



National Défense
Defence nationale



SEA, ARMY, AND AIR CADETS

ADVANCED LEADERSHIP PROGRAM
QUALIFICATION STANDARD AND PLAN

(ENGLISH)

(Cette publication est disponible en français. Titre : Programme de leadership avancé norme de qualification et plan)

Issued on Authority of the DCOS Training, CJCR Gp HQ



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OPI: Deputy Chief of Staff Training – CJCR Gp

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FOREWORD AND PREFACE

1. **Issuing Authority.** This Qualification Standard and Plan (QSP) was developed under the authority of Commander Cadets and Junior Canadian Rangers (CJCR) and issued on the authority of the DCOS Trg, CJCR Gp HQ

2. **Development.** Development of this QSP was in accordance with the performance-oriented concept of training outlined in the A-P9-050 Series, Canadian Forces Individual Training and Education System, with modifications to meet the needs of the Canadian Cadet Organizations (CCO).

3. **Purpose of the QSP.** The QSP is to be used by Regional Cadet Support Units (RCSUs) in conjunction with other resources to conduct the Advanced Leadership Program.

4. **Effective Date.** This publication is effective upon receipt. Subsequent changes are effective upon receipt.

5. **Suggested Changes.** Suggested changes to this document shall be forwarded to CJCR Headquarters (HQ) Attn: J7 Youth or by e-mail at

J7youth@forces.gc.ca

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CHAPTER 1

GENERAL

AIMS

1. The aim of the Advanced Leadership Program is to contribute to the Cadet Program Aim, Mission and Participant outcomes as detailed in CATO 11-03, *Cadet Program Mandate*.
2. Specifically, the Advanced Leadership Program aims to develop cadets' leadership core competencies by providing cadets with practical activities, leadership and networking opportunities, individual reflections, group discussions, mentoring sessions, and seminars at the corps / squadron and area levels.

OUTLINE OF TRAINING

3. The Advanced Leadership Program is a training opportunity that cadets may choose to undertake to further develop their leadership skills after completion of the mandatory training program. It offers cadets practical leadership experiences with the flexibility to tailor training to their needs and interests.

PROGRAM DESIGN

4. The Advanced Leadership Program has been designed:
 - a. using the youth voice from the National Cadet Advisory Council as a source of inspiration for projects, teaching methods, learning objectives, and desired outcomes;
 - b. so that each training activity or opportunity contributes to the development of Cadet Program core competencies.
 - c. assuming that the majority of cadets are between 16 and 18 years of age; have successfully completed the mandatory training program and are undertaking the program voluntarily with a genuine interest in developing their leadership skills.
 - d. considering that youth at this age have increased demands on their time, both outside of the Cadet Program (i.e., work, school, sports, other extracurricular activities) and at the corps / squadron as they become involved in its operation (i.e., instruction, planning, organizing and conducting corps activities, working in administration, supply, etc.);
 - e. using age-appropriate strategies with a focus on experiential and skill-based training where learning takes place through a combination of programmed periods of instruction, discussions, teachable moments, and coaching / mentoring opportunities.
 - f. to provide flexibility in many POs, so that cadets may chose activities tailored to their availability and interest; and

- g. considering that the program will be coordinated at the corps / squadron and area levels, allowing for a variety of personnel to contribute to the cadets' successful completion of the program.

PERFORMANCE OBJECTIVES

5. The following are summaries of the POs required for the completion of the Advanced Leadership Program:

- a. PO 503 – Lead Cadet Activities: The aim of this PO is to provide the cadet with a concrete experience of planning and leading a multi-unit exercise through the completion of the leadership project. It is also to give an opportunity for cadets to continue developing as a leader at their corps / squadron through the completion of a leadership appointment of their choice. This PO contributes directly to the achievement of the program aim of developing the attribute of leadership and the participant outcomes of social and cognitive competence.
- b. PO 507 – Serve the Cadet Program: The aim of this PO is to emphasize the concept of leadership as *service* to the cadet program and community. The intent is for the cadet to develop skills in assessment, analysis, goal setting, and reflection to create awareness of their leadership as it is happening. At the end of the Advanced Leadership Program, as a final project, cadets will compile and present a capstone project (final project) to reinforce and report on their leadership development.
- c. PO 509 – Develop Instructional Skills: The aim of this PO is to develop cadet's confidence when applying instructional skills. Through participation of a workshop of their choice, the cadet learns about an instructional technique. After the workshop, the cadet applies the instructional technique to a lesson taught at the corps / squadron. The cadet self-assesses their success at trying the technique and makes an action plan to improve their instructional technique. This PO develops social competence and communication skills necessary for effective leadership.
- d. PO 513 – Attend Leadership Seminars. The aim of this PO is to develop specific core competencies through participation of three seminars of their choice. Each seminar will focus on one or a few specific core competencies and provide the opportunity for cadets to learn while interacting with peers from different corps and squadrons. This PO contributes directly to developing leadership and the participant outcomes of social and cognitive competence.

METHOD OF ACHIEVING OBJECTIVES

6. The Advanced Leadership Program success will be a joint effort between cadets, corps/squadron personnel, and area-level personnel. Networking, learning alongside peers, reflecting, providing, and being provided feedback are all critical elements of the Advanced Leadership Program as these methods will enable the cadets to develop and grow as leaders.

7. Each Performance Objective is meant to offer a practical learning opportunity, followed by a reflection period and a call for action so that the cadet can concretely apply a newly acquired skill or piece of knowledge. It is important that all personnel (supervisors as well as peers) check-in with each other to ensure that reflections are occurring regularly so that positive actions are taken throughout the training year. The Advanced Leadership Program has the

potential to impact cadets at all levels, as cadets in the Advanced Leadership Program reflect on ways to positively lead and impact others' development.

TRAINING PREREQUISITES

8. To participate in the Advanced Leadership Program, youth must be members of a corps, as specified in A-CR-CCP-950/PT-001, *Queen's Regulations and Orders for the Canadian Cadet Organization*, Article 4.01, have successfully completed the fourth year of the training program and have completed PO 408 – Command a Platoon/Flight on Parade and PO 409 – Instruct a Lesson.

USE OF THE QSP

9. This QSP shall be used as the primary authority governing the development, implementation, conduct and evaluation of the training and standards to achieve the Advanced Leadership qualification. This QSP shall also be used by the CJCR as the primary reference for validation of Advanced Leadership qualification training.

10. Advanced Leadership Program shall be conducted using this QSP as the training control document in conjunction with the *Advanced Leadership Program Instructional Guides*, a *Implementation Instructions*, and *Participant Workbook*.

11. Any deviation from the requirements detailed in this publication due to training limitations must be approved DCOS Trg, CJCR Gp.

CHAPTER 2

TRAINING MANAGEMENT DETAILS

RESPONSIBLE AGENCY AND TRAINING ESTABLISHMENTS

1. The Managing Authority for the Advanced Leadership Program is the Cadets and Junior Canadian Rangers Group (CJCR Gp). The conduct of the program is the responsibility of the Regional Cadet Support Units (RCSUs) through authorized Training Establishments (TEs). These TEs include:

- a. Corps and Squadrons; and
- b. Zone, area or regional TEs as authorized by RCSU CO.

TRAINING DETAILS

2. The Advanced Leadership Program will be conducted from 01 Sep to 31 Aug each year. Cadets may complete qualification requirements during the summer period.

3. The Advanced Leadership Program may commence the year immediately after the completion of the Mandatory Training Program, or a subsequent year.

4. **Training Duration and coordination responsibility.** The Advanced Leadership Program consists of approximately 80 training periods in four Performance Objectives. These 80 periods do not include the periods during which the cadet will fulfill a leadership appointment in support of the corps / squadron program. Delivery of the Advanced Leadership Program is a joint responsibility between local corps / squadron staff and area staff. This is detailed at Annex A – *Training Summary, Time Allocation and Coordination Responsibilities*.

5. **Period Allocation.** Periods are 30 minutes in duration.

6. **Training Capacity.** Based on each activity instructor to learner ratio. Limited by the capacity to meet supervision requirements set out in CJCR Gp Order 5001-0 – *Supervision of cadets*.

7. **Training Staff Requirements.**

- a. Area-level Advanced Leadership Program Coordinator:

RANK	MOSID	NUMBER	PREFERRED ABILITIES
Capt	00232	1 per area	Planning and coordination skills for in-person and virtual events. Organized. Excellent communication skills. Ability to instruct, guide, and provide feedback to senior cadets.

- b. Area-level training personnel:

RANK	MOSID	NUMBER	PREFERRED ABILITIES
Any	00232	Vary based on area needs	Planning and coordination skills for in-person and virtual events. Organized. Excellent communication skills. Ability to instruct, guide, and provide feedback to senior cadets.

c. Corps / Squadron Training Officer (Trg O):

RANK	MOSID	NUMBER	QUALIFICATION
Capt	00232	1	Minimum: Captain Qualification; or Intermediate Officer Training Course Preferred: Senior Instructor Training Course; and CIC Training Officer Course

d. Corps / Squadron Advanced Leadership Program Officer:

RANK	MOSID	NUMBER	QUALIFICATION
Lt/Capt	00232	1	Minimum: CIC Occupational Training Course Preferred: Military Occupation Course; or Environmental Training Course, and Senior Instructor Training Course

8. **Technical Specialists.** Technical specialists may be required to support activities selected by senior cadets during their senior cadet planning groups. Activities requiring technical specialists will be conducted for years 1 to 4 cadets during the planned exercise.

RESOURCE REQUIREMENTS

9. RCSU COs are responsible for ensuring that required equipment and supplies are available.

10. The resources required for the Advanced Leadership Program include:

- a. Advanced Leadership Project Participant Workbook for each participant;
- b. access to a computer / internet / Cadet365 for completion of senior cadet planning group tasks, Instructional Technique Professional Development sessions, and PO 513 Seminars;
- c. regional, area and corps / squadron schedules to assist participants in the planning of their personal schedules;

- d. classrooms or facility with internet capability large enough to accommodate an in-person and online audience for PO 503 Senior Cadet Planning Groups, PO 509 Instructional Techniques, and PO 513 Seminars.

TRAINING ADMINISTRATION

11. **Cadet Evaluation.** Details on cadet evaluation are found in Chapter 3.
12. **Reports.** The Trg O should record each cadet's progress during the training year.
13. **Advanced Leadership Program Participant Workbook.** As the Advanced Leadership Program is intended to be largely self-directed in nature, the *Advanced Leadership Program Participant Workbook* is provided to the cadet as a tool to help guide learning and track their progress.

QUALIFICATION

14. The Advanced Leadership qualification is awarded to cadets upon completion of the requirements specified in Chapter 3.

RELATED DOCUMENTS

15. This QSP is to be used in conjunction with:
 - a. *Advanced Leadership Program Instructional Guides,*
 - b. *Advanced Leadership Program Implementation Instructions,* and
 - c. *Advanced Leadership Program Participant Workbook.*

REFERENCES

16. A list of references used in this QSP is located at Chapter 2, Annex E.

TRAINING SUMMARY, TIME ALLOCATION AND COORDINATION RESPONSIBILITIES

PERIOD ALLOCATION

PO	Title	EO No.	Enabling Objective	No. of Pd	Coordination Responsibility		
					Cadet	CC/Sqn	Area
503	Lead Cadet Activities	503.01	Create a Proposal	2			X
		503.02	Prepare an Exercise	3			X
		503.03	Conduct an Exercise	2			X
		PC	Senior Cadet Planning Groups	45			X
		PC	Practical: Conduct/Conclude Exercise	9			X
		PC	Leadership Position Appointment	VARIOUS	X	X	
		PO 503 – Total			60		
507	Serve the Cadet Program	507.01	Set Personal Goals	2		X	
		507.02	Create a Personal Schedule	2		X	
			Providing Area Schedules				X
			Providing CC/Sqn Schedules			X	
		PC	Capstone Project (final project)	2	X	X	
		PO 507 – Total			6		
509	Develop Instructional Skills		Participate in one IT PD Session	3			X
		PC	PD Session Practical Application	2	X		
		PO 509 – Total			5		
513	Attend Leadership Seminars	PC	Participate in three seminars	3x3			X
		PO 513 – Total			9		
TOTAL (Approximately)*				80	*Does not include position / job appointment		

CORPS / SQUADRON, AREA AND RCSU RESPONSIBILITIES

RESPONSIBILITIES – CORPS / SQUADRONS

1. Corps and Squadrons are responsible for:
 - a. briefing cadets on the Advanced Leadership Program during year 4;
 - b. assigning one officer (or more if required) to coordinate the Advanced Leadership Program;
 - c. ensuring cadets are registered in Fortress;
 - d. providing training schedule (local and area) to enable cadets to create their personal schedule; and
 - e. ensuring participants have an Advanced Leadership Program Participant Workbook;
 - f. for PO 503 – Lead Cadet Activities:
 - (1) guiding cadets through the job / position application process;
 - (2) providing leadership appointment opportunity;
 - (3) providing feedback to the cadet about their leadership performance on an on-going basis; and
 - (4) entering leadership appointment results into Fortress;
 - g. for PO 507 – Serve the Cadet Program:
 - (1) providing lessons early in training year, so cadets are aware of the training requirements;
 - (2) having personnel available to meet with the cadet for progress check-ins, provide feedback, review workbook, offer guidance as the cadet progresses through the program;
 - (3) scheduling time for leadership reflections;
 - (4) scheduling time for cadets to prepare their capstone project (final project); and
 - (5) communicating PO success results to area for input into Fortress.

RESPONSIBILITIES – AREA OFFICE

2. Area offices are responsible for:
 - a. assigning one officer to coordinate the Advanced Leadership Program;

- b. coordinating the Fortress Sign-Up for specific activities throughout the Advanced Leadership Program;
- c. using youth voice when planning Advanced Leadership Program opportunities;
- d. ensuring cadets records are being kept up to date;
- e. providing mentorship and feedback as the cadet progresses through the Program; and
- f. ensuring corps and squadrons have access to the Advanced Leadership Program Participant Workbook;
- g. for PO 503 – Lead Cadet Activities:
 - (1) coordinating conduct of lessons in PO 503;
 - (2) coordinating the Leadership Project: Senior Cadet Planning Groups and Conduct/Conclude multi-corps/squadron activity;
 - (3) providing feedback throughout the Leadership Project; and
 - (4) ensuring results are put into Fortress.
- h. for PO 507 – Serve the Cadet Program: providing training schedules (RCSU/Area) to corps/sqn so they can provide them to the cadets;
- i. for PO 509 – Develop Instructional Skills:
 - (1) coordinating delivery of three PD Sessions, so cadets may select the one they are interested in; and
 - (2) sharing dates for professional development sessions with corps / squadrons in a timely manner;
- j. for PO 513 – Attend Leadership Seminars:
 - (1) coordinating delivery of seven seminars, so cadets may select three they are interested in; and
 - (2) sharing dates for leadership seminars with corps / squadrons in a timely manner.

RESPONSIBILITIES – RCSU

- 3. There may be benefits to coordinating guest speakers for PO 513 at a Regional Level.

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CHAPTER 3

CADET EVALUATION

PURPOSE

1. The purpose of this chapter is to outline the specific evaluation requirements for achievement of Advanced Leadership Qualification.

LEARNER EVALUATION

2. During the Advanced Leadership Program, a combination of self-reflections, peer assessments, supervisor feedback, discussions, and observations will be used to evaluate cadet's progress.

3. All POs are assessed based on the requirement for the cadet to participate and be engaged in the developmental process. The cadet will be required to self-reflect throughout the program. They will reflect and analyze the learning opportunities presented to them and create action plans to take concrete action to apply newly acquired knowledge. The cadet will also be given leadership opportunities through a leadership appointment and the coordination and conduct of a leadership project, from which they will receive feedback from supervisors and peers.

CADET EVALUATION DESIGN AND DEVELOPMENT

4. Cadet evaluation is designed and developed incorporating contemporary professional practices from the fields of education and youth development as well as considering best practices for use within the CCO.

5. Cadet evaluation is designed and developed so that all cadets can achieve all POs and associated EOs. To motivate cadets to learn, cadets' evaluation builds on success and confidence rather than demotivating cadets with failure and defeat.

6. The following fundamental assessment principles shall guide the conduct of Advanced Leadership Program assessment activities:

- a. before training, the instructor shall inform the cadet of POs and EOs associated with the qualification;
- b. before training, the instructor shall inform the cadet of the assessment plan for the qualification and provide the cadet with an opportunity to review the applicable forms used in assessment;
- c. assessment information shall be shared between the instructor and the cadet and used to revise and guide instruction and learning;
- d. the instructor shall provide feedback that is descriptive, constructive, frequent, and timely to help the cadet to identify strengths and address areas requiring improvement;

- e. the cadet shall be actively, consistently, and effectively involved in assessment, including evaluating their own learning through exercising self-reflection. All self-reflection forms are in the Advanced Leadership Program Participant Workbook; and
- f. the cadet shall actively, consistently, and effectively communicate with others about their learning progress.

CP DEVELOPMENTAL PERIODS (DP)

7. The design and development of cadet training and evaluation is based on the overview of the DP characteristics.

CADET ASSESSMENT OF LEARNING PLAN

8. The Assessment of Learning Plan located at Chapter 3, Annex A, provides an overall strategy for using assessment activities to determine if the cadet meets the requirements for Advanced Leadership qualification. The Assessment of Learning Plan:

- a. provides an outline of each assessment of learning activity including its purpose, when it will occur, and details the assessment instrument(s) used to support cadet evaluation;
- b. identifies the learning target(s) associated with the PO and / or EO being assessed, to include:
 - (1) **Knowledge Mastery.** The facts, concepts and theory a cadet needs to know;
 - (2) **Reasoning Proficiency.** A cadet uses what they know to solve a problem, make a decision, make a plan, think critically, set goals, or self-reflect;
 - (3) **Skills.** Where the cadet demonstrates their ability to perform a skill and is observed by an assessor.
 - (4) **Ability to Create Products.** A cadet uses their knowledge, reasoning, and skills to create a product IAW criteria; and / or
 - (5) **Attitudinal / Dispositional Changes.** A cadet's attitude about learning, safety, conduct, etc. Targets in this realm reflect attitude and feeling. They represent important affective goals for a cadet as a by-product of their CP experience, and as such are not generally assessed for the purpose of attaining a qualification; and
- c. identifies the assessment method(s) that best matches PO and / or EO learning targets, to include:
 - (1) **Selected Response.** A cadet selects the correct or best response from a list provided. Formats include multiple choice, true / false, matching, short answer, and fill-in-the-blank questions. Although short answer and fill-in-the-blank questions do require cadets to generate an answer, they call for a very

brief answer that is counted as right or wrong, so these have been included in the selected response category;

(2) **Extended Written Response.** A cadet is required to construct a written answer in response to a question or task rather than select one from a list. An extended written response is one that is at least several sentences in length;

(3) **Performance Assessment.** This assessment method is based on observation and judgment; performance or product is observed, and a determination is made as to its quality; and / or

(4) **Personal Communication.** Gathering information about a cadet through personal communication, learning is assessed through interpersonal interaction with the cadet.

ASSESSMENT INSTRUMENTS

9. Specific assessment instruments have been designed to support each assessment activity within the assessment of learning plan. The assessment instruments are meant to standardize assessment activities and cadet evaluation for all cadets pursuing the qualification. Assessment instruments are located in Chapter 3.

ADDITIONAL ASSESSMENT OF LEARNING ACTIVITIES

10. No additional cadet evaluations (for example: theory tests or performance checks) are to be used to determine Advanced Leadership Program qualification eligibility. Therefore, these national standards are not to be supplemented with additional regional and / or local standards.

ADVANCED LEADERSHIP QUALIFICATION STANDARD

11. The minimum standard for Advanced Leadership qualification is:

a. Year 4 qualified, with additional completion of:

(1) PO 408 – Command a Platoon/Flight on Parade; and

(2) PO 409 – Instruct a Lesson;

b. successful completion of each PO as outlined in the Advanced Leadership Program Qualification Record located at Chapter 3, Annex B.

12. Chapter 3, Annex B, Appendix 1 – Progression Checklist is provided for cadets to track their progression through the Advanced Leadership Program. It identifies all the requirements for successful completion of the qualification.

13. There is no minimum or maximum timeframe in which the cadet must complete the Advanced Leadership Program. Normally a cadet will be capable of achieving the Advanced Leadership qualification within one training year, from September 1 to August 31. However, there shall be no penalty assigned to a cadet who requires additional time to complete the Advanced Leadership Program.

CADETS NOT MEETING THE QUALIFICATION STANDARD

14. A cadet who does not meet the qualification standard for any PO shall be given a reasonable opportunity to achieve the standard. Unless otherwise specified in the Assessment of Learning Plan and associated assessment instruments, Chapter 3, Annex A, there is no limit to the number of additional opportunities that may be afforded to the cadet, provided it is within the resources of the corps / squadron or area.

15. Where a cadet requires more than two training years to achieve the qualification standard, the CO may grant additional training time to the cadet. All POs achieved up to that point shall continue to be recognized. Cadets may not receive a waiver for any Advanced Leadership PO requirements.

RECORDING AND REPORTING CADET ACHIEVEMENT

16. The progress of each cadet shall be recorded on the Advanced Leadership Program Qualification Record, located at Chapter 3, Annex B, which is also used to determine successful completion of Advanced Leadership qualification.

MONITORING CADET PROGRESS

17. Cadets must meet the standard of behaviour and conduct expected from all cadets. The ALP Officer should adopt a proactive approach towards difficulties during cadet interviews and personal counselling.

18. The Advanced Leadership Program Officer shall meet formally and informally with cadets throughout the training year to discuss the cadet's progress toward Advanced Leadership Program qualification (assessment for learning) and to provide feedback on overall performance.

19. The Advanced Leadership Program Officer will meet with each cadet at the end of Advanced Leadership Program training to review and verify the completed Advanced Leadership Participant Workbook and Chapter 3, Annex B, Advanced Leadership Qualification Record.

20. Guidelines for conducting cadet interviews are located at Chapter 3, Annex C.

TRAINING COUNSELLING SESSION

21. A training counselling session is used when a cadet is having difficulties meeting requirements of the Advanced Leadership Program and an intervention is required to set goals for corrective action and / or remedial instruction. These counselling sessions focus on training-related issues. The Trg O is responsible for conducting training counselling sessions. Guidelines for conducting training counselling sessions are located in Chapter 3, Annex D. The Training Counselling Session Form is located at Chapter 3, Annex D, Appendix 1.

ASSESSMENT OF LEARNING PLAN

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
<i>PO 503 – Lead Cadet Activities</i>								
503 PC 01	PO 503	To assess the cadet's ability to perform a leadership appointment.	Reasoning Proficiency and Skills	Performance Assessment and Personal Communication	The cadet is observed performing a leadership appointment.	Over a period of at least three months.	503 PC Part 1	
503 PC 02	PO 503	To assess the cadet's ability to complete a leadership project.	Reasoning Proficiency and Skills	Performance Assessment and Personal Communication	The cadet is observed completing a leadership project as a member of a team.	Senior Cadet Planning Groups and conduct of a multi-corps / squadron activity.	503 PC Part 2	As a member of a team.
<i>PO 507 – Serve the Cadet Program</i>								
507 PC	PO 507	To assess the cadet's ability to analyze and describe their leadership progression.	Reasoning Proficiency	Personal communication	The cadet is observed creating a plan, setting goals, reflecting, and completing a capstone project (final project)	Throughout and upon completion of all requirements.	507 PC	
<i>PO 509 – Develop Instructional Skills</i>								
509 PC	PO 509	To assess the cadet's ability to apply material from a PD session.	Reasoning Proficiency and Skills	Performance Assessment	The cadet is observed attending the PD session, applying the skills, and completing the associated self-reflection.	Various.	509 PC	

PO 513 – Attend Leadership Seminars							
513 PC	PO 513	To assess the cadet's participation in three leadership seminars.	Reasoning Proficiency	Personal Communication	The cadet participates in three leadership seminars.		513 PC May be completed virtually or in-person.

503 PC

ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions, 503 PC Assessment Rubrics and Checklists and become familiar with the material prior to conducting the assessment.

This PC consists of two parts: a leadership appointment, and a leadership project. There is no time allotted for the PC as it is to be administered whenever and wherever cadets are participating in training to complete each of the two parts.

- **Leadership Appointment.** The cadet is to apply for a formal leadership appointment at the corps/squadron. The cadet will self-reflect and be provided feedback using their position's specific Terms of References (TOR). The TORs are located on the CJCR Adult Staff Resources ([05. Cadet Leadership Appointments - Nominations aux postes de leadership des cadets](#)) This leadership appointment shall be a CPO1 / CWO / WO1; CPO2 / MWO / WO2; or PO1 / WO / FSgt Tier appointment.
- **Leadership Project.** The cadet, as a member of a team, shall complete a leadership project which will include creating a proposal, planning, conducting and concluding a multi-unit exercise. The Leadership Project Checklist will be used by cadets for a self-reflection and supervisor's feedback for individual performance and peer-feedback and supervisor's feedback for group performance.

Provide access (photocopy or online) to the TOR for the leadership position the cadet is fulfilling: one for the cadet and one for the supervisor.

Photocopy the 503 PC Leadership Project Checklist.

PRE-ASSESSMENT ASSIGNMENT

The cadet shall review and become familiar with:

- 503 PC Part 1 – Leadership Appointment: Assigned Cadet TOR, and
- 503 PC Part 2 – Leadership Project Assessment Checklist.

ASSESSMENT METHOD

503 PC Part 1 – Leadership Appointment: Self-reflection and supervisor performance assessment, using the same rubric, were the chosen method of assessment. This enables the cadet to compare their self-reflection with a supervisor's assessment of their performance.

503 PC Part 2 – Leadership Project: Peer-feedback or self-reflection, as well as supervisor feedback, using the same rubric, were the chosen method of assessment. This allows the cadet to compare assessments of their performance. Peer-feedback or self-reflection enables the cadet to use their personal judgment or peer-feedback to reflect on and adjust throughout the project process. Supervisor feedback was chosen to enable the whole team to benefit from the supervisor’s comments as they progress through the leadership project.

Any self-reflection, peer-feedback and/or supervise feedback can be used as evidence to support the cadet’s final reflection project for the 507 PC.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of the PCs is to provide assessment of the cadet's ability to perform as a leader in different contexts.

RESOURCES

- 503 PC Part 1 – Leadership Appointment Feedback Sessions, and
- 503 PC Part 2 – Leadership Project Review Checklist.

ASSESSMENT ACTIVITY LAYOUT – LEADERSHIP APPOINTMENT

To occur at the corps/squadron.

ASSESSMENT ACTIVITY LAYOUT – LEADERSHIP PROJECT

To occur during Senior Cadet Planning Groups and multi-unit exercise conduct and conclusion.

ASSESSMENT ACTIVITY INSTRUCTIONS – LEADERSHIP APPOINTMENT

1. Meet with the cadet after they are appointed into their leadership position and ensure completion of the following requirements:
 - a. specific terms of reference were reviewed, and a copy was provided to the cadet;
 - b. expectations and goals for the leadership appointment were discussed;
 - c. the cadet had an opportunity to ask questions and seek clarifications; and
 - d. the cadet filled out the “NOW WHAT” at the completion of this meeting.
2. Have the cadet carry out the leadership appointment over a period of at least three months during the training year. Throughout that period, evaluate the cadet by observing them, making objective notes on their performance, providing feedback, using the applicable TOR as a guide.

3. During the three month period, at a mutually agreed upon time, meet with the cadet and ensure completion of the following requirements:
 - a. specific Terms of Reference were reviewed, if required;
 - b. the cadet described their perspective on their performance;
 - c. the supervisor provided the cadet both: positive and constructive feedback;
 - d. the cadet had an opportunity to ask questions and seek clarifications; and
 - e. the cadet filled out the “NOW WHAT” at the completion of this session.

The assessment of leadership abilities is subjective and meant to assist the cadet in their leadership progression; the assessor should ensure the cadet receives both positive and constructive feedback.

Formal feedback must be provided once during the assignment.

4. After the cadet has been in the position for three months, at a mutually agreed upon time, meet with the cadet and ensure completion of the following requirements:
 - a. the cadet completed a self-reflection using the Terms of Reference;
 - b. the cadet described their perspective on their performance;
 - c. the supervisor provided the cadet both: positive and constructive feedback;
 - d. the cadet had an opportunity to ask questions and seek clarifications; and
 - e. the cadet filled out the “NOW WHAT” at the completion of this session.
5. Ensure completion is tracked in the qualification record.

ASSESSMENT ACTIVITY INSTRUCTIONS – LEADERSHIP PROJECT

1. Ensure each cadet selects a multi-corps/squadron exercise and is assigned an associated Senior Cadet Planning Group to complete the Leadership Project.
2. Explain to the cadet that assessment shall be facilitated at the end of each stage of the project, specifically:
 - a. upon completion of the proposal;
 - b. upon completion of the preparation of the exercise; and
 - c. upon completion and conclusion of the applicable multi-corps/squadron exercise.
3. Explain to the cadets that there will be two assessments at the end of each stage:

- a. the instructor's feedback on the group's work (it may be written or verbal), and
 - b. peer-feedback of the group's work or self-reflection on the individual's contribution to the group's work.
4. Review the Project Reflection checklist with the cadets and ensure they understand the expectations of their leadership project.

Because of the duration and overall nature of the leadership project, feedback needs to be provided on an ongoing basis.

5. Have the cadets, as a team, create a proposal for an exercise during a Senior Cadet Planning Group. Upon completion, provide the group feedback and have another group of cadets provide peer-feedback.
6. Have the cadets, as a team, prepare the exercise during a Senior Cadet Planning Group. As part of their preparation, the cadets must create an exercise information sheet, a schedule, an emergency response plan, an equipment list, and any other documents required by the region. Upon completion, provide the group feedback and have another group of cadets provide peer-feedback.
7. Have the cadets, as a team, conduct and conclude the exercise. Upon completion, provide the group feedback and have the cadets complete a self-reflection of their performance during the exercise.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Successful completion of PO 503 – Lead Cadet Activities is a result of successfully completing PO 503 PC Part 1 (Leadership Appointment) and 503 PC Part 2 (Leadership Project).
2. Indicate the overall performance assessment on the cadet's file:
 - a. **Incomplete.** The cadet did not complete both 503 PC Part 1 and 503 PC Part 2.
 - b. **Completed.** The cadet completed both 503 PC Part 1 and 503 PC Part 2.
3. Ensure copies of the assessments, notes, and observations are attached to the cadet's training file.

**503 PC PART 1 – LEADERSHIP APPOINTMENT
INITIAL MEETING SESSION**

LEADERSHIP APPOINTMENT: _____

Cadet Leadership Positions Terms of Reference:

Date:	Supervisor:
Requirements:	
<input type="checkbox"/>	Your supervisor reviewed the terms of reference with you and provided you a copy.
<input type="checkbox"/>	You discussed your expectations and goals for the leadership appointment.
<input type="checkbox"/>	You had an opportunity to ask questions.
<input type="checkbox"/>	You filled out the "NOW WHAT" after the meeting.
Notes:	
NOW WHAT? As a result of this experience, what is one action I will start taking to help me become a better leader?	

**503 PC PART 1 – LEADERSHIP APPOINTMENT
PROGRESS FEEDBACK SESSION**

Date:	Supervisor:
Requirements:	
<input type="checkbox"/>	You completed a self-reflection using the Terms of Reference
<input type="checkbox"/>	Your supervisor provided you both positive and constructive feedback
<input type="checkbox"/>	You had an opportunity to ask questions
<input type="checkbox"/>	You described your thoughts on your performance
<input type="checkbox"/>	You filled out the “NOW WHAT” after this session.
Notes:	
NOW WHAT? As a result of this experience, what is one action I will start taking to help me become a better leader?	

**503 PC PART 1 – LEADERSHIP APPOINTMENT
FINAL FEEDBACK SESSION**

Date:	Supervisor:
Requirements:	
You completed a self-reflection using the Terms of Reference	
Your supervisor provided you both positive and constructive feedback	
You had an opportunity to ask questions	
You described your thoughts on your performance	
You filled out the “NOW WHAT” after this session.	
Notes:	
NOW WHAT? As a result of this experience, what is one action I will start taking to help me become a better leader?	

**503 PC PART 2 – LEADERSHIP PROJECT
REVIEW CHECKLIST**

Cadet Name: _____ Assigned Exercise: _____

Corps/Squadron: _____ Date: _____

	Y/N	Peer-feedback Notes	Y/N	Supervisor Feedback Notes
CREATE A PROPOSAL				
More than two activities were selected for the exercise. They are appropriate.				
Each activity has an objective which is supports the goal of the exercise.				
All considerations of the exercise are mentioned:				
Factors: <ul style="list-style-type: none"> • Time, • Facilities, • Personnel, • Finances, • Food, • Transportation, • Supplies, and • Equipment. 				
Exercise proposal is in line with policies.				
The exercise is appropriate for the participants.				
Additional Notes:				
NOW WHAT? As a result of this experience, what is one action I will start taking to help me become a better leader?				

	Y/N	Peer-feedback Notes	Y/N	Supervisor Feedback Notes
PREPARE AN EXERCISE				
The exercise plan uses an appropriate work breakdown structure.				
The tracking system tracks exercise progress.				
The schedule is realistic for the exercise.				
The ERP considers risks.				
Communication about the exercise is timely and accurate for each component: <ul style="list-style-type: none"> • Exercise Information Sheet. • Pre-exercise meeting. 				
Additional notes:				
NOW WHAT? As a result of this experience, what is one action I will start taking to help me become a better leader?				

	Y/N	Self Reflection Notes	Y/N	Supervisor Feedback Notes
CONDUCT AND CONCLUDE AN EXERCISE				
The exercise area was inspected before the exercise started.				
The exercise area was set up before the exercise.				
The exercise was explained to all participants.				
The exercise was supervised, to include: <ul style="list-style-type: none"> • Ensuring safety. • Ensuring the well-being of cadets. • Encouraging cadets. • Adjusting responsibilities as required. • Maintaining control of exercise. • Correcting errors as required. • Reporting misconduct as required. • Ensuring completion assigned tasks 				
A lessons learned meeting was conducted.				
A lessons learned report was created.				
Additional Notes:				
NOW WHAT? As a result of this experience, what is one action I will start taking to help me become a better leader?				

507 PC

ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Provide cadets with the material and equipment for their capstone project (final project), as required.

PRE-ASSESSMENT ASSIGNMENT

1. Ensure cadets are informed of PO 507 PC requirements.
2. Ensure cadets review 507 PC Annex A – Participant Instructions for 507 PC.

ASSESSMENT METHOD

A capstone project (final project) was chosen for this PC as an opportunity for the cadet to analyze and articulate what they gained from participating in the Advanced Leadership Program.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is for the cadet to create a capstone project (final project) to display the leadership philosophy they developed over the course of the Advanced Leadership Program using the reflections generated throughout the year. The ability to reflect on personal roles and involvement in activities is a professional skill sought increasingly often throughout adulthood. Emphasizing the importance of being a reflective leader as a cadet can establish reflective practice as a habit earlier into adulthood.

RESOURCES

- Advanced Leadership Program Participant Workbook
- 507 PC Attachment 1 – Participant Instructions for capstone project (final project)
- 507 PC Attachment 2 – Reflection Sheet

ASSESSMENT ACTIVITY LAYOUT

1. In consultation with the cadet, determine the conditions under which the capstone project (final project) will occur. Since the capstone project (final project) is meant to be a positive experience, this is an important part of the process. Consider:

- a. the type of work that will be presented / the type of event: an opportunity for numerous cadets to showcase their work, such as live presentation or static display,
 - b. when and where the event will occur, for example:
 - (1) during a corps / squadron training session;
 - (2) during a corps / squadron special event;
 - (3) in an online setting, a local setting, at the area, RCSU, or national setting;
 - (4) at a corps/squadron annual ceremonial review static or dynamic display;
 - (5) during a CAP; or
 - (6) during an area-directed activity; and
 - c. who will be invited to the presentations, for example: area-level personnel, support committee members, local community members, corps or squadron alumni, peers, cadets, staff, family, and friends.
2. Coordinate the event based on the conditions decided.
 3. Provide the cadets the required resources, as reasonably available.

ASSESSMENT ACTIVITY INSTRUCTIONS

1. Ensure the cadets have received information in EO 507.02 (Create a Personal Schedule) that informed them about the assessment requirements for PO 507 (Serve the Cadet Program).
2. Have the cadets complete Attachment 2 – Reflection Sheet. Discuss with the cadet.
3. Have the cadets prepare their capstone project (final project) using Attachment 1 - *Participant Instructions for Capstone Project (Final Project)* as a guide.
4. The project can take any form, including, but not limited to:
 - Report,
 - Booklet,
 - Poster,
 - Podcast,
 - TedTalk,
 - PowerPoint presentation,
 - Ignite presentation,
 - Blog,
 - Webpage,
 - Story,
 - Video,

- Musical composition,
 - Art piece, or
 - Photo journal.
5. For more abstract projects, such as a musical composition, photo journal, dance, or art piece, an additional verbal or written explanation shall accompany the product the cadet chose to create to explain how different criteria elements are represented.
 6. The cadet may participate in a practice session for the presentation with the corps / squadron Advanced Leadership Program Officer, Training Officer, or peers to get feedback on the quality of the presentation before the scheduled event.
 7. If there is an oral presentation portion, the suggested length of presentation should be between 5 and 10 minutes.
 8. Have the cadet present their project.
 9. Provide the cadet both positive and constructive feedback.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the overall result on the cadet's file as:
 - a. **Incomplete.** The cadet did not complete both:
 - 507PC Attachment 2 – Reflection Sheet; and
 - capstone project (final project).
 - b. **Complete.** The cadet completed both:
 - 507PC Attachment 2 – Reflection Sheet; and
 - capstone project (final project).
2. Record notes made in the assessor's feedback section in the cadet's file, as applicable.

PARTICIPANT INSTRUCTIONS FOR CAPSTONE PROJECT (FINAL PROJECT)

REQUIREMENTS

1. For this PC, you will need to create a capstone project (final project) that displays your leadership philosophy and how the Advanced Leadership Program impacted it.
2. A leadership philosophy is your personal guide on how to be a good leader. It is a set of beliefs and values that shape how you lead and interact with others. Just like you have your own principles for making decisions, a leadership philosophy is a set of guiding principles for leading a group or team. It helps you stay true to yourself and your leadership style while ensuring you are a positive and effective leader.
3. The capstone project (final project) is an opportunity for you to be creative. Share with others the progress you have made this year through participating in a variety of activities and experiences.
4. You must complete Attachment 2 – Reflection Sheet.

CONSIDERATIONS

5. The project format is up to you. Here are some options:
 - a. written report;
 - b. booklet;
 - c. poster;
 - d. Podcast;
 - e. webpage;
 - f. PowerPoint presentation;
 - g. video;
 - h. musical composition;
 - i. an art piece; or
 - j. a photo journal.
6. When preparing your capstone project (final project), you should consider the following:
 - a. how will you lead teams in the future?
 - b. how did the ALP change how you will lead teams?

- c. what is your personal leadership style?
 - d. what did you learn about yourself over the course of the ALP?
 - e. what situations caused you to reevaluate or change your leadership?
7. A successful capstone project (final project) should:
- a. provide a clear picture of your leadership philosophy;
 - b. describe the impact of the ALP on your leadership philosophy; and
 - c. describe what actions you will take going forward to ensure you live up to your leadership philosophy.

REFLECTION SHEET

Check One →

PO 503 <input type="checkbox"/>	PO 507 <input type="checkbox"/>	PO 509 <input type="checkbox"/>	PO 513 <input type="checkbox"/>
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WHAT I LEARNED	
WHERE/HOW I LEARNED IT	
HOW I APPLIED IT	

509 PC

ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

1. Have each cadet communicate with their Trg O to schedule an opportunity to apply skills learned in the professional development session attended.
2. Ensure that all resources the cadet has requested to perform their task(s) are available.
3. Have each cadet prepare for their chosen assignment by:
 - a. reviewing 509 PC and becoming familiar with the assessment criteria;
 - b. reviewing the skills learned in the professional development session attended; and
 - c. preparing the required material prior to instruction or monitoring a lesson.

Reminder: Cadets are to self-reflect on their experience with PO 509, *Instructional Techniques*, as part of PO 507, *Serve the Cadet Program*.

ASSESSMENT METHOD

Self-reflection was chosen as it allows the cadet to identify, for themselves, multiple opportunities for development and learning through their experiences. Self-reflection is a tool they can use repeatedly to challenge themselves and review their practice and performance as an instructor, coach, or monitor.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this assessment is to record development and application of instructional skills learned in the professional development session attended.

RESOURCES

Materials to conduct an instructional activity IAW the professional development session attended.

ASSESSMENT ACTIVITY LAYOUT

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

ASSESSMENT ACTIVITY INSTRUCTIONS

1. Have the cadet teach or monitor a lesson.
2. Have the cadet complete the self-reflection questionnaire to reflect on performance.
3. Remind the cadet to keep a record of their self-reflection as it will be used to support completion of PC 507 – *Serve the Cadet Program*.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

Indicate the overall result on the cadet's file as either:

- **Incomplete.** The cadet did not complete all of the following:
 - the instructional techniques PD session of their choice;
 - the associated practical application; and
 - the associated self-reflection; or
- **Complete.** The cadet completed all of the following:
 - the instructional techniques PD session of their choice;
 - the associated practical application; and
 - the associated self-reflection.

Self-Reflection: Monitoring Instruction and Peer Coaching

This self-reflection questionnaire provides an opportunity to reflect on your ability to monitor instruction and peer coaching as you apply and develop these skills. You are encouraged to revisit this self-reflection periodically as your experience in monitoring instruction and peer coaching grows.

You are asked to rate each area of skill on a 1 to 5 scale.

To create a common understanding of how to use this rating scale the following definitions are offered:

1. I have an interest in developing this skill but do not yet demonstrate it.
2. I am developing the skill but am not yet proficient.
3. I occasionally demonstrate the skill but not consistently.
4. I often demonstrate the skill under varied conditions, circumstances, or settings.
5. I am highly competent, performing this naturally under all kinds of conditions, circumstances, or settings.

After scoring this yourself, you may want to send copies of this self-reflection questionnaire to peers, a mentor, or your supervisor to seek feedback. The objective is not to arrive at a score, but to start a series of conversations which will hopefully stimulate further learning and new areas of focus for the development of your leadership practice. As you go through the questionnaire you are encouraged to identify specific actions to take should you wish to build on any of the skills reviewed.

PART 1: MONITORING INSTRUCTION

The following sections relate to monitoring instruction. Each category is meant to encourage you to think about a stage of the process for instructional monitoring. Key points are given to assist with your reflection, but you may wish to make additional notes based on what you experienced.

Skill	Rating (1-5)	Notes and Action Plan
<p>Knowledge about Monitoring Instruction</p> <p>I understand why monitoring instruction is important.</p> <p>I discussed the purpose and goal with the instructors I am monitoring.</p>		
<p>Preparing for a Monitoring Session</p> <p>I told the instructor that I would be monitoring them ahead of time.</p> <p>I reviewed the lesson material and understood how the material fits into the overall program.</p> <p>I prepared all assessment tools in advance.</p>		
<p>During a Monitoring Session</p> <p>I got there in time to greet the instructor and get ready without causing any distractions.</p> <p>I wrote detailed notes with examples for the feedback session, showing what the instructor did and how the students responded.</p>		

Skill	Rating (1-5)	Notes and Action Plan
I didn't interrupt the lesson unless there was an emergency or a safety issue.		
<p>Providing Feedback to the Instructor</p> <p>I came ready for the meeting with all the assessment forms filled out and my notes reviewed.</p> <p>I was able to keep things relaxed so everyone felt comfortable talking.</p> <p>I used the peer coaching techniques described in part two of this reflection.</p> <p>I used active listening and asked questions to understand the instructor's personal goals.</p> <p>I helped the instructor find one to three things they could work on to get better.</p> <p>I helped the instructor come up with a plan to improve their instruction and reach their personal goals</p>		
<p>NOW WHAT? As a result of this experience, what is one action I will start taking to help me become a better leader?</p>		

PART 2: PEER COACHING

The following sections expand on skills for peer coaching. Providing feedback during a monitoring session is one opportunity to apply peer coaching but this self-reflection may be used to reflect more broadly on your practice of peer coaching.

Skill	Rating (1-5)	Notes and Action Plan
<p>Knowledge About Coaching</p> <p>I understand the objectives of coaching.</p> <p>I can identify the elements of the coaching process.</p>		
<p>Listening</p> <p>I listen closely to what is being said and try to understand it.</p> <p>I can take what I heard and put it in my own words to ensure I understood it.</p> <p>I notice how I react, what I think, and what I'm saying to myself during a conversation.</p> <p>I listen for people's goal(s), the topic, or issue and encourage clarification.</p> <p>I use pause and stay quiet when appropriate to allow processing time.</p>		

Skill	Rating (1-5)	Notes and Action Plan
<p>Observing</p> <p>I make sure to stick to just what I saw or heard to keep my observations fair and unbiased.</p> <p>I am aware of what I tend to focus on and how that may influence my observations.</p>		
<p>Questioning</p> <p>I use questions that encourage the instructor to think about their performance.</p> <p>I use a variety of questioning approaches, such as:</p> <ul style="list-style-type: none"> • suggesting possibilities / stimulating new ideas; • exploring feelings, attitudes, beliefs, offering support; • examining / challenging assumptions; and • clarifying / checking understanding. 		
<p>NOW WHAT? As a result of this experience, what is one action I will start taking to help me become a better leader?</p>		

Self-reflection: Instructing for Skill Development

This self-reflection questionnaire provides an opportunity to reflect on your ability to instruct for skill development as you apply and develop these skills. You are encouraged to revisit this self-reflection periodically as your experience in instructing for skill development grows.

You are asked to rate each area of skill on a 1 to 5 scale.

To create a common understanding of how to use this rating scale the following definitions are offered:

1. I have an interest in developing this skill but do not yet demonstrate it.
2. I am developing the skill but am not yet proficient.
3. I occasionally demonstrate the skill but not consistently.
4. I often demonstrate the skill under varied conditions, circumstances, or settings.
5. I am highly competent, performing this naturally under all kinds of conditions, circumstances, or settings.

After scoring this yourself, you may want to send copies of this self-reflection questionnaire to peers, a mentor, or your supervisor to seek feedback. The objective is not to arrive at a score, but to start a series of conversations which will hopefully stimulate further learning and new areas of focus for the development of your leadership practice.

As you go through the questionnaire you are encouraged to identify specific actions to take should you wish to build on any of the skills reviewed.

The following sections are meant to encourage you to think about each stage of instructing in a skill development environment. Key points are given to assist with your reflection, but you may wish to make additional notes based on what you experienced.

Skill	Rating (1-5)	Notes and Action Plan
<p>Knowledge about Instructing for Skill Development</p> <p>I understand the difference between coaching and instructing to develop skills.</p> <p>I can identify the stages of skill development.</p>		
<p>Preparing for a Training Session</p> <p>I learned about the participants and their current skill levels.</p> <p>I thought about the training location when developing my lesson plan and preparing for my session.</p> <p>I identified the goal of my training session and planned activities to support it.</p> <p>I organized my training session to allow for skill development and smooth transitions between activities.</p> <p>I identified key points that I will be watching for and included them in my lesson plan as part of the briefing for my activities.</p>		

Skill	Rating (1-5)	Notes and Action Plan
<p>During a Training Session</p> <p>I arrived on time and was prepared for all activities.</p> <p>I checked my training location for safety concerns prior to the arrival of the participants.</p> <p>I changed my activities as required to meet the needs and skill level the participants.</p> <p>I identified teachable moments and used them to develop the skills of my participants.</p> <p>I put myself in the best spot to watch the students practice the skill.</p> <p>I created opportunities to interact with all participants.</p> <p>I made descriptive notes with specific examples for the debrief session.</p>		
<p>Conducting a Debrief</p> <p>I came prepared to the debrief with key discussion points identified my notes reviewed.</p> <p>I maintained a relaxed environment that encouraged everyone to speak.</p> <p>I used an appropriate method that allowed all participants to reflect on their experience and share what they learned.</p> <p>I set new group goals so that participants can come prepared to the next session.</p>		
<p>NOW WHAT? As a result of this experience, what is one action I will start taking to help me become a better leader?</p>		

Self-Reflection: Delivering Dynamic Instruction

This self-reflection questionnaire provides an opportunity to reflect on your ability to deliver dynamic instruction as you apply and develop these skills. You are encouraged to revisit this self-reflection periodically as your experience in delivering dynamic instruction grows.

You are asked to rate each area of skill on a 1 to 5 scale.

To create a common understanding of how to use this rating scale the following definitions are offered:

1. I have an interest in developing this skill but do not yet demonstrate it.
2. I am developing the skill but am not yet proficient.
3. I occasionally demonstrate the skill but not consistently.
4. I often demonstrate the skill under varied conditions, circumstances, or settings.
5. I am highly competent, performing this naturally under all kinds of conditions, circumstances, or settings.

After scoring this yourself, you may want to send copies of this self-reflection questionnaire to peers, a mentor, or your supervisor to seek feedback. The objective is not to arrive at a score, but to start a series of conversations which will hopefully stimulate further learning and new areas of focus for the development of your leadership practice.

As you go through the questionnaire you are encouraged to identify specific actions to take should you wish to build on any of the skills reviewed.

The following sections are meant to get you thinking about a stage in the process of delivering dynamic instruction. Key points are given to assist with your reflection, but you may wish to make additional notes based on what you experienced.

Skill	Rating (1-5)	Notes and Action Plan
<p>Knowledge about Delivering Dynamic Instruction</p> <p>I understand the benefits of dynamic instruction.</p>		
<p>Preparing for a Lesson</p> <p>I thought of new and different ideas and created fun activities that got participants involved both physically and mentally.</p> <p>I started planning early and gave myself enough time to request resources.</p> <p>I arrived with enough time to set-up my classroom and organized training aids / materials.</p>		
<p>Introducing My Lesson</p> <p>I set appropriate expectations for participant behaviour and clearly identified them at the start of my lesson.</p> <p>I introduced the purpose of the lesson and how each activity supported the objectives.</p>		
<p>Conducting Activities</p> <p>I had a positive attitude that encouraged participants.</p> <p>I spent most of my time engaging with cadets - providing praise, encouragement, and specific feedback.</p> <p>I maintained control of my class and had smooth transitions between activities.</p>		

Concluding My Lesson I confirmed that activities met the goals of the lesson. I encouraged feedback on my activities and suggestions for how they may be improved.		
NOW WHAT? As a result of this experience, what is one action I will start taking to help me become a better leader?		

513 PC

ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Have the cadet review the 513 PC Seminars Participation Log and become familiar with the material prior to participation in the seminars.

Reminder: Cadets are to self-reflect on their experience with PO 513, *Participate in Seminars*, as part of PO 507, *Serve the Cadet Program*.

ASSESSMENT METHOD

A participation log was chosen for this PC to allow cadets to track their own participation and makes notes of their learning. This will contribute to their 507 PC, capstone project (final project).

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to record the cadet's participation in leadership seminars.

RESOURCES

- 513 PC – *Seminars Participation Log*, and
- *Advanced Leadership Program Participant Workbook*.

ASSESSMENT ACTIVITY INSTRUCTIONS

1. Have the cadet attend three seminars.
2. For each seminar, have the cadet complete the Seminars Participation Log.
3. Remind the cadet to keep a record of their Seminars Participation Logs as they will be used to support completion of PC 507, *Serve the Cadet Program*.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

Indicate the overall result on the cadet's file as:

- **Incomplete.** The cadet did not complete three seminars and associated Seminars Participation Logs; or
- **Complete.** The cadet completed all three seminars and associated Seminars Participation Logs.

SEMINARS PARTICIPATION LOG

Seminar ___ of 3: _____

Seminar	Guest Speaker:	Location:	Date:
	Notes.		
Group Discussion	Number of participants:	Location:	Date:
	Notes.		

Reflection:

1. Considering all parts of this seminar, write a summary of what you learned (50 words or less):

2. How does this topic apply to you as a leader?

NOW WHAT? As a result of this experience, what is one action I will start taking to help me become a better leader?

ADVANCED LEADERSHIP PROGRAM QUALIFICATION RECORD

Cadet's Name: _____ Corps / Squadron: _____

PO No.	Performance Statement	PO Assessment	
		Complete	Incomplete
503	Lead Cadet Activities		
507	Serve the Cadet Program		
509	Develop Instructional Skills		
513	Attend Leadership Seminars		

Notes:

Qualification Achieved	Yes	No	Area Coordinator / Advanced Leadership Program Officer	
			Signature: _____	Date: _____

PARTICIPANT PROGRESSION CHECKLIST

OVERALL:	Introductory Interview	Progression Interview	Final Interview
<p><u>PO 503 – LEAD CADET ACTIVITIES</u></p> <p>Leadership Project</p> <ul style="list-style-type: none"> <input type="checkbox"/> EO 503.01 & EO 503.02 & EO 503.03 <input type="checkbox"/> Senior Cadet Planning Groups <ul style="list-style-type: none"> <input type="checkbox"/> Practical: Create an Exercise Proposal <ul style="list-style-type: none"> ▪ Peer-feedback ▪ Supervisor Feedback ▪ NOW WHAT Action Plan <input type="checkbox"/> Practical: Plan and Prepare an Exercise <ul style="list-style-type: none"> ▪ Peer-feedback ▪ Supervisor Feedback ▪ NOW WHAT Action Plan <input type="checkbox"/> Practical: Multi-Corps/Squadron Exercise <ul style="list-style-type: none"> <input type="checkbox"/> Conduct and Conclusion <ul style="list-style-type: none"> ▪ Self-Reflection ▪ Supervisor Feedback ▪ NOW WHAT Action Plan <p>Leadership Appointment (Minimum 3 months)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Initial Meeting <ul style="list-style-type: none"> <input type="checkbox"/> “NOW WHAT” Action Plan <input type="checkbox"/> Progress Feedback Session <ul style="list-style-type: none"> <input type="checkbox"/> “NOW WHAT” Action Plan <input type="checkbox"/> Final Feedback Session <ul style="list-style-type: none"> <input type="checkbox"/> “NOW WHAT” Action Plan 		<p><u>PO 507 – SERVE THE CADET PROGRAM</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> EO 507.01 <input type="checkbox"/> EO 507.02 <input type="checkbox"/> capstone project (final project) * <p>*All reflections and “NOW WHAT” Action Plans support PO 507.</p> <p><u>PO 509 – DEVELOP INSTRUCTIONAL SKILLS</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> IT Professional Development Session <input type="checkbox"/> Practical Application <input type="checkbox"/> Reflection <input type="checkbox"/> “NOW WHAT” Action Plan <p><u>PO 513 – ATTEND LEADERSHIP SEMINARS</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Leadership Seminar 1: Guest Speaker <ul style="list-style-type: none"> <input type="checkbox"/> Group Discussion <input type="checkbox"/> Reflection <input type="checkbox"/> NOW WHAT Action Plan <input type="checkbox"/> Leadership Seminar 2: Guest Speaker <ul style="list-style-type: none"> <input type="checkbox"/> Group Discussion <input type="checkbox"/> Reflection <input type="checkbox"/> “NOW WHAT” Action Plan <input type="checkbox"/> Leadership Seminar 3: Guest Speaker <ul style="list-style-type: none"> <input type="checkbox"/> Group Discussion <input type="checkbox"/> Reflection <input type="checkbox"/> “NOW WHAT” Action Plan 	

“NOW WHAT” Action Plan: As a result of my experience in this training opportunity, what is one action I will start taking, to help me become a better leader?

CADET INTERVIEW GUIDELINES

PREPARATION FOR A PROGRESS INTERVIEW

PRE-INTERVIEW INSTRUCTIONS

Review relevant documents prior to conducting the interview. This may include:

- the interview guidelines and the Cadet Interview Form located at Appendix 1;
- the cadet's completed Qualification Record and related assessments; and
- the cadet's previous progress interviews.

Where discussion is being directed toward specific topic areas, ensure that any required support materials are prepared in advance and distributed to the cadet to review. This could include training schedules, the Assessment of Learning Plan, PC assessment instruments, etc.

Schedule interviews to allow approximately 10-15 minutes per cadet.

Progress interviews should be conducted three times throughout the training year: once between September-December, once between January-March, once between April-June. Cadets may request interviews as often as they require to support their learning.

PRE-INTERVIEW ASSIGNMENT

For the first interview, have the cadets review any support materials so they are prepared to discuss the specific topic areas, as well as their expectations and personal goals.

For subsequent interviews, have the cadets review the personal goals they established at the beginning of the training year, any action plans, and come to the interview prepared to discuss their success in reaching those goals. Have the cadet think about long-term goals, such as summer opportunities and following training year.

CONDUCT OF A PROGRESS INTERVIEW

PURPOSE

The purpose of conducting a progress interview is to discuss the cadet's learning progress toward their qualification (assessment for learning) and to provide feedback on overall performance.

During the final interview, there is an opportunity to discuss cadet's goals that were set during the initial interview and identify new goals for the summer and following training year.

RESOURCES

- Note paper,
- Pen / pencil, and

- Cadet Interview Form.

INTERVIEW LAYOUT

Set up the interview location so that both the interviewer and cadet are comfortable.

INTERVIEW INSTRUCTIONS

Tips for a successful interview:

Ask questions that will provoke thought; in other words, avoid questions with a yes or no answer.

Manage time by ensuring the cadet stays on topic.

Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.

Give the cadet time to respond to your questions.

1. Have the cadet enter the meeting space.
2. Ask the cadet how they feel they are progressing in the Advanced Leadership Program.
3. Ask the cadet which PO and training opportunities they have completed so far this year. Verify with the cadet what training they still must complete to achieve the qualification.
4. Give the cadet feedback on their progress and their overall performance, highlighting any gaps that may exist between the cadet's self-reflection and the supervisor's observations.
5. Help the cadet make an action plan that takes into consideration the cadet's goals and the requirements of the qualification. Action plans should be realistic and achievable and written using positive language.

The action plan is a negotiated set of steps to which the cadet commits to reach their goals. The supervisor should not dictate steps or goals but should guide the cadet toward a beneficial and achievable plan.

6. Have the cadet sign Section 2 of the Cadet Interview Form.
7. Sign Section 2 of the Cadet Interview Form.

POST-INTERVIEW INSTRUCTIONS

Establish when the next meeting will take place to discuss the cadet's progress toward achieving the qualification and to revise their action plan(s).

CADET INTERVIEW FORM

INITIAL INTERVIEW (NOVEMBER TO DECEMBER)	
WHAT TRAINING HAVE YOU COMPLETED SO FAR?	WHAT TRAINING DO YOU STILL NEED TO COMPLETE?
CADET'S RESPONSES	SUPERVISOR'S FEEDBACK
<p>1. How do you feel about your progress in the Advanced Leadership Program?</p>	<p>Please take notes on your supervisor's responses.</p>
<p>2. What are some areas you would like to improve during the training year? What are your goals for the Advanced Leadership Program?</p>	<p>What steps did you discuss with your supervisor to help you meet both the training requirements and your personal goals?</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p>

MID PROGRAM INTERVIEW (FEBRUARY TO MARCH)	
WHAT TRAINING HAVE YOU COMPLETED SO FAR?	WHAT TRAINING DO YOU STILL NEED TO COMPLETE?
CADET'S RESPONSES	SUPERVISOR'S FEEDBACK
1. How do you feel about your progress in the ALP?	Please take notes on your supervisor's responses.
2. What are some areas you would like to improve during the training year? What personal goals would you like to establish for the ALP?	What steps did you discuss with your supervisor to help you meet both the training requirements and your personal goals? 1. 2. 3. 4. 5. 6.

FINAL INTERVIEW (END OF TRAINING YEAR)	
<p>1. How did you enjoy the ALP?</p> <p>2. What were some of your likes and dislikes about the training activities?</p> <p>Likes:</p> <p>Dislikes:</p> <p>3. How can you apply what you have learned this training year in the future inside and outside of the Cadet Program?</p> <p>4. What are some new personal goals you will establish for yourself following completion of the Advanced Leadership Program?</p>	<p><i>ADDITIONAL COMMENTS</i></p>

SECTION 1 – CADET PARTICULARS	
Surname:	Name:
SECTION 2 – PROGRESS INTERVIEW #1	
WHAT TRAINING HAS BEEN COMPLETED SO FAR?	WHAT UPCOMING TRAINING DO YOU STILL NEED TO PARTICIPATE IN?
Refer to Annex A, Appendix 1	
CADET'S RESPONSES	SUPERVISOR'S NOTES
1. How do you feel about your progress in the Advanced Leadership Program? Are there any areas of excitement or concern you would like to highlight?	Note any gaps between the cadet's perception of their performance and observed performance.
2. What are some areas you would like to improve during the training year? What personal goals would you like to establish for the Advanced Leadership Program?	Work with the cadet to develop an action plan, listing the steps that will help the cadet meet both the training requirements and their personal goals. 1. 2. 3. 4. 5. 6.
Cadet's Signature:	
ALP O's Signature:	Date:

SECTION 3 – PROGRESS INTERVIEW #2	
WHAT TRAINING IS COMPLETED SO FAR?	WHAT UPCOMING TRAINING DO YOU STILL NEED TO PARTICIPATE IN?
Refer to Annex A, Appendix 1	
CADET'S RESPONSES	SUPERVISOR'S NOTES
<p>1. How do you feel about your progress in the Advanced Leadership Program? Are there any areas of excitement or concern you would like to highlight?</p>	<p>Note any gaps between the cadet's perception of their performance and observed performance.</p>
<p>2. What are some areas you would like to improve during the training year? What personal goals would you like to establish for the Advanced Leadership Program?</p>	<p>Work with the cadet to develop an action plan, listing the steps that will help the cadet meet both the training requirements and their personal goals.</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6.
<p>Cadet's Signature:</p>	
<p>ALP O's Signature:</p>	<p>Date:</p>

SECTION 4 – FINAL INTERVIEW

1. How did you enjoy the Advanced Leadership Program?

2. What were some of your likes and dislikes about the training activities?

Likes:

Dislikes:

3. How can you apply what you have learned this training year in the future inside and outside of the Cadet Program?

4. What are some new personal goals you will establish for yourself following completion of the Advanced Leadership Program?

ADDITIONAL COMMENTS

Cadet's Signature:

ALP O's Signature:

Date:

TRAINING COUNSELLING SESSION GUIDELINES

PREPARATION

PRE-COUNSELLING SESSION INSTRUCTIONS

Review the counselling instructions and Training Counselling Session Form and become familiar with the material prior to conducting the training counselling session.

CONDUCT OF TRAINING COUNSELLING SESSION

PURPOSE

The purpose of the training counselling session is to formally meet with a cadet who is having difficulty meeting requirements of the Advanced Leadership Program and to create an action plan to assist this cadet.

RESOURCES

- Training Counselling Session Form, and
- Pen / pencil.

COUNSELLING SESSION LAYOUT

Set up a table with chairs for the cadet, ALP O and Trg O.

COUNSELLING SESSION INSTRUCTIONS

Tips for a successful interview:

Ask questions that will provoke thought; in other words, avoid questions with a yes or no answer.

Manage time by ensuring the cadet stays on topic.

Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.

Give the cadet time to respond to your questions.

1. Have the cadet enter the meeting space.
2. Inform the cadet of the situation; the cadet is not meeting agreed upon commitments of the Advanced Leadership Program.
3. Determine the following:

- a. the seriousness of the situation,
 - b. areas of difficulty,
 - c. exceptional circumstances affecting the training progress,
 - d. the behaviour of the cadet,
 - e. the effort and motivation of the cadet,
 - f. ask the cadet what help they want to support their learning, and
 - g. whether or not sufficient training support was provided.
4. Create an action plan with the cadet that addresses the reasons for the failure and the action the cadet should take to be successful.

The action plan must be achievable for the cadet, address the reasons for the difficulties and provide the cadet with guidelines on the action they must take to be successful.

5. Brief the cadet on the consequences should no improvement be noticed.
6. Have the cadet sign the Training Counselling Session Form.
7. Sign the Training Counselling Session Form.

POST-COUNSELLING INSTRUCTIONS

The goal of conducting training counselling is to guide a cadet toward success in the Advanced Leadership Program. Following the training counselling session, the Trg O shall meet with the CO to discuss the outcome of the session and any further steps required.

The CO shall contact the parent or guardian to open the lines of dialogue and include them in the action plan.

TRAINING COUNSELLING SESSION FORM

SECTION 1 – CADET PERS INFORMATION	
Surname:	Name:
Department:	
Circumstances requiring TCS convening:	
SECTION 3 – SESSION FINDINGS	
(To include training progression to date, effort and motivation of cadet, training support provided, exceptional circumstances, etc.)	
Seriousness of failure:	
Performance in related POs:	
Previous difficulties and action taken:	
Overall course performance:	
Exceptional circumstances affecting training progress:	
Behaviour of cadet:	

SECTION 4 – SESSION RECOMMENDATIONS (ACTION PLAN)

--

Cadet's Signature:

ALP O's Signature:

Date:

SECTION 5 – Commanding Officer Review

(Record any discussion with parents regarding the progress of the cadet.)

--

Corps / Squadron Commanding Officer's Signature:

Date:

CHAPTER 4

PERFORMANCE OBJECTIVES AND TRAINING PLAN

PURPOSE

1. The purpose of this chapter is to outline the specific POs associated with the Advanced Leadership qualification.

PERFORMANCE OBJECTIVES (POs)

2. POs are a description of the cadet's abilities after training is complete. They include a description, in performance terms, of what the individual must do, the conditions under which the performance must be completed, and the standard to which the performance must conform. These three elements are respectively defined as:

- a. a performance statement;
- b. a conditions statement; and
- c. a standard.

3. This chapter also details the training plan that is designed to assist the cadet to achieve the required POs using Enabling Objectives and Lesson Specifications that are the key reference used for development of the *Advanced Leadership Program Instructional Guides*.

ENABLING OBJECTIVES (EOs)

4. EOs are a description of the cadet's abilities after each unit of learning is complete and constitute a major step toward achieving the PO. EOs may correspond to the major components identified in the first round of deconstructing POs or they may result from grouping several related components. They are composed of three essential parts:

- a. a performance statement;
- b. a conditions statement; and
- c. a standard.

LESSON SPECIFICATIONS (LSs)

5. LSs describe the instructional strategy to be applied to each EO and include:

- a. supporting teaching points;
- b. references;
- c. learning activities (methods, media and environment);
- d. estimated timings;
- e. assessment directions; and
- f. any remarks that further clarify the design intent.

ASSESSMENT FOR LEARNING

6. Formative evaluation, or assessment for learning, takes place during a phase of instruction and helps cadets and instructors recognize progress or lapses in learning. These assessments can also provide cadets with opportunities to practice PCs. This helps to diagnose cadet needs, e.g., corrective action or remedial instruction, plan the next steps in instruction and

provide cadets with feedback they can use to improve. It also reinforces learning so that it can be retained longer. Details for Advanced Leadership assessment for learning are outlined within the applicable lesson specifications located at Chapter 4.

PO 503

1. **Performance:** Lead Cadet Activities
2. **Conditions:**
 - a. Given:
 - (1) Teaching aids,
 - (2) Learning aids,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Any.
3. **Standard:** The cadet will lead cadet activities by:
 - a. fulfilling a corps/squadron leadership appointment, IAW Cadet TORs for a CPO1 / CWO / WO1; CPO2 / MWO / WO2; or PO1 / WO / FSgt Tier appointment for a period of at least three months; and
 - b. participating in the planning and delivery of a multi-unit exercise, as a member of a Senior Cadet Planning Group, to include:
 - (1) creating a proposal for an exercise;
 - (2) preparing an exercise; and
 - (3) conducting and concluding an exercise.
4. **Remarks:**
 - a. An exercise is defined as an event including two or more activities.
 - b. A multi-unit exercise is defined as including a minimum of three corps/squadrons and can be conducted at the local, area, or regional level.
 - c. EOs 503.01 (Create a proposal), 503.02 (Prepare an Exercise), and 503.03 (Conduct and Conclude an Exercise) must be completed early in the training year, in advance of the commencement of the Senior Cadet Planning Groups and the conduct of the multi-unit exercise. Information related to Senior Cadet Planning Groups is located in the document *Advanced Leadership Program Implementation Instructions for Local and Area Personnel*.
 - d. Cadets shall be informed of all possible leadership appointments and guided through the application process. A cadet may fulfill more than one leadership

appointment in the training year. Corps/squadron staff shall provide feedback to cadets on an ongoing basis.

- e. This PO is assessed IAW Chapter 3, Annex B, 503 PC.

EO 503.01

1. **Performance:** Create an Exercise Proposal
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, as a member of a group, shall create a proposal for an exercise.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Define project management, to include: <ol style="list-style-type: none">a. the definition of project, andb. the phases of a project.	Interactive Lecture	5 min	6a (pp. 10–22) 6d
TP2	Identify considerations for creating an exercise proposal, such as: <ol style="list-style-type: none">a. factors, to include, but not limited to:<ol style="list-style-type: none">(1) time,(2) personnel,(3) facilities,(4) finances,(5) food,(6) transportation,(7) supplies, and(8) equipment; andb. policies, directives and course control documents, to include, but not limited to:<ol style="list-style-type: none">(1) CJCR Group Orders and Instructions,(2) CJCR operation plans,(3) CANCDTGENs,	In-Class Activity	25 min	6b 6c

TP	Description	Method	Time	Refs
	<ul style="list-style-type: none"> (4) regional policies and training directives / operation plans. (5) A-CR-CCP-930/AG-001, <i>Cadet Program Interim Activity Safety Direction</i>, and (6) qualification standard and plans. 			
TP3	<p>Describe the process for developing an exercise proposal, to include:</p> <ul style="list-style-type: none"> a. identifying the audience for the exercise, to include consideration for: <ul style="list-style-type: none"> (1) element, (2) training level, (3) age range, and (4) level of comfort / experience; b. defining the learning outcomes for the exercise, such as: <ul style="list-style-type: none"> (1) to participate, (2) to gain knowledge, (3) to develop skills, (4) to practice skills, or (5) to gain qualification(s); c. determining activities that are appropriate for the scope of the exercise, by: <ul style="list-style-type: none"> (1) considering the parameters of cadet activities, and (2) brainstorming possible activities; and d. defining each activity's goal(s). 	In-Class Activity	15 min	6a (pp. 23–44)
TP4	Identify the components of a written exercise proposal.	In-Class Activity	10 min	6a (pp. 23–44)

5. **Time:**

- a. Introduction / Conclusion: 5 min
- b. Interactive Lecture: 5 min
- c. In-Class Activity: 50 min
- d. Total: 60 min

6. **Substantiation:** An outline of the instructional methods used and their substantiation is located at Chapter 2.

7. **References:**

- a. ISBN 978-0-470-04923-5 Portny, S. E. (2007). *Project management for dummies*. Hoboken, NJ: Wiley Publishing.
- b. A-CR-CCP-930/AG-001 Chief of Defence Staff. (2019). *Cadet program interim activity safety direction*. Ottawa, ON: Department of National Defence.
- c. National Defence. (2022, September 20). *Cadets and Junior Canadian Rangers Policies*. Canada.ca. Retrieved October 5, 2022, from <https://www.canada.ca/en/department-national-defence/services/cadets-junior-canadian-rangers/cjcr-policy.html>
- d. Canadian School of Public Service *Introduction to Project Management TRN 322-EN*. Retrieved January 31, 2023, from <https://app.cspsefpc.gc.ca/d2l/home/8432>

8. **Training Aids:**

- a. Presentation aids (e.g., whiteboard / flip chart / projector) appropriate for the classroom / training area;
- b. Access to national, regional, and area-level policy and safety directives (printed copies or internet access); and
- c. Create an Exercise Proposal worksheet.

9. **Learning Aids:**

- a. Create an Exercise Proposal worksheet;
- b. Create a Proposal Aide-Mémoire; and
- c. Access to national-, regional- and area-level policy and safety directives (printed copies or internet access).

10. **Test Details:** This EO is assessed during the Senior Cadet Planning Groups IAW Chapter 3, Annex A - 503 PC.

11. **Remarks:**

- a. The delivery of this EO and its practical application are to be coordinated by the area.
- b. The practical application of this EO will occur during Senior Cadet Planning Groups. Information related to the coordination of Senior Cadet Planning Groups is located in the *Advanced Leadership Program - Implementation Instructions for Local and Area Personnel*.
- c. An exercise is defined as an event including two or more activities.
- d. A multi-unit exercise is defined as including a minimum of three corps/squadrons and can be conducted at the local, area, or regional level.
- e. The instruction of this EO is to be completed early in the training year, in advance of Senior Cadet Planning Groups and conduct of the assigned exercise.

EO 503.02

1. **Performance:** Prepare an Exercise
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, as a member of a group, shall prepare an exercise, to include:
 - a. writing an exercise plan, which consists of:
 - (1) an exercise information sheet,
 - (2) a schedule,
 - (3) an emergency response plan (ERP), and
 - (4) an equipment list; and
 - b. communicating the plan to participants and leaders.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain the process of developing an exercise plan and an Operation Order, to include: <ol style="list-style-type: none">a. developing a work-breakdown structure (WBS);b. determining order of events;c. developing a schedule;d. determining team members' skills and knowledge;e. defining team members' roles and responsibilities;f. determining and planning resources;g. identifying risk;	In-Class Activity	20 min	6a (pp. 61–214)

TP	Description	Method	Time	Refs
	<ul style="list-style-type: none"> h. preparing a tracking system; and i. confirming team members' participation. 			
TP2	<p>Identify the components of an Operation Order, to include:</p> <ul style="list-style-type: none"> a. title of exercise, b. situation, to include: <ul style="list-style-type: none"> (1) who is involved; (2) what is going to happen; (3) where the exercise will happen; and (4) when the exercise will happen; c. mission, to include a statement of why the exercise is happening, d. execution, to include: <ul style="list-style-type: none"> (1) phases, (2) groups, (3) tasks, (4) timings, and (5) dress; e. service and support, to include: <ul style="list-style-type: none"> (1) rations, (2) accommodations, (3) equipment, (4) transport, (5) emergency procedures, (6) water, and (7) hygiene; f. command and signals; and g. distribution list. 	In-Class Activity	15 min	6b (pp. 9-1-1 to 9-4-11) 6c
TP3	<p>Prepare an emergency response plan, to include:</p> <ul style="list-style-type: none"> a. responsibilities, b. general safety procedures, c. environmental procedures, 	Group Discussion	15 min	

TP	Description	Method	Time	Refs
	d. training specific procedures, e. fire procedures, f. emergency routes, and g. communications.			
TP4	Explain required communications for successful implementation of the exercise plan, to include: a. informing all stakeholders, including: (1) participants, (2) parents, (3) corps / squadron personnel, (4) exercise staff and support personnel, and (5) area, regional and national offices, as required; and b. conducting a coordination meeting with exercise staff and support personnel	Interactive Lecture	5 min	6b (pp. 9-4-6 to 9-4-9) 6a (pp. 247–248)

5. **Time:**

- | | | |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 5 min |
| b. | In-Class Activity: | 35 min |
| c. | Group Discussion: | 15 min |
| d. | Total: | 60 min |

6. **Substantiation:** An outline of the instructional methods used, and their substantiation is located at Chapter 2.

7. **References:**

- a. 978-0-470-04923-5 Portny, S. E. (2007). *Project management for dummies*. Hoboken, NJ: Wiley Publishing.
- b. B-GL-303-002/FP-000 Canadian Forces. (1995). *Operational staff procedures : Staff duties in the field*. (Volume 2). Ottawa, ON: Department of National Defence.
- c. Doc Stoc. (2009). *Format for activity plan*. Retrieved November 1, 2009, from <http://www.docstoc.com/docs/4977554/FORMAT-FOR-ACTIVITY-PLAN>

8. **Training Aids:**

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

- b. Exercise Plan Example,
 - c. Exercise Plan Template, and
 - d. Guided Discussion worksheet.
9. **Learning Aids:**
- a. Work Breakdown Structure Example – IG 503.02 Annex A,
 - b. Exercise Plan Example – IG 503.02 Annex B, and
 - c. Exercise Plan Template – IG 503.02 Annex C.
10. **Test Details:** This EO is assessed during the Senior Cadet Planning Groups IAW Chapter 3, Annex A - 503 PC.
11. **Remarks:**
- a. The delivery of this EO and its practical application are to be coordinated by the Area.
 - b. The intent of the EO is for the cadets to become familiar with the coordination considerations for a large-scale activity. Practical application of this EO will occur during Senior Cadet Planning Groups. Information related to the coordination of Senior Cadet Planning Groups is in the *Advanced Leadership Program - Implementation Instructions for Local and Area Personnel*.
 - c. An Exercise Information Sheet is a communication tool that can be used to communicate exercise details to cadets and their parents / tutors.
 - d. An exercise is defined as an event including two or more activities.
 - e. A multi-unit exercise is defined as including a minimum of three corps/squadrons and can be conducted at the local, area, or regional level.
 - f. The instruction of this EO is to be completed early in the training year, in advance of Senior Cadet Planning Groups and conduct of the assigned exercise.

EO 503.03

1. **Performance:** Conduct an Exercise
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Any.
3. **Standard:** The cadet shall, as a member of a group, conduct an exercise, by:
 - a. starting the exercise, by
 - (1) setting up; and
 - (2) conducting an introduction;
 - b. supervising the conduct of the exercise, to include:
 - (1) comparing the actual performance with the stated goals;
 - (2) dealing with problems as they arise; and
 - (3) keeping team members informed about progress;
 - c. ending the exercise, to include:
 - (1) conducting a final debriefing;
 - (2) tearing down; and
 - (3) returning stores;
 - d. conducting an After-Action Review; and
 - e. completing and submitting an Observations Tracker.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP 1	Identify tasks to be completed at the start and end of an exercise, to include: a. picking up equipment;	Interactive Lecture	10 min	

TP	Description	Method	Time	Refs
	<ul style="list-style-type: none"> b. accessing the training site; c. inspecting the training site at the beginning of the exercise for damage or safety concerns; d. setting up the training site; e. conducting introductory briefings for personnel and participants; f. tearing down the training site; g. conducting a debrief at the end of the exercise; h. returning equipment; i. inspecting the training site at the end of the exercise for damage or safety concerns; and j. completing training site checkout procedures. 			
TP2	<p>Discuss how to conduct pre- and post- exercise briefings, to include:</p> <ul style="list-style-type: none"> a. the introduction, and b. the final debriefing. 	Group Discussion	10 min	
TP3	<p>Discuss supervision, to include:</p> <ul style="list-style-type: none"> a. the purposes of supervision, and b. how to supervise, including: <ul style="list-style-type: none"> (1) being physically and mentally present; (2) ensuring completion of tasks; (3) recognizing safety infractions; and (4) providing guidance to activity leaders. 	Group Discussion	10 min	
TP4	<p>Capture observations for an After-Action Report, to include:</p> <ul style="list-style-type: none"> a. gathering feedback from participants/activity leaders through an After-Action Review; b. organizing feedback; and c. developing recommendations. 	Interactive Lecture	10 min	
TP5	Complete an observations tracker using the provided template.	In-Class Activity	15 min	

5. **Time:**

a.	Introduction / Conclusion:	5 min
b.	Group Discussion:	20 min
c.	Interactive Lecture:	20 min
d.	In-Class Activity:	15 min
e.	Total:	60 min

6. **Substantiation:** An outline of the instructional methods used, and their substantiation is located at Chapter 2.

7. **References:** Miller, J. G. (2016). *QBQ!: The question behind the question: Practicing personal accountability at work and in life*. TarcherPerigee.

8. **Training Aids:** Presentation aids (e.g., whiteboard / flip chart / projector) appropriate for the classroom / training area; and

9. **Learning Aids:** Nil.

10. **Test Details:** This EO is assessed during the Senior Cadet Planning Groups IAW Chapter 3, Annex A – 503 PC.

11. **Remarks:**
 - a. The practical application of this EO will occur during Senior Cadet Planning Groups. Information related to the coordination of Senior Cadet Planning Groups is located in the *Advanced Leadership Program - Implementation Instructions for Local and Area Personnel*.
 - b. An exercise is defined as an event including two or more activities.
 - c. A multi-unit exercise is defined as including a minimum of three corps/squadrons and can be conducted at the local, area, or regional level.
 - d. The instruction of this EO is to be completed early in the training year, in advance of Senior Cadet Planning Groups and conduct of the assigned exercise.

PO 507

1. **Performance:** Serve the Cadet Program
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, as a leader, serve the cadet program, by:
 - a. developing personal leadership skills, by:
 - (1) self-reflecting against leadership core competencies;
 - (2) setting personal goals; and
 - (3) selecting and participating in activities that promote personal growth;
 - b. contributing to the development of peers and subordinates, by:
 - (1) reflecting on Advanced Leadership Program training experiences;
 - (2) identifying, based on those experiences, concrete actions that will improve personal leadership practices; and
 - (3) applying identified concrete actions; and
 - c. creating a capstone project (final project) about their experiences in the Advanced Leadership Program and sharing it with stakeholders at an event.
4. **Remarks:**
 - a. Participation in the reflection exercises throughout the Advanced Leadership Program will provide the cadets with a record of their learning to assist with the creation of their capstone project (final project).
 - b. Completion of 507 PC can only occur once all other POs are complete.
 - c. EOs must be conducted early in the training year as they contain foundational information. 507 PC reflection requirements apply to all remaining POs.

- d. The 507 PC capstone project (final project) presentations should be advertised as a celebration of learning. Stakeholders, peers, cadets, staff, family, and friends may be invited to the event.

EO 507.01

1. **Performance:** Set Personal Leadership Goals
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. select an appointment or position at the next rank level;
 - b. identify the leadership competencies required for that appointment or position;
 - c. self-assess for each leadership competency located in the competency dictionary; and
 - d. map a personal goal for the training year.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Have the cadet self-reflect leadership competencies, to include: <ol style="list-style-type: none">a. reviewing the cadet leadership competency dictionary; andb. completing a self-reflection against the core competencies of a selected appointment or position.	In-Class Activity	30 min	
TP2	Explain the concept of goal setting, to include: <ol style="list-style-type: none">a. the definition of a goal,b. the difference between short-term and long-term goals,c. how to develop goals, andd. how to set goals using the SMART method.	In-Class Activity	10 min	
TP3	Participate in a goal setting activity.	In-Class Activity	15 min	

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. In-Class Activity: 55 min
 - c. Total: 60 min
6. **Substantiation:** An outline of the instructional methods used, and their substantiation is located at Chapter 2.
7. **References:** Government of Canada. (2017, May 15). *Writing SMART Objectives*. Canada.ca. Retrieved November 7, 2022, from <https://www.canada.ca/en/environment-climate-change/services/environmental-funding/tools-for-applying/writing-smart-objectives.html>
8. **Training Aids:**
 - a. Presentation aids (e.g., whiteboard / flip chart / multimedia projector) appropriate for the classroom / training area, and
 - b. TORs, located on the CJCR Adult Staff Resources page ([05. Cadet Leadership Appointments - Nominations aux postes de leadership des cadets](#))
 - c. Goal Worksheet.
9. **Learning Aids:**
 - a. Advanced Leadership Program Participant Workbook,
 - b. TORs, located on the CJCR Adult Staff Resources page ([05. Cadet Leadership Appointments - Nominations aux postes de leadership des cadets](#))
 - c. Goal Worksheet, located in, *Advanced Leadership Program, Instructional Guides*, EO 507.01 - Annex C.
10. **Test Details:** This EO will be assessed as part of PC 507.
11. **Remarks:** This EO must be scheduled as early as possible in the training year.

EO 507.02

1. **Performance:** Create a Personal Schedule
2. **Conditions:**
 - a. Given:
 - (1) Advanced Leadership Program Overview and Assessment handout,
 - (2) *Advanced Leadership Program Participant Workbook*,
 - (3) Corps / squadron training schedule,
 - (4) Area / regional training schedule,
 - (5) Supervision, and
 - (6) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall create a personal schedule.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify the components of the Advanced Leadership Program, to include: <ol style="list-style-type: none">a. PO 503 (Lead Cadet Activities), to include:<ol style="list-style-type: none">(1) Overview of PO, and(2) Overview of assessment;b. PO 507 (Serve the Cadet Program), to include:<ol style="list-style-type: none">(1) Overview of PO, and(2) Overview of assessment,c. PO 509 (Develop Instructional Skills), to include:<ol style="list-style-type: none">(1) Overview of PO, and(2) Overview of assessment;d. PO 513 (Attend Leadership Seminars), to include:<ol style="list-style-type: none">(1) Overview of PO,(2) Overview of assessment; and	In-Class Activity	35 min	Area Schedule Corps or Squadron Schedule

TP	Description	Method	Time	Refs
	<p>e. The value of reflection as a leadership development tool, to include:</p> <ol style="list-style-type: none"> (1) Self-reflection or peer-feedback after each stage of the Leadership Project, (2) Self reflection and supervisor feedback throughout leadership appointment, (3) Self-reflection after applying instructional techniques, (4) Self-reflection after attending each 513 seminar, and (5) For a Final assessment for PO 507 is a project that showcases your personal reflection of learning from the year; and <p>f. <i>Advanced Leadership Program Participant Workbook.</i></p>			
TP2	<p>Create a personal schedule by:</p> <p>a. Recording personal commitments in a personal planner:</p> <ol style="list-style-type: none"> (1) family / friend events, (2) holidays, (3) school events, (4) extra curricular activities, and (5) job / volunteer shifts. <p>b. Record corps / squadron events in the planner, such as:</p> <ol style="list-style-type: none"> (1) local training: training sessions and days/weekends; (2) Area-directed activities (ADA), (3) Regionally directed activities (RDA), (4) CAP / CTC, and (5) time required for Cadet Award of Merit. 	In-Class Activity	15 min	6a 6b 6c 6d 6e
TP3	Create a plan to discuss scheduling conflicts with appropriate personnel.	Group Discussion	5 min	

5. **Time:**

- | | | |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 5 min |
| b. | In-Class Activity: | 50 min |
| c. | Group Discussion: | 5 min |
| d. | Total: | 60 min |

6. **Substantiation:** An outline of the instructional methods used, and their substantiation is located at Chapter 2.

7. **References:**

- a. Kamal, J. (2020, August 11). *Making Time for Reflective Practice*. Edutopia. Retrieved November 7, 2022, from <https://www.edutopia.org/article/making-time-reflective-practice/>
- b. University of York. (2022, November 2). *Reflective practice: employability skills*. Skills Guides. Retrieved November 7, 2022, from <https://subjectguides.york.ac.uk/skills/reflective-practice#uniqueID3>
- c. Gibbs, G. (1988). Learning by doing: A guide to teaching and learning methods. *Learning by Doing*. Oxford Centre for Staff and Learning Development. Retrieved November 7, 2022, from <https://thoughtsmostlyaboutlearning.files.wordpress.com/2015/12/learning-by-doing-graham-gibbs.pdf>
- d. Miller, J. G. (2016). *QBQ!: The question behind the question: Practicing personal accountability at work and in life*. TarcherPerigee.
- e. Physical Health Education Canada. (2022). *Collecting Evidence of Learning*. Ottawa, ON; PHE Canada. Retrieved November 17, 2022, from <https://phecanada.ca/activate/assessment-physical-and-health-education>

8. **Training Aids:**

- a. Presentation aids (e.g., whiteboard / flip chart / multimedia projector) appropriate for the classroom / training area,
- b. *Advanced Leadership Program Participant Workbook*,
- c. *Advanced Leadership Program – Chapter 3, Annex B, Attachment 1 – Participant Progression Checklist*,
- d. Corps / Squadron Training Plan, and
- e. Area Training Plan.

9. **Learning Aids:**

- a. *Advanced Leadership Program Participant Workbook*,
- b. *Advanced Leadership Program – Chapter 3, Annex B, Attachment 1 – Participant Progression Checklist*,
- c. Corps / Squadron Training Plan, and
- d. Area Training Plan.

10. **Test Details:** Nil.

11. **Remarks:** This EO must be scheduled as early as possible in the training year.

PO 509

1. **Performance:** Develop Instructional Skills
2. **Conditions:**
 - a. Given:
 - (1) Advanced Leadership Workbook,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental:
 - (1) Classroom or training area large enough to accommodate the entire group, or
 - (2) Distance Learning (DL) platform.
3. **Standard:** The cadet will develop instructional skills by participating in a professional development (PD) session and applying related skills on one of the following topics:
 - a. monitoring instruction and peer coaching, to include:
 - (1) explaining the purpose of monitoring instruction,
 - (2) explaining the process of monitoring instruction,
 - (3) defining peer coaching,
 - (4) identifying elements of the coaching process, and
 - (5) exploring the art of questioning to be an effective peer coach;
 - b. instructing in a skill-development environment, to include:
 - (1) explaining the difference between instruction and coaching to develop skills,
 - (2) identifying key questions to ask when planning a training session,
 - (3) identifying how to take advantage of teachable moments,
 - (4) exploring how to conduct effective debriefs, and
 - (5) discussing how to build trust and an inclusive environment; or
 - c. delivering dynamic instruction, to include:

- (1) discussing the benefits of dynamic instruction,
- (2) exploring how to create physically and mentally active activities, and
- (3) discussing how to manage an active classroom.

4. **Remarks:**

- a. This PO is assessed IAW Chapter 3, Annex A, 509 PC. The reflection forms, to be completed self-reflections, are meant to evaluate the cadets' development while encouraging them to continuously review, analyze, and develop their instructional techniques.
- b. Cadets are provided with three options to select what best meets their goals for personal development in instructional techniques.
- c. The PD sessions contain some overlapping material but focus on application in different environments.

PO 513

1. **Performance:** Attend Leadership Seminars
2. **Conditions:**
 - a. Given:
 - (1) Advanced Leadership Workbook,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental:
 - (1) Classroom or training area large enough to accommodate the entire group, or
 - (2) E-Learning platform.
3. **Standard:** The cadet will attend three leadership seminars, selected from the following topics:
 - a. emotional wellness and resilience, to include one or more of the following:
 - (1) performance under stress,
 - (2) stress management, and
 - (3) emotional wellness;
 - b. interpersonal relations, to include one or more of the following:
 - (1) developing relationships,
 - (2) trust,
 - (3) concern for others,
 - (4) culture of respect, and
 - (5) conflict resolution;
 - c. credibility and influence, to include one or more of the following:
 - (1) confidence,
 - (2) responsibility,
 - (3) reliability,
 - (4) inspiration,
 - (5) art of influence, and
 - (6) impact;
 - d. action and initiative, to include one or more of the following:
 - (1) initiative,

- (2) decision making, and
 - (3) promoting an ethical environment;
- e. adaptability, to include one or more of the following:
 - (1) behavioural flexibility,
 - (2) openness, and
 - (3) productivity;
- f. developing others, to include one or more of the following:
 - (1) learning environment,
 - (2) performance feedback,
 - (3) coaching, and
 - (4) managing personnel; and
- g. organizational awareness, to include one or more of the following:
 - (1) organizational knowledge,
 - (2) Canadian Armed Forces engagement, and
 - (3) external influences.

4. **Remarks:**

- a. This PO is assessed IAW Chapter 3, Annex A, 513 PC.
- b. Seminars will take the format of a guest speaker, followed by a discussion group, and a written reflection. They may require a pre-reading or short assignment prior to attending. Seminars will be approximately two hours in duration.
- c. Recordings of guest speakers and several options for discussion groups (in-person and virtual) will be made available to cadets to provide flexibility. For example, areas may coordinate an in-person discussion group, utilizing a recording of a guest speaker, to complete a seminar.
- d. PO 513 (Attend Leadership Seminars) is coordinated by the Area.