25 min

#### **Objective**

The objective of this activity is to have the cadets note the differences in how their peers interact with each other.

#### **Resources**

- Group Dynamics Scenarios located at Annex C,
- Behaviour Notes for Group Dynamics Scenarios located at Annex C, and
- Pen / pencil for each cadet.

#### **Activity Layout**

This activity should be conducted in a breakout area suitable for small group discussions.

#### **Activity Instructions**

1. Divide the cadets into three groups.
2. Distribute the Behaviour Notes For Group Dynamics Scenarios located at Annex C to each cadet.
3. Inform the cadets of the objective of this activity and that for the first scenario half of each group will solve the problem while the other half observes the interactions between the cadets solving the problem and notes their observations.
4. Distribute the first scenario located at Annex C to each group.



5. Allow 10 minutes for half of each group to work through the first scenario while the other half makes notes about the interactions between group members on their note sheets.
6. Have the cadets exchange the roles of solving the problem and noting observations and give the cadets 10 minutes to work through the second scenario.

### Safety

Nil.

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## DISCUSSION

Time: 10 min



The point of the discussion is to explore the results of the group dynamics activity where cadets noted the differences in how their peers interacted with each other using the suggested questions provided.

### SUGGESTED QUESTIONS:

- Q1. What differences were noted in the way people interact with others?
- Q2. Do you think people are aware of the way they are perceived by others?
- Q3. If people understand how they portray themselves to others, do you feel they would be able to better interact with others?



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



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

---

## BRIDGE

Time: 5 min

### Objective

The objective of this activity is to have the cadets self-assess their personality using the colour personality quiz.

### Resources

- Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area, and
- Colour Personality Quiz located at Annex D.

### Activity Layout

Nil.

### Activity Instructions

1. Draw nine squares, each shaded one of the following colours: black, blue, green, orange, pink, purple, red, yellow and white.
2. Ask cadets to think about and decide which colour they think best suits them or with which colour they identify the most.
3. Once each cadet has a colour in mind, ask one of the cadets who selected black to come forward and read the definition of "black" from the Colour Personality Quiz located at Annex D.
4. Repeat for each colour. If no cadet chose the colour, read the definition yourself.
5. Lead a short discussion on whether the colour quiz accurately defined the personality of the cadets.

### Safety

Nil.

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## SECTION 4

## DETERMINING YOUR PERSONALITY TYPE

Time: 25 min

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### WHAT IS THE MYERS-BRIGGS TYPE INDICATOR (MBTI)?

Time: 5 min

The MBTI is a questionnaire designed to measure psychological preferences in how people perceive the world and make decisions. These preferences were extrapolated from the typological theories originated by Carl Jung, as published in his 1921 book, *Psychological Types*. The original developers of the personality assessment were Katharine Cook Briggs and her daughter, Isabel Briggs-Myers. They began creating the indicator during World War II, believing that a knowledge of personality preferences would help women who were entering the industrial workforce for the first time identify war-time jobs where they would be most comfortable and effective. The initial questionnaire grew into the MBTI, which was first published in 1962.

### Types

The Myers-Briggs model regards personality type as similar to left- or right-handedness: individuals are either born with, or develop, certain preferred ways of thinking and acting. The MBTI sorts some of these psychological differences into 16 possible psychological types. None of these types are better or worse; however, Briggs and Myers theorized that individuals naturally prefer one overall combination of type differences. In the same way that writing with the left hand is more difficult for a right-hander, some people tend to find using their opposite psychological preferences more difficult, even if they can become more proficient (and therefore behaviourally flexible) with practice and development.

The 16 types are typically referred to by an abbreviation of four letters of the initial letters of each of the preferences (except in the case of iNtuition, which uses the abbreviation N to distinguish it from Introversion). For instance:

- ESTJ—Extroversion, Sensing, Thinking, Judgment, or
- INFP—Introversion, iNtuition, Feeling, Perception.

## Four Pairs of Preferences

Preference Pairs	
<b>E</b> xtroversion	<b>I</b> ntroversion
<b>S</b> ensing	<b>i</b> Ntuition
<b>T</b> hinking	<b>F</b> eeling
<b>J</b> udgment	<b>P</b> erception

Figure 1 Four Myers-Briggs Preference Pairs

*Note.* Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

The four pairs of preferences are shown in Figure 1. The terms used for each preference have specific technical meanings relating to the MBTI which differ from their everyday usage. For example, people who prefer Judgment over Perception are not necessarily more "judgmental" or less "perceptive".

---

### ACTIVITY

Time: 15 min



It should be stressed that this questionnaire is only an example of an MBTI assessment. An actual MBTI assessment is conducted by a trained professional, contains many more questions and provides greater details and analysis of the results.

### Objective

The objective of this activity is to have the cadets determine their personality type using an MBTI-style questionnaire.

### Resources

- MBTI-style Questionnaire located at Annex E,
- How To Score The MBTI-style Questionnaire located at Annex E, and
- Pen / pencil for each cadet.

### Activity Layout

This activity should be conducted where cadets can work independently.

### Activity Instructions

1. Distribute the MBTI-style Questionnaire located at Annex E and a pen / pencil to each cadet.
2. Allow 10 minutes for the cadets to complete the questionnaire.
3. Have the cadets score the test and record the results.

### Safety

Nil.

---

**BRIDGE**

Time: 5 min



The point of the discussion is to explore the results of the MBTI-style Questionnaire using the suggested questions provided.

**SUGGESTED QUESTIONS:**

- Q1. Why you think the questions found on the MBTI-style Questionnaire are a choice of two opposites?
- Q2. How does the MBTI-style Questionnaire differ from the shape and colour personality quizzes?
- Q3. Do you think this is an accurate measuring device for personality?



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



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



Give the cadets a 15-minute break.

---

**SECTION 5**

**UNDERSTANDING YOUR PERSONALITY TYPE**

Time: 25 min

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Determining your Myers-Briggs type is only a first step in understanding your personality type. Each of the 16 Myers-Briggs types are associated with a synopsis of personality characteristics of a person belonging to that type. These descriptions can assist people of each type in understanding the nuances of their own personalities. As stated previously, these type descriptions are not meant to be a comprehensive description of an individual's personality, rather a tool for self-discovery. For example, by understanding that you tend to make logical, rational decisions, you might have a better insight as to why others may perceive you as "cold" when making those decisions.

## PERSONALITY TYPE DESCRIPTIONS

Time: 5 min

To allow us to better examine the results of the MBTI-style Questionnaire, we can utilize the work of David Keirsey. Keirsey organized personality types similarly to Briggs and Briggs-Myers. He organized personality types into four temperaments, 8 roles, and 16 role variants. The resulting 16 role variants correlate with the 16 personality types described by Briggs and Briggs-Myers.

Temperament	Role	Role Variant
<b>Idealist (NF)</b> <i>Diplomatic</i>	<b>Mentor (NFJ)</b> <i>Developing</i>	<b>Teacher (ENFJ):</b> <i>Educating</i>
		<b>Counselor (INFJ):</b> <i>Guiding</i>
	<b>Advocate (NFP)</b> <i>Mediating</i>	<b>Champion (ENFP):</b> <i>Motivating</i>
		<b>Healer (INFP):</b> <i>Conciliating</i>
<b>Rational (NT)</b> <i>Strategic</i>	<b>Coordinator (NTJ)</b> <i>Arranging</i>	<b>Fieldmarshal (ENTJ):</b> <i>Mobilizing</i>
		<b>Mastermind (INTJ):</b> <i>Entailing</i>
	<b>Engineer (NTP)</b> <i>Constructing</i>	<b>Inventor (ENTP):</b> <i>Devising</i>
		<b>Architect (INTP):</b> <i>Designing</i>
<b>Guardian (SJ)</b> <i>Logistical</i>	<b>Administrator (STJ)</b> <i>Regulating</i>	<b>Supervisor (ESTJ):</b> <i>Enforcing</i>
		<b>Inspector (ISTJ):</b> <i>Certifying</i>
	<b>Conservator (SFJ)</b> <i>Supporting</i>	<b>Provider (ESFJ):</b> <i>Supplying</i>
		<b>Protector (ISFJ):</b> <i>Securing</i>
<b>Artisan (SP)</b> <i>Tactical</i>	<b>Operator (STP)</b> <i>Expediting</i>	<b>Promoter (ESTP):</b> <i>Persuading</i>
		<b>Crafter (ISTP):</b> <i>Instrumenting</i>
	<b>Entertainer (SFP)</b> <i>Improvising</i>	<b>Performer (ESFP):</b> <i>Demonstrating</i>
		<b>Composer (ISFP):</b> <i>Synthesizing</i>

Figure 1 Myers-Briggs and Keirsey Role Variant Associations

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

### Artisans

Artisans are observant and pragmatic. Seeking stimulation and virtuosity, they are concerned with making an impact. Their greatest strength is tactics. They excel at troubleshooting, are agile and proficient at the manipulation of tools, instruments, and equipment. Operators are the directive Artisans. Their most developed intelligence operation is expediting. The attentive **Crafters** and the expressive **Promoters** are the two role variants. Entertainers are the informative Artisans. Their most developed intelligence operation is improvising. The attentive **Composers** and the expressive **Performers** are the two role variants.

## Guardians

Guardians are observant and cooperative. Seeking security and belonging, they are concerned with responsibility and duty. Their greatest strength is logistics. They excel at organizing, facilitating, checking, and supporting. Administrators are the directive Guardians. Their most developed intelligence operation is regulating. The attentive **Inspectors** and the expressive **Supervisors** are the two role variants. Conservators are the informative Guardians. Their most developed intelligence operation is supporting. The attentive **Protectors** and the expressive **Providers** are the two role variants.

## Idealists

Idealists are introspective and cooperative. Seeking meaning and significance, they are concerned with personal growth and finding their own unique identity. Their greatest strength is diplomacy. They excel at clarifying, individualizing, unifying, and inspiring. Mentors are the directive Idealists. Their most developed intelligence operation is developing. The attentive **Counselors** and the expressive **Teachers** are the two role variants. Advocates are the informative Idealists. Their most developed intelligence operation is mediating. The attentive **Healers** and the expressive **Champions** are the two role variants.

## Rationals

Rationals are introspective and pragmatic. Seeking mastery and self-control, they are concerned with their own knowledge and competence. Their greatest strength is strategy. They excel in any kind of logical investigation such as engineering, conceptualizing, theorizing, and coordinating. Coordinators are the directive Rationals. Their most developed intelligence operation is arranging. The attentive **Masterminds** and the expressive **Fieldmarshals** are the two role variants. Engineers are the informative Rationals. Their most developed intelligence operation is constructing. The attentive **Architects** and the expressive **Inventors** are the two role variants.

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## ACTIVITY

Time: 20 min

### Objective

The objective of this activity is to have the cadets understand their personality type.

### Resources

- Personality Types Handouts located at Annex F,
- Flip chart paper, and
- Flip chart markers.

### Activity Layout

This activity should be conducted in a breakout area suitable for small group discussion.

### Activity Instructions

1. Have cadets form groups according to the results of the MBTI-style Questionnaire from Section 4 (eg, have all cadets who are ESTJ form a group). If a cadet is the only one of their type they will work individually.
2. Distribute the corresponding section of the Personality Types Handouts, flip chart paper and a flip chart marker to each group.

3. Have each group read and become familiar with the description of their type and form a list of the three main aspects of their personality type.
4. Have each group present the three main aspects of their personality type to the entire workshop.

### Safety

Nil.

## SECTION 6

## THE WAY AHEAD

Time: 20 min

### DISCUSSION

Time: 20 min



The point of the discussion is to reinforce the content of the workshop and to determine how it can be applied at the corps / squadron using the suggested questions provided.

#### SUGGESTED QUESTIONS:

- Q1. Do you feel that the personality type description accurately described your personality?
- Q2. What parts of your description do you agree with most?
- Q3. What parts of your description do you disagree with most?
- Q4. How do you think an understanding of your personality affects how you interact with others?
- Q5. Will you be responsive to other people's ideas and actions now that you understand there are different personality types and therefore different ways people interact with each other?



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



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

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**SECTION 7**

**CONCLUSION**

Time: 15 min

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**NETWORKING**

Time: 5 min

Networking is an efficient way to develop professional relationships with cadets outside the corps / squadron. Provide cadets with five minutes to interact with each other to exchange contact information.

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**WORKSHOP FEEDBACK SURVEY**

Time: 5 min

Distribute the workshop feedback survey located at Annex J to the cadets and allow them five minutes to complete it.

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**CLOSING STATEMENT**

Time: 5 min

By gaining a better understanding of our own personalities, we are better able to communicate and work with others. This self-discovery allows us to maximize our potential in group work situations and other scenarios where effective communication and collaboration are required.

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TRAIT SLIPS

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✂

✂

✂

Outspoken

Quiet

Social

Solitary

Prefers Taking Action

Prefers Thinking

Practical



**Dreamer**

**Works With Others**

**Works Alone**

**Risk-Taker**

**Plays it Safe**

**Assertive**

**Timid**

**Thrifty**



**Extravagant**

**Optimistic**

**Pessimistic**

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## SHAPES PERSONALITY QUIZ

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### **Square**

A Square is somebody who feels most comfortable with a stable environment and clear directions on what to do. They are conservative and like things that are regular and orderly. If given a task they work on it until it is finished, even if it is repetitious, cumbersome and lonely.

### **Rectangle**

A Rectangle is somebody who likes structure and regularity but they establish it with organization, meetings, committees and so forth. This has to be done the proper way, taking all rules and regulations into consideration. If given a task, they start organizing it to be sure it can be done the most systematic way.

### **Triangle**

A Triangle is goal-oriented. They enjoy planning something out and then doing it. They get motivated by the accomplishment. They tend to look at big long-term issues, but may forget the details. When given a task, they set a goal and develop a plan for it.

### **Circle**

A Circle is social and communicative; no hard edges. They handle things by talking about them and smoothing things out with everybody. Communication is the first priority, followed by making sure there is harmony. When given a task, they talk about it.

### **Squiggle**

A Squiggle is off-the-wall and creative. They feel best doing new and different things most of the time and can get bored with regularity. When given a task, they come up with bright ideas about it.

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## GROUP DYNAMICS SCENARIOS

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### Scenario One

Four students wrote book reports on the same book. Each student described the main character in their report. Their teacher could tell that these students did not read very carefully because each one described the main character differently.

- Annie wrote that his name is Heathcliff. He is short, he has long hair, and he wears an earring.
- Bernard wrote that his name is Sherlock. He is tall, has long hair, and wears an earring.
- Carolyn wrote that his name is Romeo. He is medium height, has short hair, and wears an earring.
- Daniel wrote that his name is Harry. He is short, has long hair, and never wears an earring.

Each student got only one detail out of four correct. What is the correct description of the main character of the book?

### Scenario One Solution

Begin by making a chart like the following:

student	name	height	hair length	earring
Annie	Heathcliff	short	long	yes
Bernard	Sherlock	tall	long	yes
Carolyn	Romeo	medium	short	yes
Daniel	Harry	short	long	no

Now begin crossing out details that you know are wrong.

- Only one detail in each attribute column can be correct; the character cannot have both short and long hair for example. If we start with the earring column and assume that "yes" the character does wear an earring we must then assume that all other answers by those students are wrong since each student only had one detail correct leaving Daniel's answer for hair length correct. This is impossible since both Annie and Bernard also answered long, giving them two correct answers. This means that the assumption was wrong and that the character does not wear an earring.
- We now know that Daniel was right about the earring. Since Daniel can be right about only one thing, cross out "Harry," "short," and "long" in Daniel's row.
- Since only one detail in each column can be correct, you can cross out "long" the two times it still appears in the hair-length column. Carolyn was right about the hair.
- Since Carolyn can be right about only one thing, cross out "Romeo" and "medium" in Carolyn's column.
- We already crossed out "short" in Daniel's row, so cross it out in Annie's row, as well.
- Since Annie has to be right about one detail, it must be Heathcliff—the character's name.
- That means Bernard is wrong about the name, so cross out Sherlock.
- Since Bernard has to be right about one thing, we know the character is tall.

Heathcliff, the main character of the book, is tall, has short hair, and never wears an earring.

## **Scenario Two**

Dad is preparing breakfast for his three children: Dan, Ed and Frank. Each boy wants Dad to toast one slice of bread for them. The family's toaster holds only two slices of bread and toasts only one side at a time. The person who toasts bread has to toast one side of a slice of bread, take out the slice, turn it over and put it back in the toaster to toast the other side. It takes exactly one minute to toast one side of a piece of bread. Dad has figured out how to toast three slices on both sides in only three minutes. How does he do it?

### **Scenario Two Solution**

First minute:

Dad toasts Dan's bread on side one and Ed's bread on side one. Then he removes Dan's slice, turns it around, and puts it back in the toaster. He puts Ed's slice aside and puts Frank's bread in the toaster.

Second minute:

Dad toasts Dan's bread on side two and Frank's bread on side one. He removes both slices, turns Frank's around, and puts it back in the toaster. He gives Dan his toast and puts Ed's slice back in the toaster.

Third minute:

Dad toasts Frank's slice on side two and Ed's slice on side two. Then he serves those slices to Frank and Ed.

## BEHAVIOUR NOTES FOR GROUP DYNAMICS SCENARIOS

### Scenario One

Who in the group takes the lead in finding the solution?

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In the group, who are the most talkative in finding the solution / offering suggestions?

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In the group, who are the least talkative in finding the solution / offering suggestions?

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Do some people tend to try solutions they may have used in the past? Do others tend to try new ideas to solve the scenario?

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Are some people more accepting of input and suggestions from others within the group? Do others tend to not welcome this input?

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### Scenario Two

Who in the group takes the lead in finding the solution?

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In the group, who are the most talkative in finding the solution / offering suggestions?

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In the group, who are the least talkative in finding the solution / offering suggestions?

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Do some people tend to try solutions they may have used in the past? Do others tend to try new ideas to solve the scenario?

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Are some people more accepting of input and suggestions from others within the group? Do others tend to not welcome this input?

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## COLOUR PERSONALITY QUIZ

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### **Black**

Black is one of the most beautiful colours and yet it is the absence of colour. People who identify with the colour black want everything done in detail. If a job needs finishing, these are the people to finish it. These personalities need leaders to tell them what needs to be done. Under guidance, they are able to get to the crux of the matter and solve very large problems. When put in a position to find the mistakes of others, they are right at home.

### **Blue**

Blue is an emotional colour. People who identify with the colour blue stay inside themselves and do not trust others very much. They watch every move others make. People who identify with paler shades of blue show someone who wants everything in order; their closet is immaculate. People who identify with deeper shades of blue are more moody. People who prefer this colour frequently use their emotions to make decisions. They are also easily affected by the moods of those around them. They sometimes expect others to feel down whenever they are. Showing signs of co-dependency, they need others to be by their side when experiencing their feelings.

### **Green**

Green is the colour of healing. People who identify with the colour green want to help everyone. These people can usually be found in the medical profession or some occupation that helps people. Preferring to watch rather than to become involved in other's business, they usually keep their thoughts secret. Others see them as good listeners because of this quality. This characteristic makes them wonderful counsellors.

### **Orange**

People who identify with the colour orange are nature lovers. Being sports minded, they love anything to do with the outdoors. Taking long walks in the woods revives them. Trees and animals mean a lot to them and they want to be a part of nature. People always say good things about these down-to-earth people. Although they may sometimes invoke anger from others, it usually does not last very long. Tending to support the underdog, they try to help someone who they feel needs assistance. Always aware of their surroundings, they tend to be more adventurous than most. Even though they are impulsive and thoughtful, they generally are very much aware of what they are doing. Learning and remembering through experience is a strong suit of theirs.

### **Pink**

People who identify with the colour pink are usually either in a blissful state or looking for one. People who prefer pink try to see the best in others. If they do not find something good in a person then there has to be a very good explanation in their mind as to why not. They quietly study the best way to approach problems and then take action. These people see the world through rose-coloured glasses. They are shy, intelligent, hard working people who wish they were more part of the mainstream but are frightened of moving too quickly. They watch what they do or say because they are afraid that others may see them in a harsh light. They try to make everyone happy.

### **Purple**

Purple is the colour of spirituality. People who identify with the colour purple are always striving to be better than they consider themselves to be on a spiritual, emotional and mental plane. Needing more knowledge, they become avid readers. Trying to become what they think they should be, they search their own lives and the lives of others to find the answers. The study of religions makes them feel as if they are accomplishing something bigger than themselves in life. Wanting to help as many people as they can, they are more than willing to give the benefit of their education. Trying to achieve perfection, they seem to struggle with themselves more than most because they tend to be so critical of themselves.

## **Red**

Red is the colour of passion, energy, and money making. Red with orange overtones indicates dynamic people who love the outdoors and anything to do with people. Red with blue overtones indicates energetic people with high emotions. People who identify with the colour red are sexy and seductive. It is also the colour for someone who wants to have power and be in control. Business people who want to win wear this powerful colour to meetings in which they want to stand out. Red makes one feel more energetic or activated. This energetic personality craves attention. Being quick with their emotions, they may erupt into a temperamental volcano right in front of you then simmer down just as quickly.

## **Yellow**

People who identify with the colour yellow are business minded and want others to know they are well educated. They strive to attain success through anything that requires mental abilities. Making good leaders, they generally make up their mind in a methodical way. Every detail needs to be analyzed before they make a decision. Any strategic game peaks their interest. People who prefer yellow may be stubborn. When these people are under stress, they feel that they need to hide their emotions; if they show stress, it is a sign of weakness and vulnerability. Keeping to themselves without inviting many others into their lives, they generally only have one or two good friends.

## **White**

White is the colour of purity. Shyness comes with this colour, but it is not a true shyness. Waiting patiently for others to notice them before they make their thoughts known, they tend to appear shy, but in truth they are very outspoken. They feel pure no matter what they do. The virtue of purity is attributed to them by others as well; whether they deserve this characteristic or not. People who identify with the colour white feel they are right in their belief structures although they are not sure they want to discuss those beliefs with others. The fact that they know they are right is enough for them.

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## MBTI QUESTIONNAIRE

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

For each question you must make one of two choices: a or b. In some cases, you will feel like choosing both a and b. Even if you agree with both answers, check the one with which you agree most.

To yield an accurate description of yourself, it is important that you answer the questionnaire honestly. Answer as you really are, not as the person you would like to be. There are no right or wrong answers. Just be honest with yourself as you read and make choices.

For each of the following 20 groups of phrases and word pairs, choose the letter (a. or b.) that you think most accurately describes you. Record your answers on the scoresheet (notice that the questions on the scoresheet run horizontally along the row before going down).

1.     a. expend energy, enjoy groups  
       b. conserve energy, enjoy one-on-one
  
2.     a. interpret matters literally, rely on common sense  
       b. look for meaning and possibilities, rely on foresight
  
- 3     a. logical, thinking, questioning  
       b. empathetic, feeling, accommodating
  
4.     a. organized, orderly  
       b. flexible, adaptable
  
5.     a. more outgoing, think out loud  
       b. more reserved, think to yourself
  
- 6     a. practical, realistic, experiential  
       b. imaginative, innovative, theoretical
  
7.     a. candid, straight forward, frank  
       b. tactful, kind, encouraging
  
8.     a. plan, schedule  
       b. unplanned, spontaneous
  
9.     a. seek many tasks, public activities, interaction with others  
       b. seek more private, solitary activities with quiet to concentrate
  
10.    a. standard, usual, conventional  
       b. different, novel, unique
  
11.    a. firm, tend to criticize, hold the line  
       b. gentle, tend to appreciate, conciliate

- 12. a. regulated, structured  
b. easygoing, “live” and “let live”
- 13. a. external, communicative, express yourself  
b. internal, reticent, keep to yourself
- 14. a. consider immediate issues, focus on the here-and-now  
b. look to the future, global perspective, “big picture”
- 15. a. tough-minded, just  
b. tender-hearted, merciful
- 16. a. preparation, plan ahead  
b. go with the flow, adapt as you go
- 17. a. active, initiate  
b. reflective, deliberate
- 18. a. facts, things, seeing “what is”  
b. ideas, dreams, seeing “what could be,” philosophical
- 19. a. matter of fact, issue-oriented, principled  
b. sensitive, people-oriented, compassionate
- 20. a. control, govern  
b. latitude, freedom

MBTI Questionnaire ScoreSheet

	a.	b.		a.	b.		a.	b.		a.	b.
1.			2.			3.			4.		
5.			6.			7.			8.		
9.			10.			11.			12.		
13.			14.			15.			16.		
17.			18.			19.			20.		
Total			Total			Total			Total		



### HOW TO SCORE THE MBTI QUESTIONNAIRE

1. Have cadets indicate the MBTI preferences in the blank spaces at the bottom of each column as shown in the example MBTI questionnaire scoresheet (from left to right; E, I, S, N, T, F, J and P)
2. For each column (E, I, S etc.) find the total number of questions answered.
3. For each preference pair (EI, SN, TF and JP) circle the preference that has the greatest number for its total.
4. The corresponding type can then be determined by combining the circle preference from each pair.

Example MBTI Questionnaire Score Sheet

	a.	b.		a.	b.		a.	b.		a.	b.
1.	x		2.		x	3.	x		4.	x	
5.	x		6.	x		7.	x		8.		x
9.	x		10.		x	11.	x		12.	x	
13.	x		14.	x		15.		x	16.	x	
17.		x	18.		x	19.	x		20.	x	
Total	<b>4</b>	1	Total	2	<b>3</b>	Total	<b>4</b>	1	Total	<b>4</b>	1
	<b>E</b>	I		<b>S</b>	<b>N</b>		<b>T</b>	F		<b>J</b>	P

This person scored as an ENTJ.

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## PERSONALITY TYPES HANDOUTS

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### **Crafter (ISTP)**

Independent, self-contained and often aloof, ISTPs are the ultimate pragmatists. They are supremely cool and objective about all things, even-tempered and unflappable. In times of crisis or high anxiety, they are able to focus on the demands of the moment and apply their dominant introverted thinking to solving problems with skill and dispatch. They are at their best responding to challenges that arise spontaneously, preferring to get busy and skip a lot of discussion or preplanning. Once they resolve the challenge they have little energy for the follow through and little need to reap praise.

Resourceful and adaptable, ISTPs seem to possess an innate understanding of how things work. They are especially effective when they combine their keen powers of observation with their talent for logical analysis to solve problems. Since people rarely act with the same logical predictability that things do, ISTPs are generally less skilled in dealing with interpersonal conflicts. The inherent inconsistency and irrationality of human beings is both confusing and frustrating to ISTPs. They frequently walk away from a personal conflict rather than be left feeling helpless and inept. Very private about personal matters, they rarely share their inner most feelings or fears, even with people they know well and trust.

Realistic and extremely practical, ISTPs are people of action and self-direction. They like to work alone or alongside other skilled and capable people, figuring things out for themselves without outside help or input. Although they seek fun and action in both their work and personal lives, ISTPs really feel alive when they are doing something independent, risky or even dangerous. So strong is the allure of the adrenaline rush that they often seek occupations that place them in harm's way. And even those ISTPs whose jobs involve great risk, such as firefighters, police officers or pilots, often seek additional thrills in their choice of recreational activities by racing cars, riding motorcycles, or skiing expert-rated slopes.

How to get along with ISTPs:

- Respect their privacy, give them plenty of space and do not push yourself on them; avoid attempting intimacy unless they initiate or clearly desire it.
- Be pragmatic; make sure suggestions or requests are well thought out, realistic, practical and workable.
- Appeal to their need for action; whenever possible, take advantage of their ability to stay calm, think clearly and respond quickly in a crisis or emergency.
- Try not to over schedule their time or limit their ability to act spontaneously by imposing too many rules or too much structure. Be explicit about the requirements you need or responsibilities you expect them to fulfill.
- Avoid making appeals based on emotion; rather, make sure there is a logical rationale for suggestions and proposals.
- Listen carefully when they do share personal information. Most ISTPs will say something only once, and if you miss it, they may still assume you heard them and not repeat it.

## **Promoter (ESTP)**

For ESTPs, life is full of one fun-packed adventure after another. Active, curious and playful, these dominant extroverted sensors notice everything around them and are active participants in every aspect of their physical life. Responsive and adaptable, ESTPs act first, rarely thinking through the consequences, especially any long-term implications of how their actions may affect other people. Realistic, yet impulsive, they immediately seize upon any exciting opportunity that presents itself. Very observant, ESTPs are indiscriminate about the sensory impressions they notice, as they constantly scan the environment and people around them. They learn best when they are physically engaged in the process, talking through what they are doing and commenting on the many details they see, feel and hear.

Full of energy, ESTPs love all kinds of surprises and willingly join in whatever is going on around them, as long as it does not get too involved, complicated or intense. Because their least developed function is introverted intuition, when conversations get too serious or discussions too theoretical or when things are overly planned, they grow bored and restless. To try and lighten up the mood, they may act silly or treat issues with too much superficiality. Most ESTPs love the outdoors and are avid sports fans. Of all of the 16 types, ESTPs are perhaps the most naturally athletic and coordinated, learning physical skills and tricks almost effortlessly. They typically have a host of interests and hobbies, which they are ready to plunge into at a moment's notice. This is good because they often have trouble sitting still or remaining inactive for any period of time.

Happiest when they are totally immersed at all times in the action of the moment, ESTPs are usually good at immediate problem solving, bringing logic and objectivity to their analysis. They are often quite pragmatic, and are poised to change directions quickly if they think there is a better or more expedient approach. As ESTPs age, most grow increasingly more conservative in their attitudes and political leanings, but they usually maintain a "forever young" attitude about themselves and their own lifestyles.

Friendly, talkative, and energetic, ESTPs love to laugh and joke around and are naturally flirtatious. Easy going and casual, they tend to know a lot of people and are popular since they are so much fun to be around. The life of the party, they are also often the first to try physical feats of daring or risk. They can sometimes give the erroneous impression that they are more emotionally invested in an idea or a relationship than they really are. They may have to work hard to overcome their tendency to move on to greener pastures once things become too familiar or predictable. ESTPs are often so eager for the next physical thrill or experience that they sometimes neglect to follow through on the projects they've already started and can wind up disappointing or letting people down who are counting on them. When they put their minds to something, however, they are usually able to pull it off with skill and style, even if it is at the last moment.

How to get along with ESTPs:

- Engage them in the process; expect and prepare for a vigorous, challenging and even good-naturedly confrontational give-and-take.
- Lighten up! Make the conversation or presentation fun; do not misconstrue their casual, easygoing style and perhaps good-natured ribbing or comments as a lack of interest or support for your project.
- Base your reasoning and argument on the pragmatic outcome you desire, emphasizing practical benefits; avoid appeals based on emotion.
- Keep it simple. Present ideas in a straightforward way; avoid long, complicated, involved explanations or rationales. Use plenty of specific and sensory examples and action words to convey your meaning and intention.
- When possible, give them more than one option to consider and the opportunity to modify the plan.
- If appropriate, appeal to their willingness to take calculated risks.

## **Composer (ISFP)**

Gentle, sensitive, and compassionate, ISFPs are the most unassuming and down-to-earth of all types. Typically people of few words, they demonstrate their commitment and loyalty to their friends, families and the few causes that are near to their hearts with actions, rather than words. Modest and reserved, these dominant introverted feelers nevertheless feel all things personally. ISFPs are deeply affected by the pain, unhappiness or misfortune of others, but hide their vulnerability behind a veneer of detachment, appearing cool and removed. It can take a long time to really get to know an ISFP, for they are intensely private people and highly selective about whom they take into their confidence. Only trusted friends are privy to their deepest thoughts and feelings.

ISFPs are sensitive; they tend to take the worries of the world on their shoulders. Observant and curious, they are quick to notice what other people need. Since they want to help others, they can become overly involved. And because their least developed function is extroverted thinking, they often lose their objectivity in the process. Since they tend to be unassertive, they do not readily speak up in their own defense and are sometimes taken advantage of by others who are less considerate and more assertive. In their desire to maintain harmony and please others, they also may be less than forthcoming about their true feelings of resentment, holding on to their hurt feelings and resentment for longer than is healthy for them. Some ISFPs are vulnerable to fast-talking, charismatic but unscrupulous people because they are so inherently trusting. It never occurs to them to look for anything but the best in others. Developing a bit of healthy skepticism will protect them from being disappointed by others.

Patient and flexible, ISFPs are especially tolerant and accepting of life. They rarely criticize the actions or beliefs of other people. They tend to follow the path of least resistance, accommodating and responding to change rather than trying to control or resist it. Focused and concerned with living life to the fullest in the present moment, they find beauty and joy in simple pleasures. Because they value an inner balance for themselves, they like to keep their lives as uncomplicated as possible and rarely place a higher importance on their work than on their family or personal lives. Because they dislike preplanning, they sometimes find themselves taken by surprise by unpleasant situations that could have been avoided. Similarly, because they do not naturally or easily imagine what might be coming down the road, they may become pessimistic and discouraged when it looks as though they have no options. Along with their relaxed and easygoing style often comes great difficulty getting and staying organized. Trying to manage complicated or long-range projects can leave them feeling overwhelmed. They are usually much happier working quietly, behind the scenes, doing their best as part of a caring team.

How to get along with ISFPs:

- Respect their privacy; do not push them into doing things, especially in public, before they are comfortable.
- Do not be loud, overbearing or argumentative; avoid confrontations at all costs. Speak quietly, privately and gently.
- Be specific and explicit. If possible, refer to instances in their personal experience in which similar ideas or suggestions were successfully implemented.
- Appeal to their sensitivity and desire to help people. Stress the practicality of your idea or proposal, and show how it will benefit others in a concrete way.
- Give them plenty of time to react to proposals or suggestions, especially new ones.
- Solicit their opinions and avoid trying to control them; do not misinterpret their compliant, cooperative nature as agreement with, or enthusiasm for, your plan or suggestion.
- Make it fun. Incorporate social and other downtime to break the project into manageable pieces.

## **Performer (ESFP)**

ESFPs are natural performers who delight in surprising and entertaining people. Warm, outgoing and friendly, they are usually vivacious and talkative. They know a lot of people and, as long as the people are nice, they seem to like everyone equally well. Animated and fun loving, ESFPs prefer to be at the centre of the action, surrounded by other easygoing, optimistic and considerate people, laughing, talking or sharing a common interest or activity. Enthusiastic and high spirited, social and spontaneous, ESFPs can find it hard to settle down and finish their work because they are so easily distracted.

Down-to-earth and practical people, ESFPs are focused on whatever they are doing at the moment, and can sometimes be ambushed by their least developed function, introverted intuition, since they do not naturally anticipate future events or consider the effect their current choices. Due to their dominant extroverted sensing, ESFPs are realistic and literal; they appreciate the simple pleasures of life and tend to notice beauty everywhere. ESFPs like to fill their homes, offices and cars with objects from nature or sensory delights like soft fabrics, bright colors and sweet smells. They take pride in their appearance and often spend time and energy keeping themselves fit and attractive. Their busy social lives and many active, physical interests and hobbies fill every free moment and they are often rushing breathlessly from one experience to another. Since they live completely in the present moment and do not like to plan ahead, they may find themselves overextended. Because they hate to miss out on anything, they leave so many options open that they may have real trouble making decisions or focusing on only one project at a time. Often running late or forgetting appointments in the flurry of their busy lives, ESFPs feel very guilty when they unintentionally let people down.

Generous and eager to please, ESFPs are loyal friends and great companions. They are curious people who accept life as it is and rarely come to things with preconceived notions or agendas. Unpretentious and matter-of-fact, they also are very sensitive to other people's feelings and tend to take criticism and rejection very personally. While they are generally open and expressive, they do tend to keep their most private feelings to themselves and are selective about whom they share them with. Since they find conflict and tension between people uncomfortable, they rarely initiate a confrontation and simply avoid overbearing and insensitive people. Eager to help others, they are most satisfied when they can make a tangible contribution and are most gratified to see and hear that their efforts have made a real difference to someone in need.

Sympathetic and compassionate, they may be disappointed by people when they refuse to see anything but the most positive attributes of others. They may even become overly involved in other people's problems and have a hard time breaking free of unhealthy relationships. Since they rarely apply objective analysis to their decision making, instead relying solely on their personal feelings and values, they run the risk of becoming confused or being taken advantage of. Finding a balance between deciding with the head or the heart can be a lifelong, but worthwhile, challenge for many ESFPs.

How to get along with ESFPs:

- Be direct and straightforward; do not present ideas in terms of complicated theories, concepts or hypothetical situations. Stick with what is real and realistic.
- Be friendly, relaxed, and casual, since ESFPs tend not to respond well to uptight people; be attentive to their physical needs and comforts.
- Make your pitch based on the practical ways your idea or proposal will benefit others; appeal to their common sense.
- Respect their privacy; do not misread their gregariousness as a desire to reveal intimate details or feelings.
- Describe sequentially the way projects are to be completed and be very clear about what is expected.

- Be polite and complimentary. Show your appreciation for their efforts. If you have any criticism, make sure to point out something positive and tangible first.
- Respond immediately to their requests. Do not ask them to wait too long or postpone activities into the future, if possible. These action-oriented people live for today.
- Surprise them. Whenever appropriate, make a party or a game out of everyday chores or activities.

## **Inspector (ISTJ)**

ISTJs are responsible, reliable, hardworking people whose word is their bond. Literal, precise and no-nonsense, they say what they mean and mean what they say. Led by dominant introverted sensing, ISTJs are especially attuned to the specifics and details of life. They are careful and accurate about facts, and plan and go about their work in a thoughtful, meticulous fashion. Extremely conscientious people, ISTJs have a strong work ethic and always choose to get their tasks done before they take the time to relax. ISTJs also have excellent memories for details and can usually recall with impressive clarity seemingly unimportant events that occurred many years in the past. Quiet and serious, ISTJs are often happiest when they are left alone to work at their own pace, without interruption or unsolicited input from others. They know what they have to do and how to do it and seldom need supervision.

Even when they are relaxing, ISTJs are productive, and often enjoy using their hands to do crafts like woodworking, restoring antique cars, pottery, needlepoint, etc. Many also enjoy reading and being a part of nature by hiking, fishing or camping.

ISTJs are happiest and most productive doing things in familiar ways in familiar surroundings and they can become uncomfortable and anxious when faced with a new challenge without being given proper guidance as to how it should be done. Because their least developed function is extroverted intuition, they are naturally distrustful of new, untested ways of doing things, especially those that they have had no first-hand experience. Although they pride themselves on their efficiency, they can resist efforts to improve existing practices if they don't immediately see the practical benefit in doing so. Because they are not global thinkers who naturally think about the big picture and future implications, their skepticism can impede real and needed progress.

Logical and objective, ISTJs are impersonal decision makers, who may at times seem unsympathetic or uncaring. They make decisions by weighing the pros and cons, and then decide based upon what makes the most sense, given the situation. They are not likely to be significantly influenced by how people will feel about, or be affected by, their decisions. While they like to be helpful, they are usually comfortable making the tough calls, and don't become preoccupied with how they will be viewed by others. While appeals based solely on emotion may fall on deaf ears, ISTJs are eminently fair.

Usually possessing great powers of concentration, ISTJs are not easily diverted or distracted from the task at hand, which they approach in a systematic, step-by-step fashion. However, while their single-minded determination is one of their greatest assets, it can also make them stubborn and unyielding, and incapable of necessary flexibility when they are unexpectedly forced to change their plans or act spontaneously. Likewise, they are very conservative by nature, and are sometimes reluctant to take reasonable risks. As they amass a great number of experiences, they become more willing to try new things.

How to get along with ISTJs:

- Provide them with plenty of accurate facts and concrete documentation to support your position or idea.
- Stress the practical application of the idea and, if possible, specifically what it will accomplish, how it is to be implemented, where it has worked before and with what results.
- Present your proposal in a sequential manner, one idea at a time. Lay out all the necessary steps and, if possible, provide a realistic schedule for accomplishing your goals.
- Give them plenty of time to think about ideas, especially new or unusual ones, before discussing them or expecting them to respond. When possible submit all proposals in writing first and be explicit about when you need to get their reaction or input.
- Don't ask them to brainstorm possibilities or to discuss things they have not had adequate time to quietly and thoughtfully consider in advance.



- Simplify the message; boil it down to its basic components and try to avoid long, complicated or tangential explanations.
- Make logic-based arguments, rather than personally based ones.

## **Supervisor (ESTJ)**

ESTJs are the consummate project managers. Regardless of the nature of the task to be accomplished or whether they do it as part of their job or for fun, these dominant extroverted thinkers are most talented at realistically sizing up a situation, setting goals, determining available resources and organizing and supervising the personnel to make sure the job gets done correctly; always in the most efficient manner. Logical and analytical, ESTJs are natural leaders and quick decision makers. Their serious, no-nonsense approach to life inspires confidence and trust from the people they work and live with. Respected for their objectivity and fairness, ESTJs live by a code that includes working hard and behaving honourably and ethically. They are seldom accused of playing favorites or acting capriciously. Thoroughly committed to the organizations they belong to, they are willing to take on difficult assignments and make the tough decisions for the good of the organization.

Because ESTJs' least developed function is introverted feeling, they may inadvertently act insensitively at times. But when they do, it is because they are not very tuned in to the emotional side of people and consequently they may not consider how people feel about an issue particularly relevant to the decision-making process. Although they are often outgoing and friendly, ESTJs are highly competitive, have a strong need to be in control and are also strong willed and very verbal. Therefore, by the sheer power of their personality, they may easily intimidate less assertive people.

Often drawn to work environments that are highly structured, ESTJs are most comfortable when everyone knows the ground rules and where there are established operating procedures and clear expectations. They are loyal team players who are more interested in maintaining than challenging the status quo. They respect authority and expect others to do the same. Practical and realistic, ESTJs consider it important to be accurate with facts and to pay close attention to details. ESTJs are particularly good at maintaining existing systems and using resources wisely.

Traditional and often conservative, ESTJs have little interest in or enthusiasm for experimental, creative, new approaches. Instead, they prefer to stick with familiar and tested ways of doing things. They do they adapt well or easily to change. As a result, they can be forceful and effective opponents, constantly challenging the necessity of change. They are rarely convinced by anything other than hard facts and logical reasoning.

Because they are so focused on the present, they may fail to appreciate how current actions may affect the future. They are not particularly good at anticipating future needs or forecasting future trends. Because they tend to make quick decisions, they sometimes rush to judgment before they have carefully and thoroughly considered all their options. Once they have made up their minds, they are difficult to convince otherwise. When they slow down and take the extra time to listen patiently to suggestions, they may find the added perspective helps them make better choices.

How to get along with ESTJs:

- Be assertive; you may have to push to get your point across. Do not worry about hurting their feelings; ESTJs take few things personally. They will respect you more if you do not back down from you position.
- Try not to be put off by their frankness or even bluntness, they probably do not mean what they say personally, so try not to take it that way.
- Do not expect to score points with personal appeals. Be objective and base your argument or reasoning on the realistic, logical consequences of the action, rather than on its personal importance to you or others.
- Appeal to their sense of fairness and justice. Do not make frequent exceptions to the rule.
- Be prepared to discuss your ideas when you present them. They are action-oriented people and do not like taking too much time for reflection.

- Appeal to their need to get the job done.
- Come directly to your point or request. Be explicit, organized and honest. Try numbering your points for clarity. Do not try to skirt around issues.

## **Protector (ISFJ)**

ISFJs have a strong need to belong and the organizations or groups they choose are lucky to attract these thoughtful, hardworking and devoted people. As dominant introverted sensors, ISFJs focus all their energy on the problem or issue that is before them. They are painstakingly accurate when working with facts, attentive to details and methodical in applying both qualities in their work. ISFJs like gathering, analyzing and applying data for some useful purpose and documenting the results. They generally have an excellent memory and are good at remembering dates and events that pertain to people. Consequently, they often fill the role of unofficial family or office historian.

Quiet and reserved, ISFJs are loyal and devoted family members, friends and coworkers who take their responsibilities toward others very seriously. Sensitive and sympathetic, they are good listeners, eager to help people in real and practical ways which they do best by drawing on their own personal experience. Because ISFJs don't like confrontation and are uncomfortable when people are unhappy with them, they usually try to accommodate others and to avoid arguments. They are also often reluctant supervisors or managers who disdain disciplining or evaluating subordinates.

Because ISFJs' least developed function is extroverted intuition, they may have difficulty imagining possibilities or scenarios that do not yet exist. When problem solving, they are much more comfortable applying knowledge gained through direct experience than trying a new approach. ISFJs are rooted in the present and trust the lessons of the past. When they look to the future, and its many unknowns, it is often with apprehension and a sense of dread. ISFJs may also have trouble appreciating the interconnectedness of things since they naturally pay attention to the specifics, rather than to the big picture.

Because ISFJs are nice, accommodating and generous people, they run the risk of being taken advantage of. They often have trouble asserting themselves and most avoid potential confrontational situations whenever possible. While they are warm and helpful, ISFJs are also very private and are comfortable sharing their personal thoughts and feelings with very few people. In fact, they may consider information disclosed about them to others without their permission a serious invasion of their privacy even if the disclosure involves information that is innocuous and not very personal. For relaxation, ISFJs often prefer activities that engage their senses, such as cooking, gardening, painting or making things with their hands. While they may occasionally enjoy the company of a close friend or two, they are comfortable spending much of their time alone. ISFJs tend not to like surprises and are most at ease when they are in familiar surroundings, enjoying the things they have planned to do. When it comes to holidays or other special events, ISFJs will plan them carefully and thoughtfully and then participate with enthusiasm.

How to get along with ISFJs:

- Be specific; announce the topic you are addressing at the start of a conversation.
- Be explicit; let them know exactly what you expect and want, preferably providing detailed instructions as opposed to vague guidelines.
- Respect their privacy. Do not pry into their personal affairs or share information about them, even if it seems unimportant, without their permission.
- Be polite, considerate and nice. If possible, keep your energy and voice level down and do not interrupt them when they are speaking. Apologize quickly and sincerely if you hurt their feelings.
- Do not rush them. Give them plenty of time to consider ideas, especially new ones. If you ask their opinion, wait patiently for them to give it; do not finish their sentences for them.
- Honour all your commitments to them. Be vigilant about meeting deadlines, fulfilling promises, being on time for dates and appointments and generally doing what you say you will do.

## **Provider (ESFJ)**

The saying "a friend in need is a friend indeed" could have been inspired by an ESFJ. ESFJs are often the first to volunteer their assistance. Friendly, outgoing and sympathetic, these dominant extroverted feelers are extremely sensitive, have a very strong need to please and an equally strong need to be liked and appreciated by others. Generous and loyal, ESFJs tend to be very traditional people who value their family and friends above all else. They give freely of themselves, often committing large amounts of time to work in programs sponsored by charity, community or religious organizations that serve their communities. Conscientious and hardworking, ESFJs usually have a well-defined code of behaviour, based upon the value system to which they subscribe, and wish others would as well. Sometimes it is not enough for them to be good people; they often feel compelled to try and instill their values in others.

Because ESFJs' least developed function is introverted thinking, they are often unable to evaluate situations fairly and objectively. ESFJs are sensitive, and take things personally. They rarely see the logic in an argument or reason and they may not consider objectivity a particularly admirable quality. They tend to personalize everything and have such a relatively thin skin that they are prone to having their feelings hurt easily. ESFJs who feel they have been wronged, especially if something they value has been maligned, may take drastic actions such as ending the relationship with the person who offended them even if it has been a longstanding friendship. More often, ESFJs get into trouble by becoming overly involved and assuming too much responsibility for the feelings of others. In their effort to be good friends, they sometimes run the risk of actually making themselves sick by overburdening themselves with others' problems.

ESFJs are down-to-earth, realistic and practical people. For many of them, life is a serious business. Therefore, responsibilities and obligations come before relaxation and fun. Although they are not humorless, they may have a hard time taking a joke or being teased. Many ESFJs enjoy their physical possessions, are conscientious about maintaining them and are very careful to keep their things neat and tidy. In their spare time, many ESFJs like to engage in physical activities such as walking, biking or playing sports. They also often enjoy working with their hands and doing crafts.

Usually very organized and productive, ESFJs are most comfortable following a familiar routine and they often have difficulty shifting gears and doing things in new or different ways. This can apply equally to little things, like taking an unfamiliar road on a car trip, or to big things, like changing jobs or moving to a new town. In either case, they do not happily embrace change. ESFJs also tend to see the world in absolute terms; things are good or bad, right or wrong. Fortunately, most ESFJs have plenty of balance to avoid becoming opinionated and judgmental.

How to get along with ESFJs:

- Respect their feelings. Do not try to talk them out of feeling a certain way, even if you don't share their view. Never accuse them of being irrational.
- Always mention points of agreement before offering criticism. ESFJs tend to take things personally and are less likely to be able to hear you clearly if they are offended.
- Be aware they are run by their values; be careful not to propose an idea or course of action or behave in a way that may offend their personal value system.
- Genuinely and explicitly express to them your appreciation when they do something that helps or benefits you; let them know they are valued for their contributions and cooperation.
- Most ESFJs enjoy talking; be prepared to listen and to contribute.

- Be clear and precise. Outline steps in an accurate sequence.
- Try to adhere to agreed upon plans. If they must be changed, appeal to the ESFJs strong desire to help and please others.

## **Counselor (INFJ)**

Two words that best describe most INFJs are integrity and originality. Their dominant introverted intuition provides them with vision and creativity both of which they find great satisfaction using in the service of others. They are usually excellent listeners, patient and supportive. Extremely perceptive and empathetic, they are especially gifted at thinking of new and better ways to help people get their needs met and are usually eager to provide whatever support is necessary.

Typically gentle, and soft-spoken, INFJs do not like to call attention to themselves and often are content to work behind the scenes. Thoughtful, caring and sensitive, INFJs will usually go the extra mile to maintain harmonious relationships. They can also be independent; willing to subject themselves to skepticism or criticism in order to make their vision a reality. They are honest and earnest. They exude integrity, which causes people to immediately trust and respect them. For this reason, they often make inspiring leaders.

Because INFJs' least developed function is extroverted sensing, they may fail to take into account realities that might prevent their ideas or vision from working on a practical level. Preferring to focus on the big picture, they sometimes miss essential details or choose to ignore important facts that are not congruent with their ideas. Because they believe deeply in the correctness of their position, they can be judgmental and dismissive of competing views.

INFJ's single-mindedness can become a liability if they are not flexible enough to modify their plans once they have embarked on a course of action. INFJs' perfectionism can also result in a tendency to be stubborn and unyielding. They usually find sharing their vision with someone they trust helps them see the flaws and gain a more realistic perspective.

INFJs are decisive, organized and great planners. Combined with their single-mindedness and sometimes fierce determination, they are often extremely productive. They like to set goals and can work tirelessly to achieve them. Sometimes, in their haste to come to a conclusion, they run the risk of missing out on experiencing the process and becoming preoccupied with achieving the goal.

Since INFJs are run by their values and deeply held convictions, they tend to take things personally. They may have their feelings hurt when no hurt was intended and, unfortunately, their sensitivity can cause them to become defensive and writeoff a person or an idea. They may need a gentle reminder from a friend not to take themselves so seriously that they lose the ability to enjoy some of life's lighter, yet most pleasurable, moments.

How to get along with INFJs:

- Give them plenty of time to consider your idea or proposal in-depth before expecting feedback or discussion.
- Present the idea in terms of your vision and how it may fit into their larger personal or organizational goals, rather than focusing on the specifics and details.
- Discuss the benefits it will have on people, especially how it will positively affect them in the future as well as in the present.
- Especially with regard to problem solving, solicit their ideas, appeal to their creativity and talk about possibilities.
- Be patient with what might be long, complicated explanations; do not hesitate to take your time carefully considering their proposals. They like to do the same.
- If relevant, provide information regarding the timing of the implementation of the plan; be sure to meet all agreed upon deadlines and honour your commitments.

## **Teacher (ENFJ)**

To ENFJs, maintaining harmony in relationships is a lifelong goal as well as a natural, accomplished skill. Their dominant extroverted feeling enables them to understand people's feelings and drives them to try to make them happy. Warm, compassionate and friendly, ENFJs are tuned in to others, often anticipating their needs. They are excellent at helping people solve personal problems in creative ways.

Articulate, vivacious and enthusiastic, ENFJs are often excellent public speakers who possess an innate sense of what their audience wants. Blessed with a rare gift for making personal connections, ENFJs are skillful communicators, both one-on-one and with groups. They are tactful and diplomatic and pride themselves on being able to make people feel good. They go to great lengths to avoid offending others or hurting their feelings.

Because ENFJs' least developed function is introverted thinking, they often suffer a serious lack of objectivity. They may be overly sensitive and take things personally that were not intended to be taken that way. They may also experience difficulty making decisions that are logical, because they find it hard to know whether a particular behaviour or action is fair or to trust themselves to make a just and impartial ruling. In an effort to please and impress others, they often take on more than they can comfortably manage, and sometimes end up feeling overwhelmed and unappreciated.

Because ENFJs are prone to idealize relationships, they can be deeply disappointed when people they believe in let them down. Because it is often more important for them to satisfy others' needs than their own, they run the risk of trading off honesty for harmony.

Most ENFJs are highly productive and organized people who run on high energy. Any social interaction further increases the energy level of these engaging conversationalists. They are often capable of juggling several thoughts and / or projects at the same time, giving each the necessary attention that it deserves. They are happiest when they have a plan and can work cooperatively with others to realize their goals. They are most satisfied when they are helping others find ways to reach their full potential. Aware of and concerned with global issues, ENFJs usually have strong, value-based opinions that they generally feel free to share.

Sometimes ENFJs are in such a hurry to make a decision or complete a task that they can preclude options prematurely. As a result, they can fail to consider important information, as well as miss experiencing the process as fully as they might. In their desire to get the job done quickly and according to the way they feel it should be done, ENFJs can become inflexible and incapable of adapting or acting spontaneously. Once reassured about their worth and the value of their unique contribution, they can usually take a step back and regain their sense of balance.

How to get along with ENFJs:

- Let them know verbally how much you appreciate them and their contributions. With ENFJs, words often speak louder than actions.
- If you need to offer criticism, make sure to point out any areas of agreement first. Alert them to incoming criticism and ask them to receive it in the spirit in which it is given.
- Never discount, dismiss or make light of their personal feelings about an issue, even if you do not feel there is a rational or logical basis for them to feel that way. Never try to talk them out of how they feel. Listen, rather than try to fix their problem.
- Avoid confrontation whenever possible. Try to cooperate and find middle ground.
- Make sure to follow through on commitments you make to them. Do not change plans unless it is absolutely necessary. And if it is, give them plenty of time to adjust to the changes and to shift gears.



- When pitching an idea or proposal, make sure you have fully considered how the action will affect others, and emphasize all positive aspects.
- Use their first name and maintain eye contact. Be patient with their sometimes long and tangential storytelling style.

## **Healer (INFP)**

INFPs are on a lifelong quest for meaning and inner harmony. Their dominant function is introverted feeling, so they are driven by their deeply felt personal values and are passionately committed to make sure their beliefs and actions are congruent. Their need for authenticity and personal integrity is strong, they simply can not do something they do not believe in their heart is right. Sensitive and caring, INFPs have great empathy for people and can be extremely nurturing and comforting to those they feel close to. However, because they are selective about what and whom they allow to enter their private world, they may appear rather cool, aloof and even uncaring to people who don't know them well. It can take a long time to really get to know an INFP.

Because INFPs' least developed function is extroverted thinking and because they feel things deeply, they have difficulty stepping back and considering things objectively. Since they take almost everything personally, they frequently get their feelings hurt easily. Even remarks that are not intended to be critical, can cause them pain. Comments or actions that unintentionally offend INFPs' values are often experienced as a personal affront. Rather than confront the offender, INFPs are more likely to keep their feelings to themselves, allowing the resentment to fester. They are often reluctant even to discuss the matter later, so sometimes INFPs will simply drop people from their lives, rather than make the effort to work it out. Ironically, because INFPs tend to idealize relationships, they are often disappointed when someone does not live up to their expectations.

Creative and imaginative, INFPs have a great curiosity about the world and often have a passionate and lifelong love of the arts. They especially appreciate new and unusual forms of self-expression. Not bound by convention or traditional ways of doing things, INFPs do not follow the pack and often feel a little out of sync with the rest of the world. Open-minded and adaptable in small things, they are usually supportive and tolerant of others with alternative lifestyles, as long as their behaviour or customs don't have a personal impact on INFPs, or cause them to compromise their values. In those cases, the INFP can become rigid and unforgiving.

INFPs' primary focus is inward and many have highly developed and deeply meaningful spiritual components to their lives. Sometimes their preoccupation with self-awareness can keep them from noticing or participating in some of the more pedestrian activities of the outside world. While they naturally imagine possibilities and consider how things are related to one another, they do not tend to be especially realistic or practical. They may find the more mundane, day-to-day activities of life unfulfilling and may have to work hard to stay on top of them. INFPs often enjoy spending large periods of time alone, in quiet reflection, reading or writing. They are happiest when they can totally immerse themselves in interesting and personally meaningful projects.

How to get along with INFPs:

- INFPs are very sensitive to criticism and view everything personally. However, they may never come out and tell you that you've hurt their feelings. If in doubt, stay away from or tread lightly with topics you think they may be sensitive about.
- Be very careful not to dismiss, discount or make light of things they consider important. If you do, you run the risk of damaging your relationship permanently since INFPs may hold grudges longer than others.
- If possible, find out how your idea, suggestion or proposal fits in with one of their passions and try to link the two or point out commonalities.
- Give them plenty of time to consider your ideas. Be prepared to discuss the impact they will have on others, including the future implications.
- If relevant, convey your sincere belief in the value of what you are proposing. If you are not genuine, it will be obvious to them and they will immediately, perhaps permanently, reject your idea or proposal.

- Respect their style of decision making, which usually requires time and privacy to mull ideas over, consider alternatives all along the way, change plans as new information is discovered, perhaps even start all over if the central mission or concept is corrupted by too much external influence.
- Remember that INFPs are process people. Build time for revision, modification and reflection into any schedule.

## **Champion (ENFP)**

ENFPs are driven by possibilities. Because their dominant function is extroverted intuition, they are compelled to see beyond the present or obvious and to understand things, especially people. They have an almost insatiable curiosity, which they usually apply to a wide spectrum of interests. Enthusiastic, friendly and energetic, ENFPs are generally fun-loving people, even as they seek to find meaning in all they do.

Unconventional and occasionally irreverent, ENFPs are seldom impressed by authority or rules. They pride themselves on their uniqueness and originality and are talented at solving problems and overcoming obstacles, including finding creative ways to bend rules they consider unnecessary. One of ENFPs' greatest gifts is their belief that nothing is impossible. Brainstorming possibilities and bouncing ideas off other creative people, is one of their favorite pastimes.

Because ENFPs' least developed function is introverted sensing, they are often inattentive to details. They frequently are searching for some lost object and tasks like proofreading that require them to focus all their attention on a single activity, especially for long periods of time, can be extremely draining. While ENFPs are usually capable of generating a torrent of new ideas, they can lack the realistic judgment to determine if any of them are practical and workable. Because they are driven by the idea, rather than by the reality, they can become easily bored and neglect to follow through on details once a project has moved past the fun and energizing inspiration stage.

ENFPs are usually well-connected people, counting among their legion of friends and associates people from many different walks of life. Because they hate to "close doors," they tend to maintain friendships for many years. They are enthusiastic and effective catalysts who derive great satisfaction from drawing on their huge network to put people together for their mutual benefit. Perceptive, insightful and empathetic, they are often gifted at understanding others' motivations. They are usually good talkers, capable of persuading people of the merits of their positions.

Because ENFPs enjoy keeping their options open and not being tied down, they may experience great difficulty making decisions, especially important ones, which can result in a tendency toward procrastination. ENFPs generally do not work well alone and can be easily distracted and diverted from the task at hand especially if it is not something they are excited about. Because they are sensitive, they tend to take things personally and avoid situations that involve interpersonal conflict. They may avoid confronting issues or people when it would really be in their best interest to do so.

Warm, caring and concerned, ENFPs have strong personal values upon which they base most decisions. They are deeply committed to their many friends and are usually eager and willing to help a friend at a moment's notice. While usually cheerful, ENFPs can become withdrawn and moody when they become frightened or overwhelmed. In the throes of their gloomier side, their usual perceptiveness can become badly flawed and they may misjudge others' intentions and motives and generally feel pessimistic and alone. Being reassured by those they care about usually helps restore their natural optimism.

How to get along with ENFPs:

- Be prepared to discuss many topics and answer a lot of questions.
- Do not overwhelm them with details, especially those concerning projects or ideas they are not already heavily invested in.
- Challenge their creativity. ENFPs love nothing better than seeing possibilities and generating unique, helpful solutions.
- Present them with lots of options. If at all possible, do not limit their choices or restrict their ability to come up with alternatives. Never point out why their ideas will not work.

- Appeal to their enormous sense of the possible, especially with regard to getting what they want or helping others achieve something that is important to them.
- Respect their personal privacy. Do not ask them to share their feelings publicly. While they like to be appreciated for their contributions, they are often embarrassed when praised publicly.
- Keep presentations interesting and the pace moving. The more you involve them, the more invested they will become. Make chores and required tasks fun.
- Do not be too formal or structured, or overwhelm them with too many rules or procedures. If at all possible, encourage (or at least tolerate) their desire to act spontaneously.

## **Mastermind (INTJ)**

INTJs are global thinkers with original minds. Their dominant introverted intuition enables them to clearly see connections and to understand the long-range implications of current actions and events. Ingenious and innovative, INTJs have a unique talent for looking at almost anything and seeing how it can be improved. This is true of the smallest product or service or can involve envisioning how best to restructure and refine whole organizational systems. By far, their favorite subject for improvement is themselves. INTJs are on a constant quest to increase their knowledge and, by extension, their overall competence.

Creative and imaginative, INTJs are both intellectually curious and daring, even as they may be physically hesitant to try new things. Able to quickly grasp and analyze complex issues, INTJs are excellent strategic problem solvers with highly developed critical thinking skills that allow them to perform insightful analyses. Constantly seeking new intellectual challenges they set very high standards for themselves and usually reach or exceed them.

However, because their least developed function is extroverted sensing, INTJs sometimes have difficulty operating in the real world. They tend to spend much of their time and energy in the inner world of ideas and perceptions that they may be completely unaware of or unconcerned with the details of their physical surroundings. This can result in small consequences, such as bumping into the furniture or wearing mismatched socks, or large ones, such as failing to realistically assess the feasibility of a project because they are unaware of the cost of necessary resources. Sometimes, because they tend to be abstract and theoretical, they have trouble communicating clearly with people who are not as technically oriented or being patient as they try to find common ground.

And because INTJs are most comfortable operating from an intellectual level, they are sometimes unaware of the emotional reactions or states of others. They may act in ways that are insensitive and neglectful of those close to them and may need to be reminded to take time to appreciate and actively nurture those relationships. Perfectionists who set very high standards both for themselves and others, INTJs can be condescending and / or patronizing to those who fail to live up to their expectations and praise for those who do very little.

Given their powers of concentration, INTJs often prefer to work alone or with a small group of equally competent colleagues. They are especially apprehensive to take the time and energy to explain themselves or their work to others they perceive to be less competent. Because they are private, they are very difficult to get to know. They especially do not like to share their ideas or work until they feel it is perfect. Hard workers capable of persevering against great odds, INTJs have enviable focus and determination and will not be deterred from reaching their goals. Their single-mindedness may come with a price, however, since it may result in their being stubborn and inflexible. INTJs may have particular difficulty making transitions from one project to another. Usually, all it takes is an even more fascinating challenge to recapture their attention.

How to get along with INTJs:

- Submit new ideas and / or proposals in writing and give them plenty of time to think about them before discussing. Preview new experiences ahead of time.
- Place careful attention to the strategy necessary for implementing your ideas. Remember that INTJs place a very high value on competence.
- Do not expect effusive appreciation or lavish praise for a job well done. INTJs often consider both unnecessary, meaningless and therefore, insulting.
- Resist the temptation to finish their sentences. Even if they seem to be rambling and you think you know where they are heading, it is far better to let them get there on their own.
- Remember to make your case based on logic not personal preferences or extenuating circumstances.

- Remember they are most concerned with the big picture and how the idea fits in with their larger mission.
- Do not take criticism personally.

## **Fieldmarshal (ENTJ)**

ENTJs are natural leaders, whose competence and strength inspires confidence and respect in others. Their dominant extroverted thinking enables them to analyze problems logically and objectively, weighing the pros and cons of an issue and then make efficient, sensible and often tough decisions. ENTJs value honesty and directness; they get right to the point and don't beat around the bush.

However, because their least developed function is introverted feeling, ENTJs can be unaware of the impact their actions have on others. In fact, many ENTJs are rather removed from the world of emotions so they may behave in ways that are insensitive to the needs or feelings of other people. While this is not intentional they can be gruff, critical and appear arrogant when they become impatient with people who may not grasp an issue as quickly as they do or who take an opposing position. ENTJs also have the tendency to be overbearing and bossy and may intimidate others into supporting their positions. Because they are often in a hurry to get things done and move ahead, they may fail to acknowledge or express their appreciation when others have helped them or done a good job.

Talented strategic planners, ENTJs are capable of both seeing the big picture and anticipating how current actions may affect future decisions. Creative and often innovative, ENTJs have great courage when it comes to making bold, sweeping changes, especially with respect to complex problems or issues. Not easily intimidated, they stimulate confidence in others and often have a commanding and even awe-inspiring presence. Great lovers of learning, ENTJs are always looking for ways to improve themselves and increase their expertise and power.

Typically friendly, outgoing and energetic, ENTJs like to be where the action is and are good at juggling several projects at the same time. They are often very articulate, think quickly on their feet and can make very effective public speakers. ENTJs are usually not shy about sharing their ideas or expressing their strong opinions. Because they are eager to get one project completed and move on to the next, ENTJs may not spend enough time reflecting and thoughtfully considering the immediate and practical consequences of their actions. They may be surprised to learn that their good ideas are not as enthusiastically accepted as they expected them to be.

ENTJs are often very career driven. Organized and productive, they like to work hard and eagerly take on difficult challenges. As a result of their competence and resourcefulness, they are usually able to accomplish or even exceed their goals. Sometimes, once they have embarked upon a course of action, they may be unwilling or unable to modify their plans and pursue a new direction, even if such action is warranted. ENTJs sometimes have difficulty striking a healthy balance between their work and home life, becoming preoccupied with furthering their careers, they sacrifice their family and personal life in the process. Not surprisingly, re-evaluating their priorities in midlife is an activity many ENTJs find worthwhile.

How to get along with ENTJs:

- Get to the point; do not beat around the bush and waste their time; be conscientious about meeting deadlines and delivering on your promises.
- Do your homework. Be prepared to defend your position; expect them to challenge you and to play the devil's advocate.
- Prepare yourself to be assertive; do not worry about hurting their feelings and do not let them intimidate you, which they may unintentionally do.
- Keep in mind how your proposal or idea fits into the big picture and their own and / or their organization's long-range plans and objectives.
- Do not be afraid to offer bold and innovative approaches, as long as they are well thought out and logical.



- Sell yourself as someone who is competent on your own but also capable of being a team player. ENTJs respect people who are self-sufficient and need little direct assistance.
- Tell them immediately if they hurt your feelings or offend you. But be sure to tell them precisely what they did that bothered you and do it honestly and calmly.

## **Architect (INTP)**

As dominant introverted thinkers, INTPs are intensely logical, analytical people. They are at their best turning concepts, ideas and problems over in their minds. Like the tumblers inside a lock rotating until they find the correct combination, INTPs search for the perfect solution or approach. Detached, intellectual, and complex people, INTPs are constantly on the lookout for increasingly difficult creative challenges.

Independent, skeptical and often brilliant, INTPs are innately self-assured people. They possess an inner confidence that they can tackle any problem by logically working their way through it. In a crisis, they are generally unflappable, remaining amazingly calm and unperturbed, even when they are up against seemingly insurmountable odds. They are fascinated with power and are rarely intimidated by anyone or anything.

INTPs are also easily bored with simple issues and tend to pay little attention to mundane facts or details. They are especially intolerant of redundancy, in thought or discussion and may simply ignore those things they see as trivial. This tendency can also give them a rather arrogant attitude, especially when they tune out people who may still be struggling to understand something the INTP has already figured out. Since extroverted feeling is their least developed function they are less generally aware of and often out of touch with the needs and especially the feelings of others. While they are usually patient with people who are genuinely eager and quick to learn, they may be demanding and condescending with those who need more hand-holding.

Creative and often ingenious, INTPs see possibilities where others do not. They have a global perspective and are quick to find subtle connections between things and imagine far-reaching implications. Intellectual risk takers, they are usually very curious and eager to learn new things, in an effort to become more competent. While they are especially capable at almost anything they deem worth the effort, they are often not nearly as competent in the area of interpersonal relationships, closing off those who love them from their most private reactions and feelings. Often, they are not even aware of their own or others' feelings about important issues. They do not understand that other people need more reassurance than they do, since they view their commitments as self-evident.

Because INTPs often spend so much time in the world of ideas, they can become so complicated and removed that it is difficult for them to communicate simply and effectively with other people. Since they rarely focus their impressive powers of concentration on the details, they may miss important realities that could make their ideas more workable. INTPs absorb new information with incredible speed and can synthesize it almost immediately. They are good at seeing flaws in ideas and generating innovative solutions. Because they are really energized by the creative process and working out the problems, they often have more energy for starting projects than they do for finishing them. Although they usually resist it, when they occasionally allow others to help them implement their vision, the results can be impressive.

How to get along with INTPs:

- Be prepared to consider as many options as possible and anticipate that decisions which have been made may change as new information becomes available.
- Challenge their creative problem-solving skills. INTPs seldom encounter a problem that they cannot solve. The trickier the issue, the more they will enjoy it and the more energized they will become.
- Give INTPs adequate time to reflect on ideas before expecting them to act on them.
- If possible, spare them the boredom of working out the details. Instead, let them focus on the creative, more challenging aspects of a problem or situation.
- Let them know that you respect their competence and expertise.
- Respect their privacy and don't probe for information about their personal lives unless they are willing to share. Even close friends are wise to let the INTP initiate personal discussions.

## **Inventor (ENTP)**

ENTPs usually make a great impression, and often have a natural gift for getting people excited about their ideas. Charming, outgoing, and friendly, they are extremely perceptive and skillful at communicating with all kinds of people. As dominant extroverted intuitives, they possess the ability to see the big picture and anticipate trends, a willingness to take reasonable risks and enormous confidence. Their enthusiasm is infectious and their negotiating skills are accomplished. They are often able to persuade others to join them in their always innovative and often successful ventures.

ENTPs can sabotage their best inspirations by neglecting their least developed function, which is introverted sensing. Many of their best ideas never come to fruition because they do not pay close attention to important details, grow bored after the initial, creative phase of the project has been completed or tend to ignore the important follow-through on the many commitments they make. For many ENTPs, it is definitely the thrill of the chase, rather than having obtained the prize, that is most exciting, energizing and satisfying.

Although they are thinkers, ENTPs like to please people and have a strong need to be liked. Comfortable occupying center stage, they enjoy demonstrating their cleverness and sophisticated language skills, which usually include an impressive vocabulary. Eager to entertain their many friends and acquaintances, they are often funny, witty, and engaging storytellers. ENTPs are also superb negotiators who know how to use their strategic thinking skills to get what they want. Despite their outward charm and facility with people, they are ultimately pragmatic decision makers, capable of analyzing situations objectively, weighing the pros and cons dispassionately and making decisions that are politically expedient.

But because they are so personable, engaging, and apparently sincere, ENTPs may disappoint or even alienate their friends and supporters when they fail to follow through on their commitments or when they talk a better game than they actually play. People find this behaviour inconsistent, confusing and misleading and can come to mistrust the ENTP.

ENTPs are very flexible and adaptable and able to turn on a dime and go in the opposite direction if the situation calls for it. Neither particularly liberal nor conservative by nature, ENTPs are aware of the rules of the game and masters at bending them to suit their purposes. Curious and open-minded, they are extremely process oriented, preferring to continue collecting data and keeping their options open as long as possible. Because they dislike closing off options, many ENTPs have difficulty making decisions or sticking with choices already made. For ENTPs who have this problem, there can be some serious consequences. They run the risk of becoming chronic procrastinators, squandering their inspiration and never reaching their true potential. They may develop a reputation for being indecisive and untrustworthy. Fortunately, most ENTPs who have these tendencies are smart enough to recognize their destructive potential, learn from their mistakes and change their behaviour. Usually, when they focus even a bit of their considerable talents, they reap great rewards.

How to get along with ENTPs:

- Be prepared to talk about your idea and especially to answer a myriad of questions that may occur to the ENTP spontaneously.
- Emphasize the way your idea / proposal / suggestion is new and different. The more innovative, the more appealing it will be to the ENTP.
- Do not overwhelm them with details. It is the big picture that is important to them. They have innate confidence that if the idea is good, the bugs can be worked out later.
- Be flexible and solicit their suggestions. They will likely see ways of improving the idea and may want to put their own thumbprint on it as well. Be prepared for the possibility they will want to share any credit derived from the project's success.

- If feasible, always present them with several different options to consider, rather than just one.
- Do not force them to make decisions before they are ready. However, you may well have to nudge them into ultimately making a decision, and lobby convincingly for letting some decisions stand once made, since their natural inclination might be to revisit it repeatedly as new information becomes available.

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### WORKSHOP FEEDBACK SURVEY

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Workshop: \_\_\_\_\_  
Date: \_\_\_\_\_

1. Why did you choose this workshop?

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2. What were your expectations of this workshop?

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3. How did you like the workshop?

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4. What skills do you believe you developed through this workshop?

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5. What skills are you better equipped to develop in your peers or subordinates now that you have attended this workshop?

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6. What information / tool / ability learned in the workshop would you be able to use at your corps / squadron?

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7. How has this workshop helped you become a better cadet?

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**CANADIAN CADET ORGANIZATIONS**  
**PHASE FIVE / MASTER CADET /**  
**PROFICIENCY LEVEL FIVE**  
**WORKSHOP FACILITATION GUIDE**



**CHAPTER 8**

**DIGITAL RESPONSIBILITY**

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Total Time:

210 min

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**PREPARATION**

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**PRE-WORKSHOP INSTRUCTIONS**

Review the workshop content and become familiar with the material prior to facilitating the workshop.

Photocopy:

- Talk-the-Talk Bingo Card located at Annex A for each group in Section 1,
- Talk-the-Talk Calling Card located at Annex B for each station in Section 1,
- Digital Driver's Licence located at Annex D for each cadet,
- Digital Driver's Licence Answer Key located at Annex E for each cadet,
- Cyberbullying case study located at Annex F for each cadet,
- Internet and the Law located at Annex H for each cadet, and
- Workshop Feedback Survey located at Annex I for each cadet.

Photocopy and cut out the Rules of Cell Phone Etiquette located at Annex G.

**ROOM LAYOUT**

The room should be divided in two areas:

- an area with the tables arranged so that cadets can work individually or participate in group discussions;  
and
- an area with the tables arranged so that cadets can work in groups.

Set up four stations around the room labelled "Talk-the-Talk (A)", "Talk-the-Talk (B)", "Talk-the-Talk (C)", and "Talk-the-Talk (D)".

## RESOURCES

The following resources are needed for this workshop:

- Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area,
- Flip chart paper, and
- Flip chart markers.

## TIMINGS

Section	Component	Time
1	Introduction.	20 min
2	Managing Digital Footprints.	20 min
3	Digital Citizenship.	25 min
	Break	15 min
4	Recognize Cyberbullying.	30 min
5	Recognize Appropriate Cellular Communications.	20 min
	Break	15 min
6	The Internet and the Law.	30 min
7	The Way Ahead.	20 min
8	Conclusion.	15 min

## SUBSTANTIATION

Workshops are designed to allow cadets to interact with their peers during various activities, discussions, role-plays and case studies. Workshops emphasize the sharing of knowledge and experiences in a small group setting.



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**SECTION 1****INTRODUCTION**Time: 20 min

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**AIM**

This workshop explores the issue of digital responsibility and citizenship. Cadets will be challenged to think of both the positive and negative affects technology has on our society.

**OUTCOMES**

Outcomes of this workshop include:

- managing digital footprints;
- defining digital citizenship;
- communicating appropriately with cellular technology;
- recognizing cyberbullying; and
- recognizing the legal ramifications of digital technology.

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**ICEBREAKER ACTIVITY**

Time: 20 min

**Objective**

The objective of this icebreaker activity is to have the cadets familiarize themselves with each other, to create a positive atmosphere for the workshop, and to get the cadets thinking about technology and its uses and abuses.

**Resources**

- Talk-the-Talk Bingo Card located at Annex A,
- Talk-the-Talk Calling Card located at Annex B,
- Talk-the-Talk Bingo Card Answer Key located at Annex C,
- Whistle,
- Four different coloured highlighters, and
- Pen / pencil for each group.

**Activity Layout**

This activity should be conducted in an area large enough to set up four stations around the room labelled “Talk-the-Talk (A)”, “Talk-the-Talk (B)”, “Talk-the-Talk (C)”, and “Talk-the-Talk (D)”.

**Activity Instructions**

1. Divide the cadets into groups and assign each one a letter: A, B, C, or D.
2. Place the corresponding calling card from Annex A at the appropriate station.

3. Brief cadets on the activity instructions, to include:
  - a. time limit for each station (3 minutes),
  - b. time limit for rotations (1 minute),
  - c. direction of rotation between stations (clockwise),
  - d. signal for rotation (whistle blast),
  - e. an explanation of how the cadets will use the bingo card and question sheet, to include:
    - (1) reading the calling card that corresponds to their learning station;
    - (2) working as a group to find the correct answer on the bingo card;
    - (3) highlighting the correct answer square; and
    - (4) placing the appropriate calling card number in the square; and
  - f. an explanation of how the bingo game will be played, to include:
    - (1) Each group will go to the appropriate station and wait for the signal to begin.
    - (2) Groups have two minutes at each station to find their answers and must wait until the signal before moving to another station.
    - (3) For the first rotation, Group A will rotate to Group B and Group C will rotate to Group D and take one minute to introduce themselves before proceeding to the next station.
    - (4) For the second rotation, Group B will rotate to Group C and Group D will rotate to Group A and take one minute to introduce themselves before proceeding to the next station.
    - (5) For the third rotation, the groups must greet one another by name before proceeding to the next station.
    - (6) The activity continues until one group completes a full card and yells "bingo" or until time is up.
4. Conduct the activity as per Step 3.



It is important to circulate around the room to facilitate the activity and help the cadets as required.

5. Allow five minutes to debrief the activity using the Talk-the-Talk Bingo Card Answer Key located at Annex C.

### **Safety**

Nil.

**SECTION 2****MANAGING DIGITAL FOOTPRINTS**

Time: 20 min



Ask the cadets to define digital footprint. Select enough cadets to share their definitions to get a variety of responses. Provide cadets with the information below.



All Internet users have a digital or online reputation that can be defined as the opinion that others have about you. Digital reputations are developed over time and are based on the individual's digital footprint, which is a collection of the traces left by someone's activity in the digital environment. Digital footprints can be either active or passive.

An active digital footprint is created when personal data is released deliberately by individuals who want to share information about themselves.

A passive digital footprint is created when data is collected about a digital activity without the person who is the focus of the action knowing it.

**ACTIVITY**

Time: 20 min

**Objective**

The objective of this activity is to have the cadets recognize how they actively and passively add to their digital footprint, how their personal information can be used appropriately and inappropriately, and how they can manage their digital footprint.

**Resources**

- Four sheets of flip chart paper, and
- Four flip chart markers.

**Activity Layout**

Nil.

**Activity Instructions**

1. Divide the cadets into four groups.
2. Give each group one sheet of flip chart paper labelled "ELEMENTS OF YOUR ACTIVE AND PASSIVE DIGITAL FOOTPRINT", "BENEFICIAL USES OF YOUR DIGITAL FOOTPRINT", "HARMFUL USES OF YOUR DIGITAL FOOTPRINT" or "WAYS TO REDUCE YOUR DIGITAL FOOTPRINT."
3. Allow groups 10 minutes to brainstorm as many items as possible for their given topic.
4. Have one member from each group report their findings.
5. Provide the cadets with any pertinent information from that below.



### **ELEMENTS OF AN ACTIVE DIGITAL FOOTPRINT**

- taking pictures;
- making phone calls;
- uploading / downloading videos; and
- downloading digital content.

### **ELEMENTS OF A PASSIVE DIGITAL FOOTPRINT**

- personal images caught on surveillance cameras in stores and on streets;
- personal information on records in banks, retail stores, and airlines;
- toll booth monitoring;
- telephone and medical databases; and
- web searches.

### **BENEFICIAL EFFECTS OF DIGITAL FOOTPRINTS**

- marketing companies can tailor products to specific types of people;
- credit and insurance companies can use it to assess risk;
- professional networking sites provide access to potential employers;
- building a positive online reputation allows individuals to showcase skills and interests;
- expanding range of contacts; and
- governments can use it to identify terrorists, thieves, embezzlers and pedophiles.

### **HARMFUL EFFECTS OF DIGITAL FOOTPRINTS**

- using personal photographs and texts without permission in a way that is inappropriate;
- companies collecting personal information without an individual's knowledge;
- damaging an individual's reputation with potential employers;
- identity theft and fraud; and
- hacking into personal computers.

### **MANAGING DIGITAL FOOTPRINTS**

- surf the web at home and not in public places;
- be careful when online;
- search for your name using Google or another search engine to see what information already exists about you;

- untag any photos or correct erroneous information others may have posted about you;
- separate your personal and professional online profiles;
- use a nickname for your personal profile;
- enhance privacy settings for social networking sites;
- remove personal content that may cause problems with potential employers from your professional profile;
- be aware that once content is posted on the Internet it becomes public;
- when asked for personal information ask how it will be used; and
- create safe passwords and protect them.

### Safety

Nil.

## SECTION 3

## DIGITAL CITIZENSHIP

Time: 25 min



Ask the cadets what it means to be digitally responsible.

Ask the cadets for examples of how an individual could be digitally irresponsible (eg, sending an inappropriate photo, posting an inappropriate comment).

Ask the cadets what the consequences of their examples of digital irresponsibility might be.

Ask the cadets to define digital citizenship. Select enough cadets to share their definitions to get a variety of responses. Provide cadets with the information below.



**Digital citizenship.** The standards of appropriate, responsible behaviour with regard to technology use. There are nine elements of digital citizenship:

- digital etiquette – electronic standards of conduct and behaviour,
- digital communication – electronic exchange of information,
- digital literacy – learning about technology and the use of technology,
- digital access – full electronic participation regardless of gender, race, age, ethnicity, and physical or mental challenges,
- digital commerce – electronic buying and selling of goods and services,
- digital law – electronic responsibility for actions and deeds,
- digital health and wellness – physical and psychological well-being in a digital world, and
- digital security (self-protection) – electronic precautions to guarantee safety.

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**ACTIVITY**

Time: 20 min

**Objective**

The objective of this activity is to have the cadets recognize the elements of digital citizenship.

**Resources**

- Digital Driver's Licence Quiz located at Annex D, and
- Digital Driver's Licence Answer Key located at Annex E.

**Activity Layout**

Arrange tables so the cadets can work independently.

**Activity Instructions**

1. Give each cadet a copy of the Digital Driver's Licence Quiz.
2. Allow each cadet 15 minutes to independently complete the quiz by circling the best answer.
3. Discuss the cadets' answers using the answer key located at Annex E.

**Safety**

Nil.



Give the cadets a 15-minute break.

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**SECTION 4**

**RECOGNIZE CYBERBULLYING**

Time: 30 min



Ask the cadets to define bullying. Ask the cadets to define cyberbullying. Select enough cadets to share their definitions to get a variety of responses. Provide cadets with the information below.



**WHAT IS BULLYING?**

Bullying is a specific relationship characterized by recurrent abuse of power by a person (or group) over another person. Bullying is expressed differently depending on the age of the abuser.

## WHAT IS CYBERBULLYING?

As its name implies, cyberbullying is bullying through an electronic medium such as a computer or cell phone.

## EXAMPLES OF CYBERBULLYING

**Insulting:** Posting or spreading false information about a person that will cause harm to that person or that person's reputation.

**Targeting:** Singling someone out and inviting others to attack or make fun of them.

**Identity theft:** Pretending to be someone else to make it look like that person said things they did not say.

**Uploading:** Sharing images of a person, particularly in an embarrassing situation, without their permission; or sharing emails without the writer's permission.

**Excluding:** Pressuring others to exclude someone from a community (either online or offline).

**Harassment:** Repeatedly sending someone nasty, mean and insulting messages.

## ROLES

Those who are involved in cyberbullying are categorized as perpetrators, targets and bystanders.

**Perpetrators:** Although cyberbullying might appear to be simply another means used by "traditional" bullies to reach their target, the Internet has created a new type of bully: someone who capitalizes on online anonymity to initiate bullying behaviour.

Believing themselves to be anonymous, some young people feel free to commit acts online that they would never carry out in person. In addition, the frequency with which adolescents share online passwords provides perpetrators, when caught, with the ready excuse that someone else may have assumed their identity to send bullying messages.

**Targets:** For cyberbullying the term "target" is used instead of "victim." Although there is no physical violence, cyberbullying may be more frightening to targets because the perpetrators can remain anonymous. When perpetrators are anonymous, targets do not know which peers to watch out for or respond to, which leads to feelings of helplessness. With no one to point to, targets may be less likely to file complaints.

The targets' situation is made worse by the reality that the home, which traditionally offers safety from bullying, is no longer safe, with cyberbullying continuing on the home computer. Cyberbullying can also be more harmful socially due to the unlimited number of witnesses.

**Bystanders:** In a March 2008 study of 2095 students in grades 6, 7, 10 and 11 conducted by the Faculty of Social Work at the University of Toronto, 28% reported having witnessed cyberbullying. Of this percentage:

- 9% became involved in the bullying behaviour,
- 32% watched but did not participate,
- 14% voiced their objection to the person doing the bullying,
- 21% tried to stop the bully,

- 11% left the online environment,
- 7% tried to befriend the bully, and
- 7% reported the bully to someone who could help.

In general, the longer the bullying persists, the more likely it is that the number of witnesses who are willing to join in will increase.

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## ACTIVITY

Time: 25 min

### Objective

The objective of this activity is to have cadets analyze a case study on cyberbullying.

### Resources

Case study located at Annex F.

### Activity Layout

Nil.

### Activity Instructions

1. Distribute the cyberbullying case study located at Annex F.
2. Divide the cadets into five groups and assign each group to a role as follows:
  - a. Scott (perpetrator),
  - b. Colin (target),
  - c. Colin's parents,
  - d. bystanders (people who know the target and saw the website), and
  - e. teacher of the perpetrator and the target.
3. Allow each group five minutes to analyze the case study from their assigned point of view.
4. Allow each group 10 minutes to consider an additional question outlined below:
  - a. **Scott:** What can potential perpetrators do to avoid becoming cyberbullies?
  - b. **Colin:** What can targets do to avoid / confront cyberbullies?
  - c. **Colin's parents:** What can parents do to help prevent cyberbullying?
  - d. **Bystanders:** What can bystanders do to prevent cyberbullying?
  - e. **Teacher:** What can teachers do to prevent cyberbullying?
5. Allow five minutes for each group to share its analysis.
6. Provide the cadets with any pertinent information contained below.





## Taking action on cyberbullying

Cyberbullying is everyone's business and the best response is a pro-active or preventative one.

### What perpetrators can do:

To avoid becoming a cyberbully you should:

- respect the privacy of others;
- avoid spreading rumours or posting any information or photo on the Web without first obtaining permission from the person who provided it;
- respect people's virtual space. Do not go digging through someone's files or computer;
- stay true to yourself. Do not send anonymous personal messages.
- stay true to your values in cyberspace. Never write something that you wouldn't say to someone's face. Before you decide to send someone an aggressive message, sleep on it; and
- do not behave like a troll (someone who posts controversial messages in an online discussion with the intention of baiting other users and pitting them against each other).

### What targets can do:

If you are the target of cyberbullying, use the four-step STOP process:

- **STOP** the bullying and immediately leave the online environment or activity where bullying is going on (chat room, forum, game, instant messenger, etc.);
- **BLOCK** e-mails or instant messages received from the perpetrator and never respond;
- **RECORD** all harassing messages and send them to your Internet provider. Most providers have policies about users harassing people on their server; and
- **TALK** about it to a trusted adult and alert the police when bullying involves physical threats.

### What parents can do:

Parents should be aware and get involved by:

- learning everything they can about the Internet and what their children are doing online. They should talk to them about the places they go online and the activities that they are involved in and be aware of what their children are posting on websites, including their own personal home pages;
- encouraging their children to come to them if anybody says or does something online that makes them feel uncomfortable or threatened. Parents should stay calm and keep the lines of communication and trust open. If they "freak out" their children won't turn to them for help when they need it;

- encouraging their children to develop their own moral code so they will choose to behave appropriately online. Parents should talk to their children about responsible Internet use, teaching them to never post or say anything on the Internet that they would not want the whole world—including their parents—to read;
- watching out for signs that their child is being bullied online—a reluctance to use the computer or go to school may be an indication. Take action if their child is being bullied online. If the bully is a student at their child’s school, meet with school officials and ask for help in resolving the situation;
- reporting any incident of online harassment and physical threats to their local police and Internet Service Provider (ISP); and
- if their child is bullied through a mobile phone, report the problem to their phone service provider. If it is a persistent problem they can change the phone number.

**What bystanders can do:**

If you witness bullying online:

- stand up to the perpetrator;
- speak out every time a friend of yours cyberbullies someone and every time you witness aggressive behaviour against a person online. Criticism from friends usually carries more weight than when it comes from parents;
- do not be a doormat! If someone asks you to spread an offending message, photo or video about someone, refuse to do it.

**What teachers can do:**

In the classroom, teachers can create an environment of inclusiveness in which every student is valued. Teachers should:

- examine their own attitudes and demonstrate a respectful attitude towards all students and other staff;
- intervene whenever a student is being bullied – this includes speaking out if they see other teachers exhibiting aggressive or demeaning behaviour towards a student;
- seek out shy, marginalized students and encourage their involvement in the classroom by promoting any special talents they have;
- encourage healthy relationships by integrating strategies for discouraging bullying into classroom activities; and
- take charge of the controllable aspects of a situation, which may encourage the target to take control of a bullying situation.

**Safety**

Nil.

**SECTION 5****RECOGNIZE APPROPRIATE CELLULAR COMMUNICATIONS**

Time: 20 min



Ask the cadets to define cell phone etiquette. Select enough cadets to share their definitions to get a variety of responses. Provide cadets with the information below.



Cell phone etiquette involves following simple guidelines of common courtesy when using a cell phone in public, designed to make public places more enjoyable for all.

**ACTIVITY**

Time: 20 min

**Objective**

The objective of this activity is to have the cadets recognize appropriate cellular communications.

**Resources**

Rules of cell phone etiquette located at Annex G.

**Activity Layout**

Nil.

**Activity Instructions**

1. Divide the cadets into four groups labelled A, B, C, and D.
2. Assign each group the corresponding rules of cell phone etiquette located at Annex G.
3. Give the cadets 10 minutes to develop a two-minute role-play that illustrates their four rules. Instruct the cadets to include everyone from the group in the role-play.
4. Have each group perform their role-play. Take notes for feedback while each group performs.
5. Debrief the cadets. Provide the cadets with any pertinent information from Annex G.

**Safety**

Nil.



Give the cadets a 15-minute break.

**SECTION 6****THE INTERNET AND THE LAW**

Time: 30 min



Distribute to each cadet and have them read The Internet and the Law located at Annex H.



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.

**BACKGROUND KNOWLEDGE**

The Internet is a communications network that interconnects various computer networks by way of telecommunications. The nature of Internet technology makes it difficult for the law to regulate Internet users and information that is transmitted on the Internet. The global nature of Internet communications is the biggest problem in determining which country's laws govern activity on the Internet. For example, a Canadian may be the victim of Internet crime and may appeal to the Canadian judicial system but if the crime originated from a foreign country it may take years to determine who has jurisdiction.

In Canada, a number of Internet-related issues fit within the framework of existing statutes such as the Criminal Code, the Copyright Act and the Trademarks Act.

**The Criminal Code**

The Criminal Code contains a number of offences that conceivably could apply to conduct on the Internet such as:

- Section 163 makes it an offence to publish or distribute obscene material and child pornography;
- Sections 296–304 prohibit the publication of libellous material. Libel is intentionally published false information that is injurious to the reputation of another;
- Section 430 prohibits the deliberate interference with computer data, thus making the spread of computer viruses a crime;
- Section 319 prohibits the incitement of hatred; and
- Section 21 prohibits the dissemination of information that counsels the commission of an offence such as suicide assistance and bomb recipes.

Young people should be aware that some forms of online bullying are considered criminal acts. Under the Criminal Code of Canada, it is a crime to communicate repeatedly with someone if your communication causes them to fear for their own safety or the safety of others.

It is also a crime to publish libellous messages designed to insult a person or to injure a person's reputation by exposing them to hatred, contempt or ridicule.

A cyberbully may also be violating the Canadian Human Rights Act if they spread hate or discrimination.

## **The Canadian Charter of Rights and Freedoms**

In an Internet context, determining who has "published" or "distributed" the material on the Internet is a critical issue and sometimes difficult to determine. For example, Section 8 of the Canadian Charter of Rights and Freedoms, which enshrines an individual's rights to be secure against unreasonable search or seizure, has been interpreted by the Supreme Court of Canada to include the right to protection of personal information as one element of the right to privacy. However, no case in Canada has yet determined the scope of the right to privacy and to security of information over the Internet.

## **The Canadian Human Rights Act**

The Canadian Human Rights Act makes it illegal to spread hate or discrimination based on race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status or disability.

## **The Copyright Act**

The Copyright Act sets out a variety of rights that belong to the copyright holder, including the right to prevent others from copying the whole or a substantial part of one's work. The use or exploitation of someone else's copyright material on the Internet, whether by uploading, downloading or arguably even by browsing, without that person's permission, is a copyright infringement punishable by civil and criminal remedies including damages, seizure or forfeiture, injunction, and imprisonment.

Some limited ability to use copyright material without authorization is currently provided for in the Copyright Act if the copyrighted work is used for the purposes of:

- study;
- research;
- criticism;
- review; or
- newspaper summary and the source of the work and the author's name are mentioned.

## **The Trade-marks Act**

A trademark is a word or symbol that identifies a product or service so as to differentiate it from products or services provided by others. The Trade-marks Act allows owners to protect their trademarks from being unlawfully used by others. In the United States, courts have found that trademark infringement can occur on the Internet; there is no reason to believe that similar principles do not apply in Canada.

Trademark issues also apply to domain names on the Internet. A domain name is the name assigned to the address of an Internet Service Provider (ISP) or an Internet user. For example, the Cadet Program has the Internet domain "cadets.gc.ca." Companies who do not register their domain names as trademarks or who do not register their key trademarks as domain names risk having another company use their trademark as a domain name. As cases develop, Canadian courts will continue to examine the full scope of trademark protection afforded to Internet domain names.

## **Reporting Illegal Internet Content**

If you encounter any material online that you feel should be reported, you should first decide whether the offending material is actually illegal, or just offensive or annoying. Determining the difference isn't easy. Material that may appear to be illegal such as child pornography or hate literature can sometimes only be defined as such by the courts.

The Royal Canadian Mounted Police (RCMP) and the Canadian Association of Chiefs of Police recommend that you report to your local police any of the following illegal online situations:

- cyberstalking or harassment,
- Internet fraud,
- dangerous and illegal activities, such as bomb-making, terrorism, or unlicensed trade in weapons,
- physical threats,
- hate crimes based on race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status or disability, and
- illegally breaking into individual computers or computer networks.

Report the Internet offence to the police as you would any normal crime. Make sure you document all the details relating to the incident and the material. If there is any evidence on your computer that the police may want to examine, do not turn the machine off.

Canada has a CyberTipline that handles tips from individuals wishing to report the online sexual exploitation of children.

You can contact the CyberTipline if you have information regarding incidents of child pornography, luring, child sex-tourism, or child prostitution. You can make a report directly online at [www.cybertip.ca](http://www.cybertip.ca) or use the toll free phone line at 1-866-658-9022.

Illegal situations that are not emergencies should be reported to your ISP as well as to the police. Most ISPs have Acceptable Use Policies (AUPs) that clearly define privileges and guidelines for those using their services and the actions that can be taken if those guidelines are violated. Such AUPs can cover everything from rules about advertising in a newsgroup, to junk email, to illegal acts.

The Canadian Association of Internet Providers (CAIP) has a Code of Conduct stating that its members will not host illegal content and "will make a reasonable effort to investigate legitimate complaints about alleged illegal content or network abuse, and will take appropriate action."

As ISPs do not have the legal power to decide that material is illegal, most are reluctant to remove suspect content from their servers without official direction from a law enforcement agency. Otherwise they are potentially liable for wrongfully removing a website under the Canadian Charter of Rights and Freedoms.

### **Reporting Offensive or Annoying Internet Content and Activities**

If you have complaints about Internet content that is not actually illegal, such as spam (junk email), privacy violations, adult pornography, and hateful content, they can be reported either to your own ISP, or to the ISP responsible for the content. Remember to keep a record of all your correspondence.



If you want to act, do it quickly! Sites with illegal content tend to change their web addresses often.

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## GROUP DISCUSSION

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### TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, 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.

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### DISCUSSION

Time: 25 min

The objective of this activity is to have the cadets discuss the relationship between the Internet and various legal statutes in Canada.

#### SUGGESTED QUESTIONS:

- Q1. What types of Internet activities are considered illegal by the Criminal Code of Canada?
- Q2. Why is cyberbullying considered a crime?
- Q3. How is the nature of Internet communications problematic when cases go to court?
- Q4. What is the relationship between the Canadian Charter of Rights and Freedoms and Internet communications?
- Q5. What types of activities may be exempt from the Copyright Act?
- Q6. How should illegal Internet activity be reported?
- Q7. How should offensive or annoying Internet activity be reported?



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



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

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**SECTION 7**

**THE WAY AHEAD**

Time: 20 min

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**DISCUSSION**

Time: 20 min



The point of the discussion is to reinforce the content of the workshop and to determine how it can be applied at the corps / squadron using the suggested questions provided.

**SUGGESTED QUESTIONS:**

- Q1. What is a digital footprint? Name two ways that a digital footprint is actively created and two ways that a digital footprint is passively created.
- Q2. What is meant by digital citizenship?
- Q3. List the elements of digital citizenship.
- Q4. What are three differences between cyberbullying and traditional bullying?
- Q5. What is meant by cell phone etiquette?
- Q6. What are three Canadian legal statutes that govern Internet activities?



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



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



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**SECTION 8****CONCLUSION**Time: 15 min

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**NETWORKING**

Time: 5 min

Networking is an efficient way to develop professional relationships with cadets from outside the corps / squadron. Provide cadets with five minutes to interact with each other to exchange contact information.

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**WORKSHOP FEEDBACK SURVEY**

Time: 5 min

Distribute the workshop feedback survey located at Annex I to the cadets and allow them five minutes to complete it.

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**CLOSING STATEMENT**

Time: 5 min

The Internet has the potential to benefit society as a whole socially, politically and economically. However, individuals will only realize these benefits if they have full digital access and behave in an appropriate and responsible manner that respects and rights and privileges of everyone.

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**TALK-THE-TALK BINGO CARD**

Data	Smartphone	E-Mail	Crosstalk	Texting
Identity Theft	Digital Citizenship	KBps	Blog	Menu
Digital Technology	Icons		Bluetooth	PIN
Flickr	Cloning	Hacker	Identity Fraud	Bandwidth
Facebook	Cellular	Instant Messaging (IM)	Cyberbully	Tweet

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## **TALK-THE-TALK CALLING CARD**

### **STATION A**

1. Sending short messages of about 160 characters to and from wireless handsets.
2. A wireless personal area network (PAN) specification that connects phones, computers, and other devices over short distances without wires.
3. Wireless telephone service that provides two-way voice and data communications through handheld portable, and car-mounted phones.
4. One thousand bytes per second.
5. A list of options.
6. A service that enables you to find your friends when they are online and send messages or talk via a private chat room.

## **TALK-THE-TALK CALLING CARD**

### **STATION B**

7. Information that a wireless device can process.
8. A method of translating information including voice conversation into a series of 0's and 1's.
9. The electronic transfer and storage of written messages.
10. Simple pictures that can be transmitted along with text from one mobile phone to another.
11. A crime whereby criminals capture identity codes from analog phones and create IDs allowing them to charge calls to your cell phone account.
12. A disturbance on wireless networks that can result in your hearing part of a voice conversation from another circuit.

### **TALK-THE-TALK CALLING CARD**

#### **STATION C**


13. A term used to describe a next-generation device that combines a communication.
14. The standards of appropriate, responsible behaviour with regard to technology use.
15. A type of website or part of a website usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video.
16. A post or status update.
17. An image hosting and video hosting website, web services suite, and online community.
18. Someone who can gain unauthorized access to other computers.

### **TALK-THE-TALK CALLING CARD**

#### **STATION D**

19. A social networking website that was originally designed for college students.
20. The first stage of acquiring and collecting someone else's personal information for criminal purposes.
21. The unauthorized possession, trafficking or use of personal information to create a fictitious identity, conceal criminal activity or take over an existing identity for financial gain.
22. The amount of data that can be transmitted in a fixed amount of time.
23. When a child, preteen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the Internet, interactive and digital technologies or mobile phones.
24. A numeric code or password that may be required by a service provider in order to make outgoing calls or obtain access to certain applications and data.

**TALK-THE-TALK BINGO CARD ANSWER KEY**

Data (7)	Smartphone (13)	E-Mail (9)	Crosstalk (12)	Texting (1)
Identity Theft (20)	Digital Citizenship (14)	KBps (4)	Blog (15)	Menu (5)
Digital Technology (8)	Icons (10)		Bluetooth (3)	PIN (24)
Flickr (17)	Cloning (11)	Hacker (18)	Identity Fraud (21)	Bandwidth (22)
Facebook (19)	Cellular (2)	Instant Messaging (IM) (6)	Cyberbullying (23)	Tweet (16)

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## DIGITAL DRIVER'S LICENCE

Circle the most appropriate answer.

### Digital Etiquette (electronic standards of conduct or protocol)

1. During cadet training the correct cell phone ringer setting is:
  - A. low
  - B. vibrate
  - C. specialized ring tone
  - D. high
  
2. Handheld computers and smartphones should be used in class for:
  - A. exchanging ideas from class discussion
  - B. helping friends get the answers
  - C. playing games
  - D. sending notes during training

### Digital Communication (electronic exchange of information)

3. E-mail messages should be:
  - A. long and full of details
  - B. sent to as many recipients as you can
  - C. short and to the point
  - D. sent without a subject line
  
4. Instant Messaging (IM) is a good tool for:
  - A. sharing what happened in class with friends
  - B. discussing lesson topics
  - C. talking to friends when bored during training
  - D. inviting people outside the corps / squadron into the discussion

### Digital Literacy (process of learning about technology and the use of technology)

5. The most appropriate use of technology is to:
  - A. do research only
  - B. find resources to help learn / teach unfamiliar topics
  - C. write papers only
  - D. play games

6. Online learning is:
- A. difficult and not worth the time
  - B. not well understood by youth
  - C. like trying to learn without a teacher
  - D. being tested in many areas

**Digital Access (full electronic participation in society regardless of gender, race, age, ethnicity, and physical or mental challenges)**

7. Assistive technologies for people with disabilities are:
- A. necessary for some users to access information
  - B. seen as just an additional expense
  - C. expensive relative to regular technology
  - D. needed for a few
8. The difference between those with access to digital technology and those without is:
- A. not a big deal because all technology is a luxury
  - B. something that can never be fixed
  - C. a concern that needs to be addressed
  - D. not an important issue
9. Digital technology-based training assignments should be:
- A. avoided because some cadets may not have access at home
  - B. integrated into the corps / squadron
  - C. approached cautiously for fear of offending someone
  - D. assigned for independent work only

**Digital Commerce (electronic buying and selling of goods and services)**

10. Purchasing goods and services online is:
- A. a waste of time because goods sold on the Internet are a scam
  - B. something that everyone has learned at home
  - C. a skill that everyone needs
  - D. a skill that is not needed by youth

11. Searching for information about products online before buying is:
- A. something that should not be ignored when looking for the best price
  - B. too time consuming
  - C. a lot of work and not very informative
  - D. not helpful, because it is difficult to find products online

**Digital Law (electronic responsibility for actions and deeds)**

12. Information on the Internet is:
- A. available for anyone to use as they want
  - B. copyrighted and should be treated as someone else's property
  - C. easy to copy and paste into personal documents
  - D. unreliable and probably incorrect
13. Sharing music or copyrighted material online:
- A. doesn't hurt anyone because musicians and actors make enough money
  - B. is caused by greedy companies
  - C. is illegal and should not be done
  - D. keeps the musician or actor popular

**Digital Rights and Responsibilities (those freedoms extended to everyone)**

14. If someone puts copyrighted material on the Internet and another person wants to use it, that person should:
- A. use it, if it is for educational use
  - B. take it, and use it as they want
  - C. not use the information because it is too much trouble
  - D. ask permission from the author or at least cite the source
15. Cadets and other youth should:
- A. have the ability to do whatever they want online
  - B. follow Acceptable Use Policies
  - C. look at other cadets' e-mail if they have the password
  - D. come up with rules with their friends for using technology

**Digital Health/Wellness (physical and psychological well-being in an digital world)**

16. Physical injuries related to technology use:
- A. is not a big deal and is not a major concern
  - B. will not happen for many years, so should not be a priority
  - C. can have dramatic and painful effects on your body
  - D. is not a concern for cadet corps / squadrons
17. Furniture and chairs for technology should be:
- A. the right height and size for using that technology
  - B. any size because it doesn't matter
  - C. bigger than the user to allow them to stretch
  - D. soft and flexible so the user can be comfortable

**Digital Security (taking necessary precautions to guarantee electronic digital safety)**

18. When dealing with strangers, online users should:
- A. give personal information freely
  - B. be cautious about giving information
  - C. provide passwords and credit information if asked
  - D. not tell anyone about people they meet online
19. To protect a computer from virus, users should:
- A. never open an e-mail message
  - B. unplug their computer from the Internet
  - C. keep up-to-date on virus protection
  - D. trust their service provider to protect their computer
20. Virus protection and firewalls are:
- A. foolproof and never need to be checked
  - B. a waste of time and money
  - C. effective but not necessary
  - D. a good investment, but they need to be monitored and updated regularly

### **DIGITAL DRIVER'S LICENCE ANSWER KEY**

#1 – The best answer is B. Vibrate is correct because it is the least distracting setting during training. A specialized ring tone might be able to identify your phone from others, but it can be annoying to other users. Maybe the best option would be to turn off the phone during training.

#2 – The best answer is A. The ability for Personal Digital Assistants (PDAs) such as handheld computers and smartphones to share information can lead to significant learning. But in a training situation when others are talking and working, they should not be used this way.

#3 – The best answer is C. E-mail is intended for short communication. Long and involved e-mails are often either not read or filed for later review. A descriptive subject line can alert the user about the importance of the message and content in the e-mail.

#4 – The best answer is B. Instant messaging (IM) can be used for allowing people to express themselves in a less threatening fashion. IM is not a place to gossip, waste time, or exclude others from being in the conversation.

#5 – The best answer is B. Technology can be a helpful tool and provide additional resources for teaching and learning. Technology can assist instructors to be more efficient in their instruction.

#6 – The best answer is D. Online learning is presently being tested and used in the Canadian Cadet Organization (CCO). Online learning, if done correctly, can be a great benefit for everyone who wants to become a life-long learner.

#7 – The best answer is A. Some people with disabilities need assistive technologies so that they can access digital information. Everyone should have an opportunity to access information.

#8 – The best answer is C. There is still a “digital divide” between those who have access to technologies and those who do not. Often basic technology needs go unfulfilled, even as prices decrease.

#9 – The best answer is B. Some instructors are reluctant to assign technology-based activities because not every cadet may have access. These assignments should be integrated into the corps / squadron training environment where cadets can access technology.

#10 – The best answer is C. Young people are becoming one of the largest groups of online consumers. There is a need to protect them and make sure they are not being exploited.

#11 – The best answer is A. Technologies such as the Internet provide many tools to help find information. The Internet offers many opportunities to buy and sell goods, but the smart shopper looks around to find the best value. With the search tools that are available today, finding many different sellers is quick and easy.

#12 – The best answer is B. According to copyright law, anything that is produced by an individual is copyrighted whether they have gone through the legal process or not. It may be easy to copy something and pass it off as original work, but the original writer must be given credit. Users need to differentiate between accurate and inaccurate information on the Internet. Much information may look accurate but it must be closely examined before being used.

#13 – The best answer is C. Downloading materials without the artist's consent is stealing. Often users know that taking files from the Internet is wrong but convince themselves it is appropriate for a variety of reasons such as high cost or availability.

#14 – The best answer is D. If material is copyrighted, users must give credit to the person who created it. If you are going to make a profit from a source, permission must be obtained. Educational users can have access to some copyrighted material, but the rules of copyright need to be thoroughly understood.

#15 – The best answer is B. Most organizations have set up Acceptable Use Policies for the use of technology by their members. If someone is going to use technology appropriately, they need to follow the rules that have been created.

16 – The best answer is C. Repetitive stress injuries are injuries that happen after extended periods of time by using technology incorrectly. There are long-term effects, but there are also short-term effects that include fatigue, eye problems, and sore muscles.

#17 – The best answer is A. When purchasing technology, people need to consider how that technology will be arranged for users. Furniture that is the wrong size or not made for that purpose can make it difficult for people to use the technology. It can also lead to technology related injuries such as repetitive stress, eyestrain, and sore muscles.

#18 – The best answer is B. It can be very difficult to know who you are dealing with when using digital technology. It is easy to disguise your identity online. Be cautious about giving out personal information such as home address, phone number, etc. Do not give out information such as passwords or credit information.

#19 – The best answer is C. Protecting one's computer from an attack against a virus requires diligence on the part of the user. It is necessary to maintain virus protection. Never open e-mails and especially attachments from people that you do not know.

#20 – The best answer is D. Virus protection, firewalls, surge protectors, and battery backups are all appropriate tools to help protect technology but purchasing them is not enough. These tools need to be monitored and updated to ensure they are working properly.

## **Cyberbullying**

### **A Case Study**

What follows is a work of fiction. Any resemblance to real people, places or situations is purely coincidental.

Scott, a Grade 9 student, transferred to a new school halfway through the semester. He had trouble making friends until he discovered the school's Facebook network. Most of the other students on Facebook responded to his "friend" requests and he soon began to feel more included, and made friends with some of them at school as well.

After a while, though, Scott noticed that his friends list was shrinking as people removed him from their friends' lists. He was puzzled by this at first until one of his offline friends told him that Colin, a Grade 11 student, had gotten angry at Scott because he had seen Scott talking to Linda, Colin's ex-girlfriend. Colin had begun to pressure everyone he knew to remove Scott and Linda from their friends lists on Facebook, and to ignore them at school as well.

One afternoon in the computer lab, Scott got angry at Colin and his friends. Since he had finished his work for the period, he decided to start a Facebook group called "Why I Hate Colin," and he invited everyone still on his friends list to join it. It turned out that there were quite a few people at school who did not like Colin and his friends, and, as a result, Scott's group grew quickly. Whenever the message traffic on the group slowed, Scott would try to boost it by posting shocking accusations about Colin, such as suggesting that he had cheated on Linda or that he had hit her when they were dating (Linda was not involved in the group and had never said any such thing).

Soon other members of the group started to make their own accusations and suggestions about Colin, some even saying that Colin should have water balloons thrown at him when he went up the main stairway. Scott responded to that suggestion, saying rocks should be thrown instead. After a few weeks, one of Colin's friends discovered the group and reported it to him. Colin told his parents and they decided to report it to the principal and keep him out of school until things had been worked out, as well as to report what Scott had done to the police.

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### **RULES OF CELL PHONE ETIQUETTE INFORMATION SHEET A**

1. **Location, Location, Location.** Intimate public settings such as restaurants, public restrooms, waiting rooms, hallways, buses, subways or anywhere a private conversation is impossible is a bad place for a cell phone conversation. To practice good cell phone etiquette, put the ringer on vibrate or silent mode and let the call roll over to voice mail. If it is an important call, step outside or to a secluded area to return the call. If that is not possible and you must take the call, keep your voice low and the conversation brief. Let the caller know you will get back to them when you are able.
2. **Lights Out, Phone Off.** Phones should be turned off in movie theatres, playhouses, observatories or any other public place that creates an atmosphere to transport the imagination of the audience. People pay good money to be entertained and a ringer breaks the illusion.
3. **Modulate Your Voice.** Cell phones have sensitive microphones that can pick up a very soft voice while blocking out background noise. Yelling into a cell phone is not necessary. When people are nearby, be considerate and keep your voice low, your tone unemotional and even, and your conversation private. Arguing or airing dirty laundry in public is very poor cell phone etiquette.
4. **Use Common Sense.** Turn off your phone before an interview, presentation, or important meeting. Leave it off at funerals, weddings, or any place a quiet atmosphere is mandated, such as a courthouse, library, museum, or place of worship.

### **RULES OF CELL PHONE ETIQUETTE INFORMATION SHEET B**

5. **Keep It Short.** Keep public conversations brief and get back to the caller when you are not in a public place.
6. **Love the One You're With.** It is rude to take a cell phone call on a date or during a social engagement with others. It is also inconsiderate to take a call in the middle of a conversation. If the caller were present he or she would likely wait to politely interrupt at a more appropriate time. Let the call roll to voice mail and return it later.
7. **Observe the 10-Foot Proximity Rule.** Maintain a distance of at least 10 feet (3 metres) from the nearest person when talking on a cell phone. No matter how quietly you speak, if standing too close to others they are forced to overhear your personal business.

### **RULES OF CELL PHONE ETIQUETTE INFORMATION SHEET C**

8. **Keep Private Matters Private.** Some subjects are not appropriate to discuss in public and, although obvious, this seems to be forgotten when a cell phone is attached to your ear. Allow people the option of not listening to your conversation. If they cannot get away, then do not have the discussion.
9. **Guard Your Availability.** If you are always available, people will expect to always be able to reach you at any time and any place. This will lead to frustration when they cannot get you. Respect your personal time and they will learn to respect it too. When they can reach you or you get back to them, it will make it seem more important.
10. **Plan Ahead.** Let people know you are expecting an important phone call ahead of time if in a meeting or another situation where it would be rude and distracting to accept a phone call. If appropriate, ask for permission.
11. **Let the Caller Know.** Let the caller know you are on a mobile phone so they can anticipate broken signals and other potential interruptions. When you are struggling with a bad signal, tell the caller you will get back to them when it is stronger. Also, let the caller know if your battery is dying and try to wrap up the conversation before the dead battery wraps it up for you.

### **RULES OF CELL PHONE ETIQUETTE INFORMATION SHEET D**

12. **Drive Now, Talk Later.** Humans are incapable of effectively multitasking. Evidence shows that accidents are on the rise due to cell phone use. Most calls can wait until you have reached your destination. Even if you pull over, a call that is upsetting or distracting can affect your driving.
13. **Don't Text and Drive.** According to a Harvard University study, cell phones cause more than 200 deaths and half a million injuries each year, and that's with eyes on the road. Texting is even more distracting and more dangerous.
14. **Don't Text and Talk.** Just as it is wrong to accept a cell phone call while engaged in a face-to-face conversation, it is equally wrong to text while talking. You ever have someone try to listen to your story while text messaging someone else? You want to give them points for making the effort as they clumsily insert "oh yeahs" and "uh huhs" at all the wrong moments, cutting you off mid-sentence with a "no way" as they furiously thumb type in your face, but at the same time you want to volleyball spike their phone to the ground for being unbelievably rude.
15. **Don't Text Small Talk.** Does friendship mean nothing? We should not ask friends to sum up their days with a text. "How r u?" "What's up?" "What's new?" These common questions are annoying enough when asked in person, at least it only takes a second to reply, but we should not expect people to waste their time typing "not bad, u?" or "not much" or "same old, same old".

## **INTERNET AND THE LAW**

The Internet is a communications network that interconnects various computer networks by way of telecommunications. The nature of Internet technology makes it difficult for the law to regulate Internet users and information that is transmitted on the Internet. The global nature of Internet communications is the biggest problem in determining which country's laws govern activity on the Internet. For example, a Canadian may be the victim of Internet crime and may appeal to the Canadian judicial system but if the crime originated from a foreign country it may take years to determine who has jurisdiction.

In Canada, a number of Internet-related issues fit within the framework of existing statutes such as the Criminal Code, the Copyright Act and the Trademarks Act.

### **The Criminal Code**

The Criminal Code contains a number of offences that conceivably could apply to conduct on the Internet such as:

- Section 163 makes it an offence to publish or distribute obscene material and child pornography;
- Sections 296–304 prohibit the publication of libellous material. Libel is intentionally published false information that is injurious to the reputation of another;
- Section 430 prohibits the deliberate interference with computer data, thus making the spread of computer viruses a crime;
- Section 319 prohibits the incitement of hatred; and
- Section 21 prohibits the dissemination of information that counsels the commission of an offence such as suicide assistance and bomb recipes.

Young people should be aware that some forms of online bullying are considered criminal acts. Under the Criminal Code of Canada, it is a crime to communicate repeatedly with someone if your communication causes them to fear for their own safety or the safety of others.

It is also a crime to publish libellous messages designed to insult a person or to injure a person's reputation by exposing them to hatred, contempt or ridicule or spread hate and discrimination.

### **The Canadian Charter of Rights and Freedoms**

In an Internet context, determining who has "published" or "distributed" the material on the Internet is a critical issue and sometimes difficult to determine. For example, Section 8 of the Canadian Charter of Rights and Freedoms, which enshrines an individual's rights to be secure against unreasonable search or seizure, has been interpreted by the Supreme Court of Canada to include the right to protection of personal information as one element of the right to privacy. However, no case in Canada has yet determined the scope of the right to privacy and to security of information over the Internet.

### **The Canadian Human Rights Act**

The Canadian Human Rights Act makes it illegal to spread hate or discrimination based on race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status or disability.

## **The Copyright Act**

The Copyright Act sets out a variety of rights that belong to the copyright holder, including the right to prevent others from copying the whole or a substantial part of one's work. The use or exploitation of someone else's copyright material on the Internet, whether by uploading, downloading or arguably even by browsing, without that person's permission, is a copyright infringement punishable by civil and criminal remedies including damages, seizure or forfeiture, injunction, and imprisonment.

Some limited ability to use copyright material without authorization is currently provided for in the Copyright Act if the copyrighted work is used for the purposes of:

- study;
- research;
- criticism;
- review; or
- newspaper summary and the source of the work and the author's name are mentioned.

## **The Trade-marks Act**

A trademark is a word or symbol that identifies a product or service so as to differentiate it from products or services provided by others. The Trade-marks Act allows owners to protect their trademarks from being unlawfully used by others. In the United States, courts have found that trademark infringement can occur on the Internet and there is no reason to believe that similar principles do not apply in Canada.

Trademark issues also apply to domain names on the Internet. A domain name is the name assigned to the address of an Internet Service Provider (ISP) or an Internet user. For example, the Cadet Program has the Internet domain "cadets.gc.ca." Companies who do not register their domain names as trademarks or who do not register their key trademarks as domain names risk having another company use their trademark as a domain name. As cases develop, Canadian courts will continue to examine the full scope of trademark protection afforded to Internet domain names.

## **Reporting Illegal Internet Content**

If you encounter any material online that you feel should be reported, you should first decide whether the offending material is actually illegal, or just offensive or annoying. Determining the difference is not easy. Material that may appear to be illegal such as child pornography or hate literature can sometimes only be defined as such by the courts.

The Royal Canadian Mounted Police (RCMP) and the Canadian Association of Chiefs of Police recommend that you report to your local police any of the following illegal online situations:

- cyberstalking or harassment,
- Internet fraud,
- dangerous and illegal activities, such as bomb-making, terrorism, or unlicensed trade in weapons,
- physical threats,
- hate crimes based on race, national or ethnic origin, colour, religion, age, sex, sexual orientation, marital status, family status or disability, and
- illegally breaking into individual computers or computer networks.

Report the Internet offence to the police as you would any normal crime. Make sure you document all the details relating to the incident and the material. If there is any evidence on your computer that the police may want to examine, do not turn the machine off.

Canada has a CyberTipline that handles tips from individuals wishing to report the online sexual exploitation of children.

You can contact the CyberTipline if you have information regarding incidents of child pornography, luring, child sex-tourism, or child prostitution. You can make a report directly online at [www.cybertip.ca](http://www.cybertip.ca) or use the toll free phone line at 1-866-658-9022.

Illegal situations that are not emergencies should be reported to your ISP as well as to the police. Most ISPs have Acceptable Use Policies (AUPs) that clearly define privileges and guidelines for those using their services and the actions that can be taken if those guidelines are violated. Such AUPs can cover everything from rules about advertising in a newsgroup, to junk email, to illegal acts.

The Canadian Association of Internet Providers (CAIP) has a Code of Conduct stating that its members will not host illegal content and "will make a reasonable effort to investigate legitimate complaints about alleged illegal content or network abuse, and will take appropriate action."

As ISPs do not have the legal power to decide that material is illegal, most are reluctant to remove suspect content from their servers without official direction from a law enforcement agency. Otherwise they are potentially liable for wrongfully removing a website under the Canadian Charter of Rights and Freedoms.

### **Reporting Offensive or Annoying Internet Content and Activities**

If you have complaints about Internet content that is not actually illegal, such as spam (junk email), privacy violations, adult pornography, and hateful content, they can be reported either to your own ISP, or to the ISP responsible for the content. Remember to keep a record of all your correspondence.



If you want to act, do it quickly! Sites with illegal content tend to change their web addresses often.

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### WORKSHOP FEEDBACK SURVEY

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Workshop: \_\_\_\_\_  
Date: \_\_\_\_\_

1. Why did you choose this workshop?

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2. What were your expectations of this workshop?

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3. How did you like the workshop?

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4. What skills do you believe to have developed through this workshop?

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5. What skills are you better equipped to develop in your peers or subordinates now that you have attended this workshop?

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6. What information / tool / ability learned in the workshop would you be able to use at your corps / squadron?

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7. How has this workshop helped you become a better cadet?

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**CANADIAN CADET ORGANIZATIONS**  
**PHASE FIVE / MASTER CADET /**  
**PROFICIENCY LEVEL FIVE**  
**WORKSHOP FACILITATION GUIDE**



**CHAPTER 9**

**TEAM BUILDING**

Total Time:

210 min

**PREPARATION**

**PRE-WORKSHOP INSTRUCTIONS**

Review the workshop content and become familiar with the material prior to facilitating the workshop.

Photocopy:

- Team-Building Activities: Energizers located at Annex B for every two groups,
- Team-Building Activities: Communication located at Annex C for every two groups,
- Team-Building Activities: Problem-Solving located at Annex D for every two groups,
- Team-Building Activities: Trust-Building located at Annex E for every two groups, and
- Workshop Feedback Survey located at Annex F for each cadet.

**ROOM LAYOUT**

The room should be divided in two areas:

- an area with the tables arranged so that cadets can participate in group discussions; and
- an area where the cadets can participate in team-building activities.

**RESOURCES**

The following resources are needed for this workshop:

- Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area,
- Paper,
- Pen / pencil,
- Masking tape,
- An odd object (eg, staple remover, kitchen tongs, kitchen strainer, plastic container),
- Poly spots / chairs,

- Pieces of cardboard / plywood, and
- Blindfolds.

### TIMINGS

Section	Component	Time
1	Introduction.	20 min
2	How to Lead Team-Building Activities.	15 min
3	Team-Building Activities: Energizers.	30 min
	Break	15 min
4	Team-Building Activities: Communication.	30 min
5	Team-Building Activities: Problem-Solving.	30 min
	Break	15 min
6	Team-Building Activities: Trust-Building.	30 min
7	The Way Ahead.	10 min
8	Conclusion.	15 min

### SUBSTANTIATION

Workshops are designed to allow cadets to interact with their peers during various activities, discussions, role-plays and case studies. Workshops emphasize the sharing of knowledge and experiences in a small group setting.

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**SECTION 1****INTRODUCTION**Time: 20 min

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**AIM**

This workshop explores how to lead team-building activities that are fun, challenging and achievable for cadets. Team-building activities are a great way to relieve boredom, lift team spirit, increase morale, re-energize cadets and accomplish goals. 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 team-building experience will occur for every cadet when the right activity is conducted in an appropriate fashion.

**OUTCOMES**

Outcomes of this workshop include:

- discussing the process for leading team-building activities;
- participating in team-building activities; and
- building a repertoire of team-building activities that can be used at the corps / squadron.

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**ICEBREAKER ACTIVITY**

Time: 20 min

**Objective**

The objective of this icebreaker activity is to have the cadets compare common traits with each other and create a positive atmosphere for the workshop.

**Resources**

- A large open space,
- Paper (one sheet per pair), and
- Pen / pencil (one per pair).

**Activity Layout**

Nil.

**Activity Instructions**

1. Divide the cadets into pairs.
2. Distribute a piece of paper and a pen / pencil to each pair.
3. Have each pair think of as many common traits (eg, hair colour, number of siblings) between them as they can and write them on the piece of paper.
4. After approximately ten minutes, have the cadets regroup and present their common traits to the rest of the group one pair at a time.

**Safety**

Nil.

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**SECTION 2****HOW TO LEAD TEAM-BUILDING ACTIVITIES**Time: 15 min

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There are three components to leading a team-building activity. The individual leading a team-building activity should:

- introduce the activity;
- conduct the activity; and
- debrief the activity.

---

**DISCUSSION**

Time: 15 min



The point of the discussion is to discuss topics related to leading team-building activities using the suggested questions provided.



Background knowledge relating to this discussion is provided in Section 2 Background Knowledge located at Annex A.

**SUGGESTED QUESTIONS:**

- Q1. Are there different ways to start a team-building activity? What is the first thing you should do?
- Q2. Should the goal of the activity be explained prior to commencing the activity? Why or why not? Will the activity be as successful if the goal is not explained?
- Q3. Why is it important to inform the cadets how much time they have to complete the activity? When would you tell them how much time they have?
- Q4. What other considerations should be passed on during an introduction? Should safety concerns be passed on to the team or should they be left to figure them out as they proceed through the activity?
- Q5. As the leader of a team-building activity, what do you think some of your responsibilities will be?
- Q6. During the activity, what do you think is the one thing that every leader must do to ensure safety and progression of the activity?
- Q7. Under what circumstances would an activity have to be stopped? If an activity is stopped prior to its completion, can it be restarted?
- Q8. What should a leader do after the completion of a team-building activity? What should be discussed with the group?

- Q9. What is the purpose of reviewing the goal of the activity after completion of the activity?
- Q10. What feedback should be given from the group to the leader? How can this information be obtained? What feedback should the leader give to the group?



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



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

---

### SECTION 3

### TEAM-BUILDING ACTIVITIES: ENERGIZERS

Time: 30 min

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#### ACTIVITY

Time: 30 min

#### OBJECTIVE

The objective of this activity is for the cadets to share the responsibilities of leading a team-building activity.

#### RESOURCES

- A flat open space free from obstacles,
- Team-Building Activities: Energizers located at Annex B, and
- Resources IAW Team-Building Activities: Energizers located at Annex B.

#### ACTIVITY LAYOUT

Nil.


#### ACTIVITY INSTRUCTIONS

1. Divide the cadets into an even number of groups (eg, two, four, or six groups).
2. Distribute the first energizer team-building activity to half of the groups (Group A's) and the second to the other half of the groups (Group B's).
3. Allow each group approximately 10 minutes to prepare their activity. Ensure that each cadet within the group has a role to play in conducting their activity.
4. Have each Group A group partner with a Group B group.
5. Have the Group A groups conduct their activity with their partnered Group B groups. Allow approximately 10 minutes for the conduct of the activity. Observe and offer feedback on completion.

6. Have the Group B groups conduct their activity with their partnered Group A groups. Allow approximately 10 minutes for the conduct of the activity. Observe and offer feedback on completion.

**SAFETY**

IAW Team-Building Activities: Energizers located at Annex B.

	Give the cadets a 15-minute break.
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**SECTION 4**

**TEAM-BUILDING ACTIVITIES: COMMUNICATION**

Time: 30 min

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**ACTIVITY**

Time: 30 min

**OBJECTIVE**

The objective of this activity is for the cadets to share the responsibilities of leading a team-building activity.

**RESOURCES**

- A flat open space free from obstacles,
- Team-Building Activities: Communication located at Annex C, and
- Resources IAW Team-Building Activities: Communication located at Annex C.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Divide the cadets into an even number of groups (eg, two, four, or six groups).
2. Distribute the first communication team-building activity to half of the groups (Group A's) and the second to the other half of the groups (Group B's).
3. Allow each group approximately 10 minutes to prepare their activity. Ensure that each cadet within the group has a role to play in conducting their activity.
4. Have each Group A group partner with a Group B group.
5. Have the Group A groups conduct their activity with their partnered Group B groups. Allow approximately 10 minutes for the conduct of the activity. Observe and offer feedback on completion.
6. Have the Group B groups conduct their activity with their partnered Group A groups. Allow approximately 10 minutes for the conduct of the activity. Observe and offer feedback on completion.

**SAFETY**

IAW Team-Building Activities: Communication located at Annex C.

**SECTION 5****TEAM-BUILDING ACTIVITIES: PROBLEM-SOLVING**

Time: 30 min

**ACTIVITY**

Time: 30 min

**OBJECTIVE**

The objective of this activity is for the cadets to share the responsibilities of leading a team-building activity.

**RESOURCES**

- A flat open space free from obstacles,
- Team-Building Activities: Problem-Solving located at Annex D, and
- Resources IAW Team-Building Activities: Problem-Solving located at Annex D.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Divide the cadets into an even number of groups (eg, two, four, or six groups).
2. Distribute the first problem-solving team-building activity to half of the groups (Group A's) and the second to the other half of the groups (Group B's).
3. Allow each group approximately 10 minutes to prepare their activity. Ensure that each cadet within the group has a role to play in conducting their activity.
4. Have each Group A group partner with a Group B group.
5. Have the Group A groups conduct their activity with their partnered Group B groups. Allow approximately 10 minutes for the conduct of the activity. Observe and offer feedback on completion.
6. Have the Group B groups conduct their activity with their partnered Group A groups. Allow approximately 10 minutes for the conduct of the activity. Observe and offer feedback on completion.

**SAFETY**

IAW Team-Building Activities: Problem-Solving located at Annex D.



Give the cadets a 15-minute break.

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**SECTION 6**

**TEAM-BUILDING ACTIVITIES: TRUST-BUILDING**

Time: 30 min

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**ACTIVITY**

Time: 30 min

**OBJECTIVE**

The objective of this activity is for the cadets to share the responsibilities of leading a team-building activity.

**RESOURCES**

- A flat open space free from obstacles,
- Team-Building Activities: Trust-Building located at Annex E, and
- Resources IAW Team-Building Activities: Trust-Building located at Annex E.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Divide the cadets into an even number of groups (eg, two, four, or six groups).
2. Distribute the first trust-building team-building activity to half of the groups (Group A's) and the second to the other half of the groups (Group B's).
3. Allow each group approximately 10 minutes to prepare their activity. Ensure that each cadet within the group has a role to play in conducting their activity.
4. Have each Group A group partner with a Group B group.
5. Have the Group A groups conduct their activity with their partnered Group B groups. Allow approximately 10 minutes for the conduct of the activity. Observe and offer feedback on completion.
6. Have the Group B groups conduct their activity with their partnered Group A groups. Allow approximately 10 minutes for the conduct of the activity. Observe and offer feedback on completion.

**SAFETY**

IAW Team-Building Activities: Trust-Building located at Annex E.



**SECTION 7****THE WAY AHEAD**

Time: 10 min

**DISCUSSION**

Time: 10 min



The point of the discussion is to reinforce the content of the workshop and to determine how it can be applied at the corps / squadron using the suggested questions provided.

**SUGGESTED QUESTIONS:**

- Q1. What ways can team-building activities improve the performance of a group of cadets?
- Q2. What are important factors to consider when selecting team-building activities for your cadets?
- Q3. How do you plan on using team-building activities at your corps / squadron?



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



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



Cadets can find the team-building activities conducted during this workshop in the Instructional Guide for Phase Three / Silver Star / Proficiency Level Three, C303.01 (Lead A Team-Building Activity).

**SECTION 8****CONCLUSION**

Time: 15 min

**NETWORKING**

Time: 5 min

Networking is an efficient way to develop professional relationships with cadets from outside the corps / squadron. Provide cadets with five minutes to interact with each other to exchange contact information.

---

**WORKSHOP FEEDBACK SURVEY**

Time: 5 min

Distribute the workshop feedback survey located at Annex F to the cadets and allow them five minutes to complete it.

---

**CLOSING STATEMENT**

Time: 5 min

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, re-energize cadets 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.

---

**REFERENCES**

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A3-036 (ISBN 0-9662341-6-2) Jones, A. (1999). *Team-building activities for every group*. (p. 31). Richland, WA: Rec Room Publishing.

C0-234 (ISBN 0-07-059532-1) Snow, H. (1997). *Indoor / outdoor team-building games for trainers*. (pp. 149–150). New York, NY: McGraw-Hill.

C0-239 (ISBN 0-7360-5088-4) Midura, D. W., & Glover, D. R. (2005). *Essentials of team building*. (pp. 106–107). Champaign, IL: Human Kinetics.

C0-240 (ISBN 0-934387-05-2) Collard, M. (2005). *No props: Great games with no equipment*. (pp. 77–78). Beverly, MA: Project Adventure, Inc.

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## SECTION 2 BACKGROUND KNOWLEDGE

---

### ELEMENTS OF AN INTRODUCTION

#### **Getting 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.

#### **Explaining 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.

#### **Explaining 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.

#### **Assigning 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.

#### **Setting 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.

#### **Relaying 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.

#### **Motivating 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.

## **RESPONSIBILITIES OF THE LEADER WHILE CONDUCTING 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 cadets by clarifying the goal of the activity; or
- redirect 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 cadets, 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.

## **ELEMENTS OF A DEBRIEFING**

### **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. Cadets 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.

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## TEAM-BUILDING ACTIVITIES: ENERGIZERS

### TEAM-BUILDING ACTIVITY

### ENERGIZER

#### TOE TO TOE

TIME: 10 min

### RESOURCES

- A large, open space free from obstacles, and
- Masking tape.

### ACTIVITY LAYOUT

Place the masking tape in a straight line approximately 4.5 m (15 feet) long on the ground.

### ACTIVITY INSTRUCTIONS

1. Divide the cadets into pairs.
2. Have each pair stand facing each other as if they were standing on a tight rope (on the masking tape line). The cadets are to stand with their right foot in front of the left, with the left foot directly in line with the right and about one foot length behind.
3. Have the cadets move toward each other so the toes of their right feet are touching.
4. Have the cadets grasp right hands in a handshake.
5. Explain the following to the cadets:
  - a. The objective of the activity is to try to bring their partner off balance and try to get them to fall off the tight rope (masking tape).
  - b. At no time may the cadets let go of their partners' hand.
  - c. They are not permitted to use their feet to try to knock their partner off balance. Feet must remain positioned on the line at all times.
  - d. All movements must be made in slow motion. They are not permitted to push or shove their partner. There is to be no sharp, thrusting movements or any sudden shifts in movement.
6. On the start signal, have the cadets try to knock their partner off balance and step off the tight rope (masking tape).
7. As time permits, have the cadets switch partners and attempt the activity again.

### SAFETY

Nil.

### REFERENCE

ISBN 0-934387-05-2 Collard, M. (2005). *No props: Great games with no equipment*. (pp. 77–78). Beverly, MA: Project Adventure, Inc.

<b>TEAM-BUILDING ACTIVITY</b>	<b>ENERGIZER</b>
<b>WHAT CAN YOU DO WITH THIS?</b>	<b>TIME:</b> 10 min
<b>RESOURCES</b>	
<ul style="list-style-type: none"><li>• A large, open space,</li><li>• An odd object (eg, staple remover, kitchen tongs, kitchen strainer, plastic container, etc),</li><li>• Paper, and</li><li>• Pens / pencils (one per group).</li></ul>	
<b>ACTIVITY LAYOUT</b>	
Nil.	
<b>ACTIVITY INSTRUCTIONS</b>	
<ol style="list-style-type: none"><li>1. Divide the cadets into two groups.</li><li>2. Distribute a piece of paper and a pen / pencil to each group.</li><li>3. Explain the following to the cadets:<ol style="list-style-type: none"><li>a. Once they see an item they will have to list as many possible uses for the object as they can.</li><li>b. They will have a time limit of five minutes to make the list.</li><li>c. After the time is up both groups are to come back together and the lists will be discussed as a full group.</li></ol></li><li>4. Pull the object out of the bag and have the cadets begin their lists.</li><li>5. After five minutes, have the groups come together and present their lists to the other groups.</li></ol>	
<b>SAFETY</b>	
Nil.	
<b>REFERENCE</b>	
ISBN 0-9662341-6-2 Jones, A. (1999). <i>Team-building activities for every group</i> . (p. 25). Richland, WA: Rec Room Publishing.	



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**TEAM-BUILDING ACTIVITIES: COMMUNICATION**

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**TEAM-BUILDING ACTIVITY**

**COMMUNICATION**

**CHARADE LINE**

**TIME:** 10 min

**RESOURCES**

A large, open space free from obstacles.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Divide the cadets into two groups.
2. Have the first group come to the front (performance area) and the second group be the audience.
3. Explain the activity to the cadets, to include:
  - a. Line up facing the back of the cadet in front of you.
  - b. Act out a situation for the cadet in front of you without using any verbal communication.
  - c. That person will act out the situation for the next person in line and so forth down the line.
4. Have the group in the performance area line up with their backs to you. Tap the first cadet on the shoulder and have them turn around.
5. Act out a situation. For example, you may mime the following:
  - a. you walk in swinging a bag in your hand;
  - b. you pull up a chair and have a seat;
  - c. you take a fishing rod out of the bag and cast your line;
  - d. you pull in the line when you feel a tug on it;
  - e. you find a rubber boot on your line instead of a fish; and
  - f. you dump the water out of the boot, put it on your foot and leave.
6. That cadet then taps the next cadet, acts out the same situation and so forth down the line. Expect the situation being acted out to change as it passes through the line.
7. The group of cadets acting as the audience may laugh but not offer any advice or guidance.
8. Once the last cadet has observed the situation they should act it out for you and the initial cadet and the entire group should watch while you perform the original situation once more.
9. Have the groups reverse roles so the original audience becomes the actors and vice versa. Have the cadets repeat Steps 4–8 with a new situation. For example, you may mime the following:
  - a. you pull a lottery ticket out of your back pocket;
  - b. you pull out a chair and sit;
  - c. you pull a newspaper out of a bag;

- d. you check the numbers on your lottery ticket with the numbers on the newspaper; and
- e. you realize all the numbers match and jump up and down in amazement!

**SAFETY**

Nil.

**REFERENCE**

ISBN 0-934387-05-2 Collard, M. (2005). *No props: Great games with no equipment*. (pp. 202–203). Beverly, MA: Project Adventure, Inc.

**TEAM-BUILDING ACTIVITY**

**COMMUNICATION**

**KING / QUEEN FROG**

**TIME:** 10 min

**RESOURCES**

- A large, open space free from obstacles, and
- Poly spots / chairs (one per cadet).

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Have the cadets sit in a circle, facing the centre. Mark each position with spots or chairs.
2. Every cadet must have a unique action that represents an animal. For example:
  - a. a gorilla beating on their chest;
  - b. a monkey scratching their armpits;
  - c. a bird fluttering their wings;
  - d. a dog wagging their tail;
  - e. a cat grooming their face;
  - f. a snake slithering through the grass;
  - g. a penguin waddling;
  - h. an elephant raising their trunk;
  - i. a rabbit hopping;
  - j. a lobster moving their claws; or
  - k. a chicken clucking.
3. Go around the circle and have each cadet demonstrate their action. You may act as the King / Queen Frog or designate one cadet to hold this position. The action for the King / Queen Frog will be a frog leaping.
4. Each round will start with the King / Queen Frog. That cadet will perform their gesture and then the gesture of another cadet. This cadet must quickly do their action, followed by another cadet's action and so forth.
5. If a cadet is too slow, messes up the action or goes in the wrong sequence the game stops. This cadet will leave their spot and sit directly to the left of the King / Queen Frog. This causes everyone sitting to the right of this cadet to move one seat to the left to fill in the gap.
6. When a cadet moves seats, their action does not move with them, it stays with the seat!
7. The object of the game is to get into the royal throne. This occurs when the King / Queen Frog makes a mistake and everyone in the circle moves one seat to the left.

**SAFETY**

Nil.

**REFERENCE**

ISBN 0-934387-05-2 Collard, M. (2005). *No props: Great games with no equipment*. (pp. 182–183).  
Beverly, MA: Project Adventure, Inc.

## TEAM-BUILDING ACTIVITIES: PROBLEM-SOLVING

### TEAM-BUILDING ACTIVITY

### PROBLEM-SOLVING

#### TRAFFIC JAM

TIME: 10 min

#### RESOURCES

- A large, open space free from obstacles, and
- Tape or pieces of cardboard / plywood (there should be one more space than the number of cadets).

#### ACTIVITY LAYOUT

- Mark spaces on the ground (as illustrated in Figure D-1) with tape or pieces of cardboard / plywood (there should be one more space than the number of cadets).
- Mark the centre space with an "X" (as illustrated in Figure D-1).

#### ACTIVITY INSTRUCTIONS

1. Divide the cadets into two equal groups.
2. Have each group stand on a space facing the middle space.
3. Explain that the group is to attempt to move past each other so that the group to the right of the 'X' ends up on the left and vice versa.
4. Explain the following rules:
  - a. Cadets are not allowed to move around someone facing the same direction as them.
  - b. Cadets are not allowed to move backwards around someone.
  - c. Cadets are allowed to step forward onto an empty space.
  - d. Cadets are allowed to step around someone facing them into an empty space.
5. The activity is complete when all cadets have successfully changed sides.

#### SAFETY

Nil.

#### REFERENCE

ISBN 0-07-059532-1 Snow, H. (1997). *Indoor / outdoor team-building games for trainers*. (pp. 149–150). New York, NY: McGraw-Hill.

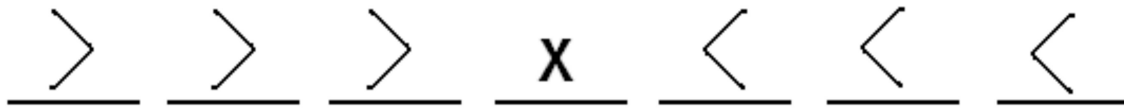


Figure D-1 Traffic Jam Set-Up

*Note.* Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

**TEAM-BUILDING ACTIVITY**

**PROBLEM-SOLVING**

**STEPPING STONES**

**TIME:** 10 min

**RESOURCES**

- A large, open space free from obstacles, and
- One base (eg, pieces of cardboard / plywood / tape) per cadet plus one extra.

**ACTIVITY LAYOUT**

Place each base / tape mark in a straight line approximately 30–38 cm (12–15 inches) apart.

**ACTIVITY INSTRUCTIONS**

1. Have the cadets stand in a specified order of their choosing, on a base each.
2. Have the cadets determine where the extra base goes.
3. The objective is for the team to end up standing in reverse order from their starting position.
4. The following rules apply:
  - a. Only one person may touch a base at a time.
  - b. When moving bases, a cadet may move in either direction to a neighbouring base.
  - c. Cadets may move to a new base only if it is empty.
  - d. The bases cannot be moved.
  - e. Cadets are not allowed to touch the ground during the activity.
  - f. If any one cadet breaks a rule, the entire group must start the task over.

**SAFETY**

Secure the bases to the ground or use tape so that the bases do not move.

**REFERENCE**

ISBN 0-7360-5088-4 Midura, D. W., & Glover, D. R. (2005). *Essentials of team building*. (pp. 106–107). Champaign, IL: Human Kinetics.

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**TEAM-BUILDING ACTIVITIES: TRUST-BUILDING**

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**TEAM-BUILDING ACTIVITY**

**TRUST-BUILDING**

**HOG CALL**

**TIME:** 10 min

**RESOURCES**

- A large, open space free from obstacles, and
- Blindfolds (one per cadet).

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Have the cadets form two lines facing each other. The cadets facing each other will become partners. If there is an odd number, form one group of three.
2. Assign each group a matching set of words from the following list (or have cadets quickly come up with their own set of appropriate words):
  - a. peanut-butter,
  - b. Coca-Cola,
  - c. salt-pepper,
  - d. bubble-gum,
  - e. french-fry,
  - f. Ken-Barbie,
  - g. Power-Rangers,
  - h. Batman-Robin,
  - i. snap-crackle-pop, and
  - j. Larry-Curly-Moe.
3. Have each line move to opposite ends of the training space. Have each group turn away from the other and blindfold all of the cadets. Each group of cadets will mix themselves up among the other participants.
4. On a signal, have the cadets start the activity by shouting their partner's word. For example, if your word was peanut, you would shout "butter" and your partner would shout "peanut" until you found each other.
5. Once partners find each other have them sit together and remove their blindfolds until all cadets have found their partners.

**SAFETY**

All cadets are asked to place their hands in front of their torso with palms facing forward and elbows tucked in to avoid running into anything. The cadets are to move around the space cautiously to avoid running into anyone or anything.

**REFERENCE**

ISBN 0-934387-05-2 Collard, M. (2005). *No props: Great games with no equipment*. (pp. 126–127). Beverly, MA: Project Adventure, Inc.

**TEAM-BUILDING ACTIVITY**

**TRUST-BUILDING**

**SLICE & DICE**

**TIME:** 10 min

**RESOURCES**

A large, open space free from obstacles.

**ACTIVITY LAYOUT**

Nil.

**ACTIVITY INSTRUCTIONS**

1. Have the cadets line up in two separate lines facing each other approximately 1–1.5 m (3.5–5 feet) apart.
2. Select a volunteer to be the first walker.
3. Explain that upon starting the activity the cadets in the lines should start to swing their arms full stretch in front of them in a chopping motion, bringing the arms up and down in succession (as illustrated in Figure E-1). This activity should be started slowly and may pick up speed as the cadets get used to the motion.
4. Have the walker walk through the line of swinging arms at a steady pace.
5. As time allows, have as many walkers go through the line as possible.

**SAFETY**

Explain the following safety considerations to the group:

- Members swinging their arms are to ensure they do not touch the walker.
- Walkers are to ensure they keep their eyes open.
- Walkers are to ensure they keep a steady pace while walking through the lines.

**REFERENCE**

ISBN 0-934387-05-2 Collard, M. (2005). *No props: Great games with no equipment*. (pp. 136–137). Beverly, MA: Project Adventure, Inc.

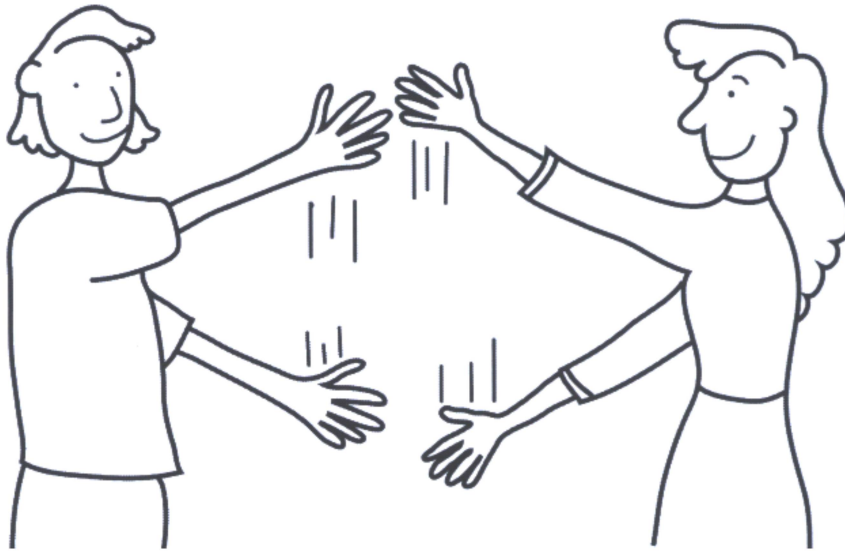


Figure E-1 Slice and Dice

*Note.* From *No Props: Great Games With No Equipment*, (p. 136), M. Collard, (2005), Beverly, MA: Project Adventure, Inc.

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### WORKSHOP FEEDBACK SURVEY

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Workshop: \_\_\_\_\_  
Date: \_\_\_\_\_

1. Why did you choose this workshop?

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2. What were your expectations of this workshop?

---

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3. How did you like the workshop?

---

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4. What skills do you believe to have developed through this workshop?

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5. What skills are you better equipped to develop in your peers or subordinates now that you have attended this workshop?

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6. What information / tool / ability learned in the workshop would you be able to use at your corps / squadron?

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7. How has this workshop helped you become a better cadet?

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**CANADIAN CADET ORGANIZATIONS**  
**PHASE FIVE / MASTER CADET /**  
**PROFICIENCY LEVEL FIVE**  
**WORKSHOP FACILITATION GUIDE**



**CHAPTER 10**

**HEALTHY RELATIONSHIPS**

Total Time:

210 min

**PREPARATION**

**PRE-WORKSHOP INSTRUCTIONS**

Review the workshop content and become familiar with the material prior to facilitating the workshop.

At the beginning of the weekend, identify two cadets to perform the role play for Section 4. Distribute the role-play script located at Annex A to these cadets.

Photocopy:

- Establishing Relationships with Superiors Role Play located at Annex A,
- Five Ways to Connect with Superiors (Helping Hand) handout located at Annex B for each cadet,
- Action-Planning Worksheet located at Annex C for each cadet, and
- Workshop Feedback Survey located at Annex D for each cadet.

Gather the resources and arrange the room as required.

**ROOM LAYOUT**

The room should be divided in two areas:

- an area with the tables arranged so that cadets can work individually or participate in group discussions; and
- an area with the tables arranged so that cadets can work in groups.

**RESOURCES**

The following resources are needed for this workshop:

- Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area,
- Flip chart paper, and
- Flip chart markers.

**TIMINGS**

<b>Section</b>	<b>Component</b>	<b>Time</b>
1	Introduction.	30 min
2	Recognize the Difference Between Personal and Professional Relationships.	25 min
3	Recognize the Difference Between Healthy and Unhealthy Relationships With Peers.	20 min
	Break	15 min
4	Establishing Relationships With Subordinates.	30 min
5	Establishing Relationships With Superiors.	25 min
	Break	15 min
6	Establishing Personal Boundaries.	20 min
7	The Way Ahead.	15 min
8	Conclusion.	15 min

**SUBSTANTIATION**

Workshops are designed to allow cadets to interact with their peers during various activities, discussions, role-plays and case studies. Workshops emphasize the sharing of knowledge and experiences in a small group setting.



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**SECTION 1****INTRODUCTION**Time: 30 min

---

**AIM**

This workshop explores the various relationships that senior cadets must establish and maintain.

**OUTCOMES**

Outcomes of this workshop include:

- recognizing the difference between personal and professional relationships;
- recognizing the difference between healthy and unhealthy relationships;
- recognizing strategies to establish relationships with subordinates;
- recognizing strategies to establish relationships with superiors;
- recognizing strategies to establish personal boundaries; and
- recognizing actions that violate the boundaries of others.

---

**ICEBREAKER ACTIVITY**

Time: 25 min

**Objective**

The objective of this icebreaker activity is to have the cadets identify factors that help them make connections with others, familiarize themselves with each other, and create a positive atmosphere for the workshop.

**Resources**

Stopwatch.

**Activity Layout**

This activity should be conducted in an area where cadets can safely move around and mingle with one another.

**Activity Instructions**

1. Divide the cadets into pairs.
2. Have the cadets identify something they have in common with their partner.
3. Remind the cadets that the focus of this activity is getting to know one another and on building connections and not just coming up with a quick commonality.
4. Have each pair join another pair.
5. Have the cadets identify something all four of them have in common.
6. Have each group of four join another group of four.
7. Have the cadets identify something all eight of them have in common.

8. Discuss the activity using the following questions:
- What is your reaction to this activity?
  - What did you pay attention to in looking for someone to pair up with originally?
  - How did you discover your commonalities?
  - How did discovering that you had things in common with someone affect your sense of connection with them?
  - What else in those encounters helped you begin to create relationships?



Explain to cadets that if they have healthy and supportive relationships with subordinates, peers, and superiors they are more likely to feel secure and be successful in the future.

### Safety

Nil.

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## SECTION 2

## RECOGNIZE THE DIFFERENCE BETWEEN PERSONAL AND PROFESSIONAL RELATIONSHIPS

Time: 25 min

---



Ask the cadets to define the term “relationship” and identify some of the benefits of forming relationships. Select enough cadets to share their definitions to get a variety of responses. Provide cadets with the information below.



We form relationships as soon as we are born: with parents, siblings and family. As we move outside the home, to school or the neighbourhood, friends become important. As we get older, new relationships (eg, teacher-student, cadet-officer, employer-employee) are formed. A relationship involves a connection between people. Although we come into contact with many people in our daily lives, only a few encounters result in relationships or friendships. Some people have many relationships, a wide circle of friends and acquaintances, while others have a few close friends.

The benefits of relationships include:

- Love / affection,
- Companionship,
- Safety,
- Sharing interests,
- Sharing hopes, dreams and problems,
- Having someone there for you,

- Sharing culture or religion, and
- Someone to have fun with.

As a senior cadet you will have your usual peer relationships but as a cadet leader you will be expected to establish supportive relationships with subordinates and with superiors (eg, higher ranking cadets, officers).

---

## ACTIVITY

Time: 20 min

### Objective

The objective of this activity is to have the cadets recognize the difference between personal and professional relationships.

### Resources

- Flip chart paper, and
- Markers.

### Activity Layout

Nil.

### Activity Instructions

1. Divide the cadets into groups.
2. Have each group identify a recorder and a reporter.
3. Assign one group “Characteristics of Personal Relationships” and the other group “Characteristics of Subordinate Relationships.”
4. Distribute a sheet of flip chart paper and a marker to each group.
5. Have each group brainstorm characteristics of their type of relationship.
6. Have each group report their list.
7. Discuss the activity using the following questions:
  - a. What are the major similarities?
  - b. What are the major differences?
  - c. What have you learned about boundaries as a senior cadet?
  - d. What are some of the specific skills that senior cadets need in order to build healthy relationships with subordinates?
8. Provide the cadets with any pertinent information from that contained below.



A personal relationship generally involves someone:

- of their own age or close to it;
- with whom they share common values and beliefs; and
- with whom they have chosen to associate.

A professional relationship involves:

- someone who may be subordinate to them and expected to accept the responsibilities and perform the duties they assign;
- someone who may be superior to them and expect them to act as a subordinate;
- a certain level of respect for a superior's position that motivates the subordinate to accept the responsibility and perform the duty; and
- the need for superiors to model the behaviour they expect from subordinates.

The major differences between personal and professional relationships are boundaries. Actions that may be acceptable, or at worse considered thoughtless, in a personal relationship may be illegal, immoral or unsafe in a professional relationship.

**Safety**

Nil.

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**SECTION 3**

**RECOGNIZE THE DIFFERENCE BETWEEN HEALTHY AND UNHEALTHY RELATIONSHIPS**

Time: 20 min

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**ACTIVITY**

Time: 15 min

**Objective**

The objective of this activity is to have the cadets recognize the differences between healthy and unhealthy relationships.

**Resources**


- Tape,
- Flip chart paper, and
- Flip chart markers.

**Activity Layout**

Nil.

**Activity Instructions**

1. Divide the cadets into groups.
2. Assign half of the groups the topic “Healthy Relationships” and the other half the topic “Unhealthy Relationships”.
3. Distribute flip chart paper and flip chart markers to each group.
4. Have the cadets brainstorm and record as many characteristics of their topic as possible.
5. Have each group post their flip chart paper on the wall and present their list of characteristics. Leave the lists on the wall for the duration of the workshop.
6. Provide the cadets with any pertinent information from the list below.

 <b>Healthy Relationships</b>	<b>Unhealthy Relationships</b>
<ul style="list-style-type: none"> <li>• Happiness</li> <li>• Trust</li> <li>• Love</li> <li>• Affection</li> <li>• Equality</li> <li>• Mutual respect</li> <li>• Friendship</li> <li>• Laughter</li> <li>• Common interests</li> <li>• Support</li> <li>• Fair fights</li> <li>• Acceptance</li> <li>• Comfort</li> <li>• Strong self-esteem</li> <li>• Can be yourself</li> <li>• No fear of others</li> <li>• Maintain independence</li> <li>• Honesty</li> <li>• Good communication</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of trust</li> <li>• Lack of respect</li> <li>• Jealousy</li> <li>• Emotional, physical and sexual abuse</li> <li>• Poor or no communication</li> <li>• Low self-esteem</li> <li>• Power issues</li> <li>• Unfair fights</li> <li>• Other person tries to change you</li> <li>• Lies</li> <li>• Manipulation</li> <li>• Lack of understanding</li> <li>• No fun</li> <li>• Fear</li> </ul>

**Safety**

Nil.

**BRIDGE ACTIVITY**

Time: 5 min

**Objective**

The objective of this activity is to have the cadets reflect on what they have learned about relationships and relate it to their experiences at their corps and squadrons.

**Resources**


Nil.

**Activity Layout**

Nil.

**Activity Instructions**

1. Have the cadets think about a time when they were able to establish a positive relationship with a subordinate.
2. Ask the cadets to close their eyes or focus on something in the room as you read the following:  
“Think of a time when you felt like you established a positive relationship with a subordinate. It might be a relationship from the past or a current relationship. Who is or was the subordinate? Picture them in your mind’s eye. What makes this stand out as a positive relationship? What did you do to strengthen the relationship? What did the subordinate do? What is one attitude that you brought to the relationship? What is one skill you brought to the relationship? What were some specific ways this attitude or skill worked for you in the relationship?”
3. Have the cadets turn to the person sitting next to them and take turns telling each other about the positive relationship.



Give the cadets a 15-minute break.


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**SECTION 4**

**ESTABLISHING RELATIONSHIPS WITH SUBORDINATES**

Time: 30 min

---



Explain to the cadets that there is no simple recipe for establishing relationships with subordinates. Every situation is different and success is often measured in small gains as opposed to miraculous cures.

---

**ACTIVITY**

Time: 30 min

**Objective**

The objective of this activity is to have the cadets identify strategies for building supportive relationships with subordinates.

**Resources**

Establishing Relationships with Subordinates Role-Play located at Annex A.

## Activity Layout

Nil.

## Activity Instructions

1. Have the cadets sit in the group discussion area.
2. Brief the cadets on the role-play, to include:
  - a. explaining that they are going to watch a role-play illustrating the difficulties that often arise when trying to establish relationships with subordinates;
  - b. asking the cadets to make note of what the senior cadet in the role-play does that is helpful and not helpful while watching the role-play; and
  - c. encouraging the cadets to be prepared to offer other strategies for responding to the situation presented in the role-play.
3. Have the two selected cadets present the role-play.
4. After the role-play thank the actors and explain that it was a scripted role-play and not a reflection of the actors' skills.
5. Write two headings on the flip chart: "Helpful" and "Not Helpful".
6. Have the cadets list their observations under each heading.
7. Discuss the activity using the following questions:
  - a. Have you dealt with someone like Robert?
  - b. How have you responded when dealing with a similar situation?
  - c. What are some alternative ways of responding to this situation?
  - d. What strategies have you used to establish relationships with subordinates?
8. Provide the cadets with any pertinent information from the list below and ask if any of them may have helped in this particular situation.



### STRATEGIES FOR ESTABLISHING RELATIONSHIPS WITH SUBORDINATES

- Ask them about their day
- Look for and discuss a commonality
- Provide wanted assistance
- Work side by side on something
- Do something fun together
- Demonstrate caring – smile, show appreciation
- Look for and comment on their strengths
- Have high but realistic expectations
- Demonstrate trust and maintain confidence in them

- Give a sincere compliment
- Talk in a positive tone
- Listen actively without judging
- Give positive feedback
- Encourage participation
- Remain calm when they are upset or angry – don't take it personally
- Comfort them when they are upset, hurt or disappointed

**Safety**

Nil.

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**SECTION 5**

**ESTABLISHING RELATIONSHIPS WITH SUPERIORS**

Time: 25 min

---



Ask the cadets to think about good and bad relationships that they have had with superiors during their cadet careers. Have them identify what made these relationships either good or bad.



Relationships with superiors can be tricky. In the Cadet Program, senior cadets are expected to act as leaders to younger cadets and as subordinates to higher ranking cadets and officers. At times it can be difficult to switch gears.

---

**ACTIVITY**

Time: 20 min

**Objective**

The objective of this activity is to have the cadets identify strategies for establishing effective relationships with superiors.

**Resources**

- Five Ways to Connect with Superiors (Helping Hands) handout located at Annex B, and
- Stopwatch.

**Activity Layout**

Nil.



## Activity Instructions

1. Distribute the Five Ways to Connect with Superiors (Helping Hands) handout to each cadet.
2. Have the cadets write their favourite strategies for building supportive relationships with superiors on each finger of the handout.
3. Have the cadets find a partner they have not worked with and stand back-to-back to them.
4. When everyone is standing back-to-back, tell the cadets to turn around and face each other. Have the taller partner start by sharing two of the strategies they wrote on their handout. The other partner listens.
5. Have the partners switch roles so the other partner can share two of their strategies. Have the pairs stand back-to-back when finished.
6. Have the cadets find a new partner that they have not worked with and stand back-to-back to them.
7. When everyone is standing back-to-back, tell the cadets to turn around and face each other. Have the shorter partner start by sharing two of the strategies they wrote on their handout. The other partner listens.
8. Have the partners switch roles so the other partner can share two of their strategies. Have the pairs stand back-to-back when finished.
9. Have the cadets find a new partner that they have not worked with and stand back-to-back to them.
10. When everyone is standing back-to-back, tell the cadets to turn around and face each other. Have the older partner start by sharing two of the strategies they wrote on their handout. The other partner listens.
11. Have the partners switch roles so the other partner can share two of their strategies.
12. Have the cadets take their seats.
13. Discuss the activity using the following questions:
  - a. What were the highlights of what we just did?
  - b. How did the format of the activity help or hinder the process of building relationships?
  - c. What strategies came up over and over again in the different discussions? Chart the key strategies.
  - d. What strategy do you find most useful in your corps / squadron and why?
  - e. What is a strategy that you might try in the future?
14. Provide cadets with any of the strategies that did not get mentioned from the list below.



### STRATEGIES FOR ESTABLISHING RELATIONSHIPS WITH SUPERIORS

- The first step in establishing relationships with superiors is developing a sense of trust. Do what you say you'll do and meet deadlines if they are reasonable. Never blindsides others with surprises that you could have predicted or prevented.
- Tell your superiors when you have made an error or one of your cadets has made a mistake; cover-ups do not contribute to an effective relationship. Lies or efforts to mislead always result in further stress for you as you worry about getting "caught" or somehow slipping up in the consistency of your story. Communicate frequently to build the relationship.
- Get to know your superiors as people.

- Recognize that success at work is not all about you and think in terms of the overall success of your department, section or the corps / squadron as a whole.
- Look for the positive. When you are negative, the tendency is to focus on what needs fixing which is neither good for your happiness nor your prospects for success in the organization. Instead, provide positive recognition for what is working well.
- Recognize that people do not change overnight. People can choose to change, but the person who shows up to cadets every night has taken years to create their style and it has worked for them in the past. Instead of trying to change their behaviour, focus on trying to understand their style.
- Try to identify what characteristics your superiors value in a subordinate. Do they like frequent communication, people who show initiative or informal conversations?
- Learn how to read your superiors' moods and reactions. It is a helpful approach to more effective communication. If they regularly react in the same way to similar ideas, explore what they fundamentally like or dislike about your ideas. There are many reasons why your suggestions may not be adopted, such as lack of resources and time, or conflict with the goals and vision of the organization.
- Learn from those above you. Appreciate that they were promoted because the organization found their work, actions, or style worthwhile. Promotions are usually the result of effective work and successful contributions. Ask questions to learn and listen more than you speak to develop an effective relationship.
- Ask for feedback.
- Value people's time. Come to meetings prepared with a list of what you need and your questions.
- In your relationship with superiors you will sometimes disagree and occasionally experience an emotional reaction. Do not hold grudges and do not make threats about leaving. Understand that they have more authority and power than you do and you are unlikely to always get your way.

## Safety

Nil.



Give the cadets a 15-minute break.

**SECTION 6****ESTABLISHING PERSONAL BOUNDARIES**

Time: 20 min



Have the cadets define the term “boundaries” as it applies to relationships. Select enough cadets to share their definitions to get a variety of responses. Provide cadets with the information below.



Boundaries are symbolic fences, defined by your values, which protect your beliefs, your ideas, your emotions, your rights, your needs and your personal space. These boundaries may be external or physical defining how and when people may approach you or touch you; they may be internal or emotional defining your response to racism, sexism and attempts by others to embarrass and ridicule you.

You may not have your personal boundaries in place if:

- you cannot say **NO** to unreasonable requests;
- you passively avoid conflict or confrontation;
- you take every comment or situation personally; or
- you experience repeated tension, anger or anxiety with certain situations or individuals, yet choose to remain powerless.

**ACTIVITY**

Time: 15 min

**Objective**

The objective of this activity is to have the cadets recognize strategies for establishing personal boundaries and actions that violate the boundaries of others.

**Resources**

- Flip chart paper, and
- Flip chart markers.

**Activity Layout**

Nil.

**Activity Instructions**

1. Divide the cadets into groups.
2. Have each group identify a recorder and a reporter.
3. Assign half of the groups “Strategies for Establishing Personal Boundaries” and the other half “Actions That Violate the Boundaries of Others.”
4. Distribute a sheet of flip chart paper and a marker to each group.

5. Have each group brainstorm strategies for their topic.
6. Have the groups who were assigned "Strategies for Establishing Personal Boundaries" report their list of strategies.
7. Provide the cadets with any pertinent information from that contained below.



## **ESTABLISHING PERSONAL BOUNDARIES**

### **Step One: Awareness**

The first step in defining your personal boundaries is to become aware of them. Feelings of anger, tension or anxiety are a strong indication that a line has been crossed and that a fundamental belief or value has been violated. Analyze the situation which caused you to experience these emotions and determine the following:

- the value or belief that was violated;
- what you want instead; and
- express that desire in clear language such as:
  - People may not (touch me, yell at me, ridicule others, tell racist / sexist jokes in my presence, etc.);
  - I have a right to ask for (privacy, support, tolerance, more information, more time, etc.); and
  - To protect my time and energy; it is okay to (take my time returning calls, change my mind, realign my priorities, choose to say no, etc.).

### **Step Two: Set Your Boundaries**

Once you have recognized that your boundaries have been violated, you must be clear about what you want or do not want. Recognize that the other person is responsible for what they are saying and doing, as are you. Define your needs in simple but assertive terms as soon as possible.

If you can speak up immediately, all the better. For example, you could state "This doesn't work for me," or "Let's talk about that," or "I'd like your help in changing this situation". Ask for a commitment from the other person. Be sure you define the consequences and what will happen if they continue to violate your boundaries. If you require support from others, be sure it is in place before and after the boundary conversation. Remember that you do not have to explain, defend or justify your personal boundaries.

Back up your statements and consequences with action. If you back down, you teach people that you do not mean what you say and that it is okay to ignore your needs. For example, refuse to:

- participate in conversations when someone is being angry or abusive;
- make an instant decision without enough time to give the decision the attention it deserves;
- waste your time waiting for friends who always arrive late; or
- have phone conversations that are inconvenient for you at that time.

### Step Three: Strengthen and Maintain

When dealing with personal internal boundaries, do not confuse a boundary violation and self-denial. When dealing with an internal boundary, first consider what the other person is saying and ask yourself:

- Is what this person is saying about me true?
- Have I heard these comments before; if so, in what context?
- What is the consistent element?
- What can I do in the future to avoid this confusing behaviour?

For example, being passive in certain situations may be seen as support for an individual or idea. Are your beliefs and actions inconsistent? Fix that situation by changing your behaviour rather than claiming that someone has violated your personal boundaries.

Setting personal boundaries provides a solid ground for managing both ourselves and others, defines the consequences of crossing our boundaries and helps us be consistent with our beliefs and actions.

8. Have the groups who were assigned “Actions That Violate the Boundaries of Others” report their list of strategies.
9. Provide the cadets with any pertinent information from that contained below.



We may know instinctively when our personal boundaries have been crossed, but we may not recognize when we have crossed the boundaries of others. Many of these rights are now entrenched in law, especially with regards to privacy, physical safety, and libel or slander. Crossing another person’s boundaries—physical or emotional—may not just be immoral and unethical, it may be illegal! For instance, an individual’s right to privacy in Canada is protected on the federal level by The Privacy Act and the Personal Information Protection and Electronic Documents Act (PIPEDA).

#### External Boundary

Some signs that an external or physical boundary has been crossed include:

- entering a person’s personal space such as an office, bedroom, email, mail, or briefcase without permission;
- touching or getting close to a person or their property without permission;
- following or stalking someone;
- demanding that others respect your time and energy without having the same respect for them;
- eavesdropping on private conversations;
- exposing others to a contagious disease;
- withholding important information such as rules, regulations, health care conditions, etc;
- sharing personal or private information about another person;

- harassment of any kind based on sex, race, religion, culture, gender, age, ability, etc; and
- abuse of any kind.

### **Internal Boundary**

Some signs that an internal or emotional boundary has been crossed include:

- denying or challenging someone's right to choice or feeling by telling them what they should do or not do;
- using verbal abuse in any form, such as yelling, name calling, ridicule, sarcasm, labelling, threatening looks, threatening language, intimidation, insults, impatience, false accusations;
- being a snob or using patronizing behaviour;
- using peer pressure or manipulation to get one's way;
- refusing to accept personal responsibility for errors, lies or behaviours;
- lying, telling partial truths or "spinning" facts to create a false impression;
- negative control techniques such as retaliation, chronic lateness, jealousy, self-victimization;
- reinforcing or supporting another's beliefs and behaviours that you do not agree with to gain power or control; and
- lowering standards based on sex, race, religion, culture, nationality, gender, etc.

All of the above behaviours and signs of crossing boundaries are not of equal importance. While some may be recognized quickly, others are more difficult to identify.

### **Safety**

Nil.

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## **SECTION 7**

## **THE WAY AHEAD**

Time: 15 min

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Let the cadets know that the workshop is coming to an end and have them spend some time reflecting on what they have learned in order to create an action plan for behavior change. Have the cadets:

- popcorn (blurt out randomly) the different important lessons and ideas they are taking away from the workshop; and
- list the lessons and ideas on a flip chart.

Distribute the Action-Planning Worksheet located at Annex C. Allow the cadets five minutes to identify one goal they plan to accomplish as a result of this workshop and have them create two action steps and a timeline.

**DISCUSSION**

Time: 10 min



The point of the discussion is to reinforce the content of the workshop and to determine how it can be applied at the corps / squadron using the suggested questions provided.

**SUGGESTED QUESTIONS:**

- Q1. What goal have you identified and how will you accomplish it?
- Q2. What challenges will you face at your corps / squadron?
- Q3. How will you overcome these challenges?



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



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

**SECTION 8****CONCLUSION**

Time: 15 min

**NETWORKING**

Time: 5 min

Networking is an efficient way to develop professional relationships with cadets from outside the corps / squadron. Provide cadets with five minutes to interact with each other to exchange contact information.

**WORKSHOP FEEDBACK SURVEY**

Time: 5 min

Distribute the workshop feedback survey located at Annex D to the cadets and allow them five minutes to complete it.

---

**CLOSING STATEMENT**

Time: 5 min

Healthy relationships are fun and make you feel good about yourself. You can have a healthy relationship with anyone in your life including your family, fellow cadets, officers, friends and dating partners. Relationships take time, energy and care to make them healthy but the relationships you make now will become an important part of your life and will teach you some important lessons about who you are.

---

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### **Establishing Relationships with Subordinates Role Play**

*Scene:* A cadet training activity. Stephanie, a senior cadet, is conducting a group discussion on “Adolescent Issues”. Robert, aged 15, who often plays the group clown, always refuses leadership roles and generally does not accept responsibility for anything, enters the room 30 minutes late. There are 30 minutes left in the period.

Stephanie (*smiling and in a friendly voice*): Hi Robert. I’m glad you made it, but you’re really late today. What happened?

Robert (*defensively*): Nothin’.

Stephanie (*in a calm and friendly voice*): What do you mean “nothing.” Something had to happen to make you late.

Robert (*snapping*): I said nothing happened. (*His voice gets louder.*) Why you always gotta be making somethin’ outta nothin’?

Stephanie (*in a stern low voice*): Lower your voice, Robert. I just asked you a simple question. You’re not going to come in here and disrupt my session. The other cadets who got here on time are trying to have a serious discussion about issues facing adolescents like yourself.

Robert (*speaking loudly*): What do ya’ mean like me?

Stephanie (*chuckling*): It’s just a figure of speech Robert.

Robert (*confrontational*): Think it’s funny?

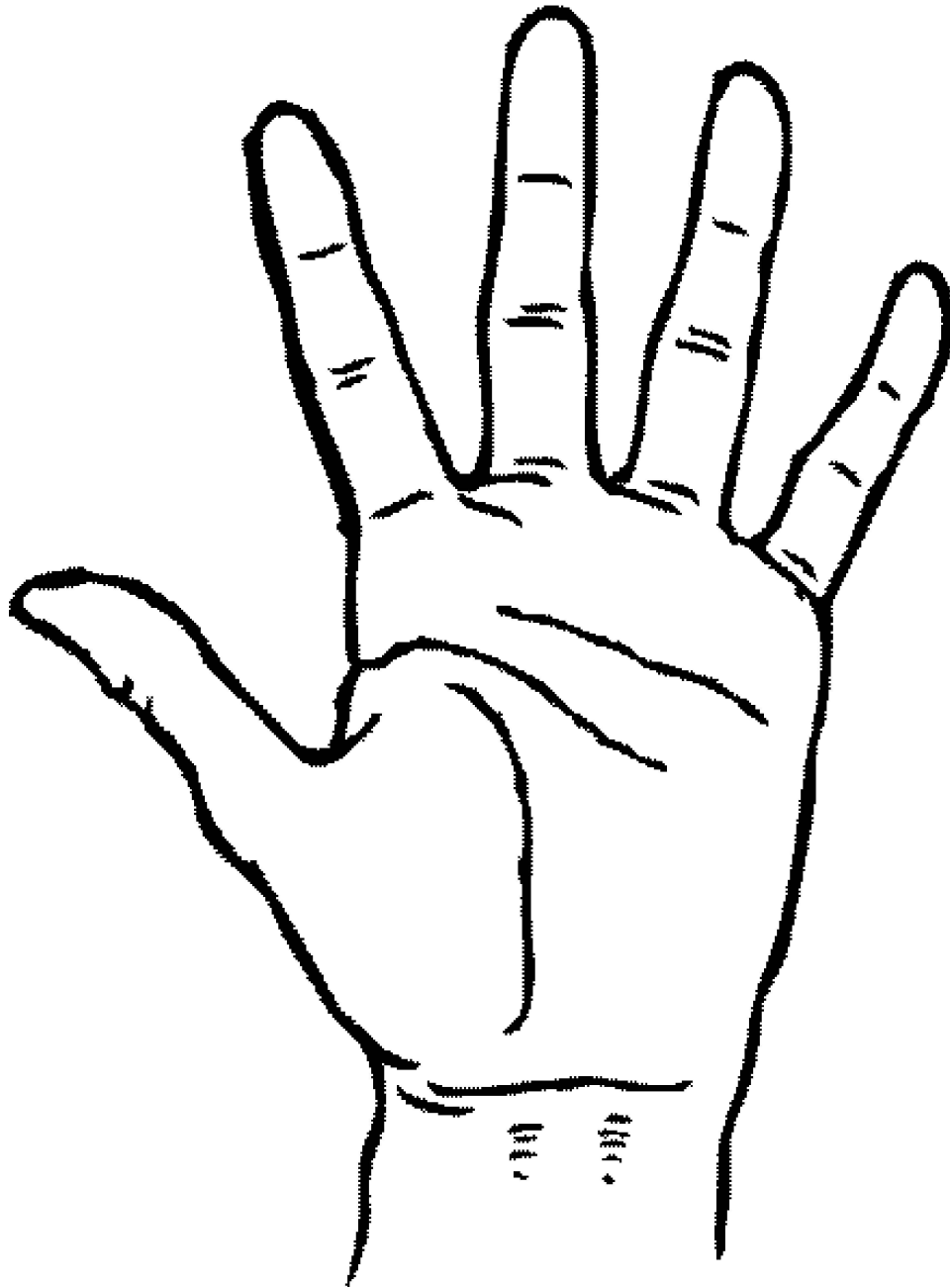
Stephanie: (*apologetically*): I meant people of your age group. No one was talking about you personally. Why would you think that?

Robert (*defiantly*): Because I didn’t do anything and you get on my case, soon as I came in. I’m going over there with Jason.

Stephanie (*in a loud frustrated voice*): Oh no, you’re not. (*She grabs his arm.*) He’s working with his group and you’ll disrupt them. Just sit down over here by yourself. I’m pulling the large group back together soon anyway.

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## Five Ways to Connect with Superiors (Helping Hand)



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## ACTION-PLANNING WORKSHEET

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**Goal:** As a result of this workshop, I plan to ...

### **Actions and Timeline**

**Action:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**By when:** \_\_\_\_\_

**Action:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**By when:** \_\_\_\_\_

**List possible challenges and ways of overcoming them:**

<b>Challenge</b>	<b>How to Overcome It</b>
<b>1.</b>	<b>1.</b>
<b>2.</b>	<b>2.</b>
<b>3.</b>	<b>3.</b>

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### WORKSHOP FEEDBACK SURVEY

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Workshop: \_\_\_\_\_  
Date: \_\_\_\_\_

1. Why did you choose this workshop?

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2. What were your expectations of this workshop?

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3. How did you like the workshop?

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4. What skills do you believe to have developed through this workshop?

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5. What skills are you better equipped to develop in your peers or subordinates now that you have attended this workshop?

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6. What information / tool / ability learned in the workshop would you be able to use at your corps / squadron?

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7. How has this workshop helped you become a better cadet?

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**CANADIAN CADET ORGANIZATIONS**  
**PHASE FIVE / MASTER CADET /**  
**PROFICIENCY LEVEL FIVE**  
**WORKSHOP FACILITATION GUIDE**



**CHAPTER 11**

**COMMUNICATION TOOLS**

Total Time:

210 min

**PREPARATION**

**PRE-WORKSHOP INSTRUCTIONS**

Review the workshop content and become familiar with the material prior to facilitating the workshop.

Select two cadets to perform the Interpreting Body Language role-play located at Annex E. Distribute the role play script to each of those cadets.

Photocopy:

- Communication Self-Reflection Activity located at Annex A for each cadet;
- The Communication Process diagram located at Annex C for each cadet;
- The Listener Instruction Cards located at Annex F (so that there is one card for every two cadets);
- The Listening Skills Checklist located at Annex G for each cadet;
- Communicating Under Pressure handout located at Annex H for each cadet; and
- Workshop Feedback Survey located at Annex I for each cadet.

Photocopy and cut out Brainstorming Tasks located at Annex D.

Gather the resources and arrange the room as required.

**ROOM LAYOUT**

The room should be divided in two areas:

- an area with the tables arranged so that cadets can work individually or participate in group discussions; and
- an area with the tables arranged so that cadets can work in groups.

**RESOURCES**

The following resources are needed for this workshop:

- Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area,
- Flip chart paper,

- Markers (various colours),
- Paper, and
- Pen / pencil.

### TIMINGS

Section	Component	Time
1	Introduction.	25 min
2	Effective Communication.	25 min
	Break	15 min
3	Interpreting Body Language.	35 min
4	Hearing Versus Listening.	10 min
5	Active Listening.	25 min
	Break	15 min
6	Communicating Under Pressure.	25 min
7	The Way Ahead.	10 min
8	Conclusion.	25 min

### SUBSTANTIATION

Workshops are designed to allow cadets to interact with their peers during various activities, discussions, role-plays and case studies. Workshops emphasize the sharing of knowledge and experiences in a small group setting.

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**SECTION 1****INTRODUCTION**Time: 25 min

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**AIM**

This workshop aims to give cadets tools to improve their communication skills when instructing a lesson, leading a group discussion, conducting a meeting, and / or carrying out daily activities.

**OUTCOMES**

Outcomes of this workshop include:

- recognizing effective personal communication skills;
- understanding the communication process;
- interpreting body language;
- recognizing the difference between hearing and listening;
- practicing active listening skills; and
- recognizing how to communicate under pressure.

---

**ICEBREAKER ACTIVITY**

Time: 25 min

**Objective**

The objective of this icebreaker activity is to allow the cadets to familiarize themselves with each other by having them share a little about themselves.

**Resources**

Nil.

**Activity Layout**

Nil.

**Activity Instructions**

1. Divide the cadets into pairs.
2. Allow five minutes for the cadets to introduce themselves to each other and gather the following information:
  - a. name,
  - b. cadet corps / squadron,
  - c. favourite food,
  - d. favourite activity, and
  - e. one other interesting / unusual fact.

3. Have each cadet present their partner to the others without using words. Encourage the cadets to use creativity in introducing their partners (eg, through charades, mime). Encourage the cadets to have a good laugh.
4. After everyone has been introduced, ask the cadets how they felt about not being able to use words.

**Safety**

Nil.

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**SECTION 2**

**EFFECTIVE COMMUNICATION**

Time: 25 min

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Ask the cadets if they have ever had an embarrassing or troublesome experience as a result of poor communication. Select several cadets to get a variety of responses but encourage the cadets not to get too intimate or personal.



Good communication skills require a high level of self-awareness. By understanding your personal style of communicating, you will go a long way towards creating good and lasting impressions with others.

---

**ACTIVITY**

Time: 15 min

**Objective**

The objective of this activity is to have the cadets recognize their personal style of communicating.

**Resources**

- Communication Self-Reflection Activity located at Annex A,
- Score Interpretation sheet located at Annex B, and
- The Communication Process diagram located at Annex C.

**Activity Layout**

Nil.

**Activity Instructions**

1. Distribute the Communication Self-Reflection Activity located at Annex A to each cadet.
2. Have the cadets complete the quiz individually by putting a checkmark in the column that best describes their response to each statement.
3. Remind the cadets that this is not a test but a self-reflection activity to determine their communication skills.

4. Have the cadets total their score by assigning a value of 1 to all checkmarks in the first column, a value of 2 to all checkmarks in the second column, a value of 3 to all checkmarks in the third column, a value of 4 to all checkmarks in the fourth column, and a value of 5 to all checkmarks in the fifth column.
5. Read the Score Interpretation sheet located at Annex B to the cadets.
6. Discuss the results with the group.



Explain to the cadets that each of the statements in the self-reflection activity is a principle of effective communication that they should strive to achieve.



Provide the cadets with the information below.

### Effective Communication

Effective communication is not only about conveying your messages to other people clearly, but also about receiving information that others are sending to you as accurately as possible.

Doing this involves effort from both the sender and the receiver of the message. As simple as this sounds, it is a process that can be filled with errors as messages get muddled by the sender and / or misinterpreted by the recipient. When this lack of communication is not detected, it can cause tremendous confusion, wasted effort and missed opportunity.



Communication is only successful when both the sender and the receiver understand the same information as a result of the communication.



Distribute The Communications Process diagram located at Annex C to each cadet.

### The Communications Process

To be an effective communicator, aim to lessen the frequency of problems at each stage of the process. Consider the following:

- **Source.** As the source of the message, you need to be clear about why you are communicating, and what you want to communicate. You also need to be confident that the information you are communicating is useful and accurate.
- **Message.** The message is the information that you want to communicate.
- **Encoding.** This is the process of transferring the information you want to communicate from your mind into a form that can be efficiently sent, correctly decoded, and understood at the other end. Your success in encoding depends partly on your ability to convey information clearly and simply, but also on your

ability to anticipate and eliminate sources of confusion such as cultural issues, mistaken assumptions, and missing information. An important part of encoding is knowing your audience because failure to understand who you are communicating with will result in delivering messages that are misunderstood.

- **Channel.** Messages are conveyed through verbal channels such as face-to-face meetings, telephone and videoconferencing and written channels such as letters, e-mails, text messages, memos and reports.



During face-to-face communications, the presence of body language can be a big help or hindrance to the efficient transmission of the message.

- **Decoding.** Just as successful encoding is a skill, so is successful decoding. Successful decoding involves taking the time to read a message carefully or listen actively to it. Just as confusion can arise from errors during the encoding stage, it can also arise from decoding errors.
- **Receiver.** Your message is delivered to an individual or group of individuals depending on the situation. Everyone enters into the communication process with ideas and feelings that will undoubtedly influence their understanding of your message and their response to it.
- **Feedback.** Your audience may provide verbal and non-verbal feedback to your communicated message. Pay close attention to this feedback, as it is the only thing that can give you confidence that your audience has understood your message. If you find that there has been a misunderstanding, at least you have the opportunity to send the message a second time.
- **Context.** The situation in which your message is delivered is the context.

### Removing Barriers at all Stages

To have effective communication you must commit to breaking down the barriers that may exist within each of these stages of the communication process by ensuring that:

- your message is not too lengthy, disorganized, or filled with errors;
- you use appropriate verbal and body language; and
- you do not send too much information too fast. It is best to keep in mind the demands on other people's time.



When in doubt, remember that less is oftentimes more.



Give the cadets a 15-minute break.

---

**SECTION 3****INTERPRETING BODY LANGUAGE**Time: 35 min

---



Explain the following to the cadets.

Up to 93 percent of communication is non-verbal, including tone of voice, eye movement, posture, hand gestures, facial expressions and more.

The eyes communicate more than any other part of the human anatomy.

There are 50 or more different types of human smiles.

Bodily cues are the most reliable of all nonverbal signals because a person generally has less conscious control over these than other signals.

Space is important for people in certain cultures, including many Canadians. If personal space is invaded intentionally or unintentionally it may cause an individual to feel uncomfortable, thereby interrupting the process of communicating.

Touching or playing with nearby objects and the use of hand and arm gestures while communicating send messages to the receiver. These messages may be either positive or negative depending on the context.

Gestures such as hand signals can communicate without the use of any speech. Touching, for example, can communicate friendly or aggressive behaviour. The way a person stands may reflect their level of confidence and comfort. Generally, people who stand erect with good posture are often seen as more confident, while people who stand with their hands on the hips can be seen as aggressive or alert.

---

**ACTIVITY**

Time: 15 min

**Objective**

The objective of this activity is to have the cadets recognize positive and negative body language signals.

**Resources**

- Brainstorming Tasks located at Annex D,
- Flipchart paper, and
- Coloured markers.

**Activity Layout**

Nil.

**Activity Instructions**

1. Divide the cadets into seven groups.
2. Have one member from each group select a brainstorming task from Annex D.

3. Give each group one sheet of flipchart paper and a coloured marker.
4. Allow each group 10 minutes to complete their task.
5. Have each group share their lists with the whole group in the same order as the tasks are listed in Annex D.
6. After each group has presented, have them add any relevant items from the information below to their lists.



## **NEGATIVE BODY LANGUAGE SIGNALS**

### **General Negative Signals**

- pointing feet away from the speaker;
- having tense posture;
- tapping feet;
- covering or rubbing of the ears;
- rapidly nodding the head;
- "dancing" around;
- covering the nose;
- forming a fist, clenching the hands;
- rubbing or scratching the neck or nose;
- rapidly exhaling breath;
- looking skyward;
- fidgeting (eg, tapping a pencil);
- avoiding or limiting eye contact;
- drumming the fingers on the table;
- covering the mouth;
- buttoning the coat or jacket; and
- orienting body away from the speaker

### **Signals of Boredom**

- doodling;
- having a blank stare;
- drumming the fingers;
- taking deep breaths;
- crossed legs with the foot swinging or kicking;
- tapping the floor with the foot;



- holding head in hands; and
- clicking a retractable pen.

**Signals of Frustration**

- taking short breaths;
- pointing index fingers;
- making "tssk" sounds;
- running hands through the hair;
- clenching hands tightly;
- rubbing the back of the neck;
- making fist-like gestures; and
- kicking the ground at an imaginary object.

**POSITIVE BODY LANGUAGE SIGNALS****General Positive Signals**

- nodding thoughtfully;
- stroking of the chin;
- having a relaxed posture;
- having an open body position;
- orienting body toward the speaker;
- making eye contact, particularly when the pupils are dilated (enlarged);
- having open hands;
- handling the documents or materials one is presenting;
- pointing feet towards the speaker; and
- making thoughtful "um-hums" or similar verbal cues.

**Cooperative Body Language Signals**

- having open hands;
- tilting head;
- sitting on the edge of the chair;
- leaning toward the speaker;

- unbuttoning the coat or jacket; and
- moving closer to the speaker.

**Reflective Body Language Signals**

- making hand-to-face gestures;
- taking glasses off to clean them;
- tilting head;
- sucking on a pen or glasses' arm;
- stroking the chin or holding the chin in the palm of the hand; and
- peering over glasses.

7. Have each group post its list on the wall.

---

**ACTIVITY**

Time: 15 min

**Objective**

The objective of this activity is to have the cadets interpret body language.

**Resources**

Interpreting Body Language role-play located at Annex E.

**Activity Layout**

Set up a table and two chairs at the front of the room for the actors to perform the role play. Have the other cadets act as the audience and seat them so they can see and hear the role-play without difficulty.

**Activity Instructions**

1. Explain to the cadets that they are going to watch a role-play on body language illustrating some of the body language signals previously discussed.
2. Have the two cadets designated to perform the role-play take their places at the front of the room.
3. Have the remaining cadets act as the audience and seat them appropriately.
4. Allow 10 minutes for the designated cadets to perform the role-play.
5. Ask the cadets if they believe the cadet took the officer's memory stick.
6. Ask the cadets to identify the signals that helped them form an opinion.



After the discussion, identify any of the following possible signals of lying that were not mentioned:

- Avoiding eye contact.
- Touching the face, throat, mouth or nose, or scratching behind the ear.
- Timing is off between emotions / gestures / expressions and words. For example, if someone says "I love it!" when receiving a gift but smiles after making that statement, rather than at the same time the statement is made, they may be lying.
- Making gestures or facial expressions that do not match the verbal statement.
- Using physical expressions that are limited and stiff, with few arm and hand movements. Hand, arm and leg movements are toward their own body as they try to take up less space.
- Displaying a defensive attitude.
- Turning head and / or body away.
- Placing a water bottle between themselves and the other person.
- Using the other person's words as part of the answer when asked, "Did you take my memory stick?" For example, replying, "No, I did not take your memory stick."
- Using "I did not" instead of the contraction "I didn't" when responding.
- Adding unnecessary details to convince the other person.
- Relaxing and becoming very comfortable when the other person changes the subject.



#### **Finally, a word of caution ...**

Just because someone exhibits one or more of these signals does not mean they are lying. The above behaviours should be compared to a person's normal behaviour whenever possible.

A combination of actual speech, body language, and normal behaviour or mannerisms must be used to make an educated guess when interpreting body language.

Be careful of a cadet's unspoken messages. Crossed arms may say "I feel threatened by what you are saying and I am closed to hearing it", but it may also say "I'm cold". A tapping foot may mean "I would like to be on my way", but it may also reflect a lot of nervous energy or a need to go to the washroom. Avoiding eye contact may mean "I am lying" but it might also mean "I am shy or introverted".

**SECTION 4****HEARING VERSUS LISTENING**

Time: 10 min



Before beginning this activity, ask the cadets if they think there is a difference between hearing and listening. Do not spend a lot of time on the question since it will be elaborated upon throughout this section. Explain the following to the cadets.

**THE DEFINITION OF HEARING**

Listening is a very different thing than hearing.

The Oxford dictionary defines “hear” as:

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

Hearing occurs naturally everyday, whether a person wishes to hear or not.

**THE DEFINITION OF LISTENING**

The Oxford dictionary defines “listen” as:

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

When a person listens, they are making an effort to hear something. In order to listen effectively, the listener must pay attention to the person who is speaking.

**ACTIVE LISTENING**

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. Some of these situations are explained in the table below.



Ask the cadets to think about some real-life examples of times when they have tried to be good listeners while sharing some of the comparisons below.

<b>Active Non-Listening</b>	<b>Active Listening</b>
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 change the subject when 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 the listener is paying attention, consequently encouraging 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 the speaker;
- finishing a speaker's sentence for them;
- talking while another person is 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 THAT LISTENING AND HEARING HAVE ON COMMUNICATION**

Noises are easy to hear, but because a person can hear what is happening, does it mean that they are listening? Sometimes the listener 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.



Ask the cadets to think about some lessons or conversations that occurred recently in which they could hear what was happening but were not listening.

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 appropriate 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 was the one intended.

---

## SECTION 5

## ACTIVE LISTENING

Time: 25 min

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### ACTIVITY

Time: 25 min

#### Objective

The objective of this activity is to have cadets identify and practice active listening skills.

#### Resources

- Listener Instruction Cards located at Annex F,
- Listening Skills Checklist located at Annex G, and
- A stopwatch.

#### Activity Layout

Nil.

#### Activity Instructions

1. Divide the cadets into pairs.
2. Have the cadets choose who will be the speaker and who will be the listener.
3. Have the speakers go to another area and allow them five minutes to think of a recent problem, issue or happy circumstance that they have recently encountered and feel comfortable talking about.
4. Distribute the instruction cards to the listeners and ask them not to show them to the speakers.
5. Bring the pairs back together and have the speakers tell their stories.
6. After three minutes bring the cadets back together and ask the following questions:
  - a. Speakers, how well did your partner listen? Did you feel you were being understood? Why or why not?



Focus the majority of the conversation on the people who felt they were not being listened to. Tell the speakers who had good listeners that you will come back to them in a few minutes. Ask the listeners to share their instruction cards with their partners. Read the instructions aloud and have a good laugh.

- b. What does it feel like when you are talking about something meaningful and the other person is not giving you their attention or is being judgmental?
  - c. Do you think younger cadets ever experience this when speaking with senior cadets or officers?
7. Ask some of the speakers who felt they had good listeners to describe the listening skills they experienced and what it felt like for them. Explain that the listener's instruction card read, "Do your best to use active listening skills." Get one of the active listeners to explain what that means to them.
  8. Distribute the Listening Skills Checklist located at Annex G. Encourage the cadets to add any points they consider important.
  9. If time permits, ask two cadets who were noted to have good listening skills to improvise a conversation demonstrating good active listening skills for the entire group.

### Safety

Nil.



Give the cadets a 15-minute break.

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## SECTION 6

## COMMUNICATING UNDER PRESSURE

Time: 25 min

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### DISCUSSION

Time: 25 min



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.

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## BACKGROUND KNOWLEDGE

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### COMMUNICATING UNDER PRESSURE

#### Introduction

Have you ever found yourself put on the spot? Communicating your thoughts and ideas in an understandable manner while under pressure will make others listen and help you come across as confident, persuasive, and trustworthy.

Confidence is the key to “thinking on your feet”. By preparing for high-pressure situations, being well-informed, and using some of the tactics discussed below, you can stay poised while you compose your thoughts and prepare your response for questions and debates.

#### Tactics

**Relax.** This is often the opposite of how you are feeling when you're under pressure, but in order for your voice to remain calm and for your brain to "think", you have to be as relaxed as possible. To help relax remember to:

- take deep breaths;
- think positively; and
- clench invisible muscles (thighs, biceps, feet) for a few seconds and release.

**Listen.** It comes as no surprise that listening is critical to thinking on your feet. You need to listen to make sure you fully understand the question or request before you reply. To help you with your listening remember to:

- look directly at the questioner;
- observe body language as well as what is being spoken; and
- try to interpret the reason for the question or request. Is it an attack, a legitimate request for more information, or a test?

**Have the Question Repeated.** If you are feeling particularly under pressure, ask for the question to be repeated. This gives you a bit more time to think about your response. There is a risk that this might make you look unsure but it also makes you look concerned that you give an appropriate response. Remember, the questioner may have just "thought on his or her feet" to ask the question, so when you give them a second chance, the question may be better articulated and clearer to all.

By asking to have the question repeated you also get another opportunity to assess the intentions of the questioner. If it is more specific or better worded, chances are the person really wants to learn more. If the repeated question is more aggressive than the first one, then you know the person is more interested in making you uncomfortable than anything else.

**Use Stall Tactics.** Sometimes you need more time to get your thoughts straight and calm yourself down enough to make a clear reply. The last thing you want to do is blurt out the first thing that comes to your mind. Often this is a defensive comment that only makes you look insecure and anxious rather than confident and composed. Some stall tactics include:

- repeating the question to yourself;
- asking a question yourself to narrow the scope of the question;



- asking for clarification; and
- asking for a definition if jargon or specific terminology are part of the question.

**Use Silence to Your Advantage.** Silence may be uncomfortable but if used sparingly, it communicates that you are in control of your thoughts and confident in your ability to answer. Pausing to collect your thoughts tells your brain to slow everything down.

**Stick to One Point and One Supporting Piece of Information.** When under pressure there is a risk you will answer a question with either too much or too little information. If you give too short an answer, you will get another question; but when your reply is too long, you risk losing people's interest, coming across as boring, or giving away things that are better left unsaid. Remember, you are not being asked to give a speech on the subject. The questioner wants to know something, so provide an answer with just enough supporting information.

If you do not know the answer, say so. Trying to make something up may make you look foolish, which will lower your confidence when you need to think on your feet in the future. There is usually nothing wrong with not knowing something if you follow up as soon as possible afterwards with a researched answer.

**Prepare Some "What ifs".** It is often possible to predict the types of questions you might be asked, so you can prepare and rehearse some answers to questions that might come your way. In particular, spend some time brainstorming the most difficult questions that people might ask, and preparing and rehearsing good answers to them.

**Practice Clear Delivery.** How you say something is as important as what you say. If you mumble or use "umm" or "ah" between every second word, confidence in what you are saying is diminished. You will have a clear delivery if you:

- speak in a confident voice;
- use pauses strategically to emphasize a point or slow yourself down;
- vary your tone of voice;
- use eye contact appropriately; and
- pay attention to your grammar and sentence structure.

**Summarize and Stop.** Wrap up your response with a quick summary statement and do not add any more information. If there is silence after your summary, do not make the common mistake of filling the silence with more information. This is the time when other people are adsorbing the information you have given and if you provide more information, you may end up causing confusion. Use words to indicate you are summarizing such as "in conclusion," or "finally".

## **Conclusion**

No one enjoys being putting on the spot or answering questions for which they are not fully prepared. The situation can be stressful, but you can think on your feet if you remember and use the strategies just discussed. Essentially, thinking on your feet means staying in control of the situation. Ask questions, buy time for yourself, and remember to stick to one point.

---

## GROUP DISCUSSION

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### TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, 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. Why is communicating well under pressure an important attribute?
- Q2. How can you achieve confidence when communicating under pressure?
- Q3. How can you relax while under pressure?
- Q4. What can be achieved by having a question repeated?
- Q5. What are the aspects of a clear delivery?
- Q6. Why is it important to summarize and stop without adding any extra information to fill the silence?
- Q7. What does it mean to "think on your feet"?



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



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



Distribute the Communicating Under Pressure handout located at Annex H to each cadet.

---

## SECTION 7

## THE WAY AHEAD

Time: 10 min

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## DISCUSSION

Time: 10 min



The point of this discussion is to reinforce the content of the workshop and to determine how it can be applied at the corps / squadron using the suggested questions provided.

### SUGGESTED QUESTIONS:

- Q1. Which activity did you prefer?
- Q2. How can you take the information from this workshop and apply it to your job at your corps / squadron?
- Q3. How will you enhance your subordinates' instructional skills with what you have learned in this workshop?



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



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

---

## SECTION 8

## CONCLUSION

Time: 25 min

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## NETWORKING

Time: 10 min

Networking is an efficient way to develop professional relationships with cadets outside the corps / squadron. Provide cadets with 10 minutes to interact with each other to exchange contact information.

---

**WORKSHOP FEEDBACK SURVEY**

Time: 10 min

Distribute the workshop feedback survey located at Annex I to the cadets and allow them 10 minutes to complete it.

---

**CLOSING STATEMENT**

Time: 5 min

Communication is an essential part of human interaction. Effective communication is all about sending and receiving messages clearly with as little distortion as possible. The benefits of effective communication are many and obvious as they improve all aspects of our lives. Ineffective or misunderstood communication in our personal lives will create embarrassment or problems which may have serious results.

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**COMMUNICATION SELF-REFLECTION ACTIVITY**

#	Statement	Not at All (1)	Rarely (2)	Sometimes (3)	Often (4)	Very Often (5)
1	I try to anticipate and predict possible causes of confusion, and I deal with them up front.					
2	When I write a memo, email, or other document, I give all of the background information and detail necessary to make sure that my message is understood.					
3	When people talk to me, I try to see their perspectives.					
4	When I finish writing a report, memo, or email, I proofread it for errors and to make sure it communicates my intended message before sending it.					
5	When talking to people, I pay attention to their body language.					
6	I use diagrams and charts to help express my ideas.					
7	Before I communicate, I think about what the person needs to know, and how best to convey it.					
8	Before I send a message, I think about the best way to communicate it (in person, over the phone, in a newsletter, via memo, etc.).					
9	I try to help people understand the underlying concepts behind the point I'm discussing. This reduces misconceptions and increases understanding.					
10	I consider cultural barriers when planning my communications.					
<b>Sub-Total</b>						
<b>Grand Total</b>						

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### SCORE INTERPRETATION

<b>Score</b>	<b>Comment</b>
36-50	Excellent! You understand your role as a communicator, both when you send messages, and when you receive them. You anticipate problems, and you choose the right ways of communicating. People respect you for your ability to communicate clearly, and they appreciate your listening skills.
18-35	You are a capable communicator, but you sometimes experience communication problems. Take the time to think about your approach to communication, and focus on receiving messages effectively, as much as sending them. This will help you improve.
1-17	You need to keep working on your communication skills. You are not expressing yourself clearly, and you may not be receiving messages correctly either. The good news is that, by paying attention to communication, you can improve both your communications skills and your personal and professional relationships.

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### The Communications Process

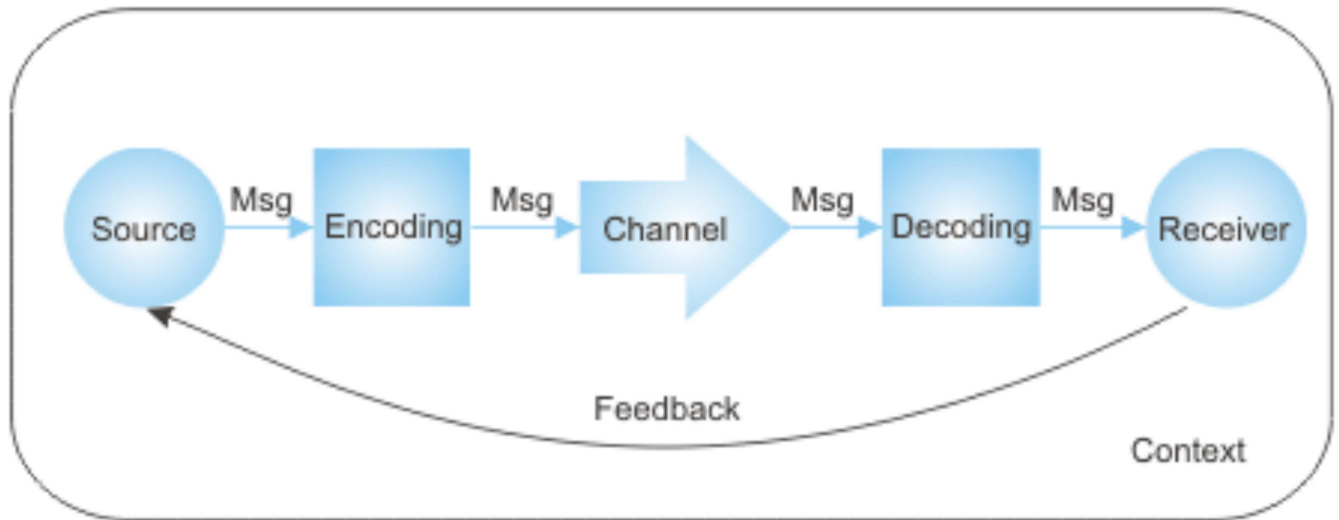


Figure C-1 The Communications Process

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# **BRAINSTORMING TASKS**

- 1. BRAINSTORM A LIST OF POSITIVE BODY LANGUAGE SIGNALS.**
- 2. BRAINSTORM A LIST OF BODY LANGUAGE SIGNALS THAT INDICATE A COOPERATIVE MOOD.**
- 3. BRAINSTORM A LIST OF BODY LANGUAGE SIGNALS THAT INDICATE A REFLECTIVE MOOD.**
- 4. BRAINSTORM A LIST OF NEGATIVE BODY LANGUAGE SIGNALS.**
- 5. BRAINSTORM A LIST OF BODY LANGUAGE SIGNALS THAT INDICATE BOREDOM.**
- 6. BRAINSTORM A LIST OF BODY LANGUAGE SIGNALS THAT INDICATE FRUSTRATION.**

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## Interpreting Body Language

### Cast:

Cadet, Officer

### Setting:

A training office containing a desk and two chairs. Officer is sitting at a desk. There is an empty chair in front of the desk.

### Dialogue:

*Cadet enters carrying a bottle of water. Stands at attention.*

Cadet: You asked to see me Sir / Ma'am.

*Officer pauses for just an instant and then looks at Cadet.*

Officer: Yes. Please be seated.

*Cadet sits down. Avoids looking directly at Officer.*

Officer (genuinely sincere): I hear that you're doing very well so far this year. Good job.

Cadet (a little surprised): Thank you. (*Cadet pauses and then smiles.*)

Officer: I won't keep you long. I realize that training is finished for the evening and you're anxious to go home, but I do have an important issue to discuss with you.

Cadet: I can't think what that might be.

Officer: Really! We have a small corps / squadron here. I'm surprised that you haven't heard there might be something going on. I've spoken to other cadets.

Cadet (defensively): Always something goin' on here. Why would you think I would know about it?

Officer: As I said – this is a small unit and word travels fast. But I'll get right to it. I'm missing a memory stick that contains some important files and I'm trying to find out what happened to it and get it back.

Cadet: I don't even know when it went missing.

*Cadet places his water bottle on the desk between himself and Officer.*

Officer: (matter of fact tone): Just this evening; during the first lesson as a matter of fact. I went next door to Supply just for a minute and when I came back to my office I discovered that my memory stick was missing from my coat pocket.

Cadet: Maybe you left it home. (*Cadet pauses and thinks for a moment and then continues.*) Besides I was in class during that period.

Officer: Relax. I'm not accusing you of anything... but I was told that you were excused for a minute to go to the washroom. Is that correct?

*(Cadet pauses and touches his throat and his mouth.)*

Cadet: Yes, but I wasn't gone very long ... less than a minute I'd say. And the bathroom is right next to your office – but I didn't even look in.

Officer: Well, that's good to know. We try to teach trust here and taking personal responsibility. I'm glad you don't go in areas that are off limits.

Cadet *(getting a bit excited)*: You can ask anybody – they'll tell you I can be trusted.

Officer: Like I said – I'm not accusing you of anything. But I've asked everyone the same question so I have to ask. Do you know anything about the missing memory stick?

Cadet: No, I do not know anything about your missing memory stick.

*(Cadet crosses his arms and turns his feet inward.)*

Officer: Alright, then.

Cadet: Perhaps another officer borrowed it.

Officer: We'll see. Anything you want to add?

Cadet: Not really.

Officer: How's school going?

Cadet *(relieved)*: Good. I'm on the soccer team this year. We won our first game and we play again this weekend.

Officer: Great. Well that's all. Keep up the good work with cadets and good luck with the soccer.

Cadet: O.K.

*(Cadet leaves. Forgets his water bottle.)*

## LISTENER INSTRUCTION CARDS

### **CARD #1**

**Listen attentively to your partner for about a minute. Then begin to get distracted. Look at your watch or the clock, glance around, drop your pen—but don't be obvious.**

### **CARD #2**

**Pay attention to your partner, but disagree with everything they say. Interrupt while they are talking and tell them what you think they should do, whether or not they ask for your advice. Point your finger and try to be aggressive.**

### **CARD #3**

**Do your best to use active listening skills.**

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## LISTENING SKILLS CHECKLIST

### Active listeners:

- tune into what the speaker has to say;
- give the speaker their full attention;
- listen to the speaker's body language;
- make direct eye contact unless it is culturally inappropriate;
- avoid being distracted by environmental factors;
- do not take part in side conversations when listening in a group situation;
- lean forward toward the speaker;
- do not interrupt with counter arguments, judge, or criticize the speaker;
- use non-verbal listening skills such as nodding or shaking their head and changing their facial expression as appropriate to show concern, excitement or other emotions;
- use brief verbal responses that indicate they are listening, such as "yes," "I see," "go on,";
- ask questions to clarify what the speaker is saying and encourage them to say more such as "So, what happened that got you so upset?" or "What did you think about that?";
- try to figure out the feelings reflected by the speaker's words by asking probing questions;
- get feedback from the speaker by telling them what they think the speaker is saying; and
- are open and honest in their response but express their opinions respectfully.



It takes a lot of concentration and determination to be an active listener because old habits are hard to break. Remind yourself that your goal is to truly hear what the other person is saying. Set aside all other thoughts and behaviors, ask questions, reflect, paraphrase and concentrate to ensure you understand the message.

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## THINKING ON YOUR FEET: COMMUNICATING UNDER PRESSURE

### Introduction

Have you ever found yourself put on the spot? Communicating your thoughts and ideas in an understandable manner while under pressure will make others listen and help you come across as confident, persuasive, and trustworthy.

Confidence is the key to "thinking on your feet". By preparing for high-pressure situations, being well-informed, and using some of the tactics discussed below, you can stay poised while you compose your thoughts and prepare your response for questions and debates.

### Tactics

**Relax.** This is often the opposite of how you are feeling when you're under pressure, but in order for your voice to remain calm and for your brain to "think", you have to be as relaxed as possible. To help relax remember to:

- take deep breaths;
- think positively; and
- clench invisible muscles (thighs, biceps, feet) for a few seconds and release.

**Listen.** It comes as no surprise that listening is critical to thinking on your feet. You need to listen to make sure you fully understand the question or request before you reply. To help you with your listening remember to:

- look directly at the questioner;
- observe body language as well as what is being spoken; and
- try to interpret the reason for the question or request. Is it an attack, a legitimate request for more information, or a test?

**Have the Question Repeated.** If you are feeling particularly under pressure, ask for the question to be repeated. This gives you a bit more time to think about your response. There is a risk that this might make you look unsure but it also makes you look concerned that you give an appropriate response. Remember, the questioner may have just "thought on his or her feet" to ask the question, so when you give them a second chance, the question may be better articulated and clearer to all.

By asking to have the question repeated you also get another opportunity to assess the intentions of the questioner. If it is more specific or better worded, chances are the person really wants to learn more. If the repeated question is more aggressive than the first one, then you know the person is more interested in making you uncomfortable than anything else.

**Use Stall Tactics.** Sometimes you need more time to get your thoughts straight and calm yourself down enough to make a clear reply. The last thing you want to do is blurt out the first thing that comes to your mind. Often this is a defensive comment that only makes you look insecure and anxious rather than confident and composed. Some stall tactics include:

- repeating the question to yourself;
- asking a question yourself to narrow the scope of the question;
- asking for clarification; and
- asking for a definition if jargon or specific terminology are part of the question.

**Use Silence to Your Advantage.** Silence may be uncomfortable but if used sparingly, it communicates that you are in control of your thoughts and confident in your ability to answer. Pausing to collect your thoughts tells your brain to slow everything down.

**Stick to One Point and One Supporting Piece of Information.** When under pressure there is a risk you will answer a question with either too much or too little information. If you give too short an answer, you will get another question; but when your reply is too long, you risk losing people's interest, coming across as boring, or giving away things that are better left unsaid. Remember, you are not being asked to give a speech on the subject. The questioner wants to know something, so provide an answer with just enough supporting information.

If you do not know the answer, say so. Trying to make something up may make you look foolish, which will lower your confidence when you need to think on your feet in the future. There is usually nothing wrong with not knowing something if you follow up as soon as possible afterwards with a researched answer.

**Prepare Some "What ifs".** It is often possible to predict the types of questions you might be asked, so you can prepare and rehearse some answers to questions that might come your way. In particular, spend some time brainstorming the most difficult questions that people might ask, and preparing and rehearsing good answers to them.

**Practice Clear Delivery.** How you say something is as important as what you say. If you mumble or use "umm" or "ah" between every second word, confidence in what you are saying is diminished. You will have a clear delivery if you:

- speak in a confident voice;
- use pauses strategically to emphasize a point or slow yourself down;
- vary your tone of voice;
- use eye contact appropriately; and
- pay attention to your grammar and sentence structure.

**Summarize and Stop.** Wrap up your response with a quick summary statement and do not add any more information. If there is silence after your summary, do not make the common mistake of filling the silence with more information. This is the time when other people are absorbing the information you have given and if you provide more information, you may end up causing confusion. Use words to indicate you are summarizing such as "in conclusion," or "finally".

## **Conclusion**

No one enjoys being putting on the spot or answering questions for which they are not fully prepared. The situation can be stressful, but you can think on your feet if you remember and use the strategies just discussed. Essentially, thinking on your feet means staying in control of the situation. Ask questions, buy time for yourself, and remember to stick to one point.

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### WORKSHOP FEEDBACK SURVEY

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Workshop: \_\_\_\_\_  
Date: \_\_\_\_\_

1. Why did you choose this workshop?

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2. What were your expectations of this workshop?

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3. How did you like the workshop?

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4. What skills do you believe you developed through this workshop?

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5. What skills are you better equipped to develop in your peers or subordinates now that you have attended this workshop?

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6. What information / tool / ability learned in the workshop would you be able to use at your corps / squadron?

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7. How has this workshop helped you become a better cadet?

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**CANADIAN CADET ORGANIZATIONS**  
**PHASE FIVE / MASTER CADET /**  
**PROFICIENCY LEVEL FIVE**  
**WORKSHOP FACILITATION GUIDE**



**CHAPTER 12**

**CADET PROGRAM OUTLINE: THE BIG PICTURE**

Total Time:

210 min

**PREPARATION**

**PRE-WORKSHOP INSTRUCTIONS**

Review the workshop content and become familiar with the material prior to facilitating the workshop.

Set up four stations around the room labelled “Talk-the-Talk (A)”, “Talk-the-Talk (B)”, “Talk-the-Talk (C)”, and “Talk-the-Talk (D)”.

Photocopy:

- Talk-the-Talk Bingo Card located at Annex A for each group in Section 1,
- Talk-the-Talk Calling Card located at Annex B for each station in Section 1,
- Leadership Team Model handout located at Annex D for each group,
- CATO 11-03, *Cadet Program Mandate* for each cadet,
- The Emotional Maturity Checklist located at Annex E for each cadet, and
- Workshop Feedback Survey located at Annex G for each cadet.

Gather the resources and arrange the room as required.

**ROOM LAYOUT**

The room should be divided into two areas:

- an area with the tables arranged so that cadets can work individually or participate in group discussions; and
- an area with the tables arranged so that cadets can work in groups.

**RESOURCES**

The following resources are needed for this workshop:

- Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area,
- Flip chart paper, and
- Flip chart markers.

**TIMINGS**

<b>Section</b>	<b>Component</b>	<b>Time</b>
1	Introduction.	20 min
2	The Cadet Program Mandate.	20 min
3	Youth Developmental Periods.	20 min
	Break	15 min
4	The Cadet Program Leadership Team Model.	25 min
5	The Linkages Between the Sea, Army and Air Elemental Programs.	25 min
	Break	15 min
6	Cadet Training—The Transition to Adulthood.	30 min
7	The Way Ahead.	20 min
8	Conclusion.	20 min

**SUBSTANTIATION**

Workshops are designed to allow cadets to interact with their peers during various activities, discussions, role-plays and case studies. Workshops emphasize the sharing of knowledge and experiences in a small group setting.



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**SECTION 1****INTRODUCTION**Time: 20 min

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**AIM**

This workshop explores the theories and methodologies upon which cadet training is based; the Cadet Program Leadership Team Model; the linkages that exist between the Sea, Army and Air elemental programs; and the big picture of cadet training.

**OUTCOMES**

Outcomes of this workshop include:

- Recognizing the theories and methodologies upon which the Cadet Program is based;
- Recognizing developmental periods and how they have influenced the design of cadet training;
- Recognizing the linkages between the Leadership Team Model and developmental periods;
- Recognizing the commonalities between the Sea, Army and Air elemental programs; and
- Recognizing the ways in which the Cadet Program contributes to the transition to adulthood.

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**ICEBREAKER ACTIVITY**

Time: 20 min

**Objective**

The objective of this icebreaker activity is to have the cadets familiarize themselves with each other, create a positive atmosphere for the workshop, and get the cadets thinking about the organization of cadet training.

**Resources**

- Talk-the-Talk Bingo Card located at Annex A,
- Talk-the-Talk Calling Card located at Annex B,
- Talk-the-Talk Bingo Card Answer Key located at Annex C,
- Four different coloured highlighters, and
- Pen / pencil for each group.

**Activity Layout**

This activity should be conducted in an area large enough to set up four stations around the room labelled “Talk-the-Talk (A)”, “Talk-the-Talk (B)”, “Talk-the-Talk (C)”, and “Talk-the-Talk (D)”.

**Activity Instructions**

1. Divide the cadets into groups and assign each group a letter: A, B, C, or D.
2. Place the corresponding calling card from Annex A at the appropriate station.

3. Brief the cadets on the activity instructions, to include:
  - a. time limit for each station (3 minutes),
  - b. time limit for rotation (1 minute),
  - c. direction of rotation between stations (clockwise),
  - d. signal for rotation (whistle blast),
  - e. an explanation of how the cadets will use the bingo card and question sheet, to include:
    - (1) reading the calling card that corresponds with their learning station;
    - (2) working as a group to find the correct answer on the bingo card;
    - (3) highlighting the correct answer square; and
    - (4) placing the appropriate calling card number in the square; and
  - f. an explanation of how the bingo game will be played, to include:
    - (1) Have each group go to the appropriate station and wait for the signal to begin.
    - (2) Groups have two minutes at each station to find their answers and must wait until the signal before moving to another station.
    - (3) For the first rotation Group A will rotate to Group B and Group C will rotate to Group D and take one minute to introduce themselves before proceeding to the next station.
    - (4) For the second rotation Group B will rotate to Group C and Group D will rotate to Group A and take one minute to introduce themselves before proceeding to the next station.
    - (5) For the third rotation the groups must greet one another by name before proceeding to the next station.
    - (6) The activity continues until one group completes a full card and yells "bingo" or until time is up.
4. Conduct the activity as per Step 3.



It is important to circulate around the room to facilitate the activity and help the cadets as required.

5. Allow five minutes to debrief the activity using the Talk-the-Talk Bingo Card Answer Key located at Annex C.

### **Safety**

Nil.

**SECTION 2****THE CADET PROGRAM (CP) MANDATE**

Time: 20 min



Distribute CATO 11-03, *Cadet Program Mandate* to each cadet and have them read it.

**DISCUSSION**

Time: 20 min



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.

**BACKGROUND KNOWLEDGE**

Background knowledge for the following group discussion is located in CATO 11-03, *Cadet Program Mandate*.

**GROUP DISCUSSION****TIPS FOR ANSWERING / FACILITATING DISCUSSION:**

- Establish ground rules for discussion, eg, 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 know about the mission, vision, aims and intended participant outcomes with underlying competencies of the CP?
- Q2. What is the mission of the CP? How does it hope to achieve this mission?
- Q3. The CP's vision statement describes the desire to have a program that is relevant, credible and proactive. What does relevant mean? What does credible mean? What does proactive mean?
- Q4. What is the aim of the CP?
- Q5. How does the CP hope to promote physical fitness?
- Q6. In what ways does the CP intend to develop in youth the attributes of good leadership?
- Q7. What are the five broad intended participant outcomes of the CP?
- Q8. What social competencies will cadets exhibit after undergoing cadet training?



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



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

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**SECTION 3**

**YOUTH DEVELOPMENTAL PERIODS**

Time: 20 min

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Ask the cadets to visualize cadets from their corps / squadrons who are in the 12–14 year age range, 15–16 year age range and 17–18 year age range and mentally describe how they think and behave. Explain the following to the cadets.



The CP endeavors to deliver on its mission, vision, aims and intended participant outcomes through a set of fun, challenging, well-organized and safe activities. These activities must be relevant, meaningful and age-appropriate.

Age-appropriate means that the learning activities must be appropriate to the mental, physical and emotional development of the cadet. The CP has defined age-appropriate learning using three developmental periods (DP).

A DP is a time frame during a cadet's progression through the CP in which the cadet participates in age-appropriate training and is provided opportunities to develop desired knowledge, skills and attitudes that support the aims of the CP.

The CP divides cadets into three DPs as follows:

- Developmental Period 1 (DP1) – Experience-based (12–14 years);
- Developmental Period 2 (DP2) – Developmental (15–16 years); and
- Developmental Period 3 (DP3) – Competency (17–18 years).

These DPs are based on the latest research in brain development. Stages of cognitive development in youth are characterized by specific abilities, thought patterns and limitations. DPs are blocks of time consistent with the period most adolescents progress through each stage. DPs provide a framework to guide program development, ensuring that each level of training is relevant, achievable and age-appropriate for the target audience.

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## ACTIVITY

Time: 15 min

### Objective

The objective of this activity is to have the cadets identify the characteristics of cadets in DP1, DP2, and DP3.

### Resources

- Sticky notes (three different colours),
- Pens / pencils,
- Coloured markers, and
- Flip chart paper.

### Activity Layout

Nil

### Activity Instructions

1. Divide the cadets into groups of three or four. If possible, the number of groups should be divisible by three so that an equal number of groups can be assigned each of the topics.
2. Assign each group one of the following topics: Cadets in DP1, Cadets in DP2, and Cadets in DP3.

3. Based on their assigned DP, have each group write on sticky notes what they believe to be age-appropriate:
  - a. training objectives,
  - b. training considerations, and
  - c. evaluation / recognition strategies.
4. Have groups with the same assigned topic join together to compare their ideas.
5. Have each of the three combined groups tape sheets of flip chart paper together to make a large rectangle.
6. Have each group draw around one person to get an outline of their body or simply draw a large outline of a body on the flip chart paper.
7. Have each group post their age-appropriate training objectives around the head, age-appropriate training considerations around the hands, and age-appropriate evaluation / recognition strategies around the feet.
8. Have each group introduce their cadet beginning with DP1.
9. After each groups presents, provide the cadets with any pertinent information from below.



**DP1**  
**12–14 Years Old**  
**Years One and Two**  
**Experience-Based**

**Training Objectives**

Training in DP1:

- introduces the CP;
- focuses on the cadet as a **PARTICIPANT**;
- develops basic skills and gives cadets knowledge of basic concepts;
- exposes cadets to a broad range of program opportunities; and
- encourages cadets to take responsibility for themselves and their kit.

**Training Considerations**

For cadets in DP1:

- learning by doing and seeing is important;
- teamwork is key;
- peers and older cadets are very influential;
- experience-based learning should be used when feasible; and
- training must be **ACHIEVABLE, ACTIVITY-BASED, INTERACTIVE** and **FUN**.

### Evaluation and Recognition Strategies

For cadets in DP1:

- evaluation is based on observation and participation;
- letter / number grading is inappropriate;
- to achieve the standard, they will need frequent, accurate, specific and timely (**FAST**) feedback and assistance;
- recognition for each success, no matter how small is very important; and
- recognition is based more on participation than on level of performance.



### DP2 15–16 Years Old Years Three and Four Developmental

#### Training Objectives

Training in DP2:

- builds on the basic skills learned in DP1;
- helps cadets learn to lead small teams;
- helps cadets develop more advanced skills and work toward mastery of them through practice;
- explores specialized program areas without being “locked in”; and
- encourages cadets to accept responsibility for self and others.

#### Training Considerations

For cadets in DP2:

- delivery methods include interactive and practical training, with some discovery learning; experiential learning continues to be preferred;
- teamwork remains important with additional emphasis placed on individual development;
- coaching, feedback and guidance from cadets in DP 3 and adult staff is important;
- an introduction to guided self-assessment techniques is appropriate; and
- developing reasoning and problem-solving skills is necessary.

#### Evaluation and Recognition Strategies

For cadets in DP2:

- formal measurement tools are introduced;
- **FAST** feedback continues to be important;

- greater recognition for what they perceive as significant achievements is necessary;
- self-assessment techniques are appropriate; and
- recognition for individual and team achievements is valued.



**DP 3**  
**17–18 Years Old**  
**Years Five +**  
**Competency**

**Training Objectives**

Training in DP3:

- recognizes cadets as leaders of their program;
- develops cadets as activity leaders; they coach and guide peers and subordinates;
- continues towards mastery of leadership and instructional techniques through practice under appropriate supervision;
- helps cadets recognize themselves as members of multiple teams and helps them develop an awareness of their impact at each of these various levels;
- encourages cadets to seek and accept additional responsibility for self and others.

**Training Considerations**

For cadets in DP3:

- preferred approaches include: problem solving, independent learning, sharing of ideas, practicing instructional techniques, leading and coaching subordinates;
- opportunities to plan, organize and lead unit activities are provided;
- learning becomes more self-directed but still includes some formal training through workshops, seminars, on-the-job training and mentoring relationships with adult staff;
- the importance of personal development, and the relation they have with their peers and superiors is recognized.

For cadets in DP3:

- measurement continues to be very important and is expanded to include peer and self-assessment;
- feedback is enhanced through the use of development interviews and debriefing of performance evaluation reports;
- continued use of national / standardized testing and selection processes for high-end training opportunities and advanced scholarships and awards are important;
- recognition of significant individual achievement is highly valued; and
- desire for recognition shifts almost entirely to performance / achievement.



**Safety**

Nil.



Give the cadets a 15-minute break.

**SECTION 4****THE CADET PROGRAM LEADERSHIP TEAM MODEL**

Time: 25 min

**ACTIVITY**

Time: 20 min

**Objective**

The objective of this activity is to have the cadets examine the components of the Leadership Team Model and how it provides age-appropriate leadership training for all cadets.

**Resources**

- Leadership Team Model handout located at Annex D,
- Coloured markers, and
- Flip chart paper.

**Activity Layout**

Nil.

**Activity Instructions**

1. Divide the cadets into three groups labelled DP1, DP2 and DP3.
2. Distribute the Leadership Team Model handout located at Annex D to each group.
3. Allow 10 minutes for each group to develop a poster creatively displaying what it considers to be the most important aspects of leadership relative to its assigned DP.
4. Allow 10 minutes for the groups to display and explain their posters.
5. Provide the cadets with the information below.



**The Leadership Team Model also provides for:**

- **Leadership Assignments.** Specific short- and long-term practical leadership opportunities programmed to allow cadets to apply their leadership knowledge and develop their leadership skills. This includes being responsible for an assigned team of cadets, within or outside their peer group, and the accomplishment of a singular minor or major duty / task. These Leadership Assignments are intended to be authentic and therefore are programmed to coincide with the naturally occurring leadership opportunities that exist during the conduct of most cadet activities; and
- **Leadership Appointments.** Specific long-term practical leadership opportunities programmed to allow cadets to apply their leadership knowledge, develop their leadership skills, and display the core leadership qualities. This includes being responsible for an established team of cadets, outside their peer group, and the accomplishment of a singular major duty / task. They could include organizational appointments (eg, Divisional Petty Officer / Platoon Warrant Officer / Flight Sergeant, Supply NCM, Administration NCM, Training NCM), supplementary training and training support appointments, or supplementary functional appointments (eg, Canteen Steward, Drill Team Commander, Marksmanship Team Captain).

**The Leadership Team Model provides for both:**

- **Transactional Leadership.** Focused on the knowledge and skills associated with “doing” leadership. Emphasis is placed on how to employ people and resources to get results. It is about accomplishing a specific duty / task (eg, Leadership Assignments, conducting meetings, solving problems); and
- **Transformational Leadership.** Focused on the knowledge and skills associated with “being” a leader. Emphasis is placed on how to bring about significant change in followers by encouraging, acting as a role model, motivating through inspiration, stimulating intellectually, and giving individualized help when needed. It is about helping others develop their leadership skills and realizing their leadership potential.

**Safety**

Nil.

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**SECTION 5**

**THE LINKAGES BETWEEN THE SEA, ARMY AND AIR  
ELEMENTAL PROGRAMS**

Time: 25 min

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**ACTIVITY**

Time: 25 min

**Objective**

The objective of this activity is to have the cadets analyze aspects of cadet training that the three elements have in common.

**Resources**

- Different coloured sheets of 8.5- x 14-inch paper, and
- Coloured fine tip and broad tip markers.

**Activity Layout**

Nil.

**Activity Instructions**

1. Divide the cadets into groups of four.
2. Distribute two sheets of coloured paper and different coloured fine and broad tip markers to each group.
3. Have each group brainstorm a list of activities that all three elements have in common.
4. Have each group create a recruiting brochure that graphically illustrates the common aspects of cadet training they have identified.
5. Have each group display and explain their brochure.
6. Provide the cadets with any pertinent information from the list below.



The CP is made up of a wide variety of elemental and common stand-alone and interdependent activities that are designed to achieve the CP's mission, vision, aims and participant outcomes. Established activities common to the three elemental programs are:

- general cadet knowledge,
- drill and ceremonial,
- leadership,
- instructional techniques,
- community service,
- cultural education / travel,
- citizenship,
- personal fitness and healthy living,
- air rifle marksmanship,
- summer and winter biathlon,
- music,
- positive social relations for youth, and
- first aid.

**Safety**

Nil.



Give the cadets a 15-minute break.

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## SECTION 6

## CADET TRAINING —THE TRANSITION TO ADULTHOOD

Time: 30 min

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Ask cadets if they can remember the mission of the CP. Remind them that the mission of the CP is to contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program.

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### ACTIVITY

Time: 20 min

#### Objective

The objective of this activity is to have the cadets participate in a self-reflection exercise on adulthood.

#### Resources

- CATO 11-03, *Cadet Program Mandate*,
- Emotional Maturity Checklist located at Annex E,
- Emotional Maturity Checklist Answer Key, and
- Pencil.

#### Activity Layout

Nil.

#### Activity Instructions

1. Distribute the Emotional Maturity Checklist located Annex E to each cadet.
2. Ensure that the cadets have their copy of CATO 11-03, *Cadet Program Mandate* with them for this exercise.
3. Remind the cadets that this is a self-reflection exercise and will not be corrected.
4. Allow 20 minutes for the cadets to individually complete the checklist.
5. Circulate around the room providing assistance as required.
6. Use the Emotional Maturity Checklist Answer Key located at Annex F to debrief the cadets' attempts to match the characteristics with intended participant outcomes.



Stress that this is not a test and there are no right or wrong answers. Discuss only the responses dealing with intended participant outcomes during the group debrief.

7. Discuss the following with the cadets.



Traditionally, studies of the transition from adolescence to adulthood have concentrated on young peoples' ability to achieve independence by "getting a job." But the nature of employment and the values attached to paid and unpaid work have changed dramatically in today's world. Increasingly, we are recognizing that a successful transition to adulthood involves more than supporting one's self financially.

Young people who make a successful transition to adulthood actually make four transitions:

- from school to work;
- from their family home to creating their own family;
- from the care of others to managing their own health and well-being; and
- from being responsible members of a nuclear family to being responsible, contributing members of the community.

All of the transitions that young people undergo are linked. For example, a successful move from the family home to creating one's own family is highly dependent on making a successful transition from school to work. Each transition requires young people to take on new roles. These roles involve both independence and interdependence, which is the ability to give and take in relationships with mutual respect and understanding.

Adulthood is not solely based on age or the other indicators identified above; it is also based on emotional maturity.

### Safety

Nil.

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## SECTION 7

## THE WAY AHEAD

Time: 20 min

---

### DISCUSSION


Time: 20 min



The point of the discussion is to reinforce the content of the workshop and to determine how it can be applied at the corps / squadron using the suggested questions provided.

**SUGGESTED QUESTIONS:**

- Q1. What is the mission of the CP?
- Q2. How do youth developmental periods relate to cadet training?
- Q3. What is meant by age-appropriate training?
- Q4. Identify two leadership roles of a cadet in DP1.
- Q5. Identify four training activities common to the three elemental programs.
- Q6. In what ways does cadet training prepare youth for the transition to adulthood?

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

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

---

**SECTION 8**

**CONCLUSION**

Time: 20 min

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**NETWORKING**

Time: 10 min

Networking is an efficient way to develop professional relationships with cadets from outside the corps / squadron. Provide cadets with 10 minutes to interact with each other to exchange contact information.

---

**WORKSHOP FEEDBACK SURVEY**

Time: 5 min

Distribute the workshop feedback survey located at Annex G to the cadets and allow them five minutes to complete it.

---

**CLOSING STATEMENT**

Time: 5 min

As a young person thinking about joining the CP, your primary focus was probably on becoming a Sea, Army or Air cadet. While that is an important part of the CP, the most important goal of cadet training is to help prepare cadets, regardless of element, to make the transition from adolescence to adulthood.

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**REFERENCES**

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**TALK-THE-TALK BINGO CARD**

Fundraising	Intended Participant Outcomes	Complementary Training	Citizenship	Aim
Mentorship	Corps / Squadron Program	Six	Marksmanship	CSTC Program
Mission	Mandatory Training		Training Weekend	Trustworthy
Cadet Administration and Training Orders	Mentoring	Training Establishment	Developmental Period	Age-appropriate
Positive Social Relations for Youth	Optional Training	Biathlon	Training NCO	Transition to adulthood

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## **TALK-THE-TALK CALLING CARD**

### **STATION A**

1. “CATO” stands for \_\_\_\_\_.
2. An agency designated to directly organize and conduct cadet activities.
3. The number of cadet regions in Canada.
4. General statements about the benefits the cadets will achieve as a result of training.
5. An anticipated outcome that guides the planning of activities.
6. Any corps / squadron activity that typically begins on a Friday and ends on Sunday afternoon.

## **TALK-THE-TALK CALLING CARD**

### **STATION B**

7. A cadet in this stage of leadership development refines their leadership skills by mentoring other cadets.
8. A time frame during a cadet’s progression through the Cadet Program.
9. The part of the CP that is designed to give all cadets instruction and opportunities to develop knowledge and skills.
10. Training conducted in addition to the regular phase, star or proficiency level training.
11. A scheme of activities that corps / squadrons are required to conduct.
12. A scheme of activities that corps / squadrons are required to conduct, but the specific activities carried out are decided by the Commanding Officer.

### **TALK-THE-TALK CALLING CARD**

#### **STATION C**


13. A statement outlining why the Cadet Program exists.
14. An example of a regionally directed activity.
15. The part of the CP that is designed to give cadets further opportunities to develop knowledge and skills in specialized activities.
16. The aspect of the Cadet Program aim that promotes understanding and appreciation of community life and Canadian values.
17. The mission of the Cadet Program.
18. Training that is suitable to the cadet's mental, physical and emotional development.

### **TALK-THE-TALK CALLING CARD**

#### **STATION D**

19. The main source of funding for the corps / squadron optional program.
20. An activity common to all three elemental programs.
21. The ability to advise and guide others based on knowledge and skills attained.
22. An example of a core leadership quality.
23. An example of a leadership appointment.
24. Training designed to address the social competence participant outcome of the Cadet Program.

**TALK-THE-TALK BINGO CARD ANSWER KEY**

Fundraising (19)	Intended Participant Outcomes (4)	Complementary Training (12)	Citizenship (16)	Aim (5)
Mentorship (21)	Corps / Squadron Program (9)	Six (3)	Marksmanship (20)	CSTC Program (15)
Mission (13)	Mandatory Training (11)		Training Weekend (6)	Trustworthy (22)
Cadet Administration and Training Orders (1)	Mentoring (7)	Training Establishment (2)	Developmental Period (8)	Age-appropriate (18)
Positive Social Relations for Youth (24)	Optional Training (10)	Biathlon (14)	Training NCO (23)	Transition to adulthood (17)

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# Leadership Team Model for the Cadet Program



## LEADERSHIP TEAM MODEL

### DEVELOPMENTAL PERIOD ONE (Years 1 and 2)

#### LEADERSHIP ROLES

**Peer Leaders** are cadets that naturally emerge amongst their peer group as leaders. This is not a formal role within the leadership model, but an opportunity for cadets with significant leadership potential to be identified and nurtured.

**Team Members** are cadets who have come together to achieve a common goal under the direction of a leader.

**Followers** are individual cadets within a team that respond to the leadership direction of others.

#### STAGES OF LEADERSHIP DEVELOPMENT

**Awareness:** The cadet develops an initial awareness of their leadership potential and abilities. A cadet in this stage of leadership development needs help to see themselves as a leader. However, some cadets will begin to naturally emerge as leaders within their peer group.

#### LEADERSHIP TRAINING OBJECTIVES

(Year 1 Leadership Training Objectives)

To prepare cadets to:

- participate effectively in all cadet activities;
- respond positively to the leadership direction of others;
- begin to interact comfortably within the cadet community;
- interact positively with others;
- exercise sound judgment; and
- accept personal responsibility for actions and choices.

(Year 2 Training Objectives)

- To reinforce the aspects of effective teamwork.
- To introduce leadership concepts that will assist and encourage cadets to emerge as leaders amongst their peer group.



## TARGETED CORE LEADERSHIP COMPETENCIES

(Year 1)

- intrapersonal management;
- interpersonal management; and
- teamwork.

(Year 2)

- intrapersonal management;
- effective communication; and
- teamwork.

## ASSESSMENT PURPOSE

(Year 1 and 2)

- Stimulation and maintenance of an enhanced interest in the CP.

**NOTE:** Exposing the cadet to a variety of training activities and learning opportunities with the assessment expectation focused on participation will help accomplish this.

- Exposure to a broad knowledge base and skill set.

**NOTE:** CSTC Summer 2 courses will begin to expose the cadet to some specific specialty areas, which will allow the cadet to discover possible areas of particular interest.

## **LEADERSHIP TEAM MODEL**

### **DEVELOPMENTAL PERIOD TWO (Years 3 and 4)**

#### **LEADERSHIP ROLES**

**Team Leaders** apply their leadership knowledge and display the core leadership qualities by being responsible for a team of cadets and / or the accomplishment of a singular major or minor duty / task as part of an overall activity or function within the corps / squadron.

#### **STAGES OF LEADERSHIP DEVELOPMENT**

**Interaction:** The cadet expands and strengthens their leadership potential and abilities. At this stage, a cadet develops their leadership skills and confidence through interaction with others during practical leadership experiences.

#### **LEADERSHIP TRAINING OBJECTIVES**

(Year 3 Training Objectives)

- To introduce cadets to the leadership concepts that will prepare them to effectively carry out their leadership assignments.
- This training includes emphasis on effective communication, problem solving and supervision as well as reinforcing the practice of reflection and self-assessment.
- Leadership training at this level focuses on transactional leadership.

(Year 4 Training Objectives)

- To introduce cadets to the leadership concepts that will prepare them to effectively carry out their Leadership Appointments and to mentor individual cadets.
- This training includes motivating, recognizing and rewarding, disciplining, developing, and providing performance feedback to cadets, as well as reinforcing the practice of reflection and self-assessment.
- Leadership training at this level focuses on Transformational Leadership.

## **TARGETED CORE LEADERSHIP COMPETENCIES**

(Year 3)

- intrapersonal management;
- effective communication;
- applied leadership; and
- mentorship.

(Year 4)

- intrapersonal management;
- interpersonal management;
- effective communication;
- applied leadership; and
- mentorship.

## **ASSESSMENT PURPOSE**

- development of a broad knowledge base and skill set as well as introducing reasoning proficiency;
- ongoing determination and development of specific specialty areas of interest and capability;
- recognition of enhanced proficiency achievement; and
- ongoing stimulation and maintenance of an enhanced interest in the CP.

## LEADERSHIP TEAM MODEL

### DEVELOPMENTAL PERIOD THREE (Year 5+)

#### LEADERSHIP ROLES

**Activity Leaders** are responsible for the overall organization of a singular cadet activity. This includes the necessary planning, coordinating, conduct and close-out activities related to the activity. They are also responsible for the effective and efficient use of assigned material and human resources.

(Adult staff and Year 5+ cadets)

**Activity Managers** are adult staff members and Year 5+ cadets within the CCO who are responsible for the overall supervision, administration, and training of cadets during all activities. These responsibilities extend to providing guidance, support and managerial oversight to cadets performing leadership roles.

#### STAGES OF LEADERSHIP DEVELOPMENT

**Mastery:** The cadet begins to master leadership skills in specific areas and activities. A cadet in this stage of leadership development refines their leadership skills through additional practical leadership experiences and mentoring other cadets who are beginning to develop their own leadership skills. Leadership skills are also expanded to include overall activity leadership and management.

#### LEADERSHIP TRAINING OBJECTIVES

- To prepare cadets to effectively organize cadet activities including assigning specific responsibilities to and supervising the Team Leaders assigned to the activity.
- To reinforce the practice of reflection and self-assessment, leading groups of cadets and mentoring individual cadets.
- Leadership training at this level focuses on both transactional and transformational leadership.

#### TARGETED CORE LEADERSHIP COMPETENCIES

- intrapersonal management;
- applied leadership; and
- mentorship.

### **ASSESSMENT PURPOSE**

- development of an enhanced knowledge, skill and reasoning proficiency;
- achievement in a targeted specialty area—related to interest, capability and cadet program requirements;
- ongoing development of the broad knowledge base and skill set as well as reasoning proficiency;
- ongoing recognition of enhanced proficiency achievement; and
- ongoing stimulation and maintenance of an enhanced interest in the CP.

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### EMOTIONAL MATURITY CHECKLIST

Read each of following characteristics of emotional security. If you feel the characteristic applies to you check the “yes” box. If it does not apply to you check the “no” box.

Determine which of the intended participant outcomes each characteristic most appropriately fits and place the appropriate letter in the IPO (intended participant outcomes) column. Use paragraph 9 of CATO 11-03, *Cadet Program Mandate* as a reference. Use the following code:

**A: emotional / physical well being – B: social competence – C: cognitive competence – D: proactive citizenship – E: understanding the Canadian Forces.**

#	Characteristic of Emotional Maturity	Yes	No	IPO
1	Realizes that maturity is an ongoing process and always strives for self-improvement			
2	Able to manage personal jealousy and feelings of envy			
3	Has the ability to listen to and evaluate the opinions of others			
4	Cooperates and volunteers with community organizations			
5	Accepts the fact that you can't always win and learns from mistakes instead of whining			
6	Able to tell the difference between rational decision making and emotional impulse			
7	Capable of managing temper and anger			
8	Keeps other peoples' feelings in mind and limits selfishness			
9	Able to distinguish between “needs” and “wants”			
10	Shows confidence without being overly arrogant			
11	Handles pressure with poise			
12	Takes ownership for and responsibility of personal actions			
13	Manages personal fears			
14	Able to see that not every situation is wholly good or bad but is often in between			
15	Accepts negative feedback as necessary for self-improvement			
16	Aware of personal insecurities and self-esteem			
17	Is concerned with global issues (eg, global warming, fair trade, poverty)			
18	Understands that open and honest communication is necessary for growth			
19	Does not indulge in self-pity			
20	Does not expect special consideration from anyone			
21	Accepts that you are not the centre of the universe and must often adjust to other people and situations			
22	Does not worry unduly about things that cannot be helped			
23	Does not boast or show-off in socially unacceptable ways			
24	Is not a chronic faultfinder			
25	Is honestly glad when others enjoy success or good luck			
26	Is mainly self-directed but realizes that many needs can only be met through others			
27	Perceived as a “doer” who gets things done			
28	Concerned about the effective use of time			
29	Is internally motivated by the potential for feelings of self-worth and personal achievement			
30	Has well formed and reasonable expectations			

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**EMOTIONAL MATURITY CHECKLIST  
 ANSWER KEY**

The responses below are only suggestions. A characteristic can fit more than one intended participant outcome. For example, any characteristic having to do with community involvement or global thinking could fit with both proactive citizenship and understanding the Canadian Forces.

**A: emotional / physical well being – B: social competence – C: cognitive competence – D: proactive citizenship – E: understanding the Canadian Forces.**

#	Characteristic of Emotional Maturity	Yes	No	IPO
1	Realizes that maturity is an ongoing process and always strives for self-improvement			C
2	Able to manage personal jealousy and feelings of envy			A
3	Has the ability to listen to and evaluate the opinions of others			B
4	Cooperates and volunteers with community organizations			D
5	Accepts the fact that you can't always win and learns from mistakes instead of whining			A
6	Able to tell the difference between rational decision making and emotional impulse			C
7	Capable of managing temper and anger			A
8	Keeps other people's feelings in mind and limits selfishness			B
9	Able to distinguish between "needs" and "wants"			B
10	Shows confidence without being overly arrogant			B
11	Handles pressure with poise			A
12	Takes ownership for and responsibility of personal actions			B
13	Manages personal fears			A
14	Able to see that not every situation is wholly good or bad but is often in between			C
15	Accepts negative feedback as necessary for self-improvement			B
16	Aware of personal insecurities and self-esteem			A
17	Is concerned with global issues i.e. global warming, fair trade, poverty etc			D
18	Understands that open and honest communication is necessary for growth			B
19	Does not indulge in self-pity			A
20	Does not expect special consideration from anyone			B
21	Accepts that you are not the center of the universe and must often adjust to other people and situations			C
22	Does not worry unduly about things that cannot be helped			A
23	Does not boast or show-off in socially unacceptable ways			B
24	Is not a chronic faultfinder			B
25	Is honestly glad when others enjoy success or good luck			B
26	Is mainly self-directed but realizes that many needs can only be met through others			E
27	Perceived as a "doer" who gets things done			D
28	Concerned about the effective use of time			D
29	Is internally motivated by the potential for feelings of self-worth and personal achievement			A
30	Has well formed and reasonable expectations			D

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### WORKSHOP FEEDBACK SURVEY

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Workshop: \_\_\_\_\_  
Date: \_\_\_\_\_

1. Why did you choose this workshop?

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2. What were your expectations of this workshop?

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3. How did you like the workshop?

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4. What skills do you believe to have developed through this workshop?

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5. What skills are you better equipped to develop in your peers or subordinates now that you have attended this workshop?

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6. What information / tool / ability learned in the workshop would you be able to use at your corps / squadron?

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7. How has this workshop helped you become a better cadet?

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