State of California – Military Department
California Cadet Corps

CURRICULUM ON LEADERSHIP

Strand L4: Leadership Doctrine

L4A: Leadership Skills

Level 11

This strand is composed of the following components:

A. Leadership Skills
B. Leadership Styles & Theories
C. Senior Leadership

"Lead, Follow, or Get Out of the Way!"

Updated 20 Nov 2023

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A. LEADERSHIP SKILLS

Standard #2: Students learn duty, service, and responsibility as a citizen of their school, their community, the State of California, and the United States.

OBJECTIVES

DESIRED OUTCOME (Self-Mastery)
Cadets will grasp leadership as a goal, understand the structure of leadership in a stratified organization, and embrace the 'mastery of self' needed to be a good cadet and follower.

Plan of Action:

1. Define leadership in your own words.
2. Define attitude and discipline, explain why it's so important to being a cadet, and show how attitudes are contagious.
3. Discuss the differences between short, medium, and long-term goals, and how to make your goals "SMART."
4. Identify methods of managing your time as a resource, efficiently organizing your life to save time and accomplish what you set out to do.
5. 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.
6. 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.
7. Explain why critical thinking is important and identify some critical thinking skills.
8. Identify conflict styles, truths, and strategies. Identify the parts to the problem-solving process. Explain the steps in resolving a conflict between two people.
9. Describe the five key elements of emotional intelligence and how they relate to your leadership abilities.
10. 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.
11. Use team leadership exercises to build teamwork among a group of cadets.
12. Identify the things leaders do, the role of leaders within the CA Cadet Corps, and the roles of commandants, cadet officers, and cadet NCOs.

A1. Leadership Overview.

Introduction to leadership. The very core of the California Cadet Corps is training, developing, and introducing cadets to LEADERSHIP as a skill that will promote your success in life. Why do we think leadership is such an important concept? It prepares you to take charge and drive your life toward your goals, whatever they may be.

A famous saying by General George Patton is LEAD, FOLLOW, OR GET OUT OF MY WAY. It really comes down to that. You can lead or you can let others lead – in your personal and professional lives. If you don't lead, someone else will. And your destination in life will then be up to them.

What is leadership? Elsewhere in our curriculum (Lesson M5, B3), we have defined Leadership as "the process of influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization." We break down that definition and examine each word or phrase to determine the deeper meaning of the definition. This is the Army's definition, and it focuses on how leaders in the Army use their skills to do what the Army needs them to do. It works within the Cadet Corps, and also within most organizations – though it's stated in a way that works better for the Army than, say, Google.

General Dwight Eisenhower said, "Leadership is the art of getting someone to do something you want done because he wants to do it." Cadet Corps leadership prefers to phrase it this way: "Getting people to want to do what you want them to do." This speaks to motivation, goals, direction and purpose, and certainly of influencing people.

A hundred years ago, there wasn't much literature available regarding leadership. There were profiles of leaders. There was discussion of the traits leaders might have. But in the past 60 years, bookshelves have exploded with books and papers presenting new theories on leadership and leaders. As students of leadership, we should be familiar with the study of our topic over time – and we will explore a number of the theories that have survived to prominence as we look at leadership. We will discuss motivation and personality, and different ideas on how to deal with different situations.

One lesson we take from examining numerous theories, is that leadership is a soft science; many consider it an art. What is taken as gospel today may be debunked, or at least significantly built upon, in 10 years' time. Wise people are continually developing new theories, and they're ALL worthwhile. There isn't one answer to successful leadership. Each leader is different, each situation is different, and what works for one leader may or may not work for another. We expose you to these ideas so you can develop and understand your own leadership qualities, and so you can move forward based on an understanding of the many aspects of leadership and how it applies to the people in your life.

It must be noted that leadership can be learned and developed. Some people are better at some of the skills that leaders use, but everyone can learn those skills and improve their leadership abilities. Being a cadet gives you many opportunities to do just that.

Leaders of Character. We started our curriculum on leadership with Strand L1 – Character Development, because character is of extreme importance in leadership. A leader's integrity, and the amount of trust and respect they develop in their relationships with subordinates, peers, and superiors, is significant in establishing credibility as a leader. Once you have that credibility, people will follow you, even when you're heading to in a direction they believe isn't in their best interest. In the military,

soldiers follow great leaders because of the credibility they've built, not just because of legal requirements to follow orders. In civilian life, credibility can be even more important. Certainly, many people follow their boss because they don't want to lose their job, but eventually, people will bail out of a situation with a poor leader, even when it means changing jobs. Good leadership – building trust and respect – is just as important in building a good organization in business as it is in the military. Our core values are critical in our embrace of the culture of our organization. One who maintains the virtues of selfless service, integrity, and respect, is halfway to being a successful leader!

We have divided this strand into three parts, titled The Cadet, The NCO, and The Officer. The information presented relates to the self-mastery that a cadet achieves as he/she learns all the things it takes to be a successful cadet in the ranks of cadet recruit through cadet first class; taking on the mantle of leadership that an NCO embraces, amid much of the academic theory of how leadership works; and the indirect and influential skills needed to be an officer and manager at higher levels of an organization. All three sections are important lessons in the study of leadership. You don't have to be an officer to study Section C. In fact, senior leadership is just as important for senior NCOs as it is for officers. And officers certainly can't skip over the leadership theories in Section B – you would have a hole in your education of leadership!

Interwoven through the theory presented in this strand are various skills that are required as a leader. Goal setting, motivating, time management, team building, and conflict resolution are all important skills leaders must develop. As you build your understanding of leadership theory and develop your leadership-related skills, you'll have what it takes to lead others!

Self-mastery includes an awareness of your abilities, strengths, and weaknesses, along with the acquisition of the skills a cadet must have. You should look honestly at your abilities, and discuss your strengths and abilities with your leaders, including your commandant. Only if and when you know and understand your strengths and weaknesses, can you take advantages of your strengths and begin to improve your weak areas.

A2. Attitude & Discipline

What is Attitude? We define it here as the state of mind that lies behind everything a person does – what you THINK or how you FEEL about something. You have an attitude about small things (i.e., how you feel about after-school drill practice), and you often display an overall attitude about things in general (i.e., your attitude about being a cadet). We often characterize attitudes as positive or negative, and often they are quite complex.

How can you tell someone's attitude, if it's all in their mind? We show our attitudes to the people around us with our facial expressions, gestures, posture, tone of voice, and what we say. How a cadet wears her uniform is a sign of her attitude toward the Cadet Corps, or toward her unit and leaders. Can an attitude affect others? How about the attitude of a leader? Do they influence their followers to adopt the same attitude?

If the 1st squad leader is in a bad mood, and carries out an inspection by yelling at cadets, dressing them down for minor errors, and showing disrespect to the cadets, does that impact the squad? How will cadets feel about that leader, or about the Cadet Corps? Will they want to participate in more activities, or not participate at all? Does the squad leader's attitude and actions change THEIR attitudes?

If the 2nd Squad Leader is cheerful and supportive, works with her cadets to improve their uniforms and drill and helps them do their best while establishing a high standard of performance, does that have an impact on the squad? In which unit would you prefer to belong? Which leader would you prefer to follow? Can your attitude impact your decision-making? Are you aware of it when it does?

You can't escape attitudes, but you can work at ensuring you display a positive attitude, especially when you're a leader. Attitudes are contagious – you can catch them just like you catch the flu – by being around them. As a leader, your attitude is particularly contagious. Your subordinates will pick up on your comments and body language. If you say one thing while exhibiting an attitude that shows disdain for what you're saying, you're really sending a mixed message that will confuse your subordinates.

Attitudes often are a result of understanding a situation. If you know WHY your leader wants you to do something, you not only understand the end result better and can therefore reach it more easily, you have more opportunity to buy into the reasoning and make it your own. This will improve your attitude about the task, and make it easier for everybody. That's a major reason that a leader's job is to communicate the task and purpose to their subordinates. Do you know why we do some of the things we do in the Cadet Corps? Why do we wear a uniform? Why do we drill? If you understand the reasons behind these cadet skills, you are a step further in taking pride in them and exceling as a cadet.

There are many ways to define discipline, and different types of discipline. The Cambridge dictionary says discipline is:

> "training that produces obedience or self-control, often in the form of rules and punishments if these are broken, or the obedience or self-control produced by this training."

In that context, it means imposing rules and doing something to make people follow them. Webster's dictionary defines self-discipline as:

> "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."

In that context, discipline is more like self-control, willpower, or resolve. Group discipline is:

> "a group under control."

Definitions of military discipline usually refer to a **state of training** that values **obedience** and **respect for authority.**

We like cadets to have self-discipline. Why? Because it means they will be focused on a goal, more likely to do what they're supposed to do, and responsive to authority. Disciplined cadets identify what's right and they do it, even when they'd rather do the opposite.

So why do we connect attitude and discipline? Remember when we said that attitudes impact what you do? 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. If you have a positive attitude,

you're more likely to have the willpower – the self-discipline – to accomplish your task, whatever it is. So attitude and discipline together lead to success!

A3. Personal Goal Setting. (Hyatt, 2017)

High achievers in life rarely get where they are by chance. They figure out what they want to achieve, and they go after it. They determine where they want to be by a certain time, and establish goals that will take them there. Getting to your destination in space/time is no different than getting to your destination on a road – think of it as the highway of life! Once you know where you're going, you plan out how to best get there. That's what personal goal setting is all about.

Have you figured out what you want to do with your life yet? As a teenager, you may not have reached the point where you can make life-changing decisions about what you want to do. Or you may be one of those people that knows from an early age what they want to do in life.

If you haven't settled on your life's goals yet, that's okay! You certainly have time to work it out. But we encourage you to start thinking about what you want out of life. You can't hit the road to get there until you know your destination. Many people take a long time to come to that decision; they may try different paths or experiences until they finally know what they want. And many people never set goals – they just walk down the nearest road, going where the wind takes them. But those who have goals – and write them down – accomplish significantly more than those who don't.

There are essentially three types of goals: short, medium, and long term. Short-term goals are really more like the tasks you need to accomplish right away. Short-term goals are often listed on your To-Do List (see A4). Medium-term goals go a little deeper. They help you set priorities for how you spend your time. For a student, a medium-term goal may relate to what you want to accomplish while you're in school. Long-term goals relate more to what you want out of life. They take a lot of time and planning to accomplish, and there are often many steps or objectives that you set as interim goals on your way to accomplishing a long-term goal.

If you want to reliably accomplish your goals, write them down. Consider them as you set your priorities and allot your time.

How many goals can you have? Not too many! You can probably only manage five to seven real goals at any one time. Don't bite off more than you can chew! And you should know what those goals are – they become intrinsic to the paths you choose to travel. You should write them down and review them regularly. Maybe even post them where you see them daily – above your computer or next to the mirror in your bathroom. The more you sell yourself on them, the more likely you'll accomplish them.

Make your goals "SMART." (Hyatt, 2017)

- ***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 you hit the goal.
  Bad: "Earn more this year than last."
  Good: "Earn $5,000 more this year than last year."

- ***Actionable***—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-bound***—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.

Life is a growing experience – we never stop. As you accomplish a goal and take it off your list, think forward to what new goal you might add.

A4. Time Management.

So what's the secret of time management? Goals, priorities, and organization!

Time and people are probably the most important resources you will ever manage. You don't always have much influence over the number or quality of the people who work for you, but you have a lot of influence over how you and your people spend the time you have available.

Time is like furniture in a house – you will continue to fill every blank space until your house is crammed with (sometimes unnecessary) furniture. You will continue to fill your day with (sometimes unnecessary) tasks, to the point of not having enough time available to complete the most important tasks on your plate. Many people are poor time managers, but time management is a skill that can easily be learned and practiced. As a leader, time management is one of the skills you must master in order to be successful. Think how much you can get done if you are able to manage your time wisely, avoid procrastination, and delegate properly! Being successful doesn't make you manage your time well. Managing your time well makes you successful!

Goals. It would be helpful to review the section on setting personal goals (A3). We speak of goals as a destination, and time management is essentially selecting the route you will take to get to your destination. Are you going straight to the destination, or are you stopping at other places along the way? Are you going to take side trips? If you get lost, you may not reach your destination!

What do I need to get done? What is the end state (what does the finished 'product' look like)? What are all the interim goals? For a complex project, you might have many tasks to complete in order to reach your goal. Having a written plan that lists all these tasks is the only reliable way of ensuring you accomplish them all – and it lets you know how you're doing as far as time goes, and gives you feedback that you are actually making progress.

How far out should you plan? That probably depends on what you're doing in life, but generally everybody should have short-term, medium-term, and long-term goals, and a plan to achieve them. As a student, your short term goals might encompass the next week. Medium term would go to the end of your current semester or through middle or high school, and long term would be goals from that point forward to cover the rest of your life. For the most part, your time management skills are going to be most critical in accomplishing your short term goals.

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

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

Once you have a list of required tasks, don't assume you know what you have to do! Take a look at your list and make a good assessment of it. Do you really need to do all those things?

Do YOU really need to do all those things?
Do you REALLY NEED to do all those things?
Do you really need to do ALL those things?

Some things may be easily done by others. Delegate tasks to subordinates to accomplish the mission; this also helps train your subordinates, and gets everyone working together as a team. Of course, as a student, many of your tasks will be related to your academic studies, and you can't delegate those! But if you're a squad leader getting ready for an inspection, you could assign different cadets to be the experts on different aspects of the inspection, and prepare for it as a team. One cadet checks all the gig lines. One cadet checks all the rank insignia and DUIs. One cadet goes around with a rag to ensure everyone's shoes are buffed. You get the idea.

Are there tasks on your list that don't really need to be there? The 80/20 Rule says that 80 percent of what we do is really trivial; only 20 percent is really critical. Some things don't really need to be done. It's hard to separate the trivial from the important, but if you can delete tasks from your list that won't make a difference if they are not completed, you've saved time, and you may be more successful in reaching the important goal.

You can ask yourself the following questions to see if you can eliminate a task:

- 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 classic way to manage all the tasks you need to accomplish is with a **TO-DO LIST**. There are different ways of constructing your list – we give you a few options. To-do lists break things down into small steps – your list of tasks.

Priorities. After you've set your goals and listed your tasks, you need a way to sort through the tasks to determine which are more important, or which need to be done sooner than others. You can set up your own system of priorities based on the types of tasks on your list. There are many task management systems or project management systems available on the Internet.

ABC Method (Unknown, 2017)

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

Each group is then rank-ordered by priority (A-1, A-2, etc.). To further refine the prioritization, some individuals choose to then force-rank all "B" items as either "A" or "C." ABC analysis can incorporate more than three groups [*Lakein, Alan (1973). How to Get Control of Your Time and Your Life. New York: P.H. Wyden.]*

Some people argue that you should do the most unpleasant task first. Once that is done, you will be more motivated to continue to accomplish other tasks. Others believe you get motivated by accomplishing a lot of smaller tasks first. Do what works for you – the key is to eliminate unnecessary tasks and to get things done by the time they are due.

Don't get so tied into your list-making that you waste too much time organizing and never get to the doing phase. Procrastinators are prone to this. Keep your process as simple as you can, as long as it lets you prioritize, eliminate, and analyze your tasks. If you have a routine that you do every day, you don't need to add it to your task list. Sometimes it CAN make you feel you're accomplishing more by listing everything, but generally, you're just wasting time on list management.

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, as well as having a plan on how you will reach your goals. Putting your interim objectives on your task list will keep them relevant.

The various formats that are common for to-do lists usually contain some or all of these fields:

- Priority: high/medium/low, or 1/2/3, A/B/C, etc. Level of importance.
- Due date: date/time by which a task must be accomplished.
- Task name/description: Name the task so you'll know what it is.
- Status: started/working/waiting for input/completed, etc.
- Notes/remarks/follow-up: These are up to you—a good place for status explanations.

Some lists are organized not by task, but by type of task. So the form will have different areas for the types of tasks you are tracking. For a working person, this might be calls/correspondence/emails, meetings/projects, etc. For a student it might be classes/homework/clubs/home tasks/cadet corps tasks, etc.

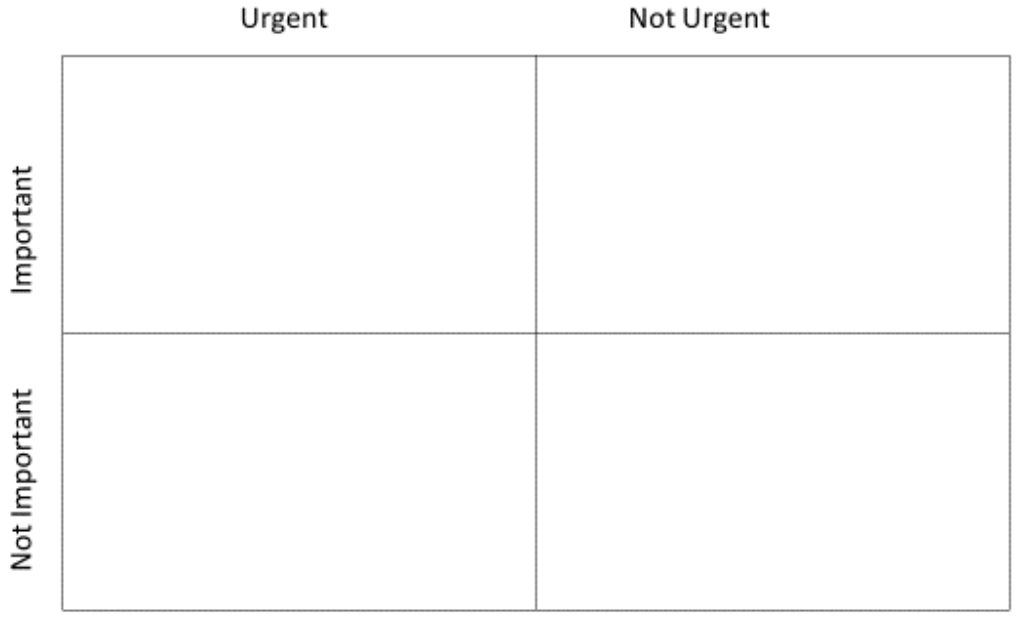
Styles of to-do lists:

- Simple list – list out your tasks one after another down a page (or spreadsheet)
- Quadrant list – divide your list into quadrants or sections

Simple list:

Priority	Due Date	Task	Status	Notes

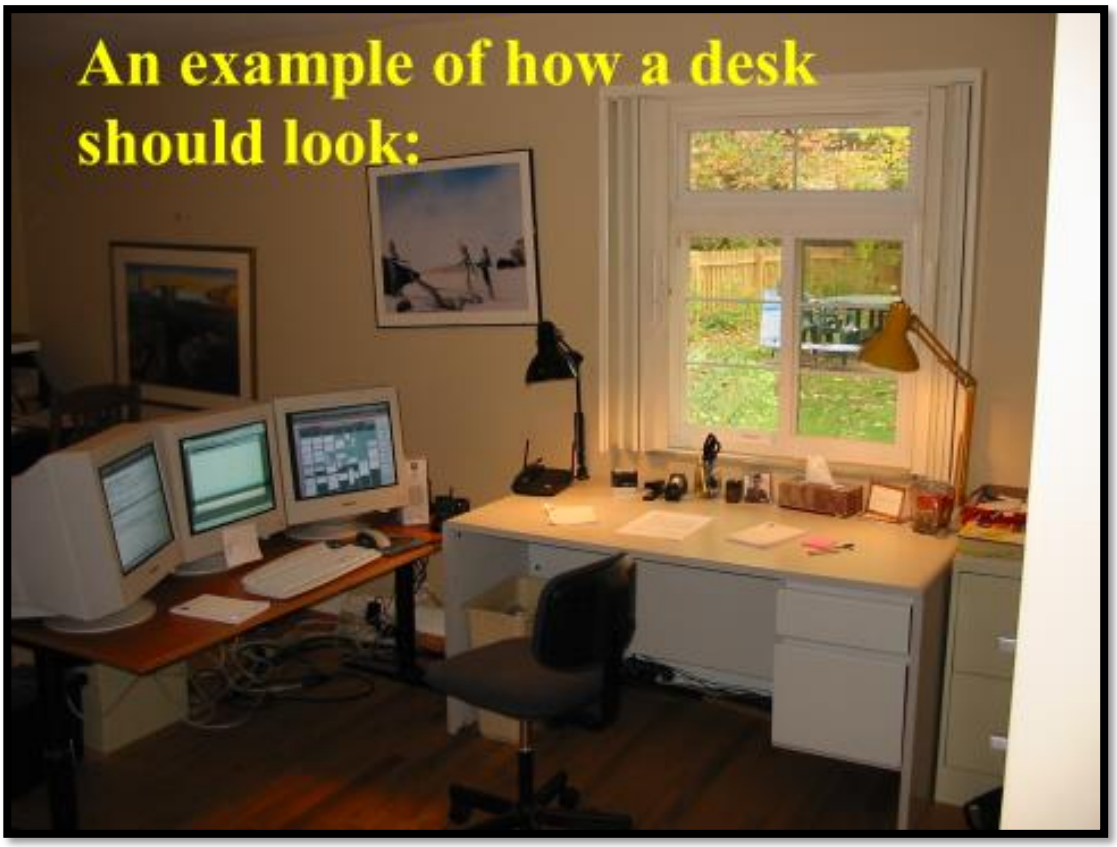
4-Quadrant (Eisenhower Method) to-do list:



Organization and Environment. All these methods of tracking what you need to get done help you organize your time so that you accomplish what you must, and if you don't have enough time to accomplish everything, you can easily see what's most important so that you can prioritize your time to accomplish your most important tasks. It helps to manage your environment so it supports good time management habits.

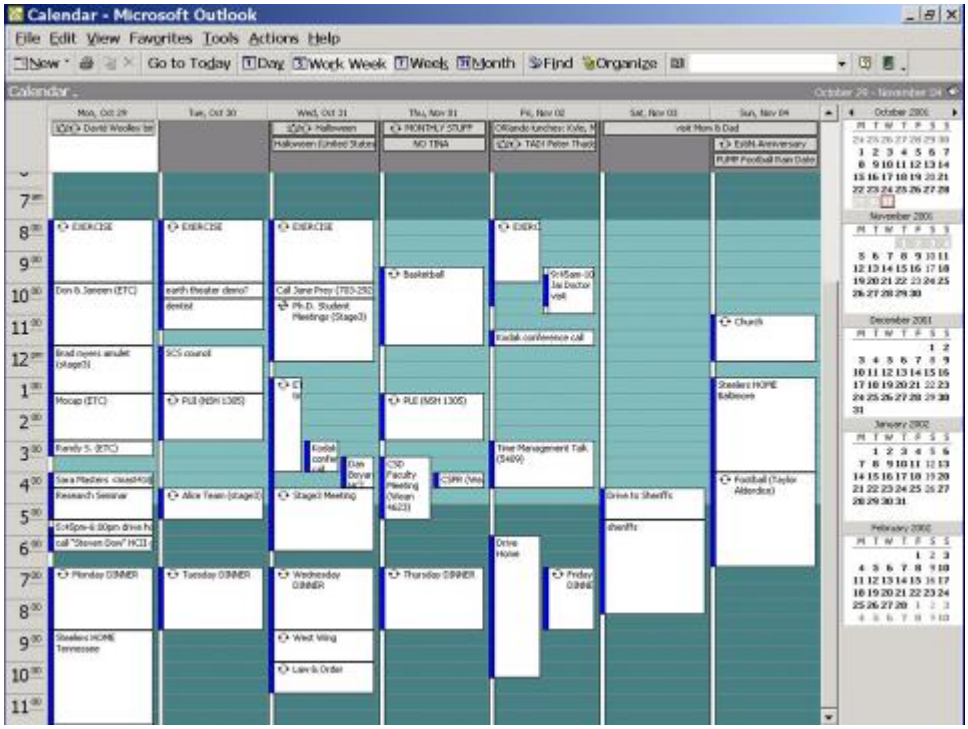
General rules that work:

- Clutter is death. Keep your desk clear, and 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 email once; your inbox is <u>not</u> your to-do list


An example of how a desk
should look:

PILES ARE A
VERY BAD THING

KEEP A CALENDAR



The telephone can eat up a lot of your time. If you're socializing with friends, control the amount of time you spend talking or texting. Don't let calls, texts, or emails interrupt your work – designate a specific time to answer them, and wait until then to respond. Keep calls short and to the point.

Scheduling Your Time. You don't find time for important things, you make it. Everything you do has a cost; it costs you time, so make sure it is worth it. Make sure you include what's important to you in your schedule. If that's hanging out with friends, then allocate some time for that – but do it within the context of all your priorities. Learn to say "No."

Everyone has good and bad times for accomplishing things. 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 this time.

Learn how to cut things short. "I'm in the middle of something now…" Start with "I only have 5 minutes" – you can always extend this if it's important.

Photo by Cottonbro from Pexels

A5. Avoiding Procrastination.

Procrastination
"Procrastination is the thief of time"—Edward Young, Night Thoughts, 1742

https://www.youtube.com/watch?v=arj7oStGLkU

Students tend to: (Cherry, 2016)

1. Overestimate how much time they have left to perform tasks
2. Overestimate how motivated they will be in the future
3. Underestimate how long certain activities will take to complete
4. Mistakenly assume that they need to be in the right frame of mind to work on a project

Why is procrastination bad? As long as it gets done, right?! However, doing things at the last minute is much more expensive than just before the last minute. Procrastinators suffer a lot more stress and mental health issues when they're up against deadlines. It can add to the stress of the people around you in the workplace, family, and friends, especially for those who have to deal with the consequences of you not meeting important deadlines.

There are three basic reasons people procrastinate. (Overcoming Procrastination, 2017)

1. It's an unpleasant task, and you're avoiding it
2. You're disorganized
3. You're overwhelmed

You can overcome these!

To motivate yourself to do unpleasant tasks, it helps to force yourself to tackle them head-on. Resolve to accomplish the top unpleasant task on your list first thing every morning. Reward yourself in some way for accomplishing the unpleasant tasks.

To get organized, maintain a to-do list, using a style that works best for you (see A4). Until it becomes habit, concentrate on doing tasks only within your system. Whether you prioritize by A-B-C, A1, A2, B1, etc., or the Eisenhower Method of breaking tasks into important and urgent quads, stick to that method and work rigidly off your to-do list. Teach yourself to prioritize and manage your tasks.

If you're overwhelmed, take a look at what you're trying to accomplish. If possible, can you delegate more? Can you eliminate some of the low priority work? Can you adjust your suspense calendar to give yourself more time to get things done? Do you need to get or hire assistance?

Delegation is a great time management tool, when done correctly, and can help you avoid procrastination. You can accomplish a lot more with help from others. 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. Set a concrete goal, deadline, and consequences. Give all the credit to the person who does the work! This is a great way to provide people challenges.

Action Items

- Get a Day-Timer® or time management software if you don't already have one or the other
- Start keeping your to-do list in four-quadrant form or ordered by priorities (not due dates)
- Create a time journal: at minimum, record the hours of television you watch per week
- Make a note in your Day-Timer® to revisit this lesson in 30 days. At that time, ask yourself "What behaviors have I changed?"

A6. Motivation.

Motivation is why you do something. It also encompasses your enthusiasm for doing it. There are two types of motivation – extrinsic and intrinsic. 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 or because you like doing it.

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.

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 survival—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. You must meet the needs on the lower part of the pyramid in order to be able to embrace the needs higher up.

Why are we addressing this here? This is a lesson on leadership, not meeting basic needs! 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. As a leader, motivating your followers is one of the most important things you have to do. 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.

Purpose and direction, or as we like to call it, "the what and the why," is the leader's job—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. Nobody likes doing things for which they don't see the importance – they may see it as a waste of their time! When you assign a task to a cadet, it's important to give them the task (the WHAT), the purpose (the WHY), and the concept of what success looks like – exactly what you want them to get done (the end state). If the task truly needs to be done, this provides the cadet with the motivation to do it.

Goal setting can shape motivation because it gives you that end state. The key is to set achievable goals. Break larger goals into multiple smaller goals. Track your progress, and celebrate achievement!

One of the best ways to enhance motivation is through positive reinforcement. This is rewarding good performance in some way, either something tangible like money, an award, or something intangible like praise or recognition. What type of reward is best? It depends on the situation. If the accomplishment was minor, don't overblow the reward by overreacting. But a word of praise is usually appreciated. If the accomplishment is major, that's when you can go big. But where is the person in Maslow's hierarchy of needs? If he is just getting by, or is junior in your organization and just getting started, the reward can be something relatively small like a bonus or public praise that raises his position among his peers. If you have a long-term employee or senior cadet, you don't heap praise on her for doing something simple. You expect more of senior people, and they don't need the same types of rewards that make junior cadets thrive. For a senior cadet, a quiet word of praise, positive counseling, or discussion of a more responsible position may be more appropriate.

Another way to enhance motivation is through competition. People are competitive, and cadets are no exception. You have to be careful that building up one part of your organization doesn't tear down another part. In the end, you're all on the same team, and you have to balance your competitive spirit with your emphasis on teamwork. Building esprit de corps in your unit and tying success of a task to the unit's success is often better than provoking sub-units into competition with each other. More mature organizations work better when focusing on the goal than when competing amongst themselves.

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), and keep them informed.
Reward good performance through public praise, promotions, awards, and responsibility, emphasizing the pride they should have in doing a good job or meeting the standard. Work toward building esprit in your unit and ensure they feel they are an important part of the team.

A7. Critical Thinking.

Critical thinking is the objective analysis of facts to form a judgement. (Glaser) It is rational, skeptical, unbiased analysis or evaluation of factual evidence.

Critical thinking isn't 'critical' – it's not being negative or nitpicking about something. Rather, it's thinking in a smart way, not lazy thinking. It's really looking at facts (and knowing the difference between facts and assumptions), and being able to identify 'false facts.' To be a critical thinker, you need to approach information skeptically – who is presenting the information, where did he/she get it, how valid does it appear, is there proof provided that shows it's true? You need to be fair – keep an unbiased opinion when you analyze information, and don't let your personal feelings sway your judgment away from the truth. Don't let what you want to believe overpower the truth.

Critical thinking is important because it's the way to get to the truth. Many people in today's world don't work very hard at thinking. They hear something or see something on social media and take it for granted without analyzing it at all. 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.

Back in 1605, Sir Francis Bacon wrote, when he was describing how he approached information, that essentially critical thinking (he didn't call it that, but we do) is 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 (embraces) what is new nor admires what is old, and that hates every kind of imposture.

So how do you become a critical thinker? Peter Facione lists six skills that lead to critical thinking:

- Interpretation
- Analysis
- Inference
- Evaluation
- Explanation
- Self-regulation

Interpretation is having the ability to understand the information you are being presented, and being able to communicate the meaning of that information to others.

Analysis is having the ability to connect pieces of information together in order to determine what the intended meaning of the information was meant to represent.

Inference is 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.

Evaluation is 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.

Explanation is having the ability to not only restate information, but add clarity and perspective to the information, so it can be fully understood by anyone with whom you are sharing it.

Self-regulation is having the awareness of your own thinking abilities and the elements that you are using to find results.

You can practice using these skills when you hear or read information. Is the news anchor presenting the news in an unbiased way? Is a teacher teaching history with a bias toward one party over another? What are the facts? What make them facts and not opinions? Compare and contrast different ideas using unbiased analysis and determine the truth.

Working on your brain power helps you become a critical thinker. Puzzles and mysteries are great for this, and are fun too. If you're able to analyze information in a puzzle, you can use that skill to analyze information in the other parts of your life.

A8. Conflict Resolution.

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 behaviors, not people.

As a leader, sometimes you will need to resolve conflicts between two or more of your followers. Sometimes you'll find yourself in conflict with others. Use your conflict resolution skills to address and resolve the situation!

Conflicts involve at least two people (how they are relating to each other) and an issue. In this context, some conflict styles are:

- Avoiding: when the issue and relationship are both insignificant.
- Accommodating: when the relationship is more important than the issue.
- Forcing: when the issue is more important than the relationship.
- Compromising: when cooperation is important (give a little, get a little).
- Collaborating: when the 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 is the outcome of using this conflict style?
- 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?

There are basically four possible outcomes: win-win, win-lose, lose-win, and lose-lose. If you can resolve a conflict so that both parties win, that's good! But it's not always possible.

When in conflict, the following will help you come to resolution:

- 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 on which you can agree
- 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 in the present

Some strategies to use in resolving conflict are:

- 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

It's good to start by cooling off. If emotions are high, don't jump into a conflict resolution session if it is not necessary. Separate the parties and let them cool down. If you have to address it then and there, have them breathe deeply and calm down. Insist they actively listen to each other. A good way to do this is to have them restate what the other person said. Insist they use "I" in their statements, not "YOU." Try to draw from them what they want to resolve the situation on their part, and seek compromise that both can accept.

Here's a problem-solving process that works in conflict resolution:

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.

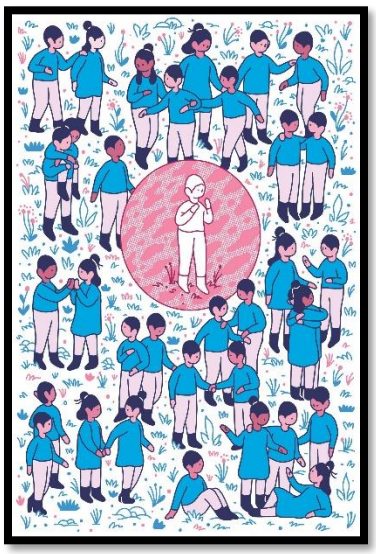
A9. Emotional Intelligence.

Emotional intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic.**Invalid source specified.**

Peter Salovey and John Mayer were the leading researchers who initially introduced emotional intelligence as an idea affecting leadership in 1990. They described it as "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." Daniel Goleman added to the popularity of EI in his 1995 book Emotional Intelligence: Why it Can Matter More than IQ. The emotional intelligence quotient (EQ) is commonly compared with Intelligence Quotient (IQ) as a way of measuring how your intelligence affects your ability to function in different parts of your life. EI is important because it expands our notions of intelligence, it helps us predict important life outcomes, and it can be used to help people find the right work and relationships for themselves.

According to Goleman, emotional intelligence consists of five key elements: (Mind Tools Editorial Team)

- Self-awareness: know your strengths and weaknesses
- 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



Eric Ravenscraft summed these up in an article in the New York Times (Ravenscraft, 2020):

- **Self-awareness:** This simply means being able to identify your own emotions and how they work. Are you anxious in loud environments? Do you get angry when people talk over you? If you know these things about yourself, then you're practicing self-awareness. This can be more difficult than it sounds, but simply being aware of yourself is all it takes for this step.
- **Self-regulation:** Taking it a step further, self-regulation deals with your ability not just to know your emotions, but to manage them. Sometimes that might mean handling them as they come up. If you get angry, knowing how to calm yourself down is important. However, it can also deal with managing the emotions you will face. If you know that stalking your ex's Facebook is just going to make you feel bad, self-regulation would help you go do something to better your own life instead.
- **Motivation:** External factors like money, status, or pain are powerful motivators. But in Goleman's model, internal motivation is a key component. This means that you know how to manage your own motivation and create or continue projects because you choose to, not because something outside yourself demands it.
- **Empathy:** It's just as important to be aware of the emotions of others. This might mean developing the skills to recognize how people are expressing themselves. Can you tell the difference between someone who's comfortable versus someone who's anxious? It also means understanding how other people may respond to the circumstances they're in.
- **Socialization:** This area deals with your ability to steer your relationships and navigate social situations. It doesn't mean controlling others, but understanding how to get where you want to be with other people. That might mean conveying your ideas to co-workers, managing a team, or dealing with a conflict in a relationship.

Photo by Andrea Piacquadio from Pexels

The more that you, as a leader, manage each of these areas, the higher your emotional intelligence, and the more successful you will be in dealing with people.

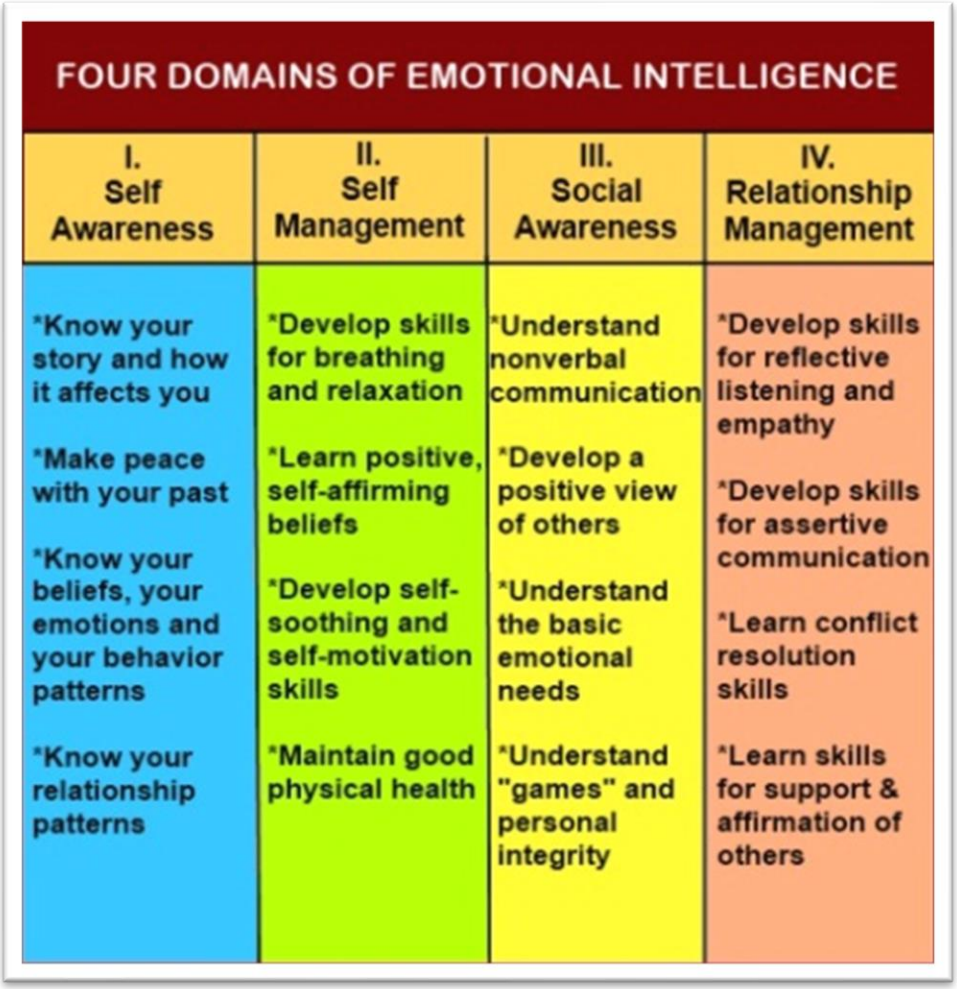
To be effective, leaders must have a solid understanding of how their emotions and actions affect the people around them. The better a leader relates to and works with others, the more successful he or she will be.

Take the time to work on self-awareness, self-regulation, motivation, empathy, and social skills. Working on these areas will help you excel in the future!

Habits of emotionally intelligent people:**Invalid source specified.**

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.

You can find questionnaires on line that help define your emotional intelligence on a low to high scale.



FOUR DOMAINS OF EMOTIONAL INTELLIGENCE			
I. Self Awareness	II. Self Management	III. Social Awareness	IV. Relationship Management
*Know your story and how it affects you *Make peace with your past *Know your beliefs, your emotions and your behavior patterns *Know your relationship patterns	*Develop skills for breathing and relaxation *Learn positive, self-affirming beliefs *Develop self-soothing and self-motivation skills *Maintain good physical health	*Understand nonverbal communication *Develop a positive view of others *Understand the basic emotional needs *Understand "games" and personal integrity	*Develop skills for reflective listening and empathy *Develop skills for assertive communication *Learn conflict resolution skills *Learn skills for support & affirmation of others

A10. Teamwork & Building Teams.

TEAM: Together Everyone Achieves More!

BusinessDictionary.com defines teamwork as: A group of people with a full set of complementary skills required to complete a task, job, or project. Team members (1) operate with a high degree of interdependence, (2) share authority and responsibility for self-management, (3) are accountable for the collective performance, and (4) work toward a common goal and shared reward(s). A team becomes more than just a collection of people when a strong sense of mutual commitment creates synergy, thus generating performance greater than the sum of the performance of its individual members.

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.

Teamwork is an extremely important concept in the Cadet Corps – and we spend a lot of time building and emphasizing teams. We do this because teamwork is one of the key concepts we want you to learn

during your time as a cadet. Being able to work well as a member of a team is a skill that will help you throughout your life, at work, and in your relationships with other people.

As an organization built on a military model, we use a chain of command (see Strand M8, A14). People toward the top of the chain have more authority and responsibility than people at the bottom of the chain, but each member of the organization plays a key part in the organization accomplishing its objectives. We all play different roles, but we work together to accomplish the mission. This is true in most organizations, from corporations to small family businesses. It's necessary to work together toward accomplishing a common objective. What are the skills that enable us to work together better?

For teamwork to be effective, team members should be able to trust each other to do their part of the work. Each individual must have the self-discipline to do his or her job, and hopefully some time-management skills to do it on time, as others are counting on him or her. Team members must be selfless, as the needs of the team take precedence over the needs of the individual. Each individual must be competent enough to do his work right so it fits in with the work others are doing. Each individual must understand his/her own role in the overall team, and be able to do it effectively. Team members must be loyal to the team, and keep a positive attitude toward the group. Team members must be able to follow the directions given by the team leader, which allows the team to accomplish its mission. The leaders throughout the organization must be competent and able to provide the specific direction and motivation to their subordinates so that their part of the team functions. In a complicated mission, there may be many people doing different things that are necessary to accomplish the objective, and they need to do them in a way that comes together to produce a satisfactory result.

There are certain actions necessary for a team to be effective. The team leader is key in all these processes. He/she must determine and clearly communicate the objective and how the team will achieve it. The leader monitors the team's progress and keeps everyone on track to arrive at the objective on time. He/she provides motivation to the team members so they will effectively do their part of the job. When necessary, the leader manages conflict between team members. In larger teams, there may be many subordinate leaders providing this oversight. In the Cadet Corps or military, the chain of command is the team leaders, and it keeps the team moving toward its objectives. However, well-functioning teams look within themselves as much as they look to their leader. They share information, encourage each other, and solve problems together rather than just waiting for the leader to act.

A benefit of being on a team is the camaraderie, or team spirit, that a team feels. This helps build the trust and motivation team members need to move forward. A member of a motivated team doesn't mind compromising or acceding to the ideas of fellow team members when a proposal sounds right, because individuals on a team subordinate their individual needs to the needs of the team.

Humans are a social species, and teamwork gives us a way to work together with others. It benefits the individual by providing a place to belong and a goal toward which to work, while accomplishing more together than the individuals would accomplish individually.

Stages of Group Development by Bruce Tuckman, 1965
In 1965, Bruce Tuckman proposed a model of four states of group development (later updated to five stages in 1977). It's a very popular model, if for no other reason than the rhyming stages are easy to remember and it seems to make sense. Tuckman's stages are:

FORMING – STORMING – NORMING – PERFORMING - ADJOURNING

When forming, the team meets, orients to each other, and the task. They go through some initial situation testing to determine the nature of the team environment, and get to know each other's strengths and weaknesses. At this stage they are dependent on the leader for rules and guidance. They discover where they fit in and how the group will function, at least at first.

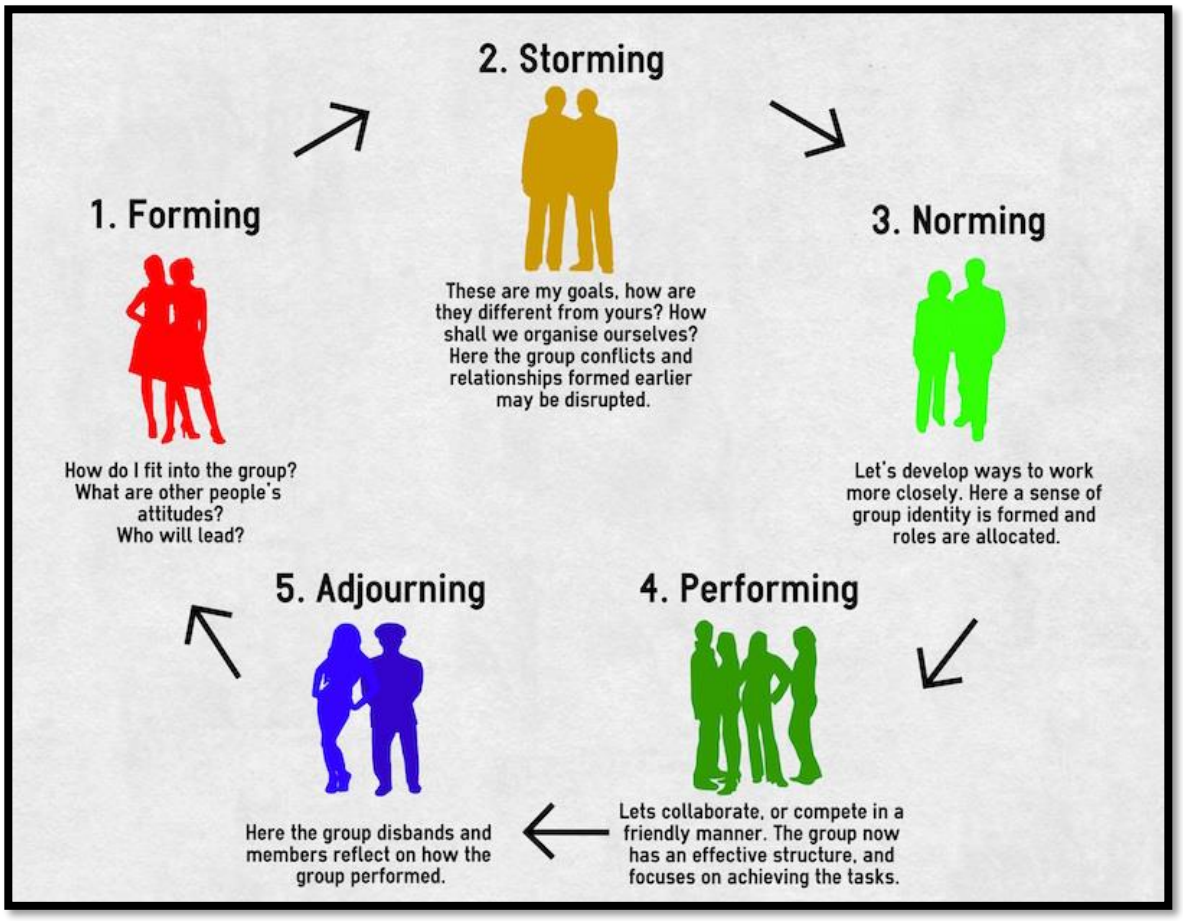
After forming, most groups go through a storming stage, where individuals push back against different ideas and goals, how the group operates, and the group rules. As this plays out, new relationships form and rules may change. Individuals react to the work required of them, sometimes emotionally.

As the group works through its issues, it either becomes non-functional or it grows stronger. Morale and esprit de corps improve, and the individuals start to form a cohesive team. This improves the open exchange of opinions about how the group will function, and individuals work out their differences.

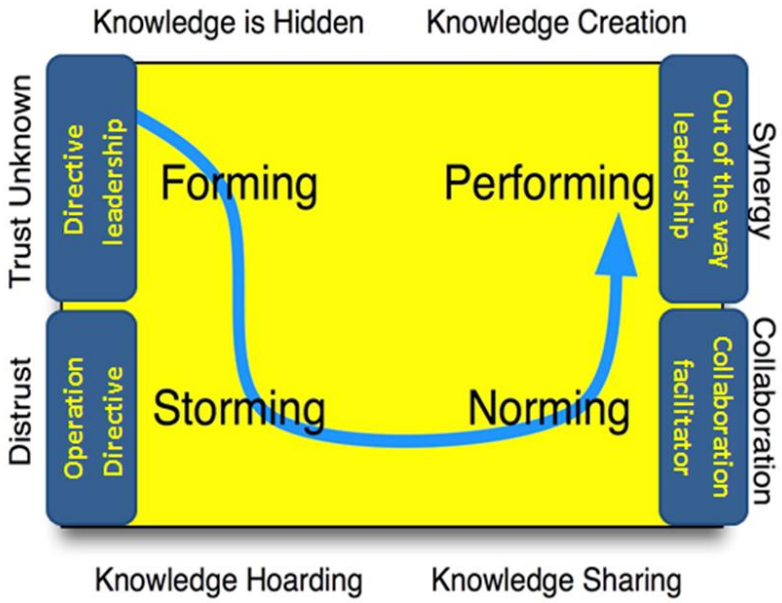
Finally, the group has resolved its issues, and they perform as a team. They have worked out their processes, goals, and relationships, and use those to function at a higher level. They may feed off each other and develop a synergy that allows them to accomplish their mission.

When the group disbands, individuals go through the emotions of no longer being part of a tight unit. They may feel pride at what they've accomplished, but they will miss the relationships they formed. If the group has been successful, they feel strongly about each other, and each may assess the role he/she played in bringing the group together as a team.

Photo by fauxels from Pexels



This next diagram shows the relationship during each phase with knowledge, trust, and leadership style.



A11. Team Leadership Exercises.

Activity # 1: "Stand by your Quote"

Http://www.workshopexercises.com/Leadership.htm
Author: Tom Siebold is a writer and consultant in Minneapolis. He is also co-owner of Collegegrazing.com, a site to help college-bound teens learn more about what they need and want in a college.

Objective(s): To introduce leadership discussion and awareness

How the author used this exercise: A good facilitator has to get the participant "juices" flowing before discussion begins. This exercise introduces the topic of leadership and encourages each participant to make a personal statement about his or her understanding of what makes a good leader. The exercise gets the participants out of their chairs and on their feet.

Activity Description: Place thoughtful leadership quotes on the walls. Leave plenty of room between the quotes and make certain that the print is large. It works best if the quotes touch on different aspects of leadership; in short, have a variety of different quotes.

Ask the participants to leave their chairs and walk around the room reading each of the quotes (there is no particular order). Then have them stand by one quote that resonates well with their personal views on what makes a good leader. When all participants have selected a quote (you can have more than one person by a quote), have each explain to the group why his or her chosen quote is important to them—share a leadership insight.

The facilitator can write key ideas or words on the white board. These can launch further discussion questions or serve as a "bridge" to additional leadership content.

Activity # 2: Minefield

Http://www.teachmeteamwork.com/files/top-4-high-impact-team-and-leadership-activities.pdf

Group Size: 2 – 50
Age Range: elementary to adult
Intensity: mental = 2 or 3, physical = 1
Time: 15 – 30 minutes (without debrief)
Space: minimal - medium – a lot
Set-Up Time: 5 minutes
Props: 70 feet of rope or tape to create a playing area, 50 – 100 objects that act as obstacles/landmines (examples: tennis balls, pieces of foam, mousetraps, etc.)
Game Objective: travel through the minefield with the help of your partner.
Skills Developed: trust, communication, planning

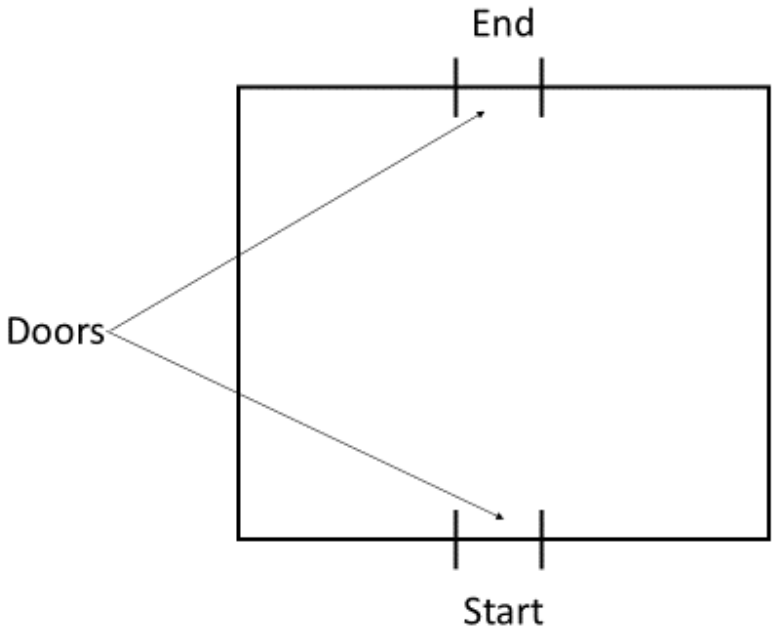
Set Up / Preparation
1. Create the playing area. For a group size of 12 people start by creating a 10 ft x 10 ft square on the ground out of rope or tape (larger groups need a larger size playing area). On the “start” and “finish” sides of the box, create “doors” using 6-inch strips of tape; these short pieces of tape need to be two feet apart (refer to diagram below).

2. Create obstacles (landmines) in the playing area by filling the square (playing area) with tennis balls or pieces of paper, etc. The more obstacles you add the harder the game will be. Adding approximately 30 obstacles into the square will provide a medium level of difficulty for most groups. Spread out the obstacles in such a way that there are no straight pathways through the minefield.

NOTE: During the actual activity, you may find the group has located an easy pathway which you did not see until the game has started. Allow yourself the option to change/adjust the minefield playing area midstream by rearranging the obstacles. If the group challenges you on this, you can tell them you are attempting to mimic real life, in that things change and you can either adapt or complain.

Presenting the Challenge

1. Have everyone find a partner and stand on the "start" side of the square playing area.



2. Presentation Script: "Your challenge is to travel through the playing area to the other side of the square. You'll be working in teams of two. At the beginning of the game everyone will start behind the line on the "start" side of the square. Teams of two (partners) can work independently of other teams. When traveling through the playing area (minefield) your eyes must be closed which means your partner must coach you / guide you (verbally) through the minefield helping you avoid the obstacles (landmines). When the first person in your partnership makes it to the other side he/she can open his/her eyes and the roles switch; now the other person becomes the coach and guides his/her partner (verbally) through the playing area from the start side to the end side." [read the rules below]

Rules

1. No running or fast moving.
2. People must stand behind the start line or the end line or be walking through the playing area (minefield). No one is allowed on the sides of the playing area.
3. Anyone inside the playing area must have their eyes closed.

4. Multiple people can be inside the playing area.
5. You must enter and exit through one of the "doors."
6. If anyone touches a landmine or the perimeter of the playing area, they must return to the start side and try again.
7. The participants may not alter the playing area, but the facilitator can.
8. Violation of a rule may result in a penalty.

Safety Warning
1. The playing area must be safe because people will be walking around with their eyes closed. Make sure the playing area is level and flat.
2. If someone needs to open their eyes to feel safe, that is fine.

Facilitator Notes
1. If you have an uneven number of people just create one team of 3 (person A, person B, person C). Person A goes through the playing area first then coaches person B through, who coaches person C through.
2. This activity has worked effectively with groups as small as four people and as large as 80. The great thing about this activity is people work in pairs and can be somewhat independent of the other people.
3. When the activity is in full motion, there is a lot of talking and things can get loud (larger groups get louder). With large groups it can feel somewhat chaotic (mostly because of the noise), because multiple teams are working simultaneously.
4. This is a wonderful activity to practice coaching (coaching others and being coached). Every moment of this activity provides ample opportunity to practice clear and precise communication.
5. Once the first person makes it to the other side he/she will typically only coach his/her partner through. However, that same person may choose to guide people other than his/her partner. It is an option to deliberately provide rules that allow teams/ people to collaborate. Debriefing suggestion: landmines (obstacles) are metaphoric problems the group faces either personally or as a team. They are everywhere in life (personal and public). Some landmines are big and some are small. They all do damage when we are hit by them. In this exercise, there are several landmines separating the participants from their desired outcomes (goals). Life is full of obstacles. Some people allow obstacles to prevent them from succeeding. Others keep running into the obstacles. What are the obstacles in your life (in your team) that you must recognize and then avoid? We can go through life trying to avoid the obstacles but it's easier when we have help. Where do you get help in real life? Are you effective at asking for help? How are you at receiving help? How do you know? Are you good at giving help? How do you know?

Variations
1. Provide the team with a time limitation. For example, the team has 20 minutes to get the entire team from one side to the other.
2. At the beginning of the activity before the group actually starts (but after you've supplied the instructions), warn them that a "communication breakdown" may occur during the activity. If this happens, people will not be allowed to communicate verbally. Don't tell them how long it will last (make it last no more than 60 seconds). This will allow people to plan (or not) for this possibility.
3. Provide each person with one index card and have everyone write down an attribute they bring to the team on their card. These cards will then be scattered (writing side down) throughout the playing area (inside the square) among the obstacles. During the game each person is to pick up ONE card while traveling through the playing area (while remaining sightless) and carry it to the other side. The

metaphor here is that everyone brings talents and skills to the team and yet we must work together to bring forth and use these talents.
4. Divide the team in half. Group A will start on one side of the playing area and Group B will start on the other side of the playing area. Follow the basic set of rules with this one twist: Group A must move to where Group B is and Group B must move to where Group A is (teams moving in opposite directions). Make sure people in Group A partner up with each other and people in Group B partner up with each other. Hopefully the two groups will realize the game runs better if they collaborate.
5. In the basic setup of this game, provide two "doors," one at the start and one at the end of the playing area. For larger groups you may need to not only create a larger playing area (square) you may need to add more doors.

History: This teambuilding game was described by Karl Rohnke in his famous book "Quicksilver," published in 1995.

Activity # 3: Helium Stick

Http://www.teachmeteamwork.com/files/top-4-high-impact-team-and-leadership-activities.pdf

Group Size: 8 – 20
Age Range: high school to adult
Intensity: Mental = 3+, Physical = 1
Time: 20 - 60 minutes (longer is more realistic)
Space: Minimal – Medium – A lot
Set Up Time: 60 seconds
Props: Helium stick (aluminum tent pole)
Objective: Lower the aluminum tent pole to the ground
Skills Developed: problem solving, planning, communication, focus

Set Up / Preparation
1. Divide your group in half and then have them create two parallel lines where the lines are facing each other. The lines are close to each other (approximately 12-18 inches apart). The members of each line stand shoulder to shoulder.
2. Once the two lines are formed, everyone holds out their index fingers at waist level.
3. You (the facilitator) then announce to the group that you will be placing an aluminum tent pole on top of their fingers. THIS PART IS IMPORTANT: when you place the tent pole on their fingers, do so from behind and in the middle of one of the lines, ALWAYS KEEPING YOUR HAND ON TOP OF THE TENT POLE to prevent the group from raising the pole in the air. Apply enough pressure on top of the pole to prevent the group from lifting it up. Most groups may want to raise the tent pole with their fingers even before they understand or know the directions.
4. Finally, with your hand on top of the tent pole (the helium stick), you will give them the following directions: "Your directions are as follows. As a group, you must lower this tent pole to the ground without even a single person on the team losing contact with the tent pole. Should someone lose contact with the tent pole you must start again." Then, release your hand from the tent pole.

Rules
1. No one may lose contact with the tent pole. If anyone loses contact with the tent pole the entire group must start again. The starting position is with the tent pole at waist level.

2. Both index fingers must be used and only the index fingers may be used. The index fingers must be placed below the tent pole, and held straight (no curling them around the pole!). Nothing else is allowed to touch the tent pole (other than the ground at the end of the activity).
Safety Warning: The ends of the tent pole can be dangerous if the pole starts moving quickly and hits someone in the face. Take precautions to prevent injury.

Facilitator Notes
1. This is a VERY CHALLENGING activity. Do not do this with groups in serious conflict.
2. Here's what typically happens in this activity: When you (the facilitator) give the directions and then release the pole, the group will often times RAISE the pole (not lower it)! The group will usually laugh and find this somewhat strange. It's likely to take several attempts to just keep the tent pole steady (not lowering or raising).
3. This is a communication-intensive activity where each person must be absolutely committed to doing his or her part. People will likely get frustrated and it's common for some blaming to occur.
4. The group will likely throw out many ideas on how to solve this challenge. What it usually comes down to is the entire group focusing, doing its job with the direction of one leader. Groups that have the most difficulty are usually all talking at once.
5. You may have to stop this activity several times mid-stream to help the group process how they are approaching this activity.
Debriefing suggestions: This activity can be used to help the leadership of an organization realize that having a company mission is one thing and making it a reality is another. One Cadet Corps leader, COL Grace Edinboro, did this by leading the group in a four-hour company vision statement workshop. After everyone was in agreement about the vision statement and understood it, she had the group do the Helium Stick activity. Here is the metaphor she shared with the group: The tent pole was the company vision and by successfully lowering it to the ground they achieved their vision. What happened next was eye opening! The tent pole immediately went in the OPPOSITE direction from where they were trying to go – UP! After 50 minutes of trying to lower the tent pole to the ground, they succeeded. In the debrief, COL Edinboro asked the group if they experienced any parallels to real life while doing this activity. YES, they said; everyone had to be committed to the process, blaming and excuses didn't make things better, staying calm and focused was critical, and so on.

Variations
Have people pair up and supply each pair with a very short tent pole (18 inches). Have each pair lower their own pole to the ground so they can experience success. Then have people form groups of four and then provide them with a tent pole just long enough for four people. Have the groups of four work together to lower the pole. Continue making bigger groups until you have everyone working together on one tent pole.

History: COL Edinboro was taught this game by master teambuilder Viva Pizer.

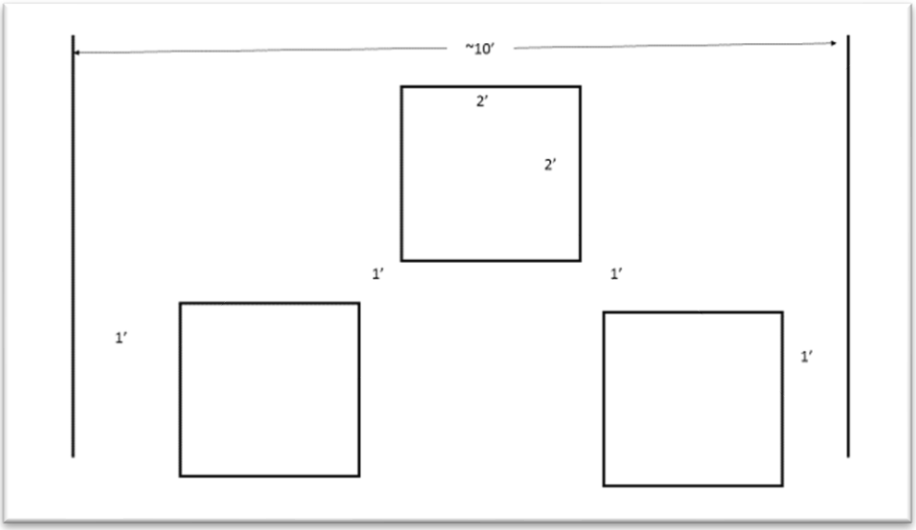
Activity # 4: Caterpillar Traverse

Http://www.teachmeteamwork.com/files/top-4-high-impact-team-and-leadership-activities.pdf

Group Size: 4 – 12
Age Range: high school to adult
Intensity: Mental: easy.....♦.....hard
Physical: easy.....♦.....hard

Time: 20 – 40 minutes (without debrief)
Space: minimal..... ♦.....a lot
Set Up Time: 5 minutes
Amount of Duct Tape Required: 40 - 50 feet
Game Objective: With ankles taped, the team travels as a unit from point A to point B.
Skills Developed: Clear communication, trust, planning, patience, goal setting and achievement, resource management

Set Up / Preparation
1. Tape two parallel lines (boundary lines) on the ground, 9 - 10 feet apart.
2. In between the parallel lines, tape three squares on the ground with sides of the squares measuring approximately two feet. The squares can be placed in a straight line or in a zig-zag. The squares should be no more than 12 inches apart from each other and the end squares no more than 12 inches from the parallel lines.
3. Start by asking the group to stand behind one of the boundary lines.
4. Have the team line up shoulder to shoulder (and ankle to ankle). Provide each person with a piece of tape long enough to tape feet (or ankles) together. Suggest participants reach down and tape their right foot (or ankle) to their neighbor's left foot (ankle). NOTE: Do not tape skin. Be aware that duct tape may damage some types of shoes and clothing.



Rules
1. The boundary ropes and hoops may not be moved.
2. The group must remain in a line with ankles tied throughout the activity.
3. Stepping outside of the hoops while traveling to the rescue ship is not permitted.
4. No other equipment may be used.
5. Violation of a rule may result in a penalty. Example: touches outside of the hoops will require the team to start over.

Safety Warning
1. People with knee, ankle or back injuries should not participate.
2. Ankles should be taped together loosely to help reduce the likelihood of injuries.
3. It is important for the group to move slow so no one gets hurt.
4. Do not allow people to put tape on bare skin because removing the tape will cause injury.

Facilitator Notes
1. This activity is best left for groups that are patient. Do not attempt this activity with a rambunctious, hyperactive group.
2. The group movement will remind you of a centipede.
3. This activity emphasizes communication, careful steady movement and team coordination.
Debriefing Suggestions: Prior to starting the activity, have the group identify their current situation (spaceship) they are leaving behind. Metaphorically, this ship represents all that they no longer need and/or those things that no longer serve them. Also identify the new destination ("rescue ship") and it's qualities. What do the squares on the ground represent? What does the tape around the ankles represent?

Variations
1. Supply the group with a limited amount of time to complete the task (example: 20 minutes).
2. Require two or three people to close their eyes for part or all of the activity.
3. Divide the team in half. One group starts on one side and one group starts on the other. The groups must switch places before time runs out. Will they work together or against each other?
4. Do this activity in a room that you can turn the lights off so as to make it completely dark (facilitator has a flash light to look for rule violations). Warn the group that you might turn the lights off during the activity. If you do turn the lights off, keep them off for a short time (5 to 10 seconds).

Activity # 5: Paper & Straws Game

Https://www.huddle.com/blog/team-building-exercises/

Time Required: 15 minutes

This planning game is ideal for small groups and only requires drinking straws and some paper. The group leader draws a large circle on a large piece of paper with concentric circles within it. Then, each circle must be assigned a score, with the biggest score being saved for the smallest, middle circle. This paper is taped onto the middle of a large desk or table. Then, each participant must gather around the table and be given a drinking straw. The group leader will make dime-sized balls by wadding up bits of paper. It is up to the group leader how many balls will be in play. The participants must blow into their drinking straws to push the balls around. It sounds easy, but as more balls come into play, the participants must plan with their teammates how they will push balls into high-scoring sections without moving balls that are already in place. This may require re-positioning themselves in different locations around the table or having different players blow in different directions; it's up to the participants to create their plan of attack. The group leader can end the game once they've reached a specific score or once each ball is in the middle. These simple team-building exercises help teammates work together to create and follow through with a plan, and encourages them to communicate.

Activity # 6: Running Free

Https://www.huddle.com/blog/team-building-exercises/

Time Required: 20 minutes

This trust-building exercise requires nothing more than a few blindfolds and a large, flat area, preferably in grass. The group leader can either team people up or allow them to pick their own partners. Once

everyone is in teams of two, one team member will be designated as the leader and the other as the follower. The follower must wear a blindfold. The group leader will instruct the leaders in each team to hold the hand of their blindfolded partner and take them on a slow walk around the area for at least three minutes. This allows the partners to get accustomed to the process and their partner. After three minutes, instruct the teams to take a normal-paced walk for three minutes. After those three minutes have passed, instruct the leaders to take their blindfolded partners on a fast walk for 30 seconds. After each turn, the blindfolded partner is developing more and more trust in their seeing partner. Instruct the leaders to take their blindfolded partners on a 30 second jog, then a 15 second run, and lastly, a very fast 15 second run with breaks in between. After the last run, the followers can take off their blindfolds and rest for a bit with their partners before the process begins over again and the followers become the leaders, and vice versa. After the last run, a discussion can be held about the process, whether or not it was difficult for participants to trust their partners, and if so/not, then why?

Activity # 7: Slice 'n Dice

Https://www.huddle.com/blog/team-building-exercises/

Time Required: 15 minutes

This trust-building exercise should take place outside, and preferably with a large group of 20 or more. Participants should be instructed to form two equal lines facing each other (creating a corridor) and to put their arms straight out in front of them. Their arms should intersect, overlapping by about a hand with the arms of the people opposite of them. The person at the end of the corridor will walk through the corridor of arms. In order to let the person pass, the other participants will have to raise and lower their arms. That person will then join the corridor again and then the next person in line will walk through. This process will continue until everyone has had a turn. Now that the group is more confident, participants should be instructed to walk quickly, run, or sprint down the corridor, trusting that the other participants will let them pass without making them pause. For the last round, the participants making the corridor should be instructed to chop their arms up and down as people run through. This exercise allows participants to build trust in their teammates while also having fun.

Activity # 8: Willow in the Wind

Https://www.huddle.com/blog/team-building-exercises/

Time Required: 20 minutes

This particular trust-building exercise goes by different names, but illustrates the same idea. This exercise is best suited for coworkers who already know each other fairly well. One participant must volunteer or be chosen to be the "willow." The willow must stand in the middle of a group with their eyes closed, their feet together, and body upright. They will perform a series of "trust leans" against the other participants, whose job is to hold up the willow and pass them around without allowing them to fall or feel frightened as if they're going to fall. Before beginning, the instructor should discuss "spotting" techniques to all participants. Those who are not the willow must have one foot in front of the other, have their arms outstretched, elbows locked, and fingers loose, as well as be ready and alert. This will ensure that they will successfully pass the willow around without any troubles. Various co-workers can take turns being the willow. This technique helps co-workers establish and build trust with each other in an open, fun environment.

Activity # 9: Poker Tower

Http://vorkspace.com/blog/index.php/13-top-team-building-activities/

Time Required: 15-30 minutes

Distribute a pack of poker cards and a pair of scissors to each group of 2-5 members. Instruct them to build the tallest poker tower using ONLY the cards and scissors given to them. This will stimulate creativity and team bonding, as the team figures out how to build the tower with the limited materials available. (Optional: Spice up the game with 1 A4 size piece of paper)

Activity # 10: Legoman

Http://vorkspace.com/blog/index.php/13-top-team-building-activities/

Time Required: 30-60 minutes

This problem solving activity requires little more than a couple sets of children's building blocks. It may also be done with dominoes. The instructor will build a small sculpture with some of the building blocks/dominoes and hide it from the group. The participants should then be divided into small teams of 3-6 people. Each team should be given enough building material so that they can duplicate the structure the instructor has created (specific size and color included). The instructor should then place his/her sculpture in an area that is an equal distance from all the groups. One member from each team can come up at any point of time to look at the sculpture for as long as they want and try to memorize it before returning to their team. No paper, pens, or cameras are allowed to be brought to the sculpture. After they return to their teams, they instruct their teams about how to build an exact replica of the instructor's sculpture. Meanwhile, another member from each team can come up for another sneak peek before returning to their team and trying to recreate the sculpture. The game should be continued in this pattern until one of the teams successfully duplicates the original sculpture. This game will teach participants how to strategize, communicate effectively and problem solve in a group.

Activity # 11: Win, Lose or Draw

Http://vorkspace.com/blog/index.php/13-top-team-building-activities/

Time Required: 15-30 minutes

This is another classical team game, which can be very easily executed. It requires paper, pen, and a flipchart/whiteboard. Think of items that fit into certain categories. These can be generic or specific to the team. For example, generic categories include food items, places of interest, and idioms. Team-specific categories include uniform items, drill movements, terrain features, map symbols, first aid techniques, and other cadet-related topics. Split the group into two teams. Each team takes turns to play. The team that is playing will nominate an artist, who will draw a "list" of items to draw. The only hint to his teammates will be the category name. They then have 1-3 minutes to draw the items on that list, without writing or speaking. Switch around to another team after the time limit. Swap artists with each round, and repeat for 4-5 rounds. Collate the final results to find the winning team.

Activity # 12: Talking in Circles

Http://vorkspace.com/blog/index.php/13-top-team-building-activities/

Time Required: 30-60 minutes

This is a highly challenging game that is recommended only for teams who love challenges. Place everyone in a circle around a long piece of string that is tied at its ends to form a circle. Have everyone grasp the string with both hands and hold the string waist high. Without letting go, the team will have to form shapes with the string; a square, a triangle, a figure eight, a rectangle, etc. Repeat the game, but with everyone's eyes shut! This will require everyone to communicate clearly and listen well. Make the shapes progressively harder and periodically have them stop and open their eyes to see their progress…or lack thereof.

Activity # 13: Salt and Pepper

Http://vorkspace.com/blog/index.php/13-top-team-building-activities/

Required Time: 15 minutes

This activity is fun—excellent for energizing your team, and also great as a quick ice-breaker exercise. It is simple to set up and suitable for a wide team size of 10-40 people (ideally even numbered). As a facilitator, think of pairs of things such as, salt and pepper, yin and yang, shadow and light, peanut butter and jelly, Mickey and Minnie Mouse, male and female, and so forth. Write each item on a piece of paper (i.e., salt on one piece and pepper on another), and tape one paper on the back of each person, making sure they can't see it. When the game starts, everyone must walk around asking yes or no questions in order to find out what word they have taped to their backs. Once they figure that out, they need to find their other pair. Learning how to ask the right questions is the key. (Optional: The two will then sit down and learn 3-5 interesting facts about one another)

Activity # 14: Hog Call

(Frank, 2004) From Journey Toward the Caring Classroom

Focus: Risk taking, physical/emotional trust, trustworthiness
Materials: Eye coverings (optional)
Levels: Grades 4 and higher

Suggested Procedure
1. Find a large open area, like a gym or field.
2. Have the students get into pairs.
3. Ask each pair to create two words that go together, like salt and pepper, or fire and hydrant.
4. Ask students to share their words out loud to make sure no two pairs are alike.
5. Tell students that they will be split up and that they must all find their partners without using their sense of sight. They can only call the "name" of their partner (e.g., "salt" calls "pepper").
6. Split the pairs up so that one person from each pair is lined up on one side of the large space and the other person from each pair is lined up on the other side.
7. Explain that everyone will have closed eyes or wear an eye covering, and that your job is to make sure no one runs into a wall or barrier.
8. Remind everyone to move slowly and with bumpers up.

9. Everyone closes their eyes or puts on an eye covering.
10. On a signal they start calling their partner's name.
11. Continue until all partners are reunited.

Connections for Hog Call
Life Skill Links: caring, choice and accountability, communication, cooperation, empathy, endurance, flexibility, forgiveness, organization, patience, respect, responsibility, safety

Academic Applications: This activity can be used to teach and explore compound words, synonyms, antonyms, etc., by assigning students a word and having them find their assigned partner. Use as a way to practice or connect math concepts. Have students choose a number or computation out of a hat (e.g., one person chooses 10, another person chooses 2 x 5). They then try to find their partner. Use with different songs. Secretly give each student a song to sing. Those who are singing the same song get together. Match artists with genre. Students are given or choose an animal. They then get together according to the type of animal; mammal, reptile, amphibian, bird, etc.

Variations/Modifications: Have groups get together instead of pairs. For a greater challenge for older students: make the area smaller, or larger. A more challenging variation of Hog Call is to have people spread out around the designated area instead of lining up on straight lines.

Facilitation Notes:
Hog Call is a nice, albeit less structured, way to begin looking at issues of trust. It is less intimate than having one person lead another, offering a more game-like atmosphere. Students must be cautioned about moving too fast. Let the class know that the likelihood of being touched by someone is high in this activity. You can invite those who are worried about being touched to act as spotters.

Activity # 15: Yurt Circle

(Frank, 2004) From Journey Toward the Caring Classroom

Focus: Risk taking, physical/emotional trust, trustworthiness
Materials: None
Levels: Grades 4 and higher

Suggested Procedure
1. Find a space that is big enough for the whole class to stand in a circle facing the middle, with some room to spare. Have everyone then take a step back so that the circle isn't too close.
2. There must be an even number of people in the group. If there isn't, then you should step out to make the number even.
3. Determine what your state bird and state flower are. In California they are the California Valley Quail – you can just say Quail, and the California Poppy.
4. Every other person is labeled the bird (a quail); all the others are the flowers (poppies).
5. The object for this activity is for all of the birds to lean in one direction while all the flowers lean in the other direction. You will determine which group leans in and which group leans out.
6. When people lean, they should keep their bodies as still as possible, trying not to bend at the waist.
7. Ask everyone to hold hands so that they have a good grip. Remind everyone to not let go during the activity.
8. Count to three, and then have people slowly lean in their given direction – either in or out.

9. Try this a couple of times, then have them reverse directions. When people get really good at this, they can start leaning in one direction, then switch to the other direction seamlessly.

Connections for Yurt Circle
Life Skill Links: caring, choice and accountability, citizenship, communication, conservation, cooperation, effort, empathy, flexibility, loyalty, organization, perseverance, problem solving, relationships, respect, responsibility, safety, self-discipline

Academic Applications: Use as a way to address the concept of citizenship, democracy, and responsibility for all in a community. Use as a way to demonstrate leverage and balance.

Variations/Modifications: For younger students, or large classes: Have them get into smaller groups of 8 to 12. Once they have mastered small groups, try getting everyone together for the ultimate cooperation challenge. Try this first with one group (the birds, for example) all turned around so that their backs are facing the middle of the circle. In this way, everyone leans back – the birds leaning back toward the middle of the circle, and the flowers leaning away from the middle of the circle.

Extensions:
Make the connection between this activity and being part of a team. How are people connected when playing a team sport? How can they make sure they really are a team, and that one of a few people isn't carrying the load for everyone (or hogging the ball)? Part of being trustworthy is pulling your share of the load. Monitor the concept of "positive interdependence' when students are engaged in cooperative learning groups.

Facilitation Notes
It may be necessary to address the issue of squeezing hands. Students are often embarrassed to hold one another's hands, so you must first determine if they are ready to do so. Another outcome is for someone to squeeze his or her partners' hands too tightly, causing them to cringe. Ask students, or remind them, about trust. You might also suggest that they try holding each other's wrists, which gives a better grip.

This demonstrates how people are connected even when they do not think they are. If one person moves too fast, or is not in sync, then everyone feels it. It usually takes a few tries to get the Yurt Circle to work well. Once people get it, it seems easy.

Activity # 16: Warp Speed

(Frank, 2004) From Journey Toward the Caring Classroom

Focus: Group goal setting, decision making, leadership, creative thinking, trial and error
Materials: One soft throwable object (fleece ball, foam ball, wadded-up paper, etc.), stopwatch
Levels: Grades 5 and higher

Suggested Procedure
1. Clear the desks or tables away. Have students stand in a circle.
2. Ask everyone to raise one hand to show that they do not yet have the object.

3. Call someone's name and throw the object to her. She puts her hand down to show she's had the object. Then she calls the name of someone whose hand is up and throws him the object. This continues until everyone has had the object and it is returned to you.
4. Figure out who has the first birthday of the year in the class. Give that person the object.
5. Tell the class that this is a timed activity. They must send the object to the same person they threw it to before. The object must begin and end with the person who starts it (in this case, the person with the first birthday). Try this, and get a baseline time.
6. Now reiterate the rules: the item must touch everyone in that same order, and it must begin and end with the same person. Then give them time to discuss strategies.
7. Try the activity multiple times to arrive at a mutual solution.

Sample Processing Questions for Warp Speed
What was your group goal for this? Did you know what you all wanted to accomplish together?
How did you decide which idea to try?
How did your solution change each time? Were you willing to learn from each attempt?
Do you feel you took a leadership role in this activity? How?

Connections for Warp Speed
Life Skill Links: common sense, communication, cooperation, effort, flexibility, imagination, leadership, organization, patience, perseverance, problem solving, self-discipline

Academic Applications: Use the "try it, change it, try it again" process as a metaphor for the editing process. Use this activity as a model of circle writing, where the story begins, weaves around, and then ends up where it all started. Have students create a sentence where each person contributes a word. Make sure it connects with the first person (who is also the last) so that it makes sense. When each person passes the ball, he or she says their word.

Variations/Modifications: Have an item going in both directions at the same time. If students have done this before and arrive at a quick solution that they used before, try it again. The second time, however, they may not use that same solution.

Extensions:
Remind students that it is okay to make mistakes and learn from those mistakes. Model this by sharing mistakes that you made and how you learned from them. Post a list of mistakes that have been made throughout the week and what was learned as a result. Make a list of possible tasks and problems to solve during a unit/semester/year. Determine as a class which ones lend themselves to trial-and-error problem solving and which ones need more planning before attempting them. For example, figuring out the best and most fair system for bathroom passes can be trial and error, but carrying out a fire drill needs to be done in a certain, prescribed way.

Facilitation Notes
It is fair to say that Warp Speed has an almost limitless number of solutions, which makes this activity popular. It can also be accomplished in a relatively short amount of time.

Watch for who is doing most of the talking and who is hanging back during the discussion about solutions. Neither is necessarily good or bad, as different people have different leadership styles. It can become a problem if there is a pattern of the group mindlessly following one person. It is a good issue to bring up during processing time to make sure everyone felt that they were part of the solution.

Many groups decide to stand next to each other rather than stay in their original configuration. Other groups stay where they are and play with different ways to get the object around without moving themselves. One CACC class was together on an overnight weekend and they decided that their group goal was to get the object around as slowly as possible. They figured out how long each person would keep the object, then began sending it around during the rest of the 3-day experience. Students were setting their alarms in the middle of the night just to pass off "Mr. Corn" to the next person in the sequence.

Activity # 17: Pathfinder

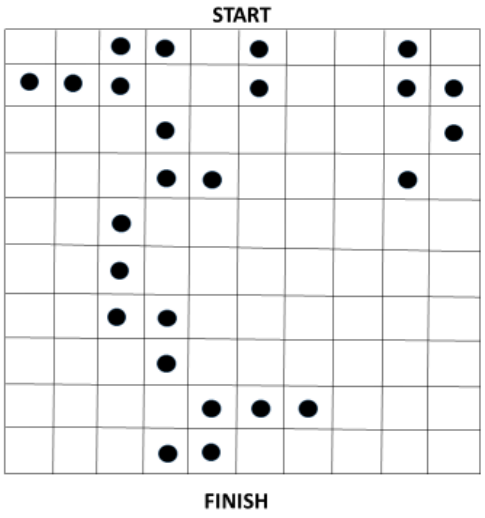
(Frank, 2004) From Journey Toward the Caring Classroom

Focus: Taking turns, asking for help
Materials: A large tarp with a 10 x 10-foot grid drawn on it with permanent marker (a grid taped to the floor works just as well, though is obviously less portable), drawn map of the "correct" path for your eyes only.

Levels: Grades 4 and higher

Suggested Procedure
1. Clear the desks or tables away. Have students stand around the tarp that is laid out on the floor.
2. Tell the class that its task is to get everyone from one side to the other. The problem is that there is only one solid path, and it is invisible (see figure 6.1). The other parts are quicksand.
3. To get across, only one person can be on a horizontal row at any given time (this means that there can be up to 10 people on the tarp at a time – if it is 10 x 10 grid).
4. They may not place any markers (other than their own bodies) on the tarp.
5. If someone steps on a solid point in the path, she or he will be signaled a "thumbs up" (by you). If someone steps in a quicksand section, she or he will be signaled a "thumbs down" and must return to the starting side.
6. No one may offer help to anyone unless that person asks for it. To do so, he or she asks someone directly for help, and by name.

One possible path:



Sample Processing Questions for Pathfinder
How easy or difficult was it for you to watch people on the path and not be able to help? Did you find it necessary to ask for help? Was that an easy decision for your, or did you find it difficult to ask for help? When are appropriate times to ask for help? Are there times when you ask for help, but don't really need it? When? Do you feel that people waited their turns and were helping each other through the path?

Connections for Pathfinder
Life Skill Links: caring, choice and accountability, common sense, communication, cooperation, courage, curiosity, effort, empathy, flexibility, forgiveness, initiative, kindness, leadership, organization, patience, perseverance, problem solving, purpose, respect, resourcefulness, responsibility, self-discipline

Academic Applications: Use this as an introduction to mapping or orienteering to illustrate the need for tools and assistance in finding one's way. Use as a metaphor for hidden information in math problems, logic problems, and literature. Start a unit with this activity. For every square students find that is "solid," give them a clue about what you are about to study. When all the clues are assembled, see if they can solve the mystery of the next course of study. Once it is "discovered," have them each write guiding questions about what they would like to learn during the unit.

Variations/Modifications: For younger students, make the grid smaller. Have students create paths for each other. This activity can be done in a fishbowl format by having half the class do it while the other half of the class observes. Before the second group attempts the activity, ask students what they learned from the first group. For an easier challenge, allow them to use place markers.

Extensions:
Make a point of reminding students to ask for help when they need it. Model this by asking for help when necessary. Remind students that rushing through their work will increase the likelihood of mistakes. Create a ground rule that everyone asks someone else to check their work before turning it in.

Facilitation Notes
Pathfinder is a slow, yet engaging activity that takes thought and focus. If students rush through it, it can become quite an exercise in frustration. Another difficult aspect for some is not being able to give help spontaneously to someone in the middle of the path. This condition alone can bring up many metaphors about giving and receiving help.

Sometimes a group discovers the path quickly but runs through it, thereby stranding a few people at the beginning. Although these people have gotten through it, they have forgotten that they were responsible for helping others.

Activity # 18: Turn Over a New Leaf

(Frank, 2004) From Journey Toward the Caring Classroom

Focus: Decision making, leadership, taking turns
Materials: A tarp for every 8 to 12 people
Levels: Grades 5 and higher

Suggested Procedure
1. Clear the desks or tables away. Break the class into smaller groups of 8 to 12.
2. Have each small group stand on an open tarp.
3. Tell them that the object is to turn the entire tarp over without anyone stepping off the tarp.

Sample Processing Questions for Turn Over a New Leaf
How did you decide who was going to move and when? Was this important?
Why did you choose to do the task in that way? Are there other ways?
Did you find this task easier or harder than you first thought? What made it easy?

Connections for Turn Over a New Leaf
Life Skill Links: common sense, communication, cooperation, effort, flexibility, justice, kindness, leadership, organization, patience, perseverance, positive attitude, problem solving, purpose, responsibility, safety, self-discipline

Academic Applications: Use as a metaphor: turning over a new leaf. What does this mean? Who in history has shown that they actually did turn over a new leaf by changing their ways from doing harm to doing good? What did it take for these people to change that radically?

Variations/Modifications: Use different sized tarps for every group. The smaller the tarp, the more challenging the activity will be. Processing can then include the fairness of giving people the same problem with different tools. Once they have accomplished the task one way, challenge them to find an alternative solution.

Extensions:
Discuss how to handle a problem that proves to be more difficult than expected. Brainstorm ways to "turn over a new leaf" by being intentional about performing acts of kindness for others. Plan and carry out a service learning project. If doing the variation above, connect it to the idea of privilege. Do we all have the same opportunities? Is this fair? How do we work to give everyone similar opportunities, both in the larger world and in the smaller world of this classroom?

Facilitation Notes
This activity is more difficult than it appears. At first, students think they can simply step to one side and turn the tarp over. Quickly, they realize that it is more complicated than that, necessitating the movement of people from one place to another and possibly back again. Not everyone can be moving at once. Some groups fold the tarp diagonally, others twist it. Still others roll and shuffle. No one way is the best.

Activity # 19: Collaborative Numbers

(Frank, 2004) From Journey Toward the Caring Classroom

Focus: Group goals, collaboration
Materials: A numbers sheet for each person
Levels: Grades 5 and higher

Suggested Procedure
1. Give each student a number sheet and tell them to turn the sheets face down. They many not write on or tear them.
2. Tell students that when you give the signal, they are to turn the paper over and touch the numbers in order from lowest to highest. They will have 60 seconds to get to the highest number possible.
3. After the minute is up, they are to turn the paper face down again.
4. Try this a few times. Each time have the students write down the last number they touched.
5. Now tell students they may work with as many people as they wish, but they cannot work alone.
6. Together, using one number sheet, they are to do the same task. On a signal, turn the paper over and touch as many numbers as possible, in 60 seconds, in order from lowest to highest. The same rules apply – they many not write on or tear the paper.
7. After a round with the groups, give them a minute to set a group goal and create a strategy.
8. Try this a few times. Each time have the students write the last number they touched.
9. Give the groups a few minutes to compare the results between working alone and working in groups.

Sample Processing Questions for Collaborative Numbers
How did you prefer working alone or working with at least one other person? What made it preferable for you?
How were your results? Were they the same or different when working alone versus working with a group? What do you think made the difference?
What tasks work best for you when collaborating? What tasks work best for you when working alone?

Connections for Collaborative Numbers
Life Skill Links: common sense, communication, cooperation, effort, leadership, organization, patience, perseverance, positive attitude, problem solving, purpose, relationships

Academic Applications: This activity can be used as an introduction to collaborative groups. Along with a shared grade comes shared responsibility. How can these groups work well together so that one person does not end up doing all of the work, and everyone has an opportunity to share in the tasks?

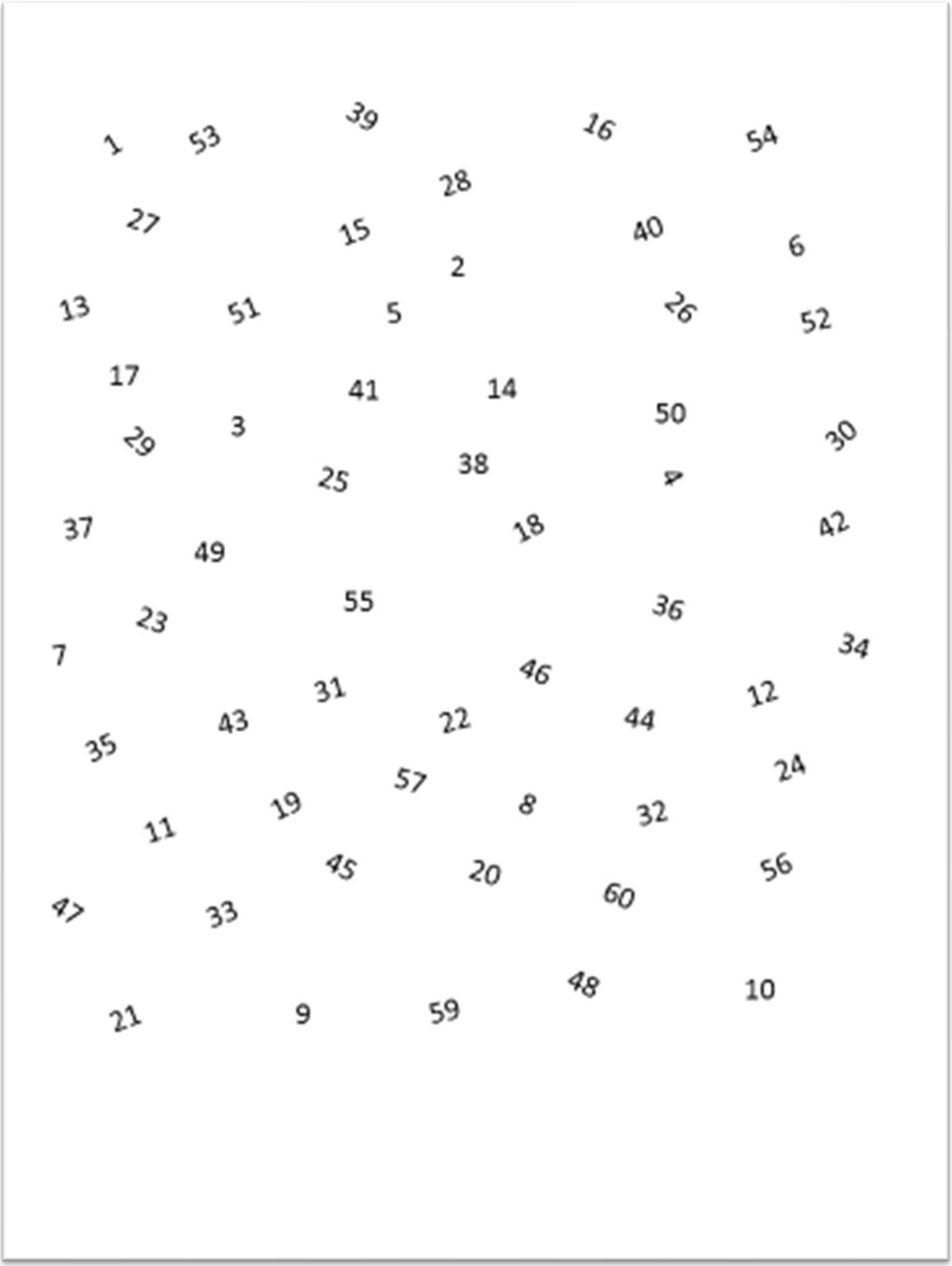
Variations/Modifications: After trying this a few times, ask each group to tell you the highest number they attained. Add all the group numbers together and see if they can surpass it. Have small groups share their strategies.

Extensions:
Identify attributes that allow groups to work together efficiently (e.g., group goals, sharing of the work). Before beginning a collaborative group project, have each group create an action plan for how they will work together using the identified attributes. Create ground rules for working together to solve problems. Discuss what works best when a group is trying to problem solve (e.g., take turns talking, accept all ideas, stand or sit in a circle so everyone can see each other).

Facilitation Notes
This is a great activity that takes very little time and has a big message: On certain tasks, working together creates a synergy (see below). Generally, the groups get much further than the individuals on this task, especially if the small groups work out a strategy to make each person responsible for a smaller piece of the whole paper of numbers. This focus allows each person to be more efficient. Many groups choose to fold the paper to delineate between the areas of focus for each individual. By the way, experience shows that having four people in the small group generally produces the best results.

Cooperation or Collaboration? Cooperation is simply working together. Following directions is a form of cooperation. Sitting quietly at their desks during a discussion is a form of cooperation. Working together (1+1) gets the job done (=2).

Collaboration allows a group of people to accomplish more than anyone could do on his/her own or when simply cooperating. Collaboration requires cooperation, but cooperation doesn't mean collaboration exists. Working together by including everyone and using everyone's strengths (1+1) causes things to happen that cannot necessarily be predicted or expected (=3). Another word for this is "synergy."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Activity # 20 Catch as Catch Can:

(Frank, 2004) From Journey Toward the Caring Classroom

Focus: Problem solving, collaboration, leadership, goal setting
Materials: Many soft throwable items (2-3 per person). Wadded-up pieces of paper work well.
Levels: Grades 6 and higher

Suggested Procedure

1. Two people are chosen to stand in the middle of a circle, back to back.
2. Everyone else is holding two soft throwable items.
3. On the count of three, everyone throws the items in the air (at the same time), and the two people in the center try to catch as many as possible.
4. The group then strategizes to beat its own record.
5. Every time a goal is met, it is increased. It is even possible to have a goal of trying to catch all of the items.
6. Do this for a given amount of time (5 to 10 minutes) to see how high a goal the group can accomplish.
7. The rules that cannot change, include; a) the objects must be thrown simultaneously, b) the two in the middle may only use props that they are wearing, and c) the objects must be thrown, not handed.

Sample Processing Questions for Catch as Catch Can

What different strategies did you try? How did it change from beginning to end?
How did the larger group help the two in the middle to improve?
What did you consider successful?
How might goal setting help to recognize when you have been successful?
How did you as individuals persevere and stick with it during this activity?

Connections for Catch as Catch Can

Life Skill Links: caring, choice and accountability, citizenship, common sense, communication, cooperation, courage, curiosity, effort, empathy, flexibility, forgiveness, imagination, initiative, justice, kindness, leadership, loyalty, organization, patience, perseverance, positive attitude, problem solving, purpose, relationships, respect, resourcefulness, responsibility, safety, self-discipline

Academic Applications: Use this activity as a way to help students focus on homework. Label the items as all the things they have to get done. Have a few of them labeled as "homework." Almost all of the wadded-up pieces of paper may be white, while three of them are colored paper. See how difficult it is to get one's "homework" done with everything else that is going on. Brainstorm ways to support getting the work

Variations/Modifications: Conduct a number of rounds first where they must only use their hands and arms to catch the objects and are not allowed to use clothing to catch the objects. Then allow them to use other "resources" that they are wearing.

Extensions:

When students are involved in activities that require perseverance, encourage them to set a goal so that they have a measure of when they feel they were successful. This helps them keep their eyes on the prize. Identify people (either known personally by the students or famous individuals) who have persevered through difficult times and struggles. Participate in high ropes course activities where it is

necessary for the students to struggle through anxiety to accomplish the task to the best of their abilities.

Facilitation Notes
When setting up this activity, make sure the people in the middle have some space between them so they do not bump heads when they are attempting to catch all of the items. As you can imagine, it is not possible to catch all of the items without some help and planning.

One key to success in this activity is that the throwing people work in partnership with the catching people. The more they make throws "catchable," the more success the two in the middle (and consequently, the group) will experience. Make note of when students continue to make throws "at," rather than "to," the catchers. This offers good information for processing and can be used as a metaphor for teasing (i.e., laughing "at," rather than "with," someone). It can also lead into a discussion about group goals versus individual goals and how they are sometimes at odds. How do both individuals and groups deal with this situation? How should this group deal with a situation in which individual goals and group goals don't mesh?

Activity # 21: Blind Polygon

(Rohnke, 1989) From Cowstails and Cobras II

This simple initiative problem is a gem to include in your personal bag of tricks. It requires a minimum of props, it's simple to explain (remember), and is invariably well received by participants. Don't forget to spend some time talking about blindfolds and trust.

Objective I: For a blindfolded group, standing in a circle holding a rope, to form a square or triangle configuration using the rope to establish the boundaries.

Objective I, Rules:
No one may let the rope leave their hands for more than 5 seconds at a time.
The group must decide when they think the figure is correct, at which point they may remove their blindfolds.

Objective II: For a blindfolded group to find the rope before proceeding with Objective I. After blindfolding the group, simply wad up the rope and set it 10' or so away from the group.

Consideration:
Keep your (instructor) comments to an absolute minimum during the attempt. If no rope is available, have the students hold hands in order to form the requested polygon.

Activity # 22: The Great Egg Drop

(Rohnke, 1989) From Cowstails and Cobras II

This is a very simple initiative task to set up and one from which you can expect considerable participant feedback during the debrief. AND, people like it.

Objective: For a small group of 3-5, to design a delivery system that will protect a raw egg dropped from a height of eight feet onto a hard surface. Success and failure is unequivocal; the egg shell either cracks or it doesn't.

Materials Needed:
Enough raw eggs so that each group can have one – and a few extras, just in case.
A roll of half-inch masking tape
A box of plastic drinking straws (250)
A plastic garbage bag

Each group is given the following materials:
1 raw egg (check for cracks)
30" masking tape
20 straws

And these Instructions: "Your group represents one of many business groups that are vying for a very lucrative construction contract. The contract will be awarded to that HI-TECH group who develops a fail-safe delivery system for the egg, using the least amount of materials and the least amount of time. The essential and final criteria for success, however, is an intact egg at the end of the test. This is particularly significant when you realize that your successful design will establish the structural guidelines for NASA's manned space egg to Mars."

Each group will have 20 minutes to complete their planning and construction. At the end of that time, a spokesperson from each group must make an oral presentation extolling the virtues of their product. The delivery package must also be given a commercial name.

The final decision by the distinguished judge (you), as to which group gets the contract, will be made after each group makes their presentation and the Egg Drop is completed.

Breaking of the egg shell does not necessarily eliminate your group, but one of the judges is a Martian trip astronaut.

From a practical standpoint, perform all the drops on top of the plastic garbage bag. It makes discarding of the failed (and slimy) projects considerably easier.

If this initiative problem is being presented during a class period, be sure to leave some time at the end of class, or at the beginning of the next class, to allow the participants an opportunity to express their feelings about the process, one another, how they felt, etc.

A12. The Role of the Leader – What Leaders Do.

We've talked a lot about leadership and how to be a leader. But what is it that leaders DO? What should you be thinking about as you become a leader, or when you assume a new leadership position?

Some of the skills leaders need are:

Find a vision	Make meaningful decisions	Coach & develop others
Lead by example	Manage conflict	Train for competency
Establish team values	Problem solve efficiently	Give productive feedback
Set norms	Set goals	Manage change
Identify expectations	Plan effectively	Assess performance
Nurture collaboration/build team	Share information	Create a positive environment
Build trust	Communicate successfully	Foster esprit de corps
Conduct effective meetings	Prepare & improve self	Gets results

Some of these are lofty skills – things that senior level leaders do! But even junior-level leaders do most of these things, just on a different scale.

At the lowest level of leader – the team leader and squad leader, leadership is personal. Leaders should always be thinking of their cadets. When you arrive at your Cadet Corps class, or to an after-school practice or activity, you first get accountability of the cadets assigned to you. Are they all present? If not, do you know where they are? Do they have what they need to do the job (learn in class, practice, do a mission, etc.)? Do they know what they're going to be doing, what's expected of them, and how to do it? Have you established any goals for them to work toward? Have you checked to see how they're doing in working toward the unit goals? For example, you want to get them promoted in six weeks. Do they know what to study? Are they learning the material? Is their uniform squared away? Do they know their marching movements? Do you need to practice with them to improve their skills? There are so many ways you can provide leadership to them. Yet most of our squad leaders just show up, same as their cadets, and wait for an adult, or maybe a senior cadet, to tell them what to do. Take the initiative!

Leaders at higher levels go through the same processes, but the scope is different. You may be thinking in terms of subordinate units, not cadets. Are your subordinate leaders doing the things that will improve their units? Have you established a vision for the semester or year, and set goals that will bring your vision to reality? Have you communicated your vision and goals to your subordinates so that they know what you want them to accomplish, and everyone in the unit is working toward a common objective? Are you looking far enough out – not what's happening next week, but next month, or a few months away? How are you going to prepare for your AGI, drill comp, or bivouac? How long is it taking for the cadets in your unit to get promoted, and what can you do to speed it up?

Cadets at the highest levels, brigade and state staff, function at an operational and sometimes strategic level. They not only plan and sponsor brigade and state-level activities throughout the year, they plan summer camp, and can have input into ways to improve the CA Cadet Corps. They look at what the organization is accomplishing now, determine how they want to improve, and develop plans that will lead to that improvement, leaving a legacy for the cadets who follow them.

ROLES AND RELATIONSHIPS

Leaders of character lead by personal example and consistently serve as role models through a dedicated lifelong effort to learn and develop. They achieve excellence when the cadets they lead do their duty, commit to the Cadet Corps Core Values, and feel empowered to accomplish any task while improving their organization with a focus toward the future.

The Cadet Corps accomplishes its mission when cadets are learning and developing in the academic and leadership environments of our program. If cadets learn and achieve in the areas of the six objectives of the Cadet Corps: leadership; citizenship; patriotism; academic excellence; military knowledge; and health, fitness and wellness, the Cadet Corps is succeeding as an organization. We offer a program of applied leadership. That means we give cadets opportunities to learn and practice leadership. As much as possible, cadets should run the Cadet Corps program. Senior cadets teach junior cadets. Cadets at corps, brigade, and battalion levels set and work toward goals, determine what they want the cadets in their program to do, and play the major role in planning and executing the activities that give cadets experience in the six objective areas. Commandants teach, mentor, mold their units by appointing cadets to leadership positions, ensure cadets are progressing in rank and training, and provide the opportunities for cadets to lead.

Each role and responsibility is unique, yet there are common ways in which leaders interact. Every individual in the Cadet Corps is a member of a team – as a leader or a follower. The roles and responsibilities of Cadet Corps leaders overlap and complement each other. Formal leaders are in three different categories: commandants, commissioned cadet officers, and cadet noncommissioned officers (NCOs). Collectively, these groups work toward a common goal and follow a shared value system.

COMMANDANTS (ADULT LEADERS)

Per CR 3-22, a commandant is a state-recognized commissioned officer, warrant officer, or enlisted member appointed for duty in the California Cadet Corps. Each school enrolled in the Cadet Corps may have only one commandant of cadets appointed regardless of the size of the unit or number of cadets enrolled. All other officers, warrant officers, or enlisted members appointed for duty at that school are assistant commandants of cadets. The commandant is the person designated by the school as the direct representative of the school principal and authorized to act for the principal in matters related to the Cadet Corps program. Commandant Corps is a general term used to include all adult members of the CACC. Commandants train and mentor cadets to develop them in all aspects of the CACC curriculum. They focus on providing an environment where cadets can practice their own leadership skills without fear of failure, and a program where cadets can achieve success through leadership growth.

CADET OFFICERS

Cadet officers hold their grade and office under a commission issued under the authority of the governor, adjutant general, and cadet corps executive officer. Granted on the basis of special trust and confidence placed in the cadet officer's abilities, a cadet officer's commission grants authority to direct subordinates and subsequently, an obligation to obey superiors.

Cadet officers are essential to the Cadet Corps to provide senior cadet leadership, command units, teach, train, and supervise junior cadets, plan and execute activities, and demonstrate the highest levels of achievement within the corps of cadets. They manage the cadet program within their battalion, coordinate between battalions to execute effective training at the brigade level, and set the example by living the Cadet Code, Honor Code, and Core Values. They serve at all levels, from focusing on unit operations to leading change at the strategic levels. Command makes officers responsible and accountable for everything their command does or fails to do.

Serving as a cadet officer differs from other forms of leadership by the quality and breadth of expert knowledge required, in the measure of responsibility attached, and in the magnitude of the consequences of inaction or ineffectiveness. Enlisted leaders execute the training and provide leadership to their subordinates, but cadet officers own the mission. Our cadet officers identify, plan,

and execute missions, and have a tremendous impact on the Cadet Corps itself. The distinction between cadet officers and NCOs establishes a different expectation for disciplined initiative. Officers maintain the momentum of operations. They must possess the courage to deviate from standing orders when required and be willing to accept the responsibility for their actions. While officers depend on the counsel, technical skill, maturity, and experience of subordinates to translate their orders into action, the ultimate responsibility for mission success or failure resides with the officer in charge.

As with all Cadet Corps leaders, the CACC Core Values guide officers in their daily actions. These values manifest themselves as principles of action. As a cadet and leader of cadets, a cadet officer adheres to the Cadet Creed and the Honor Code. A cadet officer's responsibility is first to lead by example with a sense of integrity, respect, and selfless service, and then to the unit and cadets. As a senior leader within the Cadet Corps (less than two percent of cadets become cadet officers), the cadet officer is obligated to be competent and stay abreast of changing requirements. The Cadet Corps expects cadet officers to live the Core Values as leaders of character.

CADET NONCOMMISSIONED OFFICERS

The Cadet Corps relies on cadet NCOs capable of conducting daily operations and making intent-driven decisions. Cadets look to their NCOs for solutions, guidance, and inspiration. Cadets count on leaders they trust and admire. Cadets can relate to NCOs since NCOs advanced through the junior enlisted ranks. They expect them to convey information and provide day-to-day guidance to get the job done. To answer the challenges of the leadership laboratory environment, NCOs must train cadets to cope, prepare, and perform regardless of situation. In short, the Cadet Corps NCO is a leader of strong character, comfortable in every role.

NCO leaders are responsible for setting and maintaining high-quality standards and discipline. They are standard-bearers and role models critical to training, educating, and developing subordinates. NCOs are accountable for caring for cadets and setting the example for them.

While training cadets, NCOs stress military knowledge and excellence. The NCO knows that the tools provided by technology will not reduce the need for mentally and physically fit cadets. Success in the classroom and workplace relate directly to a cadet's level of training, as well as his/her attitude and resiliency. Taking care of cadets ensures they are prepared for whatever challenges lie ahead.

NCOs have roles as trainers, mentors, communicators, and advisors. NCOs are still in a learning environment, continuing to develop their own leadership skills. When choosing the path to be an NCO, cadets should remain open to further progress in the cadet program as a cadet officer. Particularly for cadets who are in the Cadet Corps program for four or more years, being an NCO is not necessarily the final position they should aspire to hold. If a cadet rises to the rank of C/CSM, he/she should serve and learn in that position for a year or two (at battalion and brigade levels), then look at entering the cadet officer corps and continuing to develop his/her skills with the goal of promoting to C/COL.

Commanders at all levels have senior enlisted advisors who are an important source of knowledge and discipline for all enlisted matters. At the highest level, the 10th Corps command sergeant major is the 10th Corps commander's personal advisor who recommends policy to support cadets throughout the Cadet Corps, provides senior NCO leadership at state-level activities, and encourages the growth of leadership among cadet NCOs throughout the state.

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