

CHAPTER 3

PO 103 – PARTICIPATE AS A MEMBER OF A TEAM



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 1

EO M103.01 – IDENTIFY THE RESPONSIBILITIES OF A FOLLOWER IN A TEAM

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stored are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review the lesson content, and become familiar with the material; and
- cut out the slips of paper found in [Annex A](#).

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the responsibilities of a follower in a team.

IMPORTANCE

Cadets need to learn how to be effective members of a team. Understanding the responsibilities of a follower in a team setting will make cadets more aware of what is expected of them. This knowledge will enable them to contribute to the overall success of the team.

Teaching Point 1**Explain the Four Responsibilities of a Follower in a Team**

Time: 8 min

Method: Interactive Lecture

RESPECT THE LEADER AND OTHER TEAM MEMBERS

The ability to work with other people in a team is a useful skill. A sincere respect for other people is a great asset. In order to be an effective team member one must respect what the leader is asking the team to do. It is also important to respect the opinion and views of the other members of the team.

COOPERATE WITH OTHERS

In order for the team to effectively and efficiently achieve an objective the members must cooperate. Through cooperation a great deal more can be achieved than by working alone.

ADMIT MISTAKES AND LEARN FROM EXPERIENCE

In a team setting one must be able to admit when they are wrong and learn from the mistake. This will make the team stronger and create a better outcome.

ACCEPT CONSTRUCTIVE CRITICISM

Constructive criticism is observations or thoughts about ways to improve the manner in which a task was completed. Leaders will often provide constructive criticism to members of the team. This criticism is given to assist individuals develop as team member and eventually become leaders. Members must learn to take this criticism and use it in a beneficial way.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What is constructive criticism?
- Q2. What does it mean to admit mistakes and learn from experience?
- Q3. Why is it important to respect the leader and other team members?

ANTICIPATED ANSWERS

- A1. Constructive criticism is observations or thoughts about ways to improve the manner in which a task was completed.
- A2. In a team setting one must be able to admit when they are wrong and learn from the mistake. This will make the team stronger and create a better outcome.
- A3. The ability to work with other people in a team is a useful skill. A sincere liking and respect for other people is a great asset. In order to be an effective team member one must respect what the leader is asking the team to do. It is also important to respect the opinion and views of the other members of the team.

Teaching Point 2**Explain the Five Responsibilities of a Follower in a Team**

Time: 8 min

Method: Interactive Lecture

ASSUME RESPONSIBILITY

Team members should be prepared to assume responsibility when needed. The team leader will often delegate duties to team members and rely on these members to be prepared and willing to take on the responsibility.

BE HONEST

Team members must be honest with others in the team. Most people will believe and want to work with someone they trust. Honesty is an important characteristic of a good follower. In order to complete objectives, team members must trust each other and be honest.

ACCEPT OTHER TEAM MEMBERS FOR WHO THEY ARE

It is important to be sensitive to other people's wants and needs and to changes in these wants and needs. Acceptance and understanding of individual differences will allow the group to communicate and cooperate.

KNOW THE JOB AND BE PREPARED

A good follower needs to be knowledgeable about the group's goals. An effective follower should be organized and prepared.

COMMUNICATE CLEARLY WITH OTHERS

A follower must be able to understand and communicate with the leader and other team members. Communication works in two directions, listening and speaking. The ability to listen to others is essential in receiving correct information and implementing the strategy outlined for the team.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. Why is it important to be honest in a team?
- Q2. What does it mean to communicate clearly with others?
- Q3. Why must a team member assume responsibility?

ANTICIPATED ANSWERS

- A1. Team members must be honest with others in the team. Most people will believe and want to work with someone they trust. Honesty is an important characteristic of a good follower. In order to complete objectives, team members must trust each other and be honest.
- A2. A follower must be able to understand and communicate with the leader and other team members. Communication works in two directions, listening and speaking. The ability to listen to others is essential in receiving correct information and implementing the strategy outlined for the team.
- A3. Team members should be prepared to assume responsibility when needed. The team leader will often delegate duties to team members and will rely on these members to be prepared and willing to take on the responsibility.

END OF LESSON CONFIRMATION

ACTIVITY

Time: 7 min

OBJECTIVE

The objective of this activity is for the cadets to unscramble the responsibilities of a follower in a team and explain what each means.

RESOURCES

- Scrambled responsibilities found in [Annex A](#).
- Container to pick scrambled responsibilities from.

ACTIVITY LAYOUT

- Divide the class into nine groups. If the class is too small, fewer groups can be formed.
- Have one member from each group pick a slip from the container.
- Each group will unscramble the words to reveal one of the responsibilities of a follower.
- The group will then discuss what the responsibility means.
- Each group will briefly present their answer to the class.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

- Ensure all cadets are participating.
 - Answer any questions.
-

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Understanding the responsibilities of a follower in a team is essential for team members. Knowing what is expected of them will help create a successful outcome.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C3-038 Campbell, R. (2006). *Leadership: Getting It Done*. Retrieved 16 March 2006, from <http://www.ssu.missouri.edu/faculty/rcampbell/leadership/chapter5.htm>.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 2

EO M103.02 – MAP PERSONAL GOALS FOR THE TRAINING YEAR

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content and become familiar with the material prior to the instruction of the lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to:

- complete a self-esteem activity;
- complete a goal mapping activity; and
- participate in a discussion concerning personal goals for the training year.

IMPORTANCE

Individuals play an important role within a team. Personal factors such as self-esteem and self-confidence can both positively and negatively affect a team. Being familiar with tools that can strengthen both factors will benefit the individual and the team as a whole. Goal mapping is a tool that can assist cadets in planning goals for the year. The thinking and planning involved in this process allows the cadets to further build upon their self-esteem and confidence.

BACKGROUND KNOWLEDGE

SELF-ESTEEM

Self-esteem encompasses how people view themselves. This includes, but is not limited to:

- how much individuals like themselves;
- how valuable they feel they are; and
- how comfortable they are with themselves.

SELF-CONFIDENCE

Self-confidence encompasses how individuals portray themselves. It is a major factor that can influence ones ability to perform within specific situations. By having high self-esteem, a strong level of self-confidence can be developed.

GOAL MAPPING

Goal mapping is an activity that allows people to recognize their personal motivations. Setting goals that can be achieved both in the short and long terms are beneficial to both the individual and the team. The more aware people are of others, their habits and desires, the more successful they can be in creating stronger team energy.

ACTIVITY 1

Time: 5 min

OBJECTIVE

The objective of this activity is to have cadets recognize different actions that may be useful measurements of self-esteem.

RESOURCES

Self-esteem scale found in Annex B.

ACTIVITY LAYOUT

- Have the cadets complete the scale located in Annex B.
- The cadets will have three minutes to complete the activity.
- Inform the cadets that the scale is for personal use only and can be reviewed periodically throughout the year and updated accordingly.
- Inform the cadets that it can be a useful tool to monitor their self-esteem.

SAFETY

N/A.

INSTRUCTOR GUIDELINES

The self-esteem scale is used solely for the cadet as a reflection tool. The instructor **WILL NOT** call upon cadets to provide specific examples from their scales during the reflection stage. The activity is simply used to introduce the concept of self-esteem.

ACTIVITY 2

Time: 10 min

OBJECTIVE

The objective of this activity is to have cadets map out short- and long-term goals with respect to their roles and responsibilities within the cadet unit.

RESOURCES

Goal mapping exercise found in Annex C.


ACTIVITY LAYOUT

- Have the cadets write down two short-term and long-term goals that they would like to achieve with respect to their role and responsibilities within the unit. A copy of the exercise is provided in Annex C.
- The cadets will have 10 minutes to complete the activity.
- Have them write down the steps they feel they need to take to achieve each goal.
- Inform the cadets that for this exercise, short-term goals are goals they wish to achieve within three months, and long-term goals are goals they wish to achieve by the end of Level One.
- Encourage the cadets to come up with simple goals. Some examples would be maintaining and improving on the quality of their dress and deportment, or participating in a new activity at the corps/squadron.
- After the activity is complete, have the cadets put their books aside.

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any other guidelines pertaining to the activity.

N/A.

REFLECTION

Time: 10 min

Method: Group Discussion

GROUP DISCUSSION



Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

- Q1. Why are self-esteem and self-confidence important factors in effective team building and leadership?
- Q2. How can a goal mapping exercise be effective in planning short- and long-term goals?
- Q3. How can goal mapping be a useful tool with respect to effective teams and leadership?



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

CONCLUSION

REVIEW

Upon completion of the group discussion conclude by summarizing to ensure that all teaching points have been covered. Take the opportunity to explain how the cadet will apply this knowledge in the future.

MAIN TEACHING POINTS

- TP1. Self-esteem and self-confidence.
- TP2. Goal mapping.

TP3. Personal goals for the training year.



Instructors shall reinforce those answers and comments discussed during reflection, but must ensure that the main teaching points have been covered. Any main teaching point not brought out during the group discussion shall be covered during review.

HOMEWORK/READING/PRACTICE

If the cadets did not have the opportunity to complete the two activities during the lesson, they are to complete them on their own time. The cadets will not be required to hand in these exercises. They are simply tools to be used by the cadets themselves.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

In order for a team to be successful in any task, its members need to be positive. As previously mentioned, personal factors such as self-esteem and self-confidence can both positively and negatively affect a team. Being familiar with tools that can strengthen both factors are beneficial skills both personally and collectively. By setting short- and long-term goals, cadets have something to work toward, and are thus more motivated to complete the tasks ahead.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C0-021 Adams, B. (2001). *The Everything Leadership Book: The 20 Core Concepts Every Leader Must Know*. Avon, Massachusetts: Adams Media Corporation.
- C0-022 Cole, K. (2002). *The Complete Idiots Guide to Clear Communication*. Indianapolis, IN: Alpha Books.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 3

EO M103.03 – PARTICIPATE IN TEAM BUILDING ACTIVITIES

Total Time:

60 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- set up a suitable classroom space, including an Overhead Projector (OHP); and
- gather pens and paper for the group.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the advantages and characteristics of teamwork that will aid in developing a positive team dynamic along with improving their individual teamwork skills.

IMPORTANCE

Having the skills to work as an effective team member is essential to the success of the team. Once introduced to these skills, they will continue to develop whenever the individual is placed in a team setting or situation that require people to work together.

BACKGROUND KNOWLEDGE

CHARACTERISTICS OF A SUCCESSFUL TEAM

- **Communication.** Clear communication is essential to an effective team. Team members must feel comfortable sharing ideas and concerns with each other and the leader.
- **Mutual Cooperation and Support.** It is hard to be innovative when you are not sure how others will react to your ideas. Team members must be aware that even if people disagree the objection is to the idea, not to the person presenting it. Members of a team must have the right to a certain level of trust that precludes backstabbing, gossip, and negative behaviours aimed solely at making someone look bad.
- **Share a Common Goal.** When a team understands the purpose for a task they have a heightened motivation to work together towards the completion of it.
- **High Esprit de Corps.** When each member of the team has a sense of pride and belonging to the team, it is more likely they will want to be part of the team. This sense of belonging will enable the group to become more cohesive and willing to work together to accomplish the task.

ADVANTAGES OF EFFECTIVE TEAMWORK

- **Includes Everyone and Ensures a Better Outcome.** In a team setting people feel that their contributions are valuable. A strong group performance is generated from strong individual efforts. When many individuals are working together to accomplish a task different ideas and opinions mesh together to provide a sound outcome.
- **Tasks Are Easier When More People Are Involved.** When the responsibility and workload are shared among the team members and the team works together to ensure everyone stays on track, the team will offer support to those who need it.
- **Increases and Develops Communication.** Teamwork is an opportunity for people to interact in new ways by forming relationships and communicating with new people. Communication is the key to ensuring members are carrying out their role in accomplishing the task.

ACTIVITY 1 – THE HUMAN KNOT

Time: 10 min

OBJECTIVE

The objective of this activity is to untangle the “human knot” through teamwork.



This activity highlights the necessity for communication, mutual cooperation and support, including everyone and ensuring a better outcome, high esprit de corps and sharing a common goal.

RESOURCES

N/A.

ACTIVITY LAYOUT

- Divide the class into groups of approximately 10 cadets.

- Direct each group to stand in a circle and place their right hand in the centre and take the hand of anyone except the person on either side of them.
- Have them do the same with their left hands.
- Explain to the cadets that they must not let go of their hands, and that their job is to work together to untangle the “Human Knot.”

SAFETY

Ensure the area where this activity is being conducted is flat and open so as to avoid any falls or collisions with other objects.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining to the activity.

- During the activity ensure the rules of the activity are being followed.
- Give hints to help with the untangling process.

ACTIVITY 2 – MEMORY

Time: 10 min

OBJECTIVE

The objective of this activity is to remember as many of the items in the collage both as an individual and as a team.



This activity highlights tasks being easier when more people are involved, thereby ensuring a better outcome and high esprit de corps.

RESOURCES

- Collage found in Annex D.
- Overhead projector.
- Pens.
- Paper.
- Whiteboard/flipchart.
- Markers.

ACTIVITY LAYOUT

- Place a copy of the collage found in Annex D on the OHP.

- Turn the OHP on and have the cadets observe the overhead for 15 seconds.
- After 15 seconds turn the OHP off and have the cadets individually write down as many items as they can recall.
- After approximately two minutes record on the board/flipchart the number of items recalled on an individual basis.
- Split the cadets into two groups and have them compile a group list of items they recall.
- After two minutes compare the individual results to the group results.

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining to the activity.

- During the activity supervise and ensure all members are participating in the activity.
- Record on the board/flipchart individual and group results.

ACTIVITY 3 – SILENT BIRTHDAYS

Time: 10 min

OBJECTIVE

The objective of this activity is to line up according to birthdays without speaking to one another.



This activity highlights communication, mutual cooperation and support, high esprit de corps and sharing a common goal.

RESOURCES

- Pens.
- Paper.

ACTIVITY LAYOUT

- Direct the cadets to line up in birth order from oldest to youngest by not talking to one another.
- If the task becomes daunting for the cadets provide a method to assist them (i.e. using pens and paper).
- The pens and paper can be laid out on a table in the vicinity of the activity.

- When the time is up, starting at the beginning of the line, have each cadet state his or her birthday to see if the task was successful.

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining to the activity.

- During the activity help the cadets (i.e. using pens and paper, using some kind of sign language, etc.) if the activity is going over time.
- Supervise and ensure all cadets are participating in the activity.

REFLECTION

Time: 20 min

Method: Group Discussion

GROUP DISCUSSION



Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

- Q1. What advantages of teamwork were noticed while engaging in the activities?
- Q2. What things made the team successful in the activities?
- Q3. What things were frustrating throughout the activities?

Q4. Why do you think teamwork is important?



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

CONCLUSION

REVIEW

Upon completion of the group discussion conclude by summarizing to ensure that all teaching points have been covered. Take the opportunity to explain how the cadet will apply this knowledge and/or skill in the future.

MAIN TEACHING POINTS

TP1. Characteristics of a successful team.

TP2. Advantages of effective teamwork.



Instructors shall reinforce those answers and comments discussed during reflection, but must ensure that the main teaching points have been covered. Any main teaching point not brought out during the group discussion shall be emphasized during the review.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Teamwork is essential to a successful outcome. Knowing what skills contribute to the success of a team will aid in this. Development of these skills will occur each and every time an individual is involved in a team.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C0-003 (ISBN 0-943210-44-5) Pike, B., and Busse, C. (1995). *101 More Games for Trainers*. Minneapolis, MN: Lakewood Publishing.
- C0-004 (ISBN 1-58062-577-0) McClain, G., and Romaine, D.S. (2002). *The Everything Managing People Book*. Avon, MA: Adams Media.
- C0-005 (ISBN 0-07-046414-6) Scannell, E.E., and Newstrom, J.W. (1994). *Even More Games Trainers Play*. New York: McGraw-Hill.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 4

EO C103.01 – PARTICIPATE IN ICEBREAKER ACTIVITIES

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review a lesson content, and become familiar with the material;
- prepare suitable instructional area; and
- prepare all materials listed in the Resources section of each activity.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have participated in icebreaker activities.

IMPORTANCE

Introductions are vital to the success of any team. Cadets may be spending a long period of time together with each other throughout their involvement with the program. These activities will assist in developing positive relationships.

BACKGROUND KNOWLEDGE

ICEBREAKERS

Icebreakers are a method for getting cadets to introduce themselves. These exercises may vary according to the type of training being conducted, the size of the group, and how well the group members know each other. Icebreakers encourage self-disclosure, humour, respect for others, thought and creativity. Most importantly, they allow people to laugh at themselves.

ACTIVITY 1 – TRUE CONFESSION TOOTHPICKS

Time: 7 min

OBJECTIVE

The objective of this activity is to assist cadets in getting to know each other by challenging participants to think creatively.

RESOURCES

A large supply of toothpicks.

ACTIVITY LAYOUT

- Give each cadet five toothpicks.
- Select a cadet to go first; ask them to talk about something they have never done (e.g. I have never jay walked).
- After the statement, anyone in the group who has done the action must forfeit a toothpick.
- The next person then shares something they have never done. Again, someone who has done the action must forfeit a toothpick.
- The disclosers continue until someone has lost all five toothpicks.

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining the activity.

- The number of toothpicks may be adjusted dependent on the size of the group to meet timings.

- A circle classroom arrangement may be appropriate for this activity.

ACTIVITY 2 – TWO TRUTHS AND A LIE

Time: 7 min

OBJECTIVE

The objective of this activity is to expand on the amount of information typically heard from someone during an introduction by determining which one of the statements is a lie.

RESOURCES

N/A.

ACTIVITY LAYOUT

- Each member of the group shall introduce themselves using three statements, two being the truth and one being a lie.
- The other members of the group must determine which statement is a lie.
- The activity continues until each cadet has had an opportunity to make three statements.

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining the activity.

- Ensure the timings for this activity are adhered to.
- Cadets may be split into small groups if the class is too large.
- Ensure there is adequate supervision of the groups.

ACTIVITY 3 – SELF-DISCLOSER INTRODUCTIONS

Time: 7 min

OBJECTIVE

The objective of this activity is to provide innovative ways for the cadets to one another by adding adjectives to their first or last names.

RESOURCES

N/A.

ACTIVITY LAYOUT

Direct cadets to state their first or last name with an adjective put in front. The adjective should describe a dominant characteristic and start with the first letter of the first or last name. For example: Serious Stan, Mathematical Mary.

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining the activity.

- Ensure the timing is adhered to.
- If time permits, ask cadets why they chose their adjective.

REFLECTION

Time: 5 min

Method: Group Discussion

GROUP DISCUSSION



Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

- Q1. Did the tasks help you introduce yourselves to one another?
- Q2. Did the activity help include everyone in the team environment?

- Q3. How did you feel about the others in the group after the activity was completed?
- Q4. Was it surprising when the group thought someone's statement was a lie and it was really the truth? (only for Activity 2)



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

CONCLUSION

REVIEW

Upon completion of the group discussion, conclude by summarizing to ensure that all main ideas have been covered. Take the opportunity to explain how the cadet will apply this knowledge and/or skill in the future.

MAIN TEACHING POINTS

TP1. Participate in icebreaker activities.



Instructors shall reinforce those answers and comments discussed during reflection, but must ensure that the main ideas have been covered. Any main idea not brought out during the group discussion shall be brought up during review.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Introductions are vital to the success of any team. Cadets may be spending a long period of time together through their involvement with the program. These activities will assist in developing positive relationships.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C0-003 (ISBN 0-943210-44-5) Pike, B., and Busse, C. (1995). *101 More Games for Trainers*. Minneapolis, MN: Lakewood Books.
- C0-028 (ISBN 0-07-046513-4) Newstrom, J., and Edward, S. (1998). *The Big Book of Teambuilding Games*. New York, NY: McGraw-Hill.
- C0-029 (ISBN 0-7872-4532-1) Cain, J., and Jolliff, B. (1998). *Teamwork and Teamplay*. Brockport, NY: Kendall/Hunt.

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COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 5

EO C103.02 – PARTICIPATE IN SELF-INTRODUCTIONS

Total Time:

30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

The instructor shall review the lesson content and become familiar with the material prior to instruction of the lesson.

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadets shall be expected to have introduced themselves to the class.

IMPORTANCE

Communication is an important aspect of leadership. Being able to communicate with other members of the group and the leader will lead to successful completion of tasks. Starting with a short, informal introduction will give the cadets confidence to start developing their communication skills.

BACKGROUND KNOWLEDGE

COMMUNICATION

Effective communication skills are key to any successful group or team and are an important factor in becoming an effective leader. A leader who can communicate effectively with the team will move the team towards a positive outcome.

Communication works in both directions. When one person is delivering a message, the team members must be listening to ensure they receive the message correctly. Part of becoming a leader is developing good listening skills. Team members should feel comfortable enough to bring forth ideas to the leader and feel that their ideas are heard and taken into account.

ACTIVITY

Time: 20 min

OBJECTIVE

The objective of this activity is to have each of the cadets present themselves to the class.

RESOURCES

- Whiteboard with markers.
- Pens.
- Paper.

ACTIVITY LAYOUT

- Have each cadet stand in front of the class and present a short introduction.
- The introduction should include information such as:
 - their name;
 - what school they attend;
 - what grade they are in;
 - why they joined cadets;
 - their hobbies;
 - their interests; and
 - their general career ambitions.
- Write this list on the board for the cadets to reference during the introduction.
- Give the cadets two minutes to write some notes to use during the introduction.
- Each introduction should be no more than two minutes in length.

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining the activity.

- During the activity ensure the two-minute time limit is enforced and that all cadets participate in the introductions.
- If the class is big, divide the group into smaller groups and use assistant instructors to facilitate the introductions.

REFLECTION

Time: 5 min

Method: Group Discussion

GROUP DISCUSSION



Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

- Q1. How does this exercise emphasize the importance of communication?
- Q2. Why is communication important in a team setting?
- Q3. What feelings were experienced while introducing yourself?



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

CONCLUSION

REVIEW

Upon completion of the group discussion summarize to ensure that all teaching points have been covered. Take this opportunity to explain how the cadet will apply this knowledge and/or skill in the future.

MAIN TEACHING POINTS

TP1. Communication.



Instructors shall reinforce those answers and comments discussed during reflection, but must ensure that the main teaching points have been covered. Any main teaching point not brought out during the group discussion shall be brought up during the review.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment of this EO.

CLOSING STATEMENT

Being able to communicate with others is essential in leadership both as a follower and a leader. Participating in self-introductions will give the cadet confidence to communicate with others in the group and with the leader.

INSTRUCTOR NOTES/REMARKS

This lesson should be conducted early in the training year because it will act as an icebreaker for the cadets.

REFERENCES

C0-021 (ISBN 1-58062-513-4) Adams, B. (2001). *The Everything Leadership Book*. Avon, MA: Adams Media.



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 6

EO C103.03 – PARTICIPATE IN TEAM BUILDING ACTIVITIES

Total Time: 30 min

INTRODUCTION

PRE-LESSON INSTRUCTIONS

A complete list of resources needed for the instruction of this EO is located at Chapter 2 of the QSP. Specific uses for said stores are identified throughout the Instructional Guide, within the teaching point for which they are required.

Prior to instructing this lesson the instructor shall:

- review a lesson content, and become familiar with the material;
- prepare suitable instructional area; and
- prepare all materials listed in the Resources section of each activity.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

REVIEW

The pertinent review for this lesson will include principles of teamwork discussed in EO M103.03 (Section 3). These are listed in the Background Knowledge section.

OBJECTIVES

By the end of this lesson the cadet shall have participated in team building activities.

IMPORTANCE

Acquiring the skills needed to work as an effective team member is essential to achieving the team's goals.

BACKGROUND KNOWLEDGE

CHARACTERISTICS OF A SUCCESSFUL TEAM

- **Communication.** Clear communication is essential to an effective team. Team members must feel comfortable sharing ideas and concerns with each other and the leader.
- **Mutual Cooperation and Support.** It is hard to be innovative when you are not sure how others will react to your ideas. Team members must be aware that even if people disagree the objection is to the idea, not to the person presenting it. Members of a team must have the right to a certain level of trust that precludes backstabbing, gossip, and negative behaviours aimed solely at making someone look bad.
- **Share a Common Goal.** When a team understands the reason for the task they have a heightened motivation to work together to complete the task.
- **High Esprit de Corps.** When each member of the team feels proud and has a sense of belonging to the team, it is more likely they will want to be part of the team. This sense of belonging will enable the group to become more cohesive and willing to work together to accomplish the task.

ADVANTAGES OF EFFECTIVE TEAMWORK

- **Includes Everyone and Ensures a Better Outcome.** In a team setting people feel that their contributions are valuable. A strong group performance is generated from strong individual efforts. When many individuals are working together to accomplish a task different ideas and opinions mesh together to provide a sound outcome.
- **Tasks Are Easier When More People Are Involved.** When the responsibility and workload are shared among all team members, the team works together to ensure everyone stays on track and offers support to those who need it.
- **Increases and Develops Communication.** Teamwork is an opportunity to get people interacting in new ways by forming relationships and communicating with new people. Communication is the key to ensuring members are carrying out their role in accomplishing the task.

ACTIVITY 1 – JIGSAW TEAM BUILDING

Time: 6 min

OBJECTIVE

The objective of this activity is to stress the importance of each team member's individual contributions and the importance of working as a group.

RESOURCES

- One previously constructed picture puzzle, divided into sets of approximately 10 pieces per participant, broken apart and allocated to each cadet for reassembly.
- CD player (optional).
- Appropriate CDs (optional).

ACTIVITY LAYOUT

- Select a suitable picture puzzle (attached at Annex E).

- Break the puzzle into nine connectable subsets (so the subsets can be connected to each other).
- Distribute the subsets to each participant (divide cadets into groups if there are more than nine participants).
- Have the cadets assemble the subsets of the puzzle.
- After the subsets are assembled, have the cadets come together to join the subsets and form the full picture.
- Set a challenging time limit for the activity and play energizing music to create a sense of urgency.

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining the activity.

- A small number of participants may be designated as free floating trouble-shooters who roam around the room and help those who are having trouble.
- Supervise to ensure all group members are participating equally. Some cadets may be reluctant to give up their puzzle pieces. Others may try to take control of all of the pieces and attempt to assemble the puzzle.

REFLECTION

Time: 4 min

Method: Group Discussion

GROUP DISCUSSION



Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

- Q1. What was the reaction you experienced when you realized your importance to the overall team?
- Q2. What impact did the time deadline have on the effectiveness the group completing the task?
- Q3. What was the impact of having team members available to help with the task?
- Q4. What do you feel the completed picture puzzle represents?
- Q5. Ask the cadets to consider both their productive and counterproductive behaviours. It is likely that they are using the same behaviours in actual team environments, with similar positive and negative effects.



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

ACTIVITY 2 – ALPHABETICALLY

Time: 11 min

OBJECTIVE

The objective of this activity is to stress the importance of each team member's individual contributions and the importance of working as a group.

RESOURCES

Blindfolds (optional).

ACTIVITY LAYOUT

- Begin with the cadets sitting or standing in random locations throughout the activity area with their eyes closed (or blindfolds on).
- Direct one cadet to say the first letter of the alphabet.

- The remainder of the cadets must now state the remaining letters in order without ever having two cadets saying the same letter at the same time.

SAFETY

N/A.

INSTRUCTOR GUIDELINES



At this point the instructor shall brief the cadets on any safety rules or any other guidelines pertaining the activity.

- The activity can use any sequence instead of the alphabet, dependent on the size of the group (numbers, days of the week, months of the year, holidays, etc.). Select the appropriate sequence for the size of the group so as to remain within the time limitations.
- Once the cadets have completed the task, have them perform this activity with their eyes open. This should increase the success rate.

REFLECTION

Time: 4 min

Method: Group Discussion

GROUP DISCUSSION



Instructors shall ensure that all lesson objectives are drawn out towards the end of the reflection stage.

DISCUSSION QUESTIONS



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Ask questions that help facilitate discussion; in other words, avoid questions with yes or no answers.
- Prepare questions ahead of time.
- Be flexible (you are not bound to only the prepared questions).
- Encourage cadets to participate by using praise such as “great idea” or “excellent response, can anyone add to that?”.
- Try to involve everyone by directing questions to non-participants.

SUGGESTED QUESTIONS

- Q1. Did the group try to use any non-verbal clues to determine the order within the group? If so, what were they and did they assist in completing the task?

- Q2. What makes this activity so difficult?
- Q3. If a pattern was created, was the activity then easier to complete?
- Q4. Was the activity easier to complete with eyes open? If so, why?
- Q5. How did you feel about the individual contribution that each cadet made?



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

CONCLUSION

REVIEW

Upon completion of the group discussion, summarize to ensure that all main ideas have been covered. Take the opportunity to explain how the cadet will apply this knowledge and/or skill in the future.

MAIN TEACHING POINTS

TP1. Participate in team building activities.



Instructors shall reinforce those answers and comments discussed during reflection, but must ensure that the main ideas have been covered. Any main teaching point not brought out during the group discussion shall be brought up during review.

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

There is no formal assessment for this EO.

CLOSING STATEMENT

Teamwork is essential to the outcome of a group task. Knowing what skills contribute to the success of a team will aid in a positive outcome. Development of these skills will occur each and every time an individual is involved in a team.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- C0-028 (ISBN 0-07-046513-4) Newstrom, J., and Edward, S. (1998). *The Big Book of Teambuilding Games*. New York, NY: McGraw-Hill.
- C0-029 (ISBN 0-7872-4532-1) Cain, J., and Jolliff, B. (1998). *Teamwork and Teamplay*. Brockport, NY: Kendall/Hunt.

WORD GAME

CERPTES HET DERLEA NDA EHORT AETM BESMERM

✂-----

RPCOEAEOT TWHI TERSOH

✂-----

IAMTD STSAKIEM DNA RLENA MFOR XRPEIECNEE

✂-----

PCETCA SRUCONTTIVEC IISCTMRC

✂-----

SUSAME YEBPISONSILRIT

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EB TENHOS

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NOWK ETH BOJ NAD EB PPRDREAE

✂ -----

MAOCMUENCIT LYEACRL TIHW EHORST

✂ -----

SELF-ESTEEM SCALE

To get a sense of your level of self-esteem, place a check mark on the scale on the activity below which best describes you. For example, if you are more likely to act toward the item on the right, then the x would be placed closer to the right, and vice versa.

Throughout the year, feel free to revisit this scale and use it as a tool to monitor how your self-esteem in different areas may change.

	5	4	3	2	1	
Make your own decisions?	-----					Let others make them for you?
Look for answers to problems?	-----					Let problems defeat you?
Take risks?	-----					Play it safe?
Control your moods and thoughts yourself?	-----					Let someone else's bad mood get you down?
Feel exhilarated when you work hard?	-----					Feel as if you haven't accomplished anything, when you work hard?
Accept responsibility?	-----					Make excuses, find fault, lay blame.
Measure yourself against your own standards?	-----					Measure yourself against other's standards?
Speak up, set limits, voice your thoughts honestly?	-----					Swallow your opinions, your thoughts, your wishes?
Stand straight and look people in the eye?	-----					Slouch, with downcast eyes, looking sideways at people?
Respond flexibly to changing circumstances?	-----					Hold on to what you've always done and thought because it's easy and comfortable.
Feel self-confident and self-assured?	-----					Feel shy, nervous, and awkward?

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GOAL MAPPING EXERCISE

SHORT-TERM GOALS

Goal No. 1: _____

Steps To Take: _____

Goal No. 2: _____

Steps To Take: _____

LONG-TERM GOALS

Goal No. 1: _____

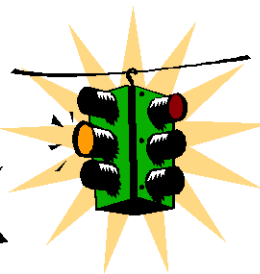
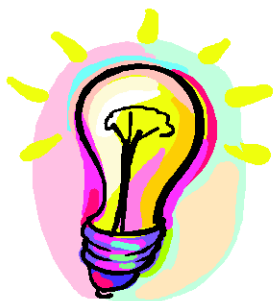
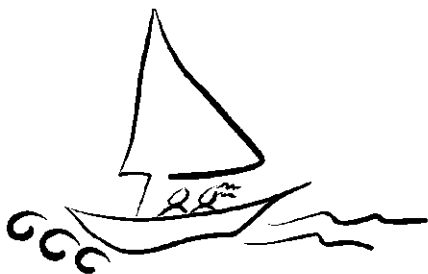
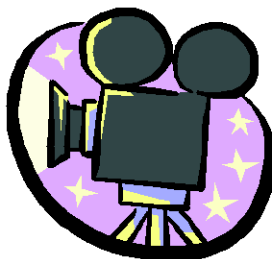
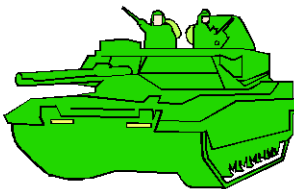
Steps To Take: _____

Goal No. 2: _____

Steps To Take: _____

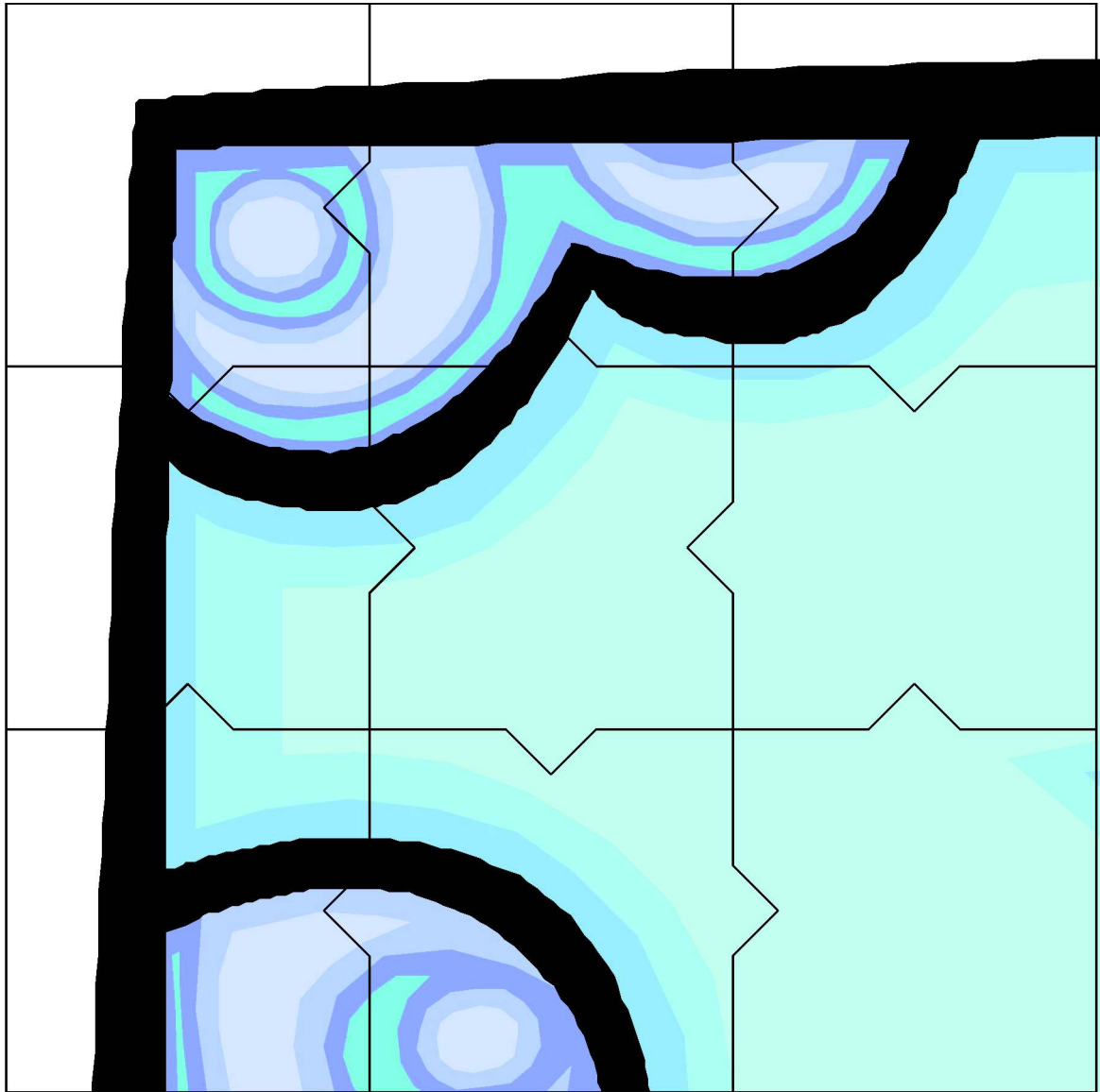
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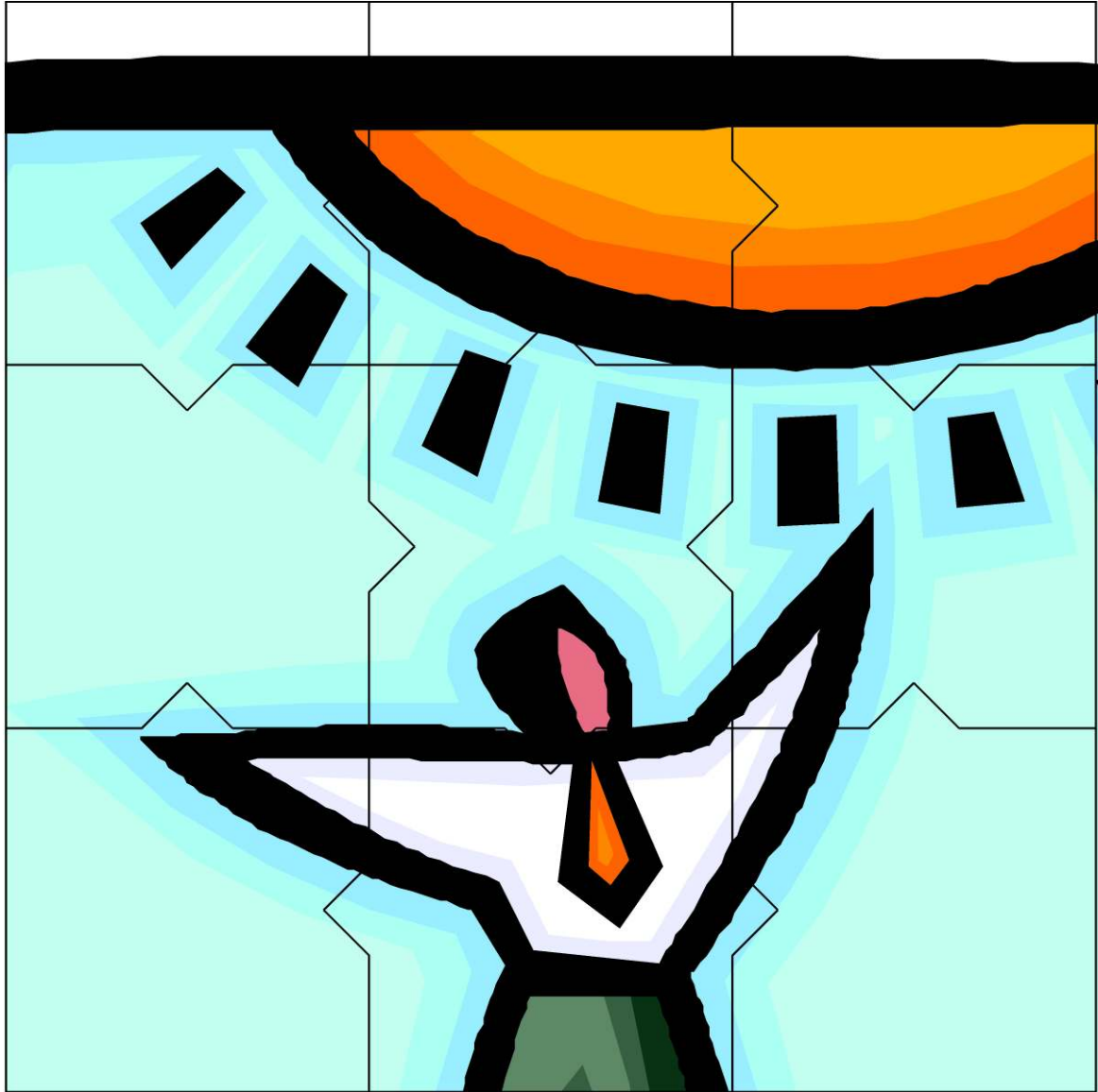
MEMORY GAME

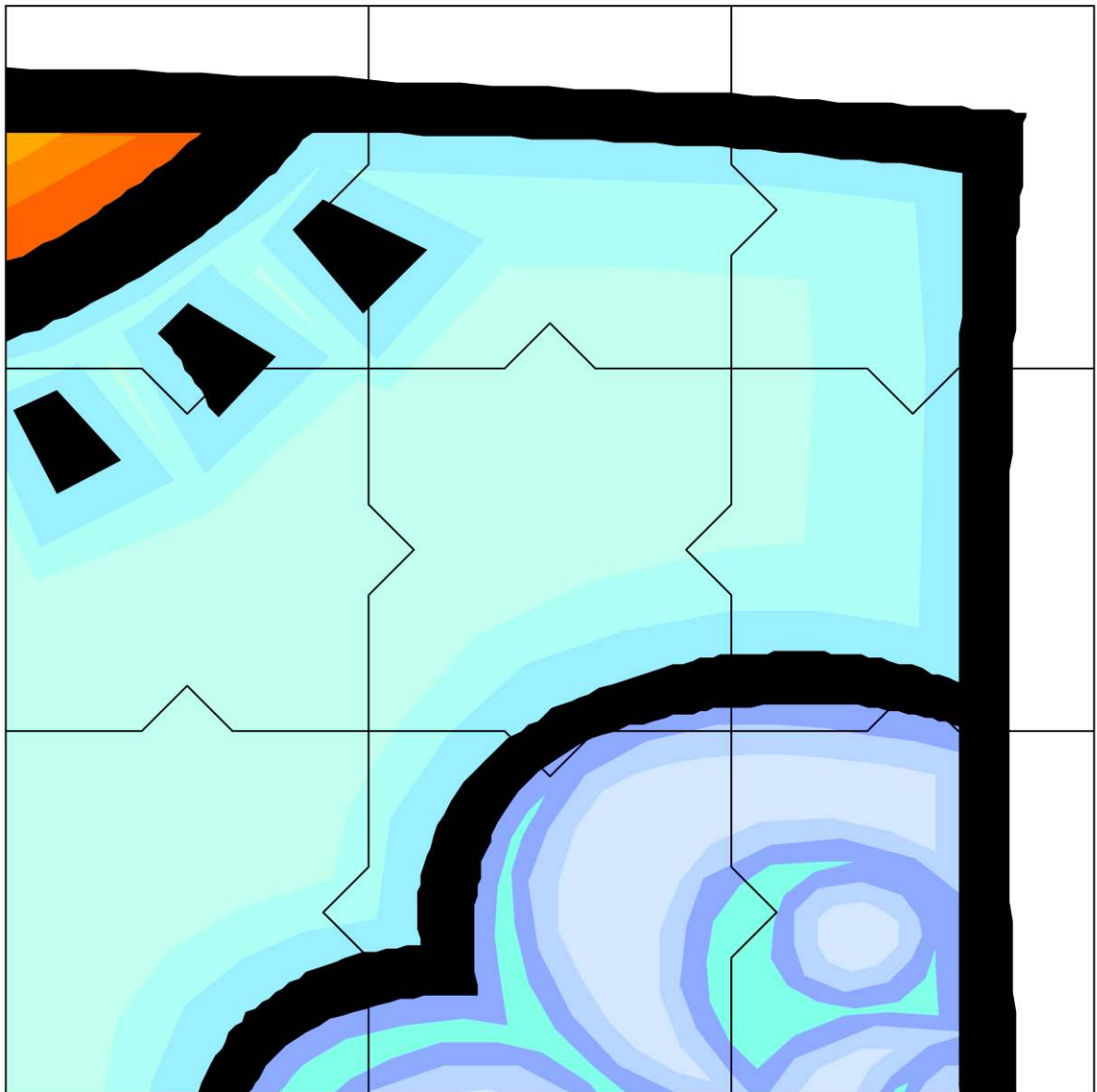


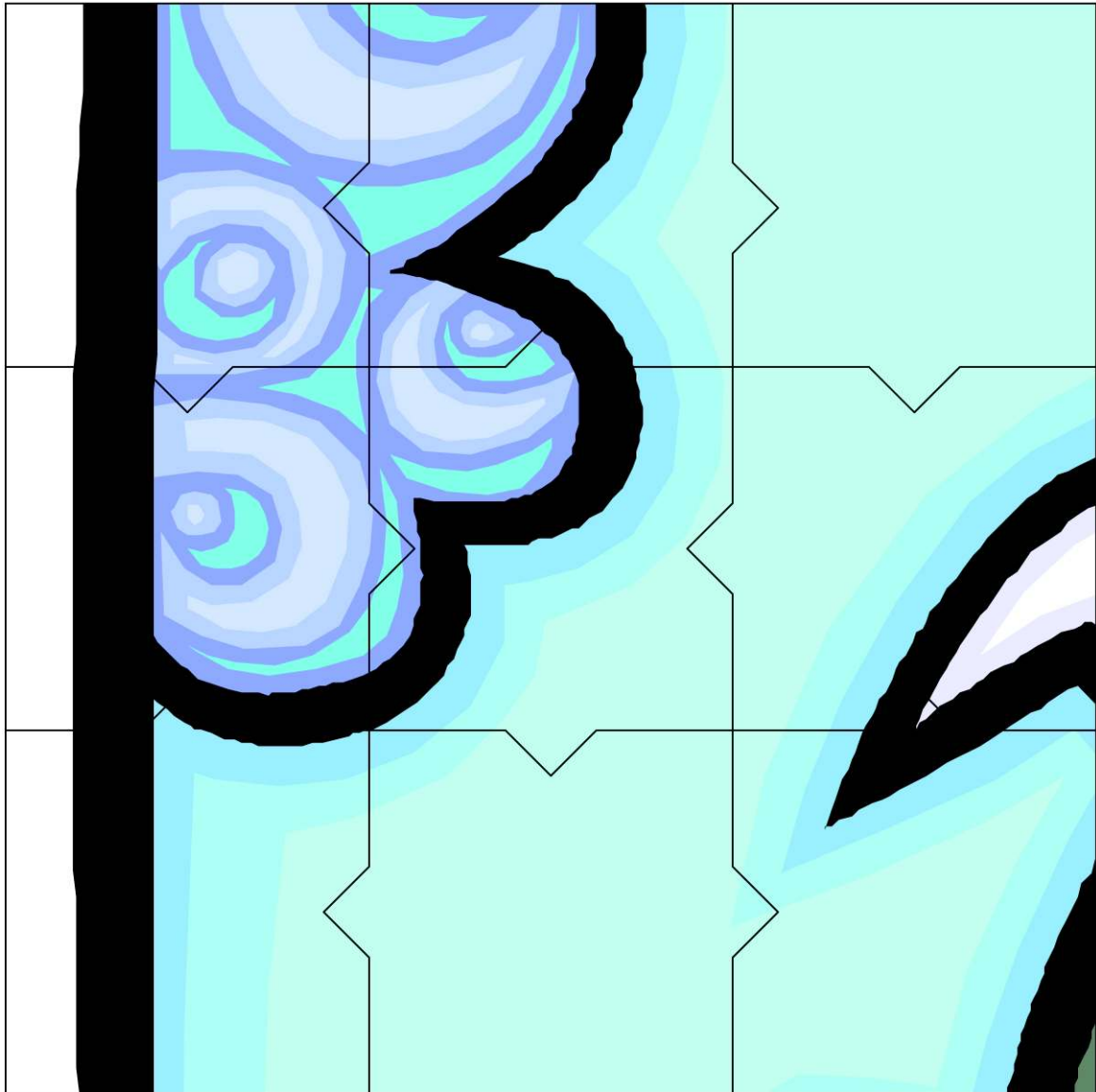
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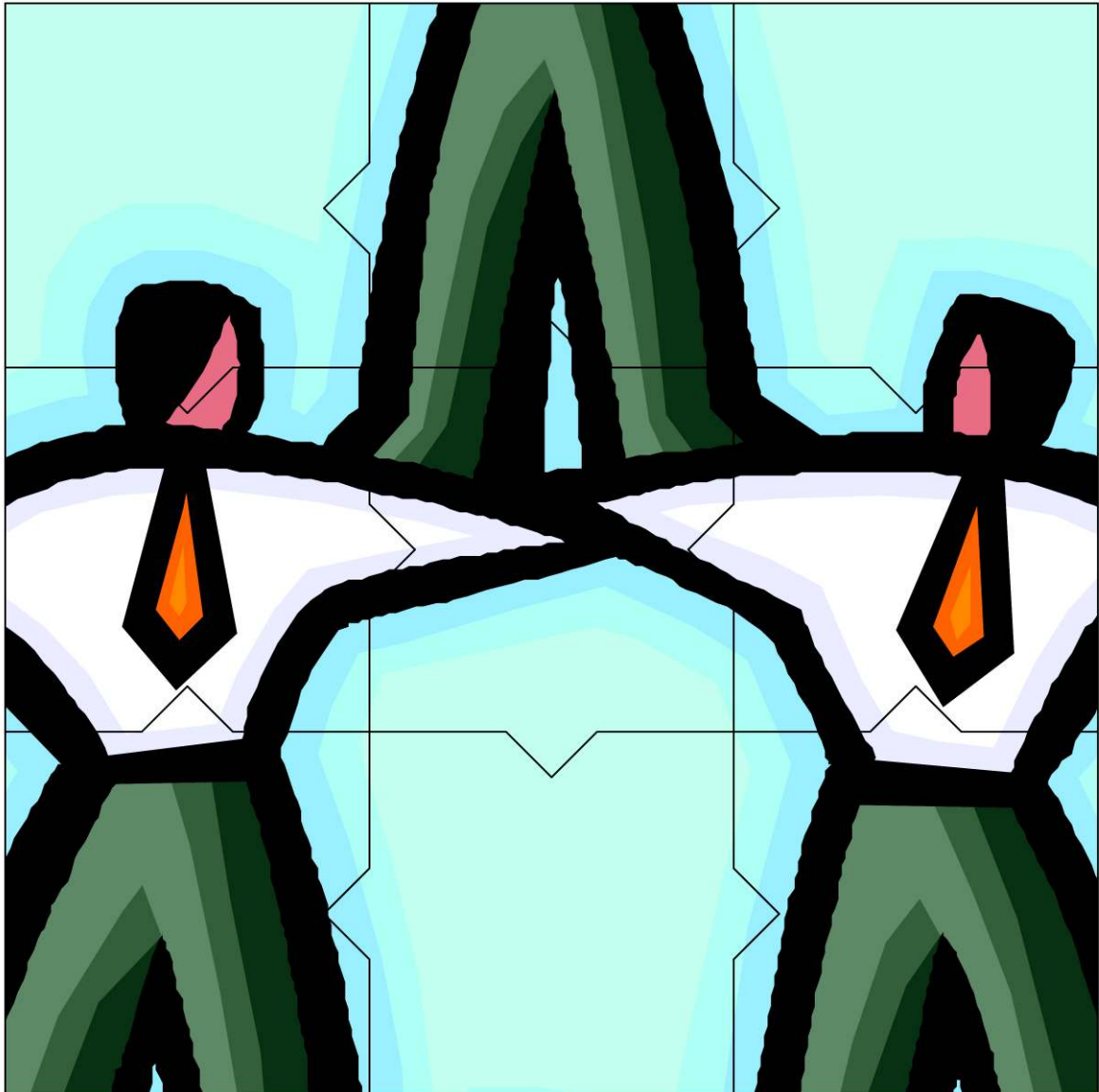
PUZZLES

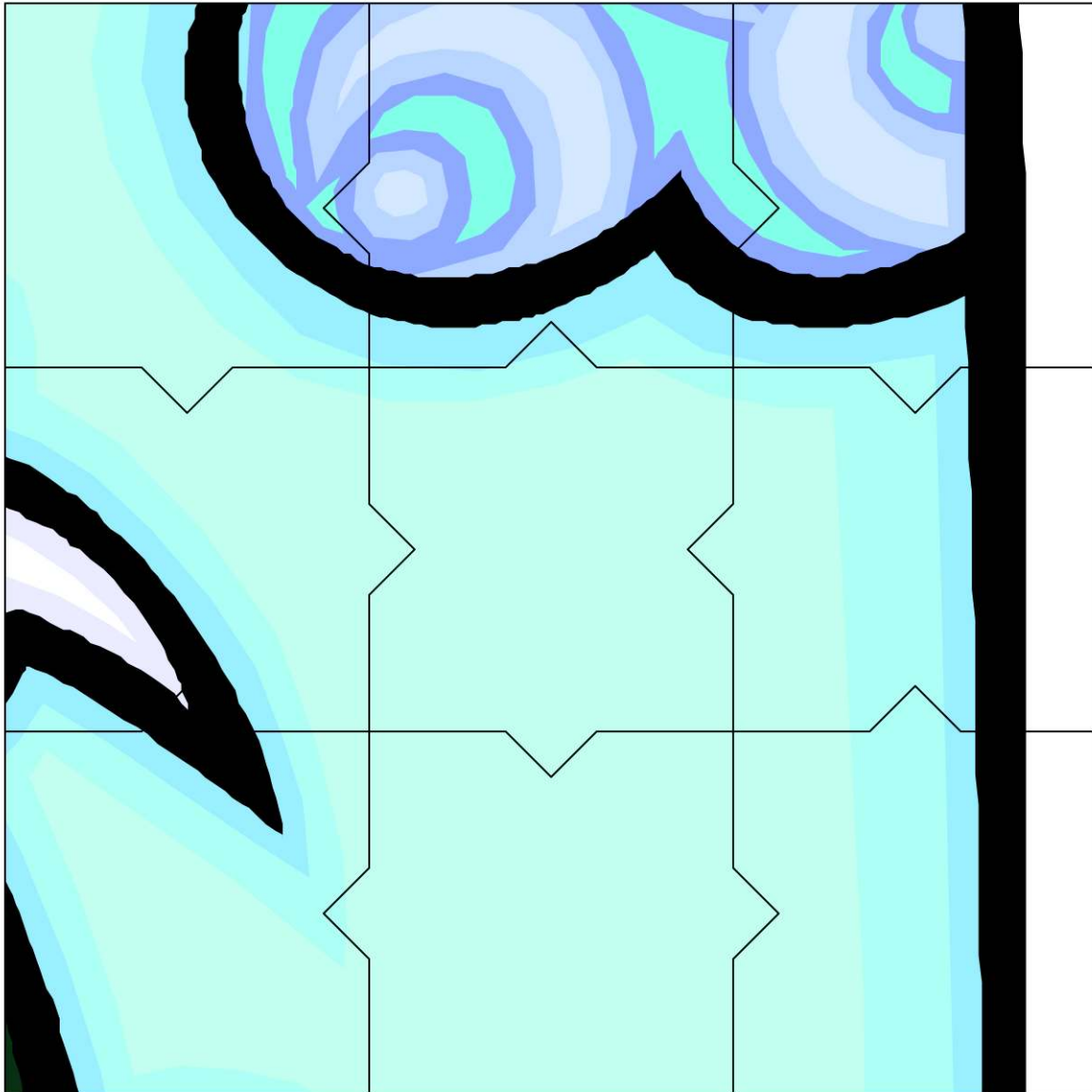


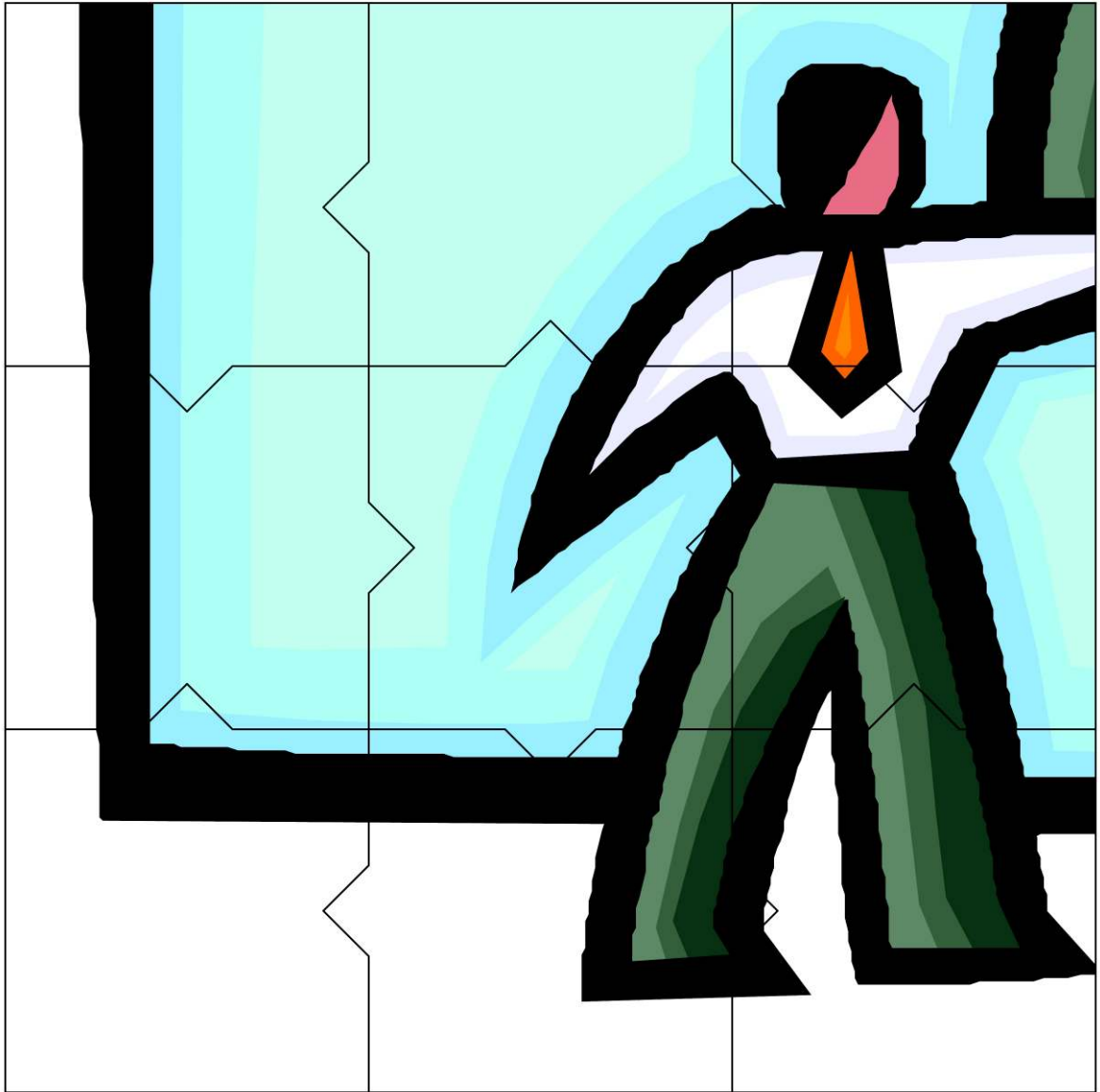


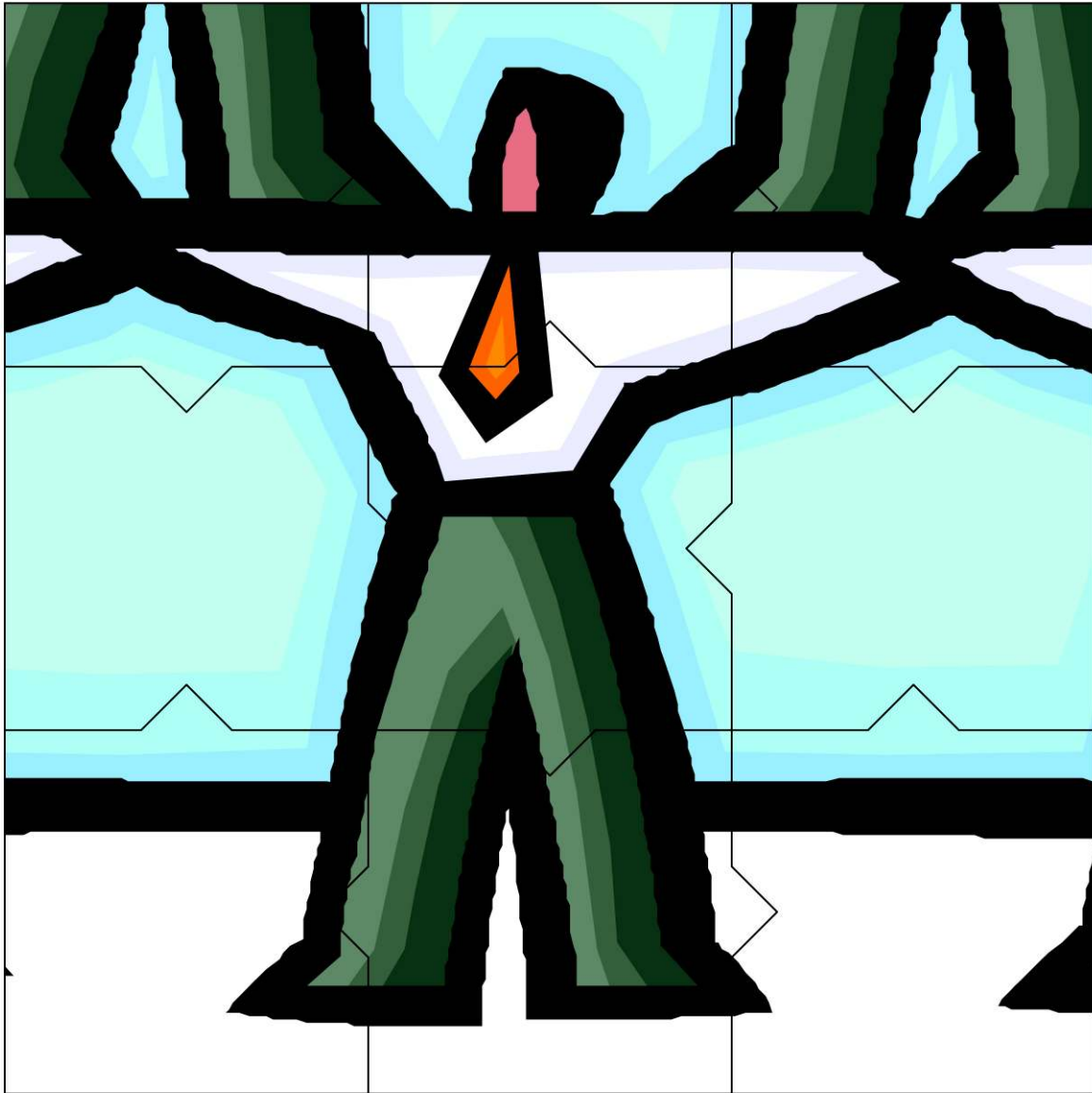


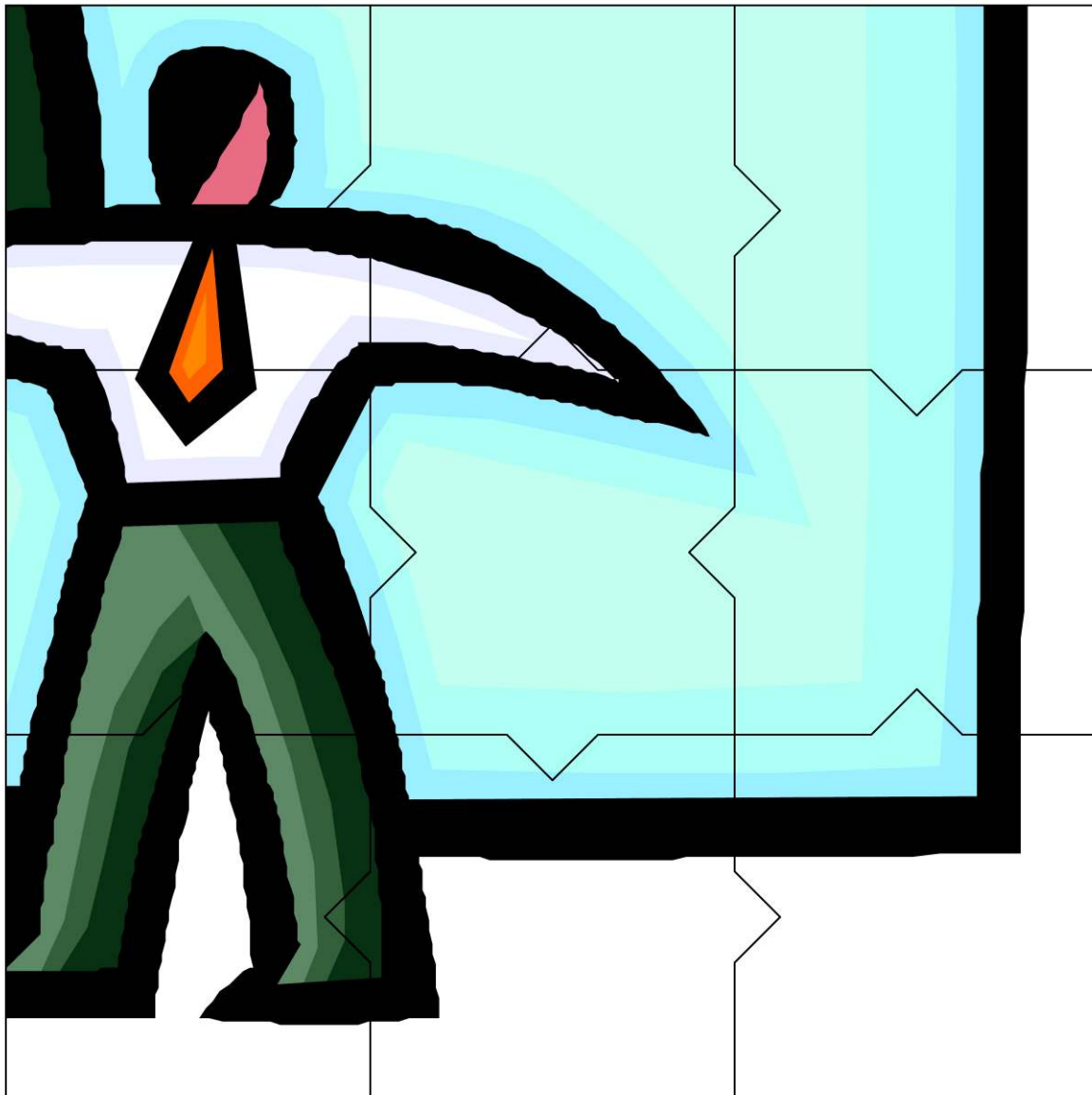












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