

SECTION 5**PO 403 – ACT AS A TEAM LEADER**

1. **Performance:** Act as a Team Leader
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Any.
3. **Standard:** The cadet will act as a team leader, to include:
 - a. striving to meet the needs and expectations of team members;
 - b. employing a leadership approach;
 - c. motivating team members;
 - d. providing feedback to team members;
 - e. participating in a mentoring relationship; and
 - f. leading a team during a leadership appointment, 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.
4. **Remarks:** Nil.
5. **Complementary Material:**
 - a. Complementary material associated with PO 403 is designed to enhance the cadet's ability to act as a team leader, specifically:
 - (1) EO C403.01 (Participate in a Leadership Seminar); and
 - b. Some complementary training offered in previous levels may be selected as complementary training in the Proficiency Level Four Program, specifically:
 - (1) EO C303.01 (Lead Team-Building Activities), and
 - (2) EO C303.02 (Deliver a Presentation About a Leader).

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EO M403.01 – DESCRIBE NEEDS AND EXPECTATIONS OF TEAM MEMBERS

1. **Performance:** Describe Needs and Expectations of Team Members
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall describe:
 - a. the needs of team members, and
 - b. the expectations that a team member has of a team leader.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe the needs of team members, to include: <ol style="list-style-type: none"> a. acceptance of and by other team members, b. acceptance and understanding of leaders, c. approval of leaders, and d. opportunities to try different tasks and roles. 	Interactive Lecture	5 min	C0-115 (pp. 12–13)

TP	Description	Method	Time	Refs
TP2	<p>Conduct an activity where cadets describe the expectations that a team member has of a team leader, to include:</p> <p>a. good leadership, to include:</p> <p style="padding-left: 40px;">(1) leading by example;</p> <p style="padding-left: 40px;">(2) putting the needs of the team members first; and</p> <p style="padding-left: 40px;">(3) being sensitive to cultural and gender differences;</p> <p>b. effective communication, to include:</p> <p style="padding-left: 40px;">(1) giving information on what is expected of them;</p> <p style="padding-left: 40px;">(2) explaining changes in situations;</p> <p style="padding-left: 40px;">(3) asking for assistance with tasks; and</p> <p style="padding-left: 40px;">(4) providing concrete examples during explanations; and</p> <p>c. effective supervision, to include:</p> <p style="padding-left: 40px;">(1) operating in a safe environment;</p> <p style="padding-left: 40px;">(2) freedom from over-supervision; and</p> <p style="padding-left: 40px;">(3) recognition of good performance.</p>	In-Class Activity	10 min	<p>A0-047</p> <p>A0-048</p> <p>A0-131 (pp. 4-8 to 4-14)</p> <p>C0-115 (p. 12, 177-183)</p>
TP3	Conduct a group discussion on how a team leader should strive to meet the needs and expectations of team members.	Group Discussion	10 min	

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 orient the cadets to team members' needs.
- b. An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest among cadets about expectations that a team member has of a team leader.
- 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 how a team leader should strive to meet team members needs and expectations.

7. References:

- a. A0-047 A-PA-005-000/AP-004 Canadian Defence Academy–Canadian Forces Leadership Institute. (2005). *Leadership in the CF conceptual foundations*. Ottawa, ON: Department of National Defence.
 - b. A0-048 A-PA-005-000/AP-003 Canadian Defence Academy–Canadian Forces Leadership Institute. (2005). *Leadership in the CF doctrine foundations*. Ottawa, ON: Department of National Defence.
 - c. A0-131 A-CR-CCP-910/PT-001 Director Cadets 6. (1989). *Training school leadership*. Ottawa, ON: Department of National Defence.
 - d. C0-115 ISBN 0-7879-4059-3 van Linden, J. A., & Fertman, C. I. (1998). *Youth leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
 9. **Learning Aids:** Needs and Expectations of Team Members handout.
 10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 403 PC.
 11. **Remarks:** Nil.

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EO M403.02 – SELECT A LEADERSHIP APPROACH

1. **Performance:** Select a Leadership Approach
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall select a leadership approach during:
 - a. a leadership assignment, and
 - b. a leadership appointment.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe transactional and transformational leadership.	Interactive Lecture	5 min	C0-115 (pp. 8–10) C0-410
TP2	Describe the outcomes that occur as a result of the team leader focussing on the team members and the goal.	Interactive Lecture	10 min	C0-413
TP3	Describe leadership approaches, to include: <ol style="list-style-type: none"> a. the key aspects of each approach, to include: <ol style="list-style-type: none"> (1) control, (2) coach, and (3) empower; and b. selecting an approach based on the: <ol style="list-style-type: none"> (1) the simplicity of the task, (2) the safety of the cadets, (3) the capability of the cadets, and (4) the motivation of the cadets. 	Interactive Lecture	15 min	
TP4	Conduct an activity where the cadets will explain what leadership approach they would select and why for a given scenario.	In-Class Activity	20 min	

5. **Time:**

a. Introduction / Conclusion:	10 min
b. Interactive Lecture:	30 min
c. In-Class Activity:	20 min
d. Total:	60 min

6. **Substantiation:**

- a. An interactive lecture was chosen for TPs 1, 2 and 3 to review, clarify, emphasize and summarize transactional and transformational leadership, the outcomes of a team leader's focus and leadership approaches.
- b. An in-class activity was chosen for TP 4 as it is an interactive way to provoke thought and stimulate interest among cadets.

7. **References:**

- a. C0-115 ISBN 0-7879-4059-3 van Linden, J. A., & Fertman, C. I. (1998). *Youth leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.
- b. C0-410 The ASPIRA Association. (2009). *Module #5: Defining leadership styles*. Retrieved on February 12, 2009, from http://www.aspira.org/files/documents/youthdev08/U_V_M_5_dls.pdf
- c. C0-413 University of Arkansas, Division of Agriculture, Cooperative Extension Service. (2006). *4-H volunteer leaders' series: The enabler—A leadership style*. Retrieved February 18, 2009, from http://www.uaex.edu/other_areas/publications/PDF/4HCD2.pdf

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area, and
- b. Scenarios.

9. **Learning Aids:** Scenarios.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 403 PC.

11. **Remarks:** Cadets will select leadership approaches during leadership assignments and leadership appointments throughout the training year.

EO M403.03 – MOTIVATE TEAM MEMBERS

1. **Performance:** Motivate Team Members
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall describe how to motivate team members by:
 - a. recognizing extrinsic and intrinsic motivation;
 - b. encouraging development of knowledge and skills; and
 - c. recognizing cadets for the effort they put toward a task.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct an in-class activity where the cadets will explain to each other the advantages and disadvantages of extrinsic and intrinsic motivators.	In-Class Activity	20 min	C0-245 (pp. 30–35) C0-415
TP2	Explain why team leaders should encourage intrinsic motivation.	Interactive Lecture	5 min	C0-401 (pp. 55–58)
TP3	Conduct a group discussion about when and how team leaders motivate team members, to include: <ol style="list-style-type: none"> a. praising effort and perseverance during a task; b. praising the use of different strategies during a task; c. praising improvement during a task; d. encouraging the development of knowledge and skills; e. praising the completion of a task; f. thanking team members for their endeavours; and g. giving credit for the completion of tasks to the team rather than yourself. 	Group Discussion	25 min	C0-411

5. **Time:**

a. Introduction / Conclusion:	10 min
b. In-Class Activity:	20 min
c. Interactive Lecture:	5 min
d. Group Discussion:	25 min
e. Total:	60 min

6. **Substantiation:**

- a. An in-class activity was chosen for TP 1 as it is an interactive way to provoke thought and stimulate interest among cadets about advantages and disadvantages of extrinsic and intrinsic motivators.
- b. An interactive lecture was chosen for TP 2 to orient the cadets to encourage intrinsic motivation.
- 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 when and how to motivate team members.

7. **References:**

- a. C0-245 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.
- b. C0-401 ISBN 0-7879-6068-3 Hesselbein, F., & Johnston, R. (2002). *A leader to leader guide: On mission and leadership*. San Francisco, CA: Jossey-Bass Publishing.
- c. C0-411 Dweck, C. S. (2007). The perils and promises of praise. *Education Leadership*, 65(2), 34-39.
- d. C0-414 Bainbridge, C. (2009). About.com: Gifted children. *Extrinsic Motivation*. Retrieved on February 26, 2009, from <http://giftedkids.about.com/od/glossary/g/extrinsic.htm>
- e. C0-415 Bainbridge, C. (2009). About.com: Gifted children. *Intrinsic Motivation*. Retrieved on February 26, 2009, from <http://giftedkids.about.com/od/glossary/g/intrinsic.htm>

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

9. **Learning Aids:** Extrinsic and Intrinsic Motivation handouts.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 403 PC.

11. **Remarks:** Nil.

EO M403.04 – PROVIDE FEEDBACK TO TEAM MEMBERS

1. **Performance:** Provide Feedback to Team Members
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
 - a. recognize when feedback must be provided; and
 - b. provide feedback.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Have the cadets brainstorm and prepare a list of times when feedback should be provided.	In-Class Activity	5 min	C0-258
TP2	Explain the principles of effective feedback, to include: <ol style="list-style-type: none"> a. frequent, b. accurate, c. specific, and d. timely. 	Interactive Lecture	10 min	C0-412 (pp. 3–10, pp. 111–113)
TP3	Explain the ground rules for providing feedback, to include: <ol style="list-style-type: none"> a. focusing on what is observed; b. focusing on behaviour; c. keeping it neutral; d. using it to inform; e. making it supportive; and f. keeping it simple. 	Interactive Lecture	10 min	C0-403 (pp. 11–15, pp. 111–116)

TP	Description	Method	Time	Refs
TP4	<p>Explain the steps for providing feedback, to include:</p> <ol style="list-style-type: none"> planning what to say; providing examples of behaviours; allowing time for feedback; motivating; and setting a timeline for action and follow-up. <p>Explain the steps for receiving feedback, to include:</p> <ol style="list-style-type: none"> seeing each feedback session as a learning opportunity; actively listening to the sender's ideas; asking for more information if the ideas are not understood; being honest about how the feedback is affecting one's emotions; and remaining open-minded about future learning opportunities. 	Interactive Lecture	10 min	C0-404
TP5	Using scenarios, have the cadets practice providing feedback to team members.	In-Class Activity	15 min	

5. **Time:**

a. Introduction / Conclusion:	10 min
b. In-Class Activity:	20 min
c. Interactive Lecture:	30 min
d. Total:	60 min

6. **Substantiation:**

- An in-class activity was chosen for TPs 1 and 5 as an interactive way to provoke thought, and to stimulate an interest among cadets about feedback.
- An interactive lecture was chosen for TPs 2–4 to orient the cadets to giving effective feedback.

7. **References:**

- 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.
- C0-403 Peeling, G. (2000). *Feedback techniques: 7 things to know about giving feedback: Trainers Guide*. Cambridgeshire, England: Fenman Limited.
- C0-404 Mochal, T. (2006). *Follow these six steps when providing constructive performance feedback*. Retrieved February 5, 2009, from http://articles.techrepublic.com.com/5100-10878_11-6102736.html

- d. C0-412 ISBN 978-0-87425-495-2 Tulgan, B. (1999). *Fast feedback* (2nd ed). Amherst, MA: HRD Press, Inc.
8. **Training Aids:**
- a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area, and
 - b. Scenarios.
9. **Learning Aids:**
- a. Effective Feedback handout, and
 - b. Scenarios.
10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 403 PC.
11. **Remarks:** Nil.

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EO M403.05 – PARTICIPATE IN A MENTORING RELATIONSHIP

1. **Performance:** Participate in a Mentoring Relationship
2. **Conditions:**
 - a. Given:
 - (1) Scenario,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall participate in a mentoring relationship by:
 - a. providing feedback and coaching to junior cadets; and
 - b. receiving feedback and coaching from senior cadets or staff.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Review 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	5 min	C0-258 (pp. 15–21, 37–48, 70–73)
TP2	Discuss the difference between formal and informal mentoring.	Group Discussion	5 min	C0-258 (p. 20, p. 64, pp. 78–79, 174–178, 182–187) C0-405 (pp. 9–18, 59–87)

TP	Description	Method	Time	Refs
TP3	Describe the steps of a formal mentoring session, to include: a. getting acquainted; b. setting goals; c. meeting goals and expectations; and d. concluding the mentoring session.	Interactive Lecture	10 min	C0-258 (pp. 260–265)
TP4	Demonstrate and explain a mentoring session, to include: a. keeping the mentoring relationship professional; b. keeping the conversation during the mentoring session in confidence; and c. using the ground rules for feedback during a mentoring session.	Demonstration	10 min	C0-258 (pp. 260–265) C0-324 (pp. 21–26, p. 31, p. 32)
TP5	Have the cadets role-play a mentoring session based on two given scenarios. Cadets will role-play the mentor in one scenario, and the cadet being mentored in another scenario.	Role-Play	20 min	C0-258 (pp. 260–265) C0-324 (pp. 21–26, p. 31, p. 32)

5. **Time:**

a. Introduction / Conclusion:	10 min
b. Interactive Lecture:	15 min
c. Group Discussion:	5 min
d. Demonstration:	10 min
e. Role-Play:	20 min
f. Total:	60 min

6. **Substantiation:**

- a. An interactive lecture was chosen for TPs 1 and 3 to review the mentoring relationship and to orient the cadets to the steps in a mentoring session.
- b. A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share knowledge, experiences, opinions and feeling about formal and informal mentoring.
- c. A demonstration was chosen for TP 4 as it allows the instructor to explain and demonstrate a mentoring session.
- d. A role-play was chosen for TP 5 as it provides the cadets an opportunity to view and then conduct a mentoring session under supervision.

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. C0-324 Taylor, J. S. (2003). *Training new mentees: A manual for preparing youth in mentoring programs*. USA: The National Mentoring Center.
- c. C0-405 ISBN 0-7879-6294-5 Rhodes, J. (2002). *New directions for youth development: A critical view of youth mentoring*. New York, NY: Jossey-Bass.

8. Training Aids:

- a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area, and
- b. Scenarios.

9. Learning Aids: Scenarios.**10. Test Details:** Nil.

11. **Remarks:** Cadets will have opportunities to participate in formal and informal mentoring relationships through the training year. A cadet in Phase Four is in a position to both mentor a subordinate cadet and be mentored by a more senior cadet and / or adult staff member.

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EO M403.06 – ACT AS A TEAM LEADER DURING A LEADERSHIP APPOINTMENT

1. **Performance:** Act as a Team Leader During a Leadership Appointment
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall act as a team leader during a leadership appointment by:
 - a. preparing for the leadership appointment;
 - b. carrying out the tasks associated with the leadership appointment;
 - c. giving feedback to the team; and
 - d. meeting with the activity manager to discuss the outcomes of the leadership appointment.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe a leadership assignment and a leadership appointment.	Interactive Lecture	5 min	
TP2	Describe the leadership appointments that may be assigned at the corps.	Interactive Lecture	5 min	

TP	Description	Method	Time	Refs
TP3	Describe how to conduct the leadership appointment, to include: a. preparing for the leadership appointment, to include: (1) ensuring the required resources are available; (2) completing a time appreciation; and (3) making a plan; b. briefing the team members during the leadership appointment, to include: (1) communicating the overall plan; (2) communicating the tasks involved in the leadership appointment; (3) assigning tasks to team members as applicable; and (4) ensuring the team members understand their tasks; c. carrying out the tasks associated with the leadership appointment, to include: (1) supervising team members; (2) ensuring the tasks within the appointment are progressing according to the time allotted; (3) providing feedback to the team members throughout the appointment; and (4) modifying the plan as required; d. providing feedback to the team members upon conclusion of the leadership appointment; and e. meeting with the activity manager to discuss the outcomes of the leadership appointment.	Interactive Lecture	15 min	C0-114 (p. 16, p. 36, p. 99) C0-243 C0-245 (pp. 70–71) C0-247 (pp. 133–136) C0-248 (p. 20, p. 21) C0-253 (p. 24) C0-254 (p. 34, p. 35) C0-255 (pp. 86–89) C0-256 (p. 54, p. 55)

5. **Time:**

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|-------------------------------|--------|
| a. Introduction / Conclusion: | 5 min |
| b. Interactive Lecture: | 25 min |
| c. Total: | 30 min |

6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadets to the leadership appointment.
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. C0-243 Clark, D. (2007). *After action reviews*. Retrieved February 21, 2008, from <http://www.nwlink.com/~donclark/leader/leadaar.html>
 - c. C0-243 Clark, D. (2007). *Leadership & direction*. Retrieved February 21, 2008, from <http://www.nwlink.com/~donclark/leader/leaddir.html>
 - d. C0-245 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.
 - e. C0-247 ISBN 0-14-024272-4 Rosen, R. H., & Brown, P. B. (1997). *Leading people*. New York, NY: Penguin Books.
 - f. C0-248 ISBN 0-7894-4862-9 Heller, R. (1999). *Learning to lead*. New York, NY: DK Publishing, Inc.
 - g. C0-253 ISBN 0-7894-8006-9 Bruce, A., & Langdon, K. (2001). *Do it now!* New York, NY: DK Publishing, Inc.
 - h. C0-254 ISBN 0-7894-3244-7 Heller, R. (1998). *Communicate clearly*. New York, NY: DK Publishing, Inc.
 - i. C0-255 ISBN 0-7645-5408-5 Brounstein, M. (2002). *Managing teams for dummies*. Indianapolis, IN: Wiley Publishing, Inc.
 - j. C0-256 ISBN 0-7894-4863-7 Heller, R. (1999). *Achieving excellence*. New York, NY: DK Publishing, Inc.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Leadership Appointment Aide-Memoire.
10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 403 PC.
11. **Remarks:** Acquire the list of leadership appointments developed by the Training Officer before instructing this lesson.

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EO C403.01 – PARTICIPATE IN A LEADERSHIP SEMINAR

1. **Performance:** Participate in a Leadership Seminar
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall participate in a leadership seminar.
4. **Teaching Points:** Have the cadets participate in a leadership seminar on one or more of the following topics:
 - a. problem solving,
 - b. time management,
 - c. communication, and
 - d. supervision.
5. **Time:**

a. Introduction / Conclusion:	10 min
b. Seminar:	80 min
c. Total:	90 min
6. **Substantiation:** A seminar method was chosen for this lesson to stimulate active participation in a tutorial setting and to allow cadets to practice reflective thinking skills. Seminars assist cadets in developing new and imaginative interpretations of leadership topics being explored. Seminars are an interactive way to exchange information on techniques and approaches to the leadership subjects being researched and discussed.
7. **References:**
 - a. C0-022 ISBN 0-02864-207-4 Cole, Kris (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. C0-425 Shurdington Scouts Resource. (1999). *NASA exercise: Survival on the moon*. Retrieved April 14, 2009, from <http://www.shurdington.org/Downloads/NASA%20Exercise.pdf>
 - d. C0-477 Mindtools: Essential skills for an excellent career. (2009). *Stepladder technique: Making better group decisions*. Retrieved April 14, 2009, from http://www.mindtools.com/pages/article/newTED_89.htm

- e. C0-477 Mindtools: Essential skills for an excellent career. (2009). *Six thinking hats*. Retrieved April 14, 2009, from http://www.mindtools.com/pages/article/newTED_07.htm
 - f. C0-477 Mindtools: Essential skills for an excellent career. (2009). *Why do we procrastinate*. Retrieved March 30, 2009, from http://www.mindtools.com/pages/article/newHTE_96.htm
 - g. C0-477 Mindtools: Essential skills for an excellent career. (2009). *Preparing a to-do list*. Retrieved March 30, 2009, from http://www.mindtools.com/pages/article/newHTE_05.htm
 - h. C0-477 Mindtools: Essential skills for an excellent career. (2009). *Simple prioritization*. Retrieved March 30, 2009, from http://www.mindtools.com/pages/article/newHTE_92.htm
 - i. C0- 479 PedagoNet: Brainteasers. (2009). *Problem solving: Do you have the answer?* Retrieved April 15, 2009, from <http://www.pedagonet.com/brain/brainers.html>
 - j. C0-480 Discovery Education. (2009). *Brain boosters*. Retrieved April 15, 2009, from <http://school.discoveryeducation.com/brainboosters/>
 - k. C0-481 Total success: A different type of training. (2009). *Time management: Manage yourself, not your time*. Retrieved March 31, 2009, from, <http://www.tsuccess.dircon.co.uk/timemanagementtips.htm>
 - l. C0-482 About.com: Small Business: Canada. (2009). *11 Time management tips*. Retrieved March 30, 2009, from, <http://sbinfocanada.about.com/cs/timemanagement/a/timemggtips.htm>
 - m. C0-483 College Board: Inspiring Minds (2009). *Time management tips for high school students*. Retrieved March 31, 2009, from, <http://www.collegeboard.com/student/plan,college-success/116.html>
 - n. C0-487 Department for Community Development, Government of Western Australia. (2008). *Supervision of children*. Retrieved April 1, 2009, from <http://www.pscwa.org.au/documents/DCDGUIOSHCFactSheetSupervisionofChildren.pdf>
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
 9. **Learning Aids:**
 - a. Scenarios, and
 - b. Handouts for the seminar selected.
 10. **Test Details:** Nil.
 11. **Remarks:** This EO may be conducted as many as four times during Phase Four training.