Curriculum on Leadership Skills & Theories

“The Cadet”
Leadership Skills & Theories

Agenda

A1. Leadership Overview
A2. Attitude & Discipline
A3. Personal Goal Setting
A4. Time Management
A5. Avoiding Procrastination
A6. Motivation
A7. Critical Thinking
A8. Conflict Resolution
A9. Emotional Intelligence
A10. Teamwork & Building Teams
A11. Team Leadership Exercises
A12. Leadership Roles – What Leaders Do
A1. Define in your own words what leadership is.
Leadership

- Developing leadership skills that you can use throughout life
- Encouraging academic success, lifelong learning
- Building character, self-discipline, time management, core values
Leadership

Lead, follow, or get out of my way!

LT GEN GEORGE S. PATTON
Leadership Definitions

The process of influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization.

or

Getting people to want to do what you want them to do
Leadership Theories
Just a Few . . .

Trait Theory
Contingency Leadership Theory
Role Theory
Transactional Leadership
Situational Leadership Theory
Emotional Intelligence
Great Man Theory
Transformational Leadership
Full Range Leadership Model
Lead by Example
Managerial Grid Model

Leaders who continue learning study leadership theories to better figure out this complex field of study we have embarked on. No one theory is everything. All have something to offer. What works for you?
Leaders of Character

Honor       Loyalty

Integrity

Honesty

Justice - Fairness

Selfless Service

Courage

Respect

Judgement

Trust

Committed to Excellence

Dependability

Initiative
Important Leadership Skills

- Goal Setting
- Motivating
- Time Management
- Team Building
- Conflict Resolution
- Communication
Self Mastery

Know Yourself!

➢ Abilities
➢ Strengths
➢ Weaknesses
Check on Learning
ATTITUDE & DISCIPLINE

A2. Define attitude and discipline, explain why it’s so important as part of being a cadet, and show how attitudes are contagious.
Attitude

The state of mind that lies behind everything a person does

What you think

How you feel
Show Some Attitude!

Attitude Clues:
- Facial expressions
- Gestures
- Posture
- Tone of Voice
- Words
Scenario

The 1st Squad Leader is in a bad mood, and goes through an inspection by yelling at cadets, dressing them down for minor errors, and showing disrespect to the cadets.

❖ How will cadets feel about that leader?
❖ How will cadets feel about the Cadet Corps?
❖ Does the Squad Leader’s attitude and actions change their cadets’ attitudes?
Scenario

The 2nd Squad Leader is cheerful and supportive, works with her cadets to improve their uniform and drill and helps them do their best while establishing a high standard of performance.

❖ Does the Squad Leader’s attitude and actions have an effect on the squad? What? Why?
❖ Which unit would you prefer to be in?
❖ Which leader would you prefer to follow?
❖ Can your attitude affect your decision-making?
❖ Are you aware of it when it does?
Attitudes are Contagious!

• You can catch attitudes by being around them
• As a leader, your attitude is extra-contagious!
• Your troops pick up on your comments and body language
• Be careful about sending mixed messages – saying one thing but conveying another with body language
Convey the Why!

- If you know WHY something needs to be done, you’re more likely to be willing to do it.
- A leader communicates the end state.
- End State = Task & Purpose
- Cadets not only buy in to the need for the action, but understand better exactly what needs to be done.
Example

- SGT Jones told PVT Rogers to dig a big hole. Rogers didn’t know why he was doing it, and he resented having to work so hard. He dug slowly, and took a long time to accomplish the task.
- The squad needed a defensive position – a place they could go if attacked. If SGT Jones had told PVT Rogers this, he may have had a better attitude about the work, and accomplished it quicker and better.
More Examples

• Cadet Sergeant Winters directs his squad to use part of their lunch time to help clean up the cafeteria (without telling them why). The cadets had planned to play basketball. They resented him for taking their time.

• The school's janitor, Mr. Pierce, had a serious health issue and wouldn't be able to come to work for several days. The squads are taking turns helping with some of the janitor's duties so he didn't feel overwhelmed when he returned. Had Cadet Sergeant Winters explained this there wouldn't have been any resentment.
Why do we . . .

In Cadet Corps, why do we

• Drill?
• Wear Uniforms?
• Practice military courtesy?
• Do color guards?
Discipline

• Training that produces obedience or self-control

• Self-Discipline: The ability to control one's feelings and overcome one's weaknesses; the ability to pursue what one thinks is right despite temptations to abandon it.

• Group Discipline: A group under control.
Disciplined Cadets Are

• Focused on a goal
• More likely to do what they’re supposed to do
• Responsive to leadership

Disciplined cadets identify what’s right and do it, even when they’d rather do the opposite
Attitude and Discipline

• If you have the self-discipline to change or control your attitude, you can change the situation. You can choose to display a positive attitude even when you don’t feel like it.
• You are more likely to accomplish your task
• Attitude and discipline lead to success!
Check on Learning
A3. Discuss the differences between short, medium, and long-term goals, and how to make your goals “SMART”
Your Journey

Setting goals is like figuring out where you’re going and how you’re going to get there.
Set Goals for Yourself!
3 Types of Goals

• Short Term
• Medium Term
• Long Term

How far out in the future these go depends on your plan
# Typical Teenage Goals

<table>
<thead>
<tr>
<th>Goal</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Short Term</td>
<td>• Tasks on To Do List</td>
</tr>
<tr>
<td>• Medium Term</td>
<td>• Things you want to accomplish while you’re in school (middle school, high school, college, or all three)</td>
</tr>
<tr>
<td>• Long Term</td>
<td>• Life after school</td>
</tr>
</tbody>
</table>
To Accomplish Your Goals:

- Write them down!
- Consider them as you set your priorities.
- Allot your time based on your priorities
- Review your goals regularly
Keep it Simple

• Don’t try to track too many medium or long term goals

• Keep real goals – things you’re working toward – to seven or less
SET SMART GOALS

S: SPECIFIC
M: MEASURED
A: ACHIEVABLE
R: REALISTIC
T: TIME SENSITIVE
Specific

Your goals must identify exactly what you want to accomplish in as much specificity as you can muster.

- Bad: Write a book.
- Good: Write a book proposal for *The Life Plan Manifesto*.
Measurable

As the old adage says, “you can’t manage what you can’t measure.” If possible, try to quantify the result. You want to know absolutely, positively whether or not you hit the goal.

• Bad: “Earn more this year than last.”

• Good: “Earn $5,000 more this year than last.”
Achievable & Actionable

Every goal should be something you can achieve. Every goal should start with an action verb (e.g., “quit,” “run,” “finish,” “eliminate,” etc.) rather than a to-be verb (e.g., “am,” “be,” “have,” etc.)

• Bad: Be more consistent in blogging.

• Good: Write two blog posts per week.
Realistic

A good goal should stretch you, but you have to add a dose of common sense.

- Bad: Qualify for the PGA Tour.

- Good: Lower my golf handicap by four strokes.
**Time-Sensitive**

Every goal needs a date associated with it. When do you plan to deliver on that goal. It could be by year-end (December 31) or it could be more near-term (September 30). A goal without a date is just a dream. Make sure that every goal ends with a *by when* date.

- Bad: Lose 20 pounds.

- Good: Lose 20 pounds by December 31st.
Check on Learning
A4. Identify methods of managing your time as a resource efficiently and organizing your life to save time and accomplish what you set out to do.
Our Objectives for this Class

• Clarify your goals and achieve them
• Handle people and projects that waste your time
• Be involved in better delegation
• Work more efficiently with your leaders
• Learn specific skills and tools to save you time
• Overcome stress and procrastination
Outline

• Why is Time Management Important?
• Goals, Priorities, and Planning
• TO DO Lists
• Desks, paperwork, telephones
• Scheduling Yourself
• Delegation
• Meetings
• Technology
• Recommended Reading on Time Management
Why Time Management is Important

Being successful doesn’t make you manage your time well. Managing your time well makes you successful!
Goals

• Are you reaching your destination/goal?
• Managing time is like selecting the route to your goal
  – Know the destination
  – Set the turning points
    • Tasks that’ll get you there
  – Don’t take wrong turns
  – Stay on course!
The Problem is Severe

By some estimates, people waste about 2 hours per day. Signs of time wasting:

– Messy desk and cluttered (or no) files
– Can’t find things
– Miss appointments, need to reschedule them late and/or unprepared for meetings
– Volunteer to do things other people should do
– Tired/unable to concentrate
Ask Yourself

• Why would I do this?
• How does it help accomplish my goal?
• What happens if I choose not to do it?
• What am I doing that doesn’t really need to be done?
• What am I doing that could be done by someone else?
• What am I doing that could be done more efficiently?
• What do I do that wastes others’ time?
The 80/20 Rule

80% of what we do is really trivial; only 20% is really critical
Planning

• Failing to plan is planning to fail

• Plan Each Day, Each Week, Each Semester

• You can always change your plan, but only once you have one!
Prioritize

• What’s most important?
• Does it need to be done now?

• A To Do List is great, but it has to be prioritized
TO Do Lists

• Break things down into small steps
• Like a child cleaning his/her room
• Some suggest doing the ugliest thing first
• For others, tackling a bunch of very small, easy tasks first gives a greater sense of accomplishment
• Know yourself and figure out which of the two methods works best for you
ABC Method

A. Urgent and Important
B. Important but not Urgent
C. Unimportant (may be Urgent)

Label each task A, B, or C. Then rank order within each group (A-1, A-2, etc.).

Some people then force-rank all the B items as either A or C.
Long Term Goals

• Don’t prioritize yourself away from long term goal accomplishment.
• You can get so tied up in the weeds that you never look over the horizon.
• This is why goal setting is important, and having a plan on how you will reach your goals.
• Putting your interim objectives on your task list will keep them relevant.
The four-quadrant TO DO List

<table>
<thead>
<tr>
<th></th>
<th>Due Soon</th>
<th>Not Due Soon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Not Important</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
BUREAUCRATIC GRIDLOCK IS CAUSED BY PEOPLE WITH DIFFERENT PRIORITIES WHO PRACTICE GOOD TIME MANAGEMENT.

DID YOU GET THE INFORMATION I NEED FOR MY IMPORTANT PROJECT?

NO. IT'S NOT IN MY TOP THOUSAND PRIORITIES.

DID YOU BRING THE INFORMATION I REQUESTED FOR MY IMPORTANT PROJECT.

NO, BECAUSE YOUR PROJECT DOESN'T MATTER TO ME.

THOSE TIME MANAGEMENT CLASSES SURE HAVE FRIED UP OUR SCHEDULES.
Paperwork

• Clutter is death; it leads to thrashing. Keep desk clear: focus on one thing at a time
• A good file system is essential, even for a middle or high school cadet
• Have files for each class, cadet event, etc.
• Touch each piece of paper once
• Touch each piece of email once; your inbox is not your TO DO list
An example of how a desk should look:
Telephone: I know, this one’s hard for teenagers :)

• Keep texts & calls short; stand during call
• Start by announcing goals for the conversation
• Don’t put your feet up
• Have something in view that you’re waiting to get to next; tell the other person “I’ve got to go do my homework.”
PILES ARE A VERY BAD THING
Scheduling Yourself

• You don’t find time for important things, you make it
• Everything you do is an opportunity cost; it costs you time, so make sure it is worth it.
• Learn to say “No”
• “I’ll do it if nobody else steps forward” or “I’ll be your deep fall back,” but you have to keep searching.
Everyone has Good and Bad Times

• Find your creative/thinking time. Defend it ruthlessly, spend it alone, maybe at home.

• Find your dead time. Schedule meetings, phone calls, and mundane stuff during it.
Interruptions

• 6-9 minutes, 4-5 minute recovery – five interruptions shoots an hour

• You must reduce frequency and length of interruptions (turn phone calls into email)

• E-mail noise on new mail or texts is an interruption -> TURN IT OFF!!
Cutting Things Short

• “I’m in the middle of something now…”

• Start with “I only have 5 minutes” – you can always extend this

• Stand up, stroll to the door, complement, thank, shake hands

• Clock-watching; on wall behind them
Delegation

• No one is an island
• You can accomplish a lot more with help
• As a cadet leader, you have to decide who among your subordinates can handle delegated tasks
• Delegation to the right people can be wonderful
• Delegation to a “flake” can be very stressful and not worth the trouble
Delegation is not dumping

• Grant authority to the person to accomplish the task; ultimately it is still your responsibility, but have them feel as though they are responsible to you.

• Concrete goal, deadline, and consequences.

• Treat your people well
Challenge People

• People rise to the challenge: You should delegate “until they complain”

• Communication Must Be Clear: “Get it in writing” – Judge Wapner

• Give objectives, not procedures

• Tell the relative importance of this task
Meetings: You will have many more of them as you go up through the ranks

- Average executive: > 40% of time
- Lock the door, unplug the phone
- Shoot for a maximum of 1 hour
- Prepare: there must be an agenda
- Minutes: an efficient way to keep track of decisions made in a meeting: who is responsible for what by when?; get these sent out to all participants within an hour after the completion of the meeting
Recommended Reading


Check on Learning
AVOIDING PROCRASTINATION

A5. Discuss procrastination and how it affects your ability to accomplish tasks on time, tools to avoid procrastination, avoidance, disorganization, and ways to reduce your stress.
Procrastination

...putting off for tomorrow something you can do today
TED Talk on Procrastination

Short Version

Long Version

Double Click in black area for YouTube video
Examples

• Waiting till the last minute to do a long-term project
• Not getting started on a project immediately when you are assigned to it
• Avoiding the fact that something is due on a particular date
Students Tend To

• Overestimate how much time they have left to perform tasks
• Overestimate how motivated they will be in the future
• Underestimate how long certain activities will take to complete
• Mistakenly assume that they need to be in the right frame of mind to work on a project
Why is procrastination bad?

• It causes a lot of stress, especially at the “last minute” when something is due
• Often it results in low quality work
• It often means things do not get done at all
• Deadlines are missed
Why do people procrastinate?

- It’s an unpleasant task, and you’re avoiding it
- You’re disorganized
- You’re overwhelmed

You can overcome these!
Overcome Procrastination

• Tackle unpleasant tasks head-on
• Resolve to accomplish the top unpleasant task on your list first
• Reward yourself for doing it!
Overcome Procrastination

To get organized, maintain a To Do List
Overcome Procrastination

Overwhelmed?

- Delegate more
- Eliminate some low priority work
- Adjust your suspense calendar
- Get assistance
How to solve the problem of procrastination

• Plan ahead - have a calendar to remind you when things are due
• Make a “to-do list you check off each time you accomplish something
• Break a big project into smaller parts and check off those parts as you finish them; that will make you feel good to have accomplished part!
Reward Yourself

• Reward yourself with something nice when you do finish things on time and according to the schedule you have set for yourself
  – A movie
  – An ice cream
  – An extra nap
  – Other ideas?
Invite others to hold you accountable

Ask a friend or your mom to “check up on you” to make sure you accomplished something by the deadline or are “on track” to accomplish the task on time.
Remember

The project you put off today becomes your CRISIS tomorrow!
Action Items

• Get a day-timer or time management software
• Keep a To Do List
• Track your time to see where you’re wasting it most
Check on Learning
MOTIVATION

A6. Identify the definition of motivation, the difference between extrinsic and intrinsic motivation, the key elements of Maslow’s Hierarchy of Needs, and what tools you can use to motivate others.
Motivation Defined

- The reasons you have for doing something. WHY you do something. Motivation also encompasses your enthusiasm for doing it.
- **Extrinsic** motivation is based on motivators outside of you – you act because you receive something tangible in return.
- **Intrinsic** motivation is based on motivators inside of you. You do something because of how it makes you feel, because you like doing it.
Maslow’s Hierarchy of Needs

Abraham Maslow was a psychologist who developed a theory that says we all have certain needs, which he put in order (into a “hierarchy”) in a pyramid. The most basic needs, on the bottom of the pyramid, outweigh all the needs above them, and so on up the list. Maslow said we have to fulfill our most basic needs before we can fulfill less critical needs.
Maslow’s Hierarchy of Needs

- **Physiological Needs**: Food, Water, Warmth, Rest
- **Safety Needs**: Security, Safety
- **Social Needs**: Intimate relationships, friends
- **Esteem Needs**: Prestige and feeling of accomplishment
- **Self-Actualization**: Creativity, achieving one’s full potential
Examples of Needs

- **Physiological**: Food, Water, Shelter
- **Safety**: Freedom from Fear, Violence, and Uncertainty
- **Social**: Love, Connection with other People, Belonging
- **Esteem**: Attention, Honor, Appreciation, Good Reputation
- **Self-Actualization**: Self-Fulfillment
It’s a Hierarchy, Low to High

- If you don’t have food, water, and shelter in your life, you don’t worry about love, employment, or self-fulfillment. You are focused on getting enough to eat and drink, and a place to live.
- You may find a place to live that is in a bad part of town, but you don’t worry about that until you are no longer hungry and thirsty. Then, the safety of your situation gains importance to you.
Motivation

• Maslow’s Hierarchy of Needs is a theory about motivation. If you understand what motivates people, you are closer to being able to motivate them yourself.

• If your followers have basic needs that aren’t being met, they’re not going to be motivated by lofty ideals – they need more tangible rewards.

• If your followers are comfortable, have enough money, and feel they belong, you’ll need to motivate them differently – offer something they do need, like attention or an award.
The What and Why

• The job of the leader is to define the “what” and “why”.
• Cadets need to understand the “end state” and what success looks like when they start a task.
• Motivation increases when you understand how your role relates to larger and more important outcomes.
Goal Setting

- Goal setting can shape motivation
- The key is to set achievable goals
- Break larger goals into multiple smaller goals
- Track progress
- Award achievement
Enhance Motivation Through

• Positive Reinforcement
  – Rewarding good performance
  – Either something tangible like money or award or something intangible like praise or recognition

• Competition

• More responsibility and independence

• Building esprit de corps and tying success of a task to the unit’s success
So how do you motivate your cadets?

- Know them – their basic needs, what inspires them, what draws them to the Cadet Corps
- Set goals, give them task and purpose (what and why), keep them informed
- Reward good performance through public praise, promotions, awards, responsibility
- Work toward building esprit in your unit and ensure they feel they are an important part of the team.
Check on Learning
CRITICAL THINKING

A7. Explain why critical thinking is important and identify some critical thinking skills.
Critical Thinking Definitions

• The objective analysis of facts to form a judgement.
  [Edward Glaser “Defining Critical Thinking” The International Center for the Assessment of Higher Order Thinking]

• Rational, skeptical, unbiased analysis or evaluation of factual evidence

www.businessdictionary.com
Why is Critical Thinking Important?

• If you can’t figure that one out, you’re not a critical thinker!
• Leaders need to be able to gather facts and assumptions, analyze what they know, creatively determine the best way forward, and work with others to accomplish a mission.
• They do this through critical and creative thinking.
A Critical Thinker Seeks:

the study of Truth; having a mind nimble and versatile enough to catch the resemblances of things ... and at the same time steady enough to fix and distinguish their subtler differences; desire to seek, patience to doubt, fondness to meditate, slowness to assert, readiness to consider, carefulness to dispose and set in order; and as being a man that neither affects what is new nor admires what is old, and that hates every kind of imposture.

Sir Francis Bacon 1605
Critical Thinking Quotes

• "It is the mark of an educated mind to be able to entertain a thought without accepting it." – Aristotle
• "If you think education is expensive, try ignorance." - Derek Bok
• "An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you do know and what you don't." - Anatole France
• "Education would be much more effective if its purpose was to ensure that by the time they leave school every boy and girl should know how much they do not know, and be imbued with a lifelong desire to know it." - William Haley, British Editor
• "Do not confine your children to your own learning for they were born in another time." - Hebrew Proverb
• "Too often we give children answers to remember rather than problems to solve." - Roger Lewin
Critical Thinking Skills

We’ll present here the six core skills used in critical thinking as identified by Peter Facione and summarized by Grant Tilus (Rasmussen College)

Skill #1: Interpretation

*What it Means*: Having the ability to understand the information you are being presented with and being able to communicate the meaning of that information to others.
Skill #2: Analysis

*What it Means:* Having the ability to connect pieces of information together in order to determine what the intended meaning of the information was meant to represent.
Skill #3: Inference

What it Means: Having the ability to understand and recognize what elements you will need in order to determine an accurate conclusion or hypothesis from the information you have at your disposal.
Skill #4: Evaluation

*What it Means*: Being able to evaluate the credibility of statements or descriptions of a person’s experience, judgment or opinion in order to measure the validity of the information being presented.

10 Facts about you
1. You’re reading this right now.
2. You’re realizing that #1 is a stupid fact.
4. You didn’t notice that I skipped three.
5. You’re checking now.
6. You’re smiling.
7. You’re still reading this list even though it’s stupid.
9. You didn’t realize I skipped eight.
10. You’re checking again and smiling about how you fell for it again.
11. You’re enjoying this.
12. You didn’t realize there’s only supposed to be ten facts.
Skill #5: Explanation

What it Means: Having the ability to not only restate information, but add clarity and perspective to the information, so it can be fully understood by anyone you are sharing it with.
Skill #6: Self-Regulation

*What it Means:* Having the awareness of your own thinking abilities and the elements that you are using to find results.
Use your brain!

1. Does England have a 4th of July?

2. 7 months have 31 days in them. 11 months have 30 days in them. How many months have 28 days in them?

3. How many birthdays does the average person have?

4. What is sweetened then soured, boiled then cooled?

5. A woman gives a hobo 50 cents; the woman is the hobo's sister, but the hobo is not the woman's brother. How can this be?
Answers

1. Yes – it comes after the 3\textsuperscript{rd} of July
2. All 12
3. One
4. Sweet Tea
5. The hobo is her sister
1. See if you can explain this one... Two men play five games of chess. Each man wins the same number of games. There are no ties.

2. What is pronounced like a single letter, written with 3 letters, and most animals have two of them?

3. A man builds a rectangular house. All sides of the house are exposed to the south. A huge bear walks by. What color is the bear? Why?

4. What is the beginning of eternity, the end of time and space; the beginning of every end, and the end of every race?

5. What is lighter than a feather, but cannot be lifted?
Answers – Don’t Peek!

1. They aren't playing each other.
2. Eye
3. White. The house is at the North Pole so it is a polar bear.
4. The letter E
5. A bubble
3. Find x.

Here it is

SIMPPLICITY

The simplest solutions are often the cleverest
They are also usually wrong
Check on Learning
CONFLICT RESOLUTION

A8. Identify conflict styles, truths, and strategies. Identify the parts to the problem-solving process. Explain the steps in resolving a conflict between two people.
General

• Conflict is a part of life—it can be a positive part of life, an instrument of growth.
• Conflict can be good or bad depending on how we learn to deal with it.
• Every time we interact with someone there is a potential for conflict because people’s needs and expectations may not be the same.
• We can even feel conflicts within ourselves and may displace these onto others unless we are careful.
• Small conflicts should be dealt with as soon as possible, so they don’t grow.
• Try to identify possible hidden conflicts.
• Disagree with ideas or behavior, not people.
Conflict Styles

- **Avoiding**—Issue and relationship both are insignificant.
- **Accommodating**—Relationship is more important than the issue.
- **Forcing**—The issue is more important than the relationship.
- **Compromising**—Cooperation is important (give a little, get a little).
- **Collaborating**—Relationship and issue are both important (takes more time).
When analyzing your conflict style in a particular situation, ask the following questions:

- How is this conflict style working for you?
- What are your needs, and are they being met?
- What outcome could using this conflict style lead to?
- Are you satisfied with the outcome of this conflict style?
- Are there situations in which you change your conflict style?
- Are conflict styles situational?
- What would it take for you to change your conflict style?
- How would using a new style affect the outcome?
Conflict Outcomes

- Win-Win
- Win-Lose
- Lose-Win
- Lose-Lose
When in Conflict:

- Take time to cool off
- Think about the person as a person – empathy
- Know your aim – what do you want to get out of this?
- Try to understand what the other person is saying
- Find something you can agree on
- Be specific when you introduce a gripe
- Ask for and give feedback on major points
- Never assume you know what the other person is thinking
- Forget the past and stay with the present
Strategies

• Identify the true nature of the problem
• Listen to other parties with empathy, and try to understand the opposing view
• Frame your thoughts from the “I” point of view, not the “YOU” point of view
• Keep the issues separate from the people
Common Truths

• Cool off – don’t try to resolve conflict if you can’t get past the emotion. At a minimum, take some deep breaths and step back
• Use “I”, not “YOU”
• Listen actively
• Restate what the other person says
  – “What I heard you say was . . . “
• Seek compromise
Problem Solving Process

1. Identify the problem.
   a. Talk about the real concerns and identify the issues or needs.

2. Focus on the problem. Try to keep the behavior out of it and don’t take it personally.
   a. Do so without blaming or attacking the other person.
   b. Identify and clarify issues and needs.

3. Listen with an open mind and try to first understand the other person, then seek to be understood.

4. Brainstorm solutions with no judging.

5. Evaluate solutions.
   a. Think win-win.
      b. Identify positives and negatives of each.
   c. Possibly combine solutions and/or modify them.
   d. Be creative!
   e. Ask reality testing questions--“what ifs?”

6. Agree upon a solution.

7. Come up with a plan to carry out the solution.
Conflict resolution with difficult cadets

• Stonewalling
  – Behavior: Cadet refuses to respond verbally and look for a solution
  – Solution: leader can decide what’s next.

• Verbal disrespect
  – Behavior: cadet uses foul language to get a rise out of the leader.
  – Solution: Stay cool; tell the cadet to treat you with respect or leave the room.
Conflict resolution with difficult cadets

• Blaming others:
  – Behavior: cadet blames others and takes no responsibility
  – Solution: Redirect the student to the issue at hand, saying “let’s find a solution.”

• Unworkable solution:
  – Behavior: cadet suggests an “off the wall” solution that is inappropriate.
  – Solution: Ask the cadet to offer a more reasonable solution; brainstorm as necessary.
Cadet - Cadet Conflict Resolution

• “Hi, my name is ___, and I’m trained to help resolve conflict.”
• “Do you want to solve the problem with me?”
• If yes, move to a different area to talk.
• “Will you agree to 4 rules?:”
  – Do not interrupt
  – No name-calling or putdowns
  – Be as honest as you can
  – Agree to solve the problem.
Cadet - Cadet Conflict Resolution

- Defining the problem
  - “Who will talk first?”
  - Ask Person #1 “What happened?” RESTATE
  - Ask Person #1 “How do you feel? Why?”
  - Ask Person #2 “What happened?” RESTATE
  - Ask Person #2 “How do you feel? Why?”
Cadet - Cadet Conflict Resolution

• Finding solutions
  – Ask Person #1 “What can you do to resolve your part of the problem?
  – Ask Person #2 “Do you agree?”
  – Ask Person #2 “What can you do to resolve your part of the problem?”
  – Ask Person #1 “Do you agree?”
  – Ask each disputant “What could you do differently if this happened again?
  – Ask “Is the problem solved?”
  – Ask disputants “Please tell your friends the conflict is solved.
  – “Congratulations on your hard work solving this dispute.”
Check on Learning
A9. Describe the five key elements of Emotional Intelligence and how they relate to your leadership abilities.
Emotional Intelligence

The ability to perceive, control, and evaluate emotions.
Emotional Intelligence

• Salovey and Mayer
• 1990
• The ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions
• Goleman popularized EI
• Like IQ for emotions - EQ
5 Key Elements of EI

1. **Self Awareness**
   The ability to recognise and understand your moods, emotions and drives, as well as their effect on others

2. **Self Regulation**
   The ability to control or redirect disruptive impulses and moods

3. **Motivation**
   A passion to work for reasons that go beyond money or status

4. **Empathy**
   The ability to understand the emotional makeup of other people

5. **Social Skill**
   Proficiency in managing relationships and building networks
Self-Awareness

Know your strengths and weaknesses

Methods of Improving Self-Awareness

- Accept your emotions
- Appreciate your strengths and weaknesses
- Keep an emotional journal
- Listen to the message
- Take a walk in their shoes
Self-Regulation

Control your emotional responses, don’t make rushed decisions
Motivation

Work toward your goals
Empathy

Put yourself in others’ shoes
Social Skills

Be a great communicator, be open to feedback
### Four Domains of Emotional Intelligence

<table>
<thead>
<tr>
<th>Domain</th>
<th>Self Awareness</th>
<th>Self Management</th>
<th>Social Awareness</th>
<th>Relationship Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must Know</td>
<td>Know your story and how it affects you</td>
<td>Develop skills for breathing and relaxation</td>
<td>Understand nonverbal communication</td>
<td>Develop skills for reflective listening</td>
</tr>
<tr>
<td>Must Make Peace</td>
<td>Make peace with your past</td>
<td>Learn positive, self-affirming beliefs</td>
<td>Develop a positive view of others</td>
<td>and empathy</td>
</tr>
<tr>
<td>Must Know Beliefs</td>
<td>Know your beliefs, your emotions and your behavior</td>
<td>Develop self-soothing and self-motivation skills</td>
<td>Understand the basic emotional needs</td>
<td>Develop skills for assertive communication</td>
</tr>
<tr>
<td>Must Know Patterns</td>
<td>Know your relationship patterns</td>
<td>Maintain good physical health</td>
<td>Understand &quot;games&quot; and personal integrity</td>
<td>Learn conflict resolution skills</td>
</tr>
<tr>
<td>Must Learn Skills</td>
<td>Learn skills for support &amp; affirmation of others</td>
<td></td>
<td></td>
<td>Learn skills for support &amp; affirmation of others</td>
</tr>
</tbody>
</table>
Habits of Emotionally Intelligent People

1. Emotionally intelligent people pay attention to what they are feeling. They are self-aware.
2. They understand how other people feel, and are empathetic.
3. They are able to regulate their emotions, and think before they act on their feelings.
4. They are motivated to achieve their goals.
5. They have strong social skills, and are attuned to their own feelings and those of others.
6. They are willing and able to discuss feelings with others.
7. They are able to correctly identify the underlying causes of their emotions.
Check on Learning
TEAMWORK AND BUILDING TEAMS

A10. Discuss the concept of teams, why teamwork is a major goal of the Cadet Corps, and how an effective team functions. Identify Tuckman’s stages of group development.
A9. Discuss the concept of teams, why teamwork is a major goal of the Cadet Corps, and how an effective team functions. Identify Tuckman’s stages of group development.
BusinessDictionary.com defines teamwork as:
A group of people with a full set of complementary skills required to complete a task, job, or project.
Why We Encourage Teamwork

The last concept in that definition – “generating performance greater than the sum of the performance of its individual members” is why teamwork is valued. People working together as a team, properly managed, can accomplish more than the individuals would alone.

This is a life skill we want our cadets to have!

Together Everyone Achieves More!
Team Members

- Rely on each other
- Manage the work cooperatively
- Are all accountable for the outcome
- Work toward a common goal and shared rewards
- Use the synergy created to accomplish more than the sum of what they could do individually
Military Model of Teamwork

• Chain of Command
• People toward top have more authority & responsibility
• Each member plays a key role in mission accomplishment
• We work together to care for each other & accomplish the mission
A Good Team Member Has:

- Trust of each other
- Self-Discipline
- Time-Management Skills
- Selfless Service
- Competence
- Loyalty
- Obedience
- Initiative
The Team Leader Must:

- Communicate the Objective
- Communicate the Plan to Accomplish the Objective
- Monitor the team’s progress
- Provide motivation
- Manage conflict
- Solve problems
- Develop pride in the product
Stages of Group Development

- Proposed by Bruce Tuckman in 1965:
- These phases are necessary and inevitable in order for the team to grow, face up to challenges, tackle problems, find solutions, plan work, and deliver results

Forming – Storming – Norming – Performing

Adjourning *(added in 1977)*

Tuckman, Bruce; Developmental Sequence in Small Groups; Psychological Bulletin. 63(6) 384-399
1. Forming
   - How do I fit into the group?
   - What are other people’s attitudes?
   - Who will lead?

2. Storming
   - These are my goals, how are they different from yours? How shall we organise ourselves? Here the group conflicts and relationships formed earlier may be disrupted.

3. Norming
   - Let’s develop ways to work more closely. Here a sense of group identity is formed and roles are allocated.

4. Performing
   - Let’s collaborate, or compete in a friendly manner. The group now has an effective structure, and focuses on achieving the tasks.

5. Adjourning
   - Here the group disbands and members reflect on how the group performed.
Forming

• The team meets, orients to each other and the task.
• Initial situation testing to determine the nature of the environment
• Dependence on the leader
Storming

• Resistance to group influence and task requirements
• Intragroup conflict
• Emotional response to task demands
Norming

- Intragroup feeling and cohesiveness develop
- New standards evolve and new roles are adopted
- Open exchange of relevant interpretations
- Intimate, personal opinions are expressed
Performing

• Roles become flexible and functional
• Structural issues have been resolved
• Structure can support task performance
• Interpersonal structure becomes the tool of task activities
• Group energy is channeled into the task
• Solutions can emerge
Adjourning

• Anxiety about separation and termination
• Sadness
• Feelings toward leaders and group members
• Self-evaluation
Check on Learning
A12. Identify the things leaders do, the role of leaders within the CA Cadet Corps, and the roles of Commandants, Cadet Officers, and Cadet NCOs.
What Leaders Do

✓ Find a vision
✓ Lead by example
✓ Establish team values
✓ Set norms
✓ Identify expectations
✓ Nurture collaboration/build team
✓ Build trust
✓ Conduct effective meetings
Can You Do These Things?

✓ Make meaningful decisions
✓ Manage conflict
✓ Problem solve efficiently
✓ Set goals
✓ Plan effectively
✓ Share information
✓ Communicate successfully
✓ Prepare & improve self
Can You Learn To?

✓ Coach & develop others
✓ Train for competency
✓ Give productive feedback
✓ Manage change
✓ Assess performance
✓ Create a positive environment
✓ Foster esprit de corps
✓ Gets results
You Can Lead Too

Maybe you can’t do all these things right now. But you can do the small things it takes to lead now, then build on your skills as you gain experience.
Junior Leaders

• Set the example
• Wear your uniform properly
• Practice military courtesy – Sir, Ma’am, Sergeant
• Learn drill & ceremonies and how to march with precision and sharpness
• Check to make sure other cadets know what’s going on
Junior Leaders

• Know where the cadets in your squad are
• Check their uniform before an inspection
• Encourage them to take promotion tests
• Set a goal for promotions and work toward it
• Learn your CACC memory work
Battalion & Brigade Staff

• Read the regulation(s) that address your functional area
• Learn what your tasks are and do them
• Help your fellow staff members accomplish what needs to be done
Senior Cadets

- Teach junior cadets
- Set goals for the battalion
- Help plan and run activities
- Participate at Brigade and 10th Corps levels
- Command a drill team
Cadet Officers

• Plan & execute missions
• Run the battalion: goals, activities, inspections, paperwork, some teaching
• Responsible for training junior cadets, setting the example, and passing on the CACC Core Values and Honor Code
• Lives by the Cadet Creed
Cadet NCOs

- Conduct training in drill
- Inspect and correct uniforms
- Get accountability of assigned cadets
- Set the example
- Live by the CACC Core Values and Honor Code
- Train, mentor, communicate, and advise
Commandants

• Teach and mentor cadets
• Construct the program so cadets get leadership opportunities
• Oversee activities
• Help staff prepare for AGI
• Show senior cadets where to find information they can use to improve the program
Commandants

• Make sure orders are published for positions, awards, etc. and entered in cadets’ files
• Be the CACC representative to the Principal
• Schedule activities with school, district, and local organizations
• Put cadets in position to lead
Check on Learning