

SECTION 4**PO 303 – PERFORM THE ROLE OF A TEAM LEADER**

1. **Performance.** Perform the Role of a Team Leader.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Any.
3. **Standard.** The cadet will perform the role of a team leader, to include:
 - a. defining the role of a team leader, to include:
 - (1) recognizing their position within the leadership team;
 - (2) describing the core leadership qualities of a cadet;
 - (3) describing the core leadership competencies; and
 - (4) identifying the responsibilities of a team leader;
 - b. setting leadership goals for the training year;
 - c. leading an assigned team, to include:
 - (1) setting a positive example;
 - (2) fostering teamwork by contributing to positive team dynamics;
 - (3) communicating clearly the task(s) to be accomplished;
 - (4) supervising cadets;
 - (5) solving problems, as required;
 - (6) debriefing the team; and
 - (7) reporting to superiors; and
 - d. participating in a mentoring relationship.
4. **Remarks.** N/A.
5. **Complementary Material**
 - a. Complementary material associated with PO 303 is designed to enhance the cadet's ability to perform as a team leader, to include:
 - (1) EO C303.01 (Lead a Team-Building Activity), and
 - (2) EO C303.02 (Deliver a Presentation About a Leader).
 - b. Some complementary training offered in previous levels may be selected as complementary training in the Phase Three Program, specifically:

- (1) EO C103.03 (Participate in Team-Building Activities, A-CR-CCP-601/PG-001, Chapter 4, Section 3),
 - (2) EO C203.01 (Record Entries in a Reflective Journal, A-CR-CCP-602/PG-001, *Royal Canadian Sea Cadets – Phase Two – Qualification Standard and Plan*, Chapter 4, Section 3),
 - (3) EO C203.02 (Employ Problem Solving, A-CR-CCP-602/PG-001, Chapter 4, Section 3),
 - (4) EO C203.04 (Participate in a Presentation Given by a Leader, A-CR-CCP-602/PG-001, Chapter 4, Section 3),
 - (5) EO C203.05 (Participate in Trust-Building Activities, A-CR-CCP-602/PG-001, Chapter 4, Section 3), and
 - (6) EO C203.06 (Participate in Problem-Solving Activities, A-CR-CCP-602/PG-001, Chapter 4, Section 3).
- c. When selecting complementary material from previous levels, training staff shall review the applicable performance objective, lesson specification, and instructional guide.
- d. Complementary training associated with PO 303 is limited to a total of nine periods, which may be conducted during sessions or on a supported day. Corps are not required to use all nine periods.

EO M303.01 – DEFINE THE ROLE OF A TEAM LEADER

1. **Performance.** Define the Role of a Team Leader.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall define the role of a team leader, to include:
 - a. recognizing their position within the leadership team model;
 - b. describing the core leadership qualities of a cadet; and
 - c. recognizing the core leadership competencies, to include:
 - (1) intrapersonal management,
 - (2) interpersonal management,
 - (3) teamwork,
 - (4) effective communication,
 - (5) applied leadership, and
 - (6) mentorship.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the leadership team model and the position the year three cadet holds within the leadership team.	Interactive Lecture	10 min	
TP2	Describe core leadership competencies, to include: <ol style="list-style-type: none"> a. intrapersonal management, b. interpersonal management, c. teamwork, d. effective communication, e. applied leadership, and f. mentorship. 	Interactive Lecture	5 min	

TP	Description	Method	Time	Ref
TP3	Explain the components of intrapersonal management, to include: <ol style="list-style-type: none"> a. identifying and satisfying personal needs; b. exercising self-control; c. exercising self-management; d. pursuing self-improvement; and e. establishing a positive identity. 	Interactive Lecture	5 min	C0-270
TP4	Explain the components of interpersonal management, to include: <ol style="list-style-type: none"> a. interacting positively within the cadet community; b. interacting positively with others; and c. dealing with interpersonal conflict in a respectful way. 	Interactive Lecture	5 min	C0-271
TP5	Explain the components of teamwork, to include: <ol style="list-style-type: none"> a. participating in the stages of team development; b. displaying positive team dynamics; and c. participating in team-building activities. 	Interactive Lecture	5 min	C0-114 (p. 12) C0-268 (pp.3-4)
TP6	Explain the components of effective communication, to include: <ol style="list-style-type: none"> a. receiving information; b. interpreting information; and c. responding to information. 	Interactive Lecture	5 min	C0-115 (pp. 42–44)
TP7	Explain the components of applied leadership, to include: <ol style="list-style-type: none"> a. setting an example for others to follow; b. participating in leadership assignments; c. conducting the leadership assignment while supervising the team; d. leading team-building activities; e. debriefing the team; and f. presenting an after-assignment report to their leader. 	Interactive Lecture	5 min	C0-240 (p. 19) C0-245 (p. 70–71) C0-256 (p. 54–55)
TP8	Explain the components of mentorship, to include: <ol style="list-style-type: none"> a. the role of a cadet being mentored; and b. the role of a mentor. 	Interactive Lecture	5 min	C0-258 (p. 2)

TP	Description	Method	Time	Ref
TP9	Identify the Phase Three team leader opportunities, to include: a. performing the role of a mentor; and b. completing a leadership assignment.	Interactive Lecture	5 min	

5. **Time**

- | | | |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 10 min |
| b. | Interactive Lecture: | 50 min |
| c. | Total: | 60 min |

6. **Substantiation.** An interactive lecture was chosen for this lesson to orient the cadets to the leadership team model, core leadership competencies and leadership opportunities for a Phase Three cadet.

7. **References**

- a. C0-114 (ISBN 0-02-863656-2) Pell, A. R. (1999). *The Complete Idiot's Guide to Team Building*. Indianapolis, IN: Alpha Books.
- b. C0-115 (ISBN 0-7879-4059-3) van Linden, J. A., & Fertman, C. I. (1998). *Youth Leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.
- c. C0-240 (ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. Beverly, MA: Project Adventure, Inc.
- d. C0-245 (ISBN 1-58062-513-4) Adams, B. (2001). *The Everything Leadership Book*. Avon, MA: Adams Media.
- e. C0-256 (ISBN 0-7894-4863-7) Heller, R. (1999). *Achieving Excellence*. New York, NY: DK Publishing, Inc.
- f. C0-258 (ISBN 978-1-59869-450-5) Nigro, N. (2008). *The Everything Coaching and Mentoring Book*. (2nd ed.). Avon, MA: F+W Publications Company.
- g. C0-268 (ISBN 978-1-57542-265-7) MacGregor, M. S. (2008). *Teambuilding With Teens: Activities for Leadership, Decision Making and Group Success*. Minneapolis, MN: Free Spirit Publishing.
- h. C0-270 Maslow, A. H. (1943). A Theory of Human Motivation. *Psychological Review*, Vol. 50, No. 4, pp.370–396.
- i. C0-271 Farthing, D. (2001). *Peacebuilders 1: Conflict Resolution Youth Reference Guide*. Ottawa, ON: YouCAN.

8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area.

9. **Learning Aids**

- a. Handout of the Leadership Team Model, and
- b. Handout of the Expectations of a Phase Three cadet.

10. **Test Details.** N/A.

11. **Remarks.** N/A.

THIS PAGE INTENTIONALLY LEFT BLANK

EO M303.02 – PARTICIPATE IN A MENTORING RELATIONSHIP

1. **Performance.** Participate in a Mentoring Relationship.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall participate in a mentoring relationship.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the mentoring relationship, to include: <ol style="list-style-type: none"> a. recognizing the purpose of a mentoring relationship; b. identifying the benefits of participating in a mentoring relationship; c. contributing to a mentoring match; d. being open to new things; e. being responsive to suggestions and constructive criticism; f. providing feedback to the mentor; g. learning from the mentor's example; h. participating in mentoring activities; and i. appreciating the mentoring relationship. 	Interactive Lecture	15 min	C0-258 (pp.15–21, pp. 37–48, pp. 70–73)
TP2	Conduct a group discussion about mentoring, to include: <ol style="list-style-type: none"> a. self-reflection, b. self-assessment or recording in a journal as required, and c. mentoring sessions. 	Group Discussion	10 min	C0-258 (pp. 37–48) C2-109 (p. 36)

5. **Time**
 - a. Introduction/Conclusion: 5 min
 - b. Interactive Lecture: 15 min
 - c. Group Discussion: 10 min
 - d. Total: 30 min

6. **Substantiation**

- a. An interactive lecture was chosen for TP 1 to orient the cadets to the mentoring relationship, to generate interest and present basic material.
- b. A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about the mentoring relationship.

7. **References**

- a. C0-258 (ISBN 978-1-59869-450-5) Nigro, N. (2008). *The Everything Coaching and Mentoring Book*. (2nd ed.). Avon, MA: F+W Publications Company.
- b. C2-109 (ISBN 0-7872-6561-6) Sugarman, D., Doherty, K., Garvey, D., & Gass, M. (2000). *Reflective Learning: Theory and Practice*. Dubuque, IO: Kendall/Hunt Publishing Company.

8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area.

9. **Learning Aids.** N/A.

10. **Test Details.** N/A.

11. **Remarks.** N/A.

EO M303.03 – PRACTICE SELF-ASSESSMENT

1. **Performance.** Practice Self-Assessment.
2. **Conditions**
 - a. Given:
 - (1) Self-assessment rubrics,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall practice self-assessment by:
 - a. reflecting on abilities;
 - b. setting goals;
 - c. seeking feedback as required; and
 - d. seeking assistance as required.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Define reflection and self-assessment.	Interactive Lecture	5 min	C0-237 C0-242 (pp. 9–11)
TP2	Have the cadet conduct self-assessment activities about: <ol style="list-style-type: none"> a. their core leadership qualities, and b. how they contribute to positive team dynamics. 	In-Class Activity	10 min	
TP3	Conduct a group discussion on how and when to seek feedback and assistance.	Group Discussion	10 min	C0-258 (p.97–98)

5. **Time**
 - a. Introduction/Conclusion: 5 min
 - b. Interactive Lecture: 5 min
 - c. In-Class Activity: 10 min
 - d. Group Discussion: 10 min
 - e. Total: 30 min

6. **Substantiation**

- a. An interactive lecture was chosen for TP 1 to define reflection and self-assessment.
- b. An in-class activity was chosen for TP 2 as an interactive way to provoke thought, to stimulate an interest among cadets and to conduct self-assessments.
- c. A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about the benefits of seeking feedback and assistance.

7. **References**

- a. C0-237 (ISBN 0-19-541816-6) Barber, K. (Ed.). (2004). *Canadian Oxford Dictionary* (2nd ed.). Don Mills, ON: Oxford University Press Canada.
- b. C0-242 (ISBN 978-0-9682160-2-1) Gregory, K., Cameron, C., & Davies, A. (2000). *Knowing What Counts: Self-Assessment and Goal Setting*. Courtenay, BC: Building Connections Publishing Inc.
- c. C0-258 (ISBN 978-1-59869-450-5) Nigro, N. (2008). *The Everything Coaching and Mentoring Book*. (2nd ed.). Avon, MA: F+W Publications Company.

8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area.

9. **Learning Aids**

- a. Self-assessment rubric for core leadership qualities, and
- b. Self-assessment rubric for positive team dynamics.

10. **Test Details.** N/A.

11. **Remarks.** N/A.

EO M303.04 – COMMUNICATE AS A TEAM LEADER

1. **Performance.** Communicate as a Team Leader.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall communicate as a team leader by:
 - a. recognizing verbal and non-verbal communication;
 - b. applying the process of communication, to include:
 - (1) receiving;
 - (2) interpreting; and
 - (3) responding; and
 - c. identifying the barriers to effective communication.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain verbal and non-verbal communication.	Interactive Lecture	5 min	C0-022 (pp. 97–101, pp. 103–118) C0-254 (p. 9)
TP2	Explain hearing and listening and their impact on communicating, to include: <ol style="list-style-type: none"> a. the definition of hearing, b. the definition of listening, c. active listening, d. poor listening habits, and e. the impact that listening and hearing have on communication. 	Interactive Lecture	15 min	C0-022 (pp.129–135) C0-144 (pp. 12–14, p. 17) C0-237 (p. 698, p. 896) C0-262 (p. 237, p. 239)
TP3	Describe the process of communication, to include: <ol style="list-style-type: none"> a. receiving information; b. interpreting information; and c. responding to information. 	Interactive Lecture	5 min	C0-115 (pp. 42–45)

TP	Description	Method	Time	Ref
TP4	Identify the barriers to effective communication, to include: <ol style="list-style-type: none"> a. intrapersonal factors, to include: <ol style="list-style-type: none"> (1) stress, (2) emotion, (3) misinterpretation, (4) poor listening habits, (5) closed-mindedness, and (6) prejudice; b. distractions factors, to include: <ol style="list-style-type: none"> (1) visual, and (2) auditory; and c. delivery, to include: <ol style="list-style-type: none"> (1) language, (2) mixed messages, and (3) information overload. 	Interactive Lecture	10 min	C0-022 (pp. 77–80, p. 129, p. 130)
TP5	Conduct an activity that demonstrates the process of communication and barriers to effective communication.	In-Class Activity	15 min	C0-022 (pp. 77–80, p. 129, p. 130) C0-115 (pp. 42–45)

5. Time

a. Introduction/Conclusion:	10 min
b. Interactive Lecture:	35 min
c. In-Class Activity:	15 min
d. Total:	60 min

6. Substantiation

- a. An interactive lecture was chosen for TPs 1 to 4 to orient the cadets to communicating as a team leader.
- b. An in-class activity was chosen for TP 5 as an interactive way to provoke thought and stimulate interest among cadets about the process of communication and the barriers to communication.

7. References

- a. C0-022 (ISBN 0-02864-207-4) Cole, K. (2002). *The Complete Idiot's Guide to Clear Communication*. Indianapolis, IN: Alpha Books.
- b. C0-115 (ISBN 0-7879-4059-3) van Linden, J. A., & Fertman, C. I. (1998). *Youth Leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.
- c. C0-144 Colver, E., & Reid, M. (2001). *Peacebuilders 2: Peer Helping*. Ottawa, ON: YouCAN.

- d. C0-237 (ISBN 0-19-541816-6) Barber, K. (Ed.). (2004). *Canadian Oxford Dictionary* (2nd ed.). Don Mills, ON: Oxford University Press Canada.
 - e. C0-262 MacDonald, K. (2002). *Interpersonal Conflict Resolution Skills for Youth. Module 1: Fundamentals of Conflict Resolution*. New Westminster, BC: Centre for Conflict Resolution.
 - f. C0-268 (ISBN 1-57542-265-4) MacGregor, M. (2008). *Teambuilding With Teens: Activities for Leadership, Decision Making and Group Success*. Minneapolis, MN: Free Spirit Publishing, Inc.
8. **Training Aids**
- a. Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area, and
 - b. Stopwatch.
9. **Learning Aids**
- a. Communication Puzzles,
 - b. Scissors,
 - c. Resealable plastic bags, and
 - d. Envelopes.
10. **Test Details.** N/A.
11. **Remarks.** N/A.

THIS PAGE INTENTIONALLY LEFT BLANK

EO M303.05 – SUPERVISE CADETS

1. **Performance.** Supervise Cadets.

2. **Conditions**

a. Given:

- (1) Supervision, and
- (2) Assistance as required.

b. Denied: N/A.

c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard.** The cadet shall supervise other cadets while leading an assigned team.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the purposes of supervision, to include: <ul style="list-style-type: none"> a. to provide protection; b. to provide support; and c. to provide quality assurance. 	Interactive Lecture	10 min	C0-272 (p. 4)
TP2	Explain how to supervise, to include: <ul style="list-style-type: none"> a. ensuring safety; b. ensuring the well-being of cadets; c. encouraging cadets; d. adjusting responsibilities as required; e. maintaining control of cadets; f. correcting errors as required; g. reporting misconduct as required; and h. ensuring completion of responsibilities assigned to cadets as required. 	Interactive Lecture	10 min	C0-249 (p. 36–37) C0-273 (p. 44, p. 88–90) C0-274 (p. 19, p. 32) A0-107
TP3	Conduct a group discussion on supervision.	Group Discussion	15 min	
TP4	Discuss the supervision requirements at the corps.	Group Discussion	15 min	

5. **Time**

- a. Introduction/Conclusion: 10 min
- b. Interactive Lecture: 20 min
- c. Group Discussion: 30 min
- d. Total: 60 min

6. **Substantiation**

- a. An interactive lecture was chosen for TPs 1 and 2 to introduce the cadets to supervision.
- b. A group discussion was chosen for TPs 3 and 4 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about supervision.

7. **References**

- a. A0-107 Director Cadets. (2007). CATO 14-31 *Director Cadets and Junior Canadian Rangers General Safety Program*. Ottawa, ON: Department of National Defence.
- b. C0-249 (ISBN 0-7894-2890-3) Heller, R. (1998). *How to Delegate*. New York, NY: DK Publishing, Inc.
- c. C0-272 Coleridge Education, College of St. Mark and St. John. (2002). *A Consultation of Supervision Provision and Training Requirements Across Connexions Partnerships in England*. Retrieved March 17, 2008 from <http://www.connexions.gov.uk/partnerships/publications/uploads/cp/Supervisory%20Skills%20Exec%20Sum.pdf>.
- d. C0-273 (ISBN 978-1-56414-363-1) Ladew, D. P. (1998). *How to Supervise People: Techniques for Getting Results Through Others*. Franklin Lakes, NJ: Career Press.
- e. C0-274 (ISBN 1-4134-1294-7) Sargent, G. (2003). *The Little Black Book of Supervision*. USA: Xlibris Corporation.

8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area.

9. **Learning Aids.** N/A.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 1](#) (303 PC).

11. **Remarks.** N/A.

EO M303.06 – SOLVE PROBLEMS

1. **Performance.** Solve Problems.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall:
 - a. describe problem-solving methods;
 - b. select a problem-solving method; and
 - c. solve a problem using the selected method.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Review the steps for logical analysis, to include: <ol style="list-style-type: none"> a. confirming the task; b. identifying the problem; c. determining the critical factor; d. developing alternative solutions; e. comparing alternative solutions; f. determining the best solution; g. implementing the solution; and h. evaluating the plan and the implementation. 	Interactive Lecture	5 min	C0-135 (pp. 221–223)
TP2	Explain the steps in the IRISE method of problem solving, to include: <ol style="list-style-type: none"> a. identifying the problem; b. researching all of the options; c. identifying the consequences of the options; d. selecting the most appropriate option; and e. evaluating the decision. 	Interactive Lecture	10 min	C0-115 (p. 96)

TP	Description	Method	Time	Ref
TP3	Explain the steps in the TEACH method of problem solving, to include: a. time, b. exposure, c. assistance, d. creativity, and e. hit it.	Interactive Lecture	10 min	C0-134 (p. 101)
TP4	Conduct an activity where the cadets will select a problem-solving method and apply it to a scenario.	In-Class Activity	25 min	C0-115 (p. 45, p. 46)

5. Time

- | | |
|-----------------------------|--------|
| a. Introduction/Conclusion: | 10 min |
| b. Interactive Lecture: | 25 min |
| c. In-Class Activity: | 25 min |
| d. Total: | 60 min |

6. Substantiation

- An interactive lecture was chosen for TPs 1 to 3 to review logical analysis and orient the cadets to additional problem-solving methods.
- An in-class activity was chosen for TP 4 as an interactive way to provoke thought and stimulate interest among cadets about problem solving.

7. References

- C0-115 (ISBN 0-7879-4059-3) van Linden, J. A., & Fertman, C. I. (1998). *Youth Leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.
- C0-134 (ISBN 0-7852-7440-5) Maxwell, J. (1999). *The 21 Indispensable Qualities of a Leader: Becoming the Person Others Will Want to Follow*. Nashville, TN: Thomas Nelson Publishers.
- C0-135 (ISBN 0-7645-5176-0) Loeb, M., & Kindel, S. (1999). *Leadership for Dummies*. New York, NY: Hungry Minds, Inc.

8. Training Aids

- Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area, and
- Problem-solving scenarios.

9. Learning Aids

- Problem-solving scenarios, and
- Pen/pencil.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B, Appendix 1](#) (303 PC).
11. **Remarks.** N/A.

THIS PAGE INTENTIONALLY LEFT BLANK

EO M303.07 – LEAD CADETS THROUGH A LEADERSHIP ASSIGNMENT

1. **Performance.** Lead Cadets Through a Leadership Assignment.
2. **Conditions**
 - a. Given:
 - (1) Sample leadership assignment,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall:
 - a. plan for a leadership assignment; and
 - b. lead a team of cadets through a leadership assignment by:
 - (1) preparing for the assignment;
 - (2) introducing the assignment;
 - (3) conducting the assignment while supervising the team;
 - (4) debriefing the team; and
 - (5) presenting an after-assignment report to the team leader.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Discuss and demonstrate the process of preparing for a leadership assignment, to include: <ol style="list-style-type: none"> a. ensuring the goal is understood; b. ensuring the required resources are available; c. completing a time appreciation; and d. making a plan. 	Demonstration	10 min	C0-114 (p. 16) C0-243 C0-248 (p. 20, p. 21) C0-253 (p. 24) C0-255 (p. 86–89)

TP	Description	Method	Time	Ref
TP2	Discuss and demonstrate the process of introducing a leadership assignment, to include: <ol style="list-style-type: none"> stating the assignment to be completed; stating the goal of the assignment; identifying the resources required for the assignment; communicating the overall plan; assigning tasks to team members as applicable; and ensuring the team members understand the assignment. 	Demonstration	10 min	C0-114 (p. 36, p. 99) C0-245 (p. 70, p. 71) C0-247 (p. 133–136) C0-254 (p. 34, p. 35)
TP3	Discuss and demonstrate the process for conducting a leadership assignment, to include: <ol style="list-style-type: none"> supervising peers; maintaining team control; ensuring the assignment is progressing according to the time allotted; and modifying the plan as required. 	Demonstration	10 min	C0-256 (p. 54, p. 55)
TP4	Discuss and demonstrate the process for debriefing a team following leadership assignment, to include: <ol style="list-style-type: none"> reviewing the goal; providing feedback; and re-motivating the team. 	Demonstration	10 min	C0-240 (p. 19)
TP5	Explain the after-assignment report.	Interactive Lecture	5 min	C0-243
TP6	Discuss how to plan for a leadership assignment.	In-Class Activity	5 min	C0-255 (p. 267, p. 269)

5. Time

a. Introduction/Conclusion:	10 min
b. Demonstration:	40 min
c. Interactive Lecture:	5 min
d. In-Class Activity:	5 min
e. Total:	60 min

6. Substantiation

- A demonstration was chosen for TPs 1 to 4 as it allows the instructor to explain and demonstrate the format of a leadership assignment in a safe, controlled environment.

- b. An interactive lecture was chosen for TP 5 to give direction on the procedure for completing an after-assignment report.
- c. An in-class activity was chosen for TP 6 as it is an interactive way to provoke thought and stimulate interest among cadets.

7. References

- a. C0-114 (ISBN 0-02-863656-2) Pell, A. R. (1999). *The Complete Idiot's Guide to Team Building*. Indianapolis, IN: Alpha Books.
- b. C0-240 (ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. Beverly, MA: Project Adventure, Inc.
- c. C0-243 Clark, D. (2007). *After Action Reviews*. Retrieved February 21, 2008, from <http://www.nwlink.com/~donclark/leader/leadaar.html>.
- d. C0-243 Clark, D. (2007). *Leadership & Direction*. Retrieved February 21, 2008, from <http://www.nwlink.com/~donclark/leader/leaddir.html>.
- e. C0-245 (ISBN 1-58062-513-4) Adams, B. (2001). *The Everything Leadership Book*. Avon, MA: Adams Media.
- f. C0-247 (ISBN 0-14-024272-4) Rosen, R. H., & Brown, P. B. (1997). *Leading People*. New York, NY: Penguin Books.
- g. C0-248 (ISBN 0-7894-4862-9) Heller, R. (1999). *Learning to Lead*. New York, NY: DK Publishing, Inc.
- h. C0-253 (ISBN 0-7894-8006-9) Bruce, A., & Langdon, K. (2001). *Do It Now!* New York, NY: DK Publishing, Inc.
- i. C0-254 (ISBN 0-7894-3244-7) Heller, R. (1998). *Communicate Clearly*. New York, NY: DK Publishing, Inc.
- j. C0-255 (ISBN 0-7645-5408-5) Brounstein, M. (2002). *Managing Teams for Dummies*. Indianapolis, IN: Wiley Publishing, Inc.
- k. C0-256 (ISBN 0-7894-4863-7) Heller, R. (1999). *Achieving Excellence*. New York, NY: DK Publishing, Inc.

8. Training Aids

- a. Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area,
- b. Handout of the leadership assignment format,
- c. Handout of leadership assignment assessment form,
- d. Handout of the after-assignment report,
- e. Sample leadership assignment, and
- f. Resources for the sample leadership assignment as required.

9. Learning Aids

- a. Handout of the leadership assignment format,
- b. Handout of the leadership assignment assessment form,

- c. Handout of the after-assignment report,
 - d. Leadership assignment, and
 - e. Pen/pencil.
10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B, Appendix 1](#) (303 PC).
11. **Remarks.** A minimum of two leadership assignments shall be selected from those listed in Chapter 3, [Annex B, Appendix 1](#) (303 PC).

EO C303.01 – LEAD A TEAM-BUILDING ACTIVITY

1. **Performance.** Lead a Team-Building Activity.
2. **Conditions**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall lead the following components of a team-building activity:
 - a. the introduction,
 - b. the activity, and
 - c. the debriefing.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Demonstrate and have the cadets participate in an introduction to a team-building activity.	In-Class Activity	5 min	
TP2	Have the cadets analyze the elements of an introduction: <ol style="list-style-type: none"> a. getting the team's attention; b. explaining the goal of the activity; c. explaining the activity; d. assigning tasks as necessary; e. setting time limits; f. relaying safety concerns as necessary; and g. motivating the team. 	Group Discussion	10 min	C0-028 (pp. xxiii–xxvii) C0-238 (pp. 22–23) C0-268 (p. 3)
TP3	Demonstrate and have the cadets participate in the selected team-building activity.	In-class Activity	10 min	
TP4	Discuss the following responsibilities of the leader while conducting a team-building activity: <ol style="list-style-type: none"> a. starting the activity; b. supervising the team; c. ensuring the goal is achieved; d. stopping the activity if required; and e. ending the activity within the time limit. 	Group Discussion	10 min	C0-238 (p. 26) C0-240 (p. 17)

TP	Description	Method	Time	Ref
TP5	Demonstrate and have the cadets participate in the debriefing component of the selected team-building activity.	In-Class Activity	5 min	
TP6	Discuss the following elements of a debriefing: a. reviewing the goal; b. providing feedback; and c. re-motivating the team.	Group Discussion	10 min	C0-238 (pp. 27–30) C0-240 (p. 19)
TP7	Have small groups of cadets share responsibilities of leading a team-building activity.	Practical Activity	30 min	

5. Time

a. Introduction/Conclusion:	10 min
b. In-Class Activity:	20 min
c. Group Discussion:	30 min
d. Practical Activity:	30 min
e. Total:	90 min

6. Substantiation

- An in-class activity was chosen for TPs 1, 3 and 5 as it is an interactive way to provoke thought and stimulate interest among cadets.
- A group discussion was chosen for TPs 2, 4 and 6 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about the components of team-building activities.
- A practical activity was chosen for TP 7 as it is an interactive way to allow the cadets to experience team-building activities in a safe and controlled environment.

7. References

- C0-028 (ISBN 0-07-046513-4) Newstrom, J., & Scannell, E. (1998). *The Big Book of Team Building Games*. New York, NY: McGraw-Hill.
- C0-238 (ISBN 0-7879-4835-7) Sugar, S., & Takacs, G. (2000). *Games That Teach Teams: 21 Activities to Super-Charge Your Group!* San Francisco, CA: Jossey-Bass/Pfeiffer.
- C0-240 (ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. Beverly, MA: Project Adventure, Inc.
- C0-268 (ISBN 1-57542-265-4) MacGregor, M. G. (2008). *Teambuilding With Teens*. Minneapolis, MN: Free Spirit Publishing Inc.

8. **Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area,
- b. Marker,
- c. Sticky notes, and
- d. Activity equipment as required.

9. **Learning Aids**

- a. Activity equipment as required,
- b. Handout of team-building activities, and
- c. Handout of team-building planning guide.

10. **Test Details.** N/A.

11. **Remarks.** N/A.

THIS PAGE INTENTIONALLY LEFT BLANK

EO C303.02 – DELIVER A PRESENTATION ABOUT A LEADER

1. **Performance.** Deliver a Presentation About a Leader.
2. **Conditions**
 - a. Given:
 - (1) Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector),
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall deliver a presentation about a leader, to include:
 - a. an introduction of the leader,
 - b. the body of the presentation, to include:
 - (1) interesting points in the leader’s career, and
 - (2) the core leadership qualities displayed by the leader; and
 - c. a conclusion.
4. **Teaching Points.** Supervise cadets delivering a presentation about a leader.
5. **Time**
 - a. Introduction/Conclusion: 10 min
 - b. Practical Activity: 50 min
 - c. Total: 60 min
6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way to allow cadets to experience giving a presentation in a safe and controlled environment. This activity contributes to the development of leadership skills and knowledge in fun and challenging setting.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area.
9. **Learning Aids.** Handout of Outline for Delivering a Presentation About a Leader.
10. **Test Details.** N/A.
11. **Remarks**
 - a. It is recommended that this lesson be scheduled after all other lessons in PO 309 ([Section 10](#)).
 - b. If the corps has more than nine Phase Three cadets, divide the cadets into groups of nine if facilities are available.