



National
Defence

Défense
nationale

Canada

A-CR-CCP-915/PG-001

Canadian Cadet Organizations

POSITIVE SOCIAL RELATIONS FOR YOUTH TRAINING

FACILITATOR'S PACKAGE

(Cette publication est disponible en français sous le numéro A-CR-CCP-915/PF-002)

FOREWORD AND PREFACE

1. **Issuing Authority.** The Facilitator's Package A-CR-CCP-915/PT-001 was developed under authority of the Director Cadets and Junior Canadian Rangers (D Cdts & JCR), and issued on the authority of the Chief of Defence Staff.
2. **Development.** Development of the Facilitator's Package was in accordance with the performance-oriented concept of training outlined in the Canadian Forces Individual Training and Education System A-P9-050 Series, *Manual of Individual Training and Education*, with modifications to meet the needs of the Canadian Cadet Organizations (CCO).
3. **Purpose of the Facilitator's Package.** The Facilitator's Package is to be used by corps / squadrons in conjunction with other instructional materials to conduct the *Positive Social Relations for Youth* training. The Facilitator's Package provides instructors with all the required instructional guides (IGs) and associated instructional materials as the base means from which to deliver formal training.
4. **Use of the IG.** Throughout the instructional guides, a series of information boxes are used to highlight information; they include:



Note to the instructor.



Key information to pass along to cadets.



Refer to the following CF regulations and policies.



Points of interest or special instructions the instructor should pass along to cadets.

5. **Suggested Changes.** Suggested changes to this document shall be forwarded through the normal chain of command to National Defence Headquarters (NDHQ) Attention: Staff Officer Common Cadet Program Development (D Cdts 3-2-7), or by e-mail to com.dev@cadets.gc.ca. Suggested changes shall be in tabular format with three columns to capture; the page number, the paragraph / sub-paragraph number and suggested text amendment.

TABLE OF CONTENTS

SECTION 1 GENERAL

Cadet Program (CP) AIM	1
Program Mission and Participant Outcomes	1
Objective of <i>Positive Social Relations for Youth Training</i>	1
Training Components	2
Outline of Formal Training	2
Formal Training Delivery Guidelines	3
Use of the Facilitator's Package	3

SECTION 2 BUILDING POSITIVE SOCIAL RELATIONS INSTRUCTIONAL GUIDES

Sub-Module 1 – What we expect from you as a cadet.	5
Sub-Module 2 – What can happen when behaviours exceed or do not meet expectations.	35
Sub-Module 3 – What harassment, criminal offences and child abuse are and where you can go for help.	51
Sub-Module 4 – What conflict is and how you can deal with it.	65

SECTION 3 INFLUENCING POSITIVE SOCIAL RELATIONS INSTRUCTIONAL GUIDES

Sub-Module 1 – Your responsibility as a leader to influence positive social relations.	97
Sub-Module 2 – What complaints and consent are and how to practice risk reduction.	117
Sub-Module 3 – Your responsibility as a leader to help manage conflict.	137

SECTION 4 INFORMAL LEARNING REINFORCEMENT STRATEGY – MAINTAINING POSITIVE SOCIAL RELATIONS FOR YOUTH

Purpose	159
Informal Learning Reinforcement Activities and Resources	159
Individualized Learning Reinforcement	160

SECTION 5 INSTRUCTIONAL MATERIALS AND ADDITIONAL RESOURCES

SECTION 1 GENERAL

CADET PROGRAM (CP) AIM

1. The aim of the CP is to develop in youth the attributes of good citizenship and leadership, promote physical fitness, and stimulate the interest of youth in the sea, land and air activities of the Canadian Forces (CF).

PROGRAM MISSION AND PARTICIPANT OUTCOMES

2. The mission of the CP is to contribute to the development and preparation of youth for the transition from adolescence to adulthood, enabling cadets to meet the challenges of modern society, through a dynamic, community-based program.
3. CP participant outcomes are the benefits for the cadet during and / or after their involvement with the program that relate to knowledge, skills, attitudes, values, behaviour, condition, or status. The five outcomes of the CP are:
 - a. emotional and physical well-being,
 - b. social competence,
 - c. cognitive competence,
 - d. proactive citizenship, and
 - e. understanding the CF.
4. The program mission and participant outcomes are explained in greater detail in CATO 11-03, Cadet Program Mandate.

OBJECTIVE OF POSITIVE SOCIAL RELATIONS FOR YOUTH TRAINING

5. The objective of the training resulting from A-CR-CCP-915/PT-001 *Positive Social Relations for Youth Training Facilitator's Package* is to prepare cadets to:
 - a. interact comfortably within the cadet community;
 - b. interact positively with others;
 - c. exercise sound judgment;

- d. accept personal responsibility for actions and choices;
- e. deal with interpersonal conflict; and
- f. seek assistance from available resources when needed.

TRAINING COMPONENTS

- 6. Formal Training. Two modules of formal training designed and developed as follows:
 - a. **Building Positive Social Relations.** This module is comprised of 180 minutes of formal training designed and developed for all new cadets joining a corps / squadron.
 - b. **Influencing Positive Social Relations.** This module is comprised of 180 minutes of formal training designed and developed for all cadets entering Phase Four / Gold Star / Proficiency Level Four training.
- 7. Informal Learning Reinforcement Strategy – Maintaining Positive Social Relations. This is a flexible and adaptive strategy designed specifically to avoid the redundancies and negative consequences of additional formal training. This strategy includes activities (eg, Corps / Squadron CO's briefing, CSTC CO's briefing) and / or resources (eg, posters, pamphlets, wallet cards, interactive DVD) used to reinforce learning of the formal training component.

OUTLINE OF FORMAL TRAINING

- 8. **Building Positive Social Relations.** This module of formal training is comprised of the following four sub-modules:
 - a. Sub-Module 1: What we expect from you as a cadet (60 minutes);
 - b. Sub-Module 2: What can happen when behaviours exceed or do not meet expectations (30 minutes);
 - c. Sub-Module 3: What harassment, criminal offences and child abuse are and where you can go for help (30 minutes); and
 - d. Sub-Module 4: What conflict is and how you can deal with it (60 minutes).
- 9. **Influencing Positive Social Relations.** This module of formal training is comprised of the following three sub-modules:
 - a. Sub-Module 1: Your responsibility as a leader to influence positive social relations (60 minutes);
 - b. Sub-Module 2: What complaints and consent are and how to practice risk reduction (60 minutes); and
 - c. Sub-Module 3: Your responsibility as a leader to help manage conflict (60 minutes).

FORMAL TRAINING DELIVERY GUIDELINES

10. All formal training was designed and developed using a modularized structure to maximize the cadet's training experience and learning. Furthermore, another primary feature of this instructional strategy is to capitalize on the leadership and instructional abilities as well as the subject matter expertise of all corps / squadron personnel. Therefore, it is intended to be delivered by a team of instructors (eg, Corps / Squadron Commanding Officer / Training Officer, Civilian Instructors, Unit Cadet Conflict Management Advisor, suitable senior cadets) as opposed to one singular instructor. This will also reinforce that *Positive Social Relations for Youth* is a responsibility of the entire leadership team and not any one subject matter expert.

USE OF THE FACILITATOR'S PACKAGE

11. The Facilitator's Package shall be used as the primary authority governing the conduct and evaluation of the training for *Positive Social Relations for Youth* training. The Facilitator's package shall also be used by D Cdts & JCR as the primary reference for validation of *Positive Social Relations for Youth* training.
12. The Facilitator's Package includes all the instructional materials (eg, Instructional Guides, video scenarios, print-based support material) required to deliver and reinforce *Positive Social Relations for Youth* training. It was also designed and developed so formal training could be delivered using one of the following two delivery options:
 - a. **Option 1 (Preferred):** Using the print-based IG in conjunction with the interactive DVD and appropriate multi-media equipment as well as the other print-based instructional materials; or
 - b. **Option 2:** Use the print-based IG in conjunction with the DVD and appropriate DVD player as well as the other print-based instructional materials.
13. Any deviation from the requirements detailed in this publication due to training limitations must be approved by D Cdts 3, Senior Staff Officer Youth Programs Development, NDHQ.

SUB-MODULE 1

Total time: 60 min

What we expect from you as a cadet

PREPARATION

PRE-LESSON INSTRUCTIONS

Review the lesson content and become familiar with the material prior to delivering the lesson.

Copy the positive team dynamics and core leadership qualities of a cadet located at Attachment A for the activity in TP 4 onto flip chart paper. Write two words or statements per flip chart page.

Construct a corps / squadron flag IAW the template located at Attachment B for the core leadership qualities of a cadet for the activity in TP 6.

Construct a wall-sized map of Canada from the example template located at Attachment B for the activity in TP 6 (the positive team dynamics may be written in any province / territory).

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1, 2, 5 and 7 to introduce the cadets to positive social relations and give an overview of them.

An in-class activity was chosen for TPs 3, 4 and 6 as an interactive way to provoke thought and stimulate interest among cadets.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this Sub-Module the cadets shall be able to describe what it takes to be a model cadet / leader. The cadets shall sign a full value contract as an agreement to display positive team dynamics and strive toward the core leadership qualities of a cadet.

IMPORTANCE

It is important for the cadets to know what is expected from them as cadets in the Cadet Program, as this knowledge will allow them to make better choices in their day-to-day routine at the corps / squadron. It is also important for the cadets to know what consequences may result from misconduct or misbehaviour.

TEACHING POINT 1

Introduce the cadets to the overall objective of *Positive Social Relations for Youth* training

Time: **2 min** Method: **Interactive Lecture**

THE OBJECTIVE OF POSITIVE SOCIAL RELATIONS FOR YOUTH TRAINING

The objective of *Positive Social Relations for Youth* training is to prepare the cadets to:

- interact comfortably within the cadet community;
- interact positively with others;
- exercise sound judgment;
- accept personal accountability for actions and choices;
- deal with interpersonal conflict; and
- seek assistance from available resources when needed.

***Positive Social Relations for Youth* training will include:**

- Building Positive Social Relations module: 180 minutes of formal training in Year 1 of the Cadet Program;
- Influencing Positive Social Relations module: 180 minutes of formal training in Year 4 of the Cadet Program; and
- Maintaining Positive Social Relations: Informal training (eg, posters, pamphlets, wallet cards, interactive DVD) ongoing throughout the Cadet Program.

The Building Positive Social Relations module is comprised of four sub-modules:

- Sub-Module 1: What we expect from you as a cadet (60 minutes),
- Sub-Module 2: What can happen when behaviours exceed or do not meet expectations (30 minutes),
- Sub-Module 3: What harassment, criminal offences and child abuse are and where you can go for help (30 minutes), and
- Sub-Module 4: What conflict is and how you can deal with it (60 minutes).

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.

TEACHING POINT 2

Review the three aims of the Cadet Program.

Time: **3 min** Method: **Interactive Lecture**



Refer to CATO 11-03, *Cadet Program Mandate*, for the complete description of the aims of the Cadet Program.



Review the aims of the Cadet Program by asking the cadets the questions listed below.

The cadets should have previously discussed the aims of the Cadet Program in EO M107.04 (State the Aims of the Sea / Army / Air Cadet Program) which include:

- **Develop in Youth the Attributes of Good Citizenship and Leadership**

The Cadet Program aims to assist in the development of cadets as good citizens and leaders.

Through citizenship and community service activities, the cadet develops an appreciation for community membership and involvement within cadet, local, regional, provincial, national and global communities. Cadets' active involvement will have a positive impact on local communities, which will contribute to community strength and vibrancy.

Through leadership activities, cadets develop interpersonal skills and assume responsibility as effective team members, leaders and dynamic coaches. They will develop the ability to conduct themselves in an ethical and socially responsible way.

- **Promote Physical Fitness**

The Cadet Program aims to promote physical well-being. Cadets develop an understanding of the benefits of fitness and a healthy lifestyle. This understanding, combined with on-going participation in fitness activities, aids in the development of positive attitudes and behaviours that build resiliency within cadets and enable them to meet challenges.

- **Stimulate the Interest of Youth in the Sea, Land and Air Activities of the Canadian Forces (CF)**

The Cadet Program aims to expose youth to the sea, land and air activities of the CF. Cadets develop elemental skills through introduction and interaction with their respective CF communities. The Cadet Program educates and promotes liaison with civilian maritime, adventure and aviation communities. These combined experiences and interactions are essential to the unique identity of the sea, army and air cadet organizations. Also, they distinguish the Cadet Program, as a whole, from other youth development programs.

QUESTIONS:

- Q1. What are the three aims of the Cadet Program?
- Q2. Through what activities are good citizenship and leadership developed?
- Q3. Why is it important to stimulate the interest of youth in the sea, land and air activities of the CF?

ANTICIPATED ANSWERS:

- A1.** The three aims of the Cadet Program, as defined in CATO 11-03, include:
- developing in youth the attributes of good citizenship and leadership;
 - promoting physical fitness; and
 - stimulating the interest of youth in the sea, land and air activities of the CF.
- A2.** Through citizenship, community service and leadership activities.
- A3.** It is important as these combined experiences and interactions are essential to the unique identity of the sea, army and air cadet organizations. Also, they distinguish the Cadet Program as a whole from other youth development programs.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.

TEACHING POINT 3

Conduct an activity to determine what the cadets think it takes to be a model cadet / leader

Time: 10 min Method: In-Class Activity

► ACTIVITY

OBJECTIVE

The objective of this activity is for the cadets to brainstorm ideas of what they think it takes to be a model cadet / leader.

RESOURCES

- Flip chart paper,
- Masking tape, and
- Markers.

ACTIVITY LAYOUT

Nil.



Conduct the brainstorming activity outlined below before stating the positive team dynamics and core leadership qualities of a cadet.



Post the flip chart paper with the brainstormed ideas in an area of the classroom or training area where it can be referred to later in this Sub-Module.

ACTIVITY INSTRUCTIONS

1. At the top of the flip chart paper, write the title “Model Cadet / Leader”.
2. Have the cadets brainstorm ideas about what they think it takes to be a model cadet / leader.
3. Ensure all the cadets have an opportunity to share their ideas and write them down on the flip chart paper.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

The cadets’ participation in the activity will serve as the confirmation of this TP.

TEACHING POINT 4

Conduct an activity to describe positive team dynamics and the core leadership qualities of a cadet

Time: 15 min Method: In-Class Activity

► ACTIVITY

OBJECTIVE

The objective of this activity is to introduce the cadets to positive team dynamics and the core leadership qualities of a cadet.

RESOURCES

- Brainstormed ideas on flip chart paper from the activity in TP 3,
- Prepared flip chart paper (from pre-lesson instructions) listing positive team dynamics and the core leadership qualities of a cadet,
- Flip chart paper,
- Scissors,
- Masking tape,
- Adhesive putty, and
- Markers.



Refer to the brainstormed ideas on the flip chart paper from the activity in TP 3 to conduct this activity.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Select cadets to cut out the words / statements from the brainstormed ideas on the flip chart paper from the activity in TP 3.
2. Post the prepared flip chart pages, from the pre-lesson instructions, listing positive team dynamics and the core leadership qualities of a cadet on a wall or to a whiteboard.
3. Divide the cadets into groups of no more than three and give them several slips of the cut out words / statements from the activity in TP 3.
4. Allow the cadets, in their groups, time to decide where the particular words / statements might fit below one of the words from positive team dynamics and the core leadership qualities of a cadet.
5. Invite each group, one at a time, to come to the wall or whiteboard and put their words / statements below the positive team dynamics and the core leadership qualities of a cadet that are written on the flip chart paper.
6. Once all the groups have placed their words / statements below the words associated with positive team dynamics and the core leadership qualities of a cadet, allow the cadets to discuss whether or not some words / statements need to be moved.

Although there are many words and phrases that can be used to describe the qualities of a leader, the Cadet Program uses a number of phrases which demonstrate positive team dynamics, to include:

- Follow the team leader.
- Include all participants.
- Encourage team members.
- Contribute to team morale and esprit de corps.
- Contribute to the accomplishment of team goals.
- Contribute to group decisions.
- Trust the team.
- Support team members.
- Appreciate team members and celebrate team success.



Do not introduce the statement, “positive team dynamics” or “core leadership qualities of a cadet”, at this time. Conduct the following activity without referring to those phrases. The concepts will be introduced once the activity is completed.



After the cadets have moved and / or placed each word / statement and are satisfied that they are where they belong, introduce the statements, “positive team dynamics” and “core leadership qualities of a cadet”. Discuss that they were already aware of what it takes to be a model cadet / leader.



There are also 11 qualities which exemplify a model cadet / leader and they are called the core leadership qualities of a cadet. Cadets shall be:

- honest,
- dependable,
- loyal,
- collaborative,
- determined,
- courageous,
- analytical,
- positive,
- respectful,
- considerate, and
- sympathetic.

7. If there are some words from positive team dynamics and the core leadership qualities of a cadet that have no words / statements posted under them, have the cadets come up with other ways to describe those dynamics and qualities and write them under the words.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 4

The cadets' participation in the activity will serve as the confirmation of this TP.

TEACHING POINT 5

Describe conduct and discipline in the Cadet Program

Time: **15 min** Method: **Interactive Lecture**

Conduct. Behaviour or way of acting.

Misconduct / misbehaviour. A single or multiple breach of one or several regulations, orders and / or instructions.

Discipline. Training, especially of the mind and character, aimed at producing self-control, obedience, orderly conduct, etc. A system of rules used to maintain control over people.

CONDUCT AND DISCIPLINE IN THE CADET PROGRAM

According to CATO 15–22, discipline in the Cadet Program shall be used as a teaching tool to encourage youth to develop appropriate behaviour (conduct). It should at all times be respectful to the individual, effective over the long term and promote character development.

As a member of the Cadet Program, cadets are expected to conduct themselves in a way which is respectful to themselves and others. Cadets are to adhere to regulations, orders and instructions at all times. If cadets choose to disregard the regulations, orders and instructions described in the CATO, consequences or corrective measures, such as administrative and / or disciplinary actions may be considered.

EXAMPLES OF BREACH(ES) OF CONDUCT

Some examples of breach(es) of conduct are:

- **behaviour, to include:**
 - disrespect,
 - insubordination,
 - inappropriate language,
 - lack of honesty,
 - misuse of authority, and
 - property damage;
- **appearance, to include:**
 - dressing below standard; and
 - inappropriate conduct;



Refer to CATO 15–22, *Conduct and Discipline–Cadets*, for the complete description of the conduct and discipline of cadets.



The complete explanation with examples of breach(es) of conduct and suggested corrective measures is located in CATO 15–22, *Conduct and Discipline–Cadets*, Annex A.



The points presented in this TP will be discussed in further detail in Sub-Module 2: What can happen when behaviours exceed or do not meet expectations.



The following three video scenarios depict some examples of breaches of conduct. Select any of the video scenarios in full to provide a detailed example to the cadets. It is also possible to show only the first clip (Situation) for all three scenarios and complete the scenarios in TP 4 of Sub-Module 2.



Stop the video and pose the following questions.

- **policy breach, to include:**
 - alcohol / tobacco / drugs,
 - inappropriate interactions, and
 - harassment (non-criminal);
- **attendance (absences); and**
- **safety, to include:**
 - safety concerns, and
 - causing injury.

VIDEO SCENARIO 1 / MISCONDUCT

Insubordination – Refusal to Obey an Order

Time: 5 min Method: Video

OBJECTIVE

The objective of this video is to show the cadets what may happen if they are insubordinate towards an adult staff member or a senior cadet.

SETTING

Cadets are on the parade square formed up for inspection.

SITUATION

MISCONDUCT: INSUBORDINATION – REFUSAL TO OBEY AN ORDER

F/Sgt Côté is inspecting her squad of cadets. During the inspection two cadets are chatting, when they should be standing at attention. The F/Sgt asks the two cadets to stop talking and steady up. One of the cadets complies and steady's up and LAC Tims yells out to the F/Sgt, "Why don't you be quiet and steady up? Why do you have to be the boss all the time?"

QUESTIONS:

- Q1.** Do you believe LAC Tims responded to F/Sgt Côté in an appropriate manner?
- Q2.** What do you call this breach of conduct?
- Q3.** Do you believe consequences should result from LAC Tims speaking rudely to the F/Sgt? What should they be?

ANTICIPATED RESPONSES:

- A1.** No. Yelling at people is not an appropriate way to conduct themselves when talking to each other.
- A2.** Insubordination.
- A3.** Yes, LAC Tims should receive corrective measures for his insubordination and it should involve reinforcement of the expected behaviour: not to speak rudely to another person and to respect rank and position when being asked to follow an appropriate order. The corrective measure should be in the form of a cautionary notice or written warning.



There are no right or wrong answers when discussing the scenario with the cadets. It is important that the cadets discuss various solutions / conclusions to how they would solve the problem or expect the problem to be handled.

CONCLUSION A

INAPPROPRIATE DISCUSSION

LAC Tims reluctantly comes to attention after F/Sgt Côté asks him to for a second time. After the cadets are dismissed LAC Tims is asked to stand fast and remain on the parade square. F/Sgt Côté asks LAC Tims why he was insubordinate and refused to obey the order to be quiet and stand at attention. F/Sgt Côté asks LAC Tims if he thought it was appropriate to yell at her. LAC Tims explains that he was busy visiting with his friend. The F/Sgt reminds LAC Tims that he is to obey orders when he is asked by a senior cadet and that it is unacceptable to yell, be rude and not follow orders. LAC Tims continues to argue his case and says that he is tired of having F/Sgt Côté always telling him what to do. LAC Tims walks away from the F/Sgt.

QUESTIONS:

- Q1.** Did LAC Tims respond in an appropriate manner to the F/Sgt? Why or why not?
- Q2.** What would you do if you were LAC Tims?

CONCLUSION B

APPROPRIATE DISCUSSION

LAC Tims reluctantly comes to attention after F/Sgt Côté asks him to for a second time. After the cadets are dismissed LAC Tims is asked to stand fast and remain on the parade square. F/Sgt Côté asks LAC Tims why he was insubordinate and refused to obey the order to be quiet and stand at attention. F/Sgt Côté asks LAC Tims if he thought it was appropriate to yell at her. LAC Tims explains that he was busy visiting with his friend. The F/Sgt reminds LAC Tims that he is to obey orders when he is asked by a senior cadet and that it is unacceptable to yell, be rude and not follow orders. LAC Tims agrees that he was rude and that his behaviour was unacceptable. LAC Tims apologizes to F/Sgt Côté.



Answers will not be provided here as it is important to discuss the appropriate manner in which the problem will be handled. Further consequences / corrective measures of misconduct will be covered in Year Four.

QUESTIONS:

- Q1.** Did LAC Tims respond in an appropriate manner to the F/Sgt? Is a verbal apology appropriate in this situation? Why or why not?

ANTICIPATED RESPONSES:

- A1.** Watch the next video clip for the answer to Question 1.

VIDEO SCENARIO 2 / MISCONDUCT

Appearance - Dressing Below the Standard

Time: **5 min** Method: **Video**

OBJECTIVE

The objective of this video is to show the cadets what can happen if their dress falls below the standard on repeated occasions.

SETTING

Cadets are on the parade square formed up for inspection.

SITUATION

MISCONDUCT: APPEARANCE – DRESSING BELOW THE STANDARD

Master Warrant Officer (MWO) Blaine is inspecting a squad of cadets. During the inspection the MWO comes to a female Private (Pte) and stops to talk to her. After repeated reminders, this cadet has still not received a haircut; her hair continues to grow and it falls below her collar. The MWO asks Pte Spencer why she has not received a haircut in the last two weeks. Pte Spencer tells the MWO that she has not had time to get a haircut.

QUESTIONS:

- Q1.** What do you call this breach of conduct?
- Q2.** Do you believe any consequences should result from Pte Spencer not adhering to the standard? If you feel there should be a consequence, what should it be?

ANTICIPATED RESPONSES:

- A1.** Dressing below standard.
- A2.** Watch the next video clip for the answer to Question 2.



The cadets are not expected to have an answer for Q2. The possible answer for Q2. will come in the form of a video clip. Play Clip #2 for the conclusion to the scenario.

CONCLUSION

MISCONDUCT: APPEARANCE – DRESSING BELOW THE STANDARD

- A2.** Yes, Pte Spencer should receive corrective measures for dressing below the standard and being asked to correct it for two weeks. The Pte should be reminded again what is expected, given a copy of the dress regulation on haircuts / styles and a written warning should be drafted by the MWO to give to the officer in charge of this particular group of cadets.

VIDEO SCENARIO 3 / MISCONDUCT

False Accusations

Time: 5 min Method: Video

OBJECTIVE

The objective of this video is to show the cadets what can happen if they falsely accuse someone of harassment by making a false declaration / statement.

SETTING

Local corps training facility after a weekly training session.

SITUATION

MISCONDUCT: FALSE ACCUSATIONS

Pte Spencer has just been dismissed from the training session and was upset because earlier in the evening she was assigned extra duties for repeatedly not meeting the expected dress standard. She decided to seek revenge on her MWO by reporting to her Training Officer, that the MWO touched her inappropriately during the inspection.

QUESTIONS:

- Q1.** What do you call this breach of conduct?
- Q2.** If someone falsely accused you of harassment how might that affect you?
- Q3.** What do you believe should be the consequences for Pte Spencer's lack of honesty?

ANTICIPATED RESPONSES:

- A1.** Lack of honesty.
- A2.** Answers will vary.
- A3.** Answers will vary. Details of the corrective measures will be covered in TP 4 of Sub-Module 2.

CONCLUSION

MISCONDUCT: FALSE ACCUSATIONS

After a week long investigation by the Commanding Officer (CO), Pte Spencer finally admits that she had made up the story and the CO applies corrective measures IAW CATO 15-22 which included assigning Pte Spencer extra duties as well as a suspension of privileges by not allowing her attend the upcoming Halloween dance. The CO also directed her to write an apology letter to MWO Blaine.

CONFIRMATION OF TEACHING POINT 5

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.

TEACHING POINT 6

Revisit “What does it take to be a model cadet / leader?” and establish a full value contract (FVC) with the cadets

Time: 10 min Method: In-Class Activity

FULL VALUE CONTRACT (FVC)

The objectives of the FVC are to:

- respect integrity;
- respect diversity; and
- respect the individuals and the group to which the cadet belongs.

When instructors and cadets respect each other, it is easier to work together toward the same goal and support everyone in the learning process.



Full value contracts should not be new to the cadet. They should have been introduced to full value contracts previously at the corps / squadron as part of PO X07 (General Cadet Knowledge).

► ACTIVITY

OBJECTIVE

The objective of this activity is for the cadets to develop and sign an FVC.

RESOURCES

- A corps / squadron flag with the core leadership qualities of a cadet (example located at Attachment B),
- An enlarged map of Canada (example template located at Attachment B) with the words from positive team dynamics written on the provinces / territories,
- Masking tape, and
- Markers.

ACTIVITY LAYOUT

Nil.

The flag of the corps / squadron represents creating an atmosphere where members value each other, communicate openly, commit to team goals and trust one another. It helps connect every member to something much greater than themselves as individuals—to being a member of an effective team. The core leadership qualities are written on the flag.

The map of Canada represents individuals, the group or cadet community and the goals. Each location on the map has one phrase from positive team dynamics written on it.

ACTIVITY INSTRUCTIONS

1. Tape the flag and map of Canada to a wall or whiteboard.
2. Have each cadet read to themselves and think of which team dynamic, value, quality or behaviour that they believe is most important to them from the words written on the flag or map.
3. Choose volunteers to share their choice of the team dynamic value, quality or behaviour they believe is most important to them with the group.
4. Have each cadet and the instructor(s) approach the flag and sign their name to it.



Refer to the flip chart pages from the activity in TP 4 when conducting this activity.



By adding your name to the flag you are agreeing to respect each person's team dynamic, value, quality or behaviour in order for the cadet corps / squadron "community" to run properly and be a place where everyone will feel safe and respected. Also, by signing your name to the flag you are signing the FVC.



Once each cadet and instructor has signed their name to the flag, mention every team dynamic, value, quality or behaviour selected by the cadets.



Throughout this Sub-Module, the cadets have been exposed to thinking, defining and deciding what it takes to be a model cadet / leader. With the positive team dynamics and core leadership qualities of a cadet introduced and defined, the cadets may take this knowledge and apply it to subsequent modules.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 6

The cadets' participation in the activity will serve as the confirmation of this TP.

TEACHING POINT 7

Conclusion

Time: 5 min Method: Interactive Lecture

SUB-MODULE 2: WHAT CAN HAPPEN WHEN BEHAVIOURS EXCEED OR DO NOT MEET EXPECTATIONS

Sub-Module 2 topics include:

- recognition and rewards in the Cadet Program,
- impact not intent, and
- procedures and corrective measures supporting conduct and discipline in the Cadet Program.

CONFIRMATION OF TEACHING POINT 7

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

QUESTIONS:

- Q1.** What are the three aims of the Cadet Program?
- Q2.** What are some examples of misconduct?
- Q3.** Discipline in the Cadet Program should do what?
- Q4.** List the core leadership qualities of a cadet.

ANTICIPATED ANSWERS:

- A1.** The three aims of the Cadet Program, as defined in CATO 11-03, are:
- developing in youth the attributes of good citizenship and leadership;
 - promoting physical fitness; and
 - stimulating the interest of youth in the sea, land and air activities of the CF.
- A2.** Some examples of breach(es) of conduct are:
- **behaviour, to include:**
 - disrespect,
 - insubordination,
 - inappropriate language,
 - lack of honesty,
 - misuse of authority, and
 - property damage;
 - **appearance, to include:**
 - dressing below standard; and
 - inappropriate conduct;
 - **policy breach, to include:**
 - alcohol / tobacco / drugs,
 - inappropriate interactions, and
 - harassment (non-criminal);
 - **attendance (absences);** and
 - **safety, to include:**
 - safety concerns, and
 - causing injury.
- A3.** Discipline in the Cadet Program shall be used as a teaching tool to encourage youth to develop appropriate behaviour (conduct). It should at all times be respectful of the individual, be effective over the long term and promote character development.
- A4.** The core leadership qualities of a cadet include being:
- honest,
 - dependable,
 - loyal,
 - collaborative,
 - determined,
 - courageous,
 - analytical,
 - positive,
 - respectful,
 - considerate, and
 - sympathetic.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important for you, as a cadet and a member of the Cadet Program, to know what is expected of you in regards to behaviour and appropriate conduct when you attend cadets and cadet-related activities. If you choose to act in a way that is inappropriate then consequences may result.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-010 CATO 11-03 Director Cadets 2. (2006). *Cadet program mandate*. Ottawa, ON: Department of National Defence.

A0-103 CATO 15-22 Director Cadets 2. (2005). *Conduct and discipline-cadets*. Ottawa, ON: Department of National Defence.

ATTACHMENTS

SUB-MODULE 1

ATTACHMENT A (1 OF 3)

POSITIVE TEAM DYNAMICS

FOLLOW THE TEAM LEADER

One of the greatest leadership roles team members will assume is supporting the person in charge. When the leader of a team does not have the support of their members, the team is destined for failure.

INCLUDE ALL PARTICIPANTS

The team must have commitment from all members. Without commitment, members perform as individuals; with commitment they become a powerful unit of cooperative performance. All team members must function together toward a common goal. When members are not included, the dynamic of the team is greatly weakened.

ENCOURAGE TEAM MEMBERS

All team members should be valued for what they bring to the team. Any abilities that exist should be used to help strengthen the team. Recognizing members' abilities reinforces the belief that everyone on the team is important, leader or not.

CONTRIBUTE TO TEAM MORALE AND ESPRIT DE CORPS

When each member of the team has a sense of pride and belonging, it is more likely that they will want to be part of the team. Morale and esprit de corps will help enable the team to become more cohesive and willing to work together.

CONTRIBUTE TO THE ACCOMPLISHMENT OF TEAM GOALS

For a team to succeed, all members must do their share. When members of a team collaborate to achieve a goal, the interaction stimulates the thinking of every member which results in a wide range of ideas and active participation.

CONTRIBUTE TO GROUP DECISIONS

All members of a team will have to work together to meet the team's goals. Therefore, everyone should have a say in determining them. Even if a member does not have any insight, they may comment on other members' suggestions.

TRUST THE TEAM

Trust is the basis for any relationship. It doesn't take much for a person to lose trust in another. If the team leader makes a promise then fails to live up to it, trust is lost. If a member withholds needed information from other members, it will be hard to trust them afterwards.

When in a leadership role, if the cadets have trust, what the leader says will be heard. If there is a lack of trust, a lot of what is said will be ignored. When trust is lost, it takes a lot of effort from all team members to rebuild.

ATTACHMENT A (2 OF 3)

SUPPORT TEAM MEMBERS

When people feel like they belong to a team, achieving success is much more possible. When all members are supported, everyone is more comfortable sharing duties because others can be counted on.

APPRECIATE TEAM MEMBERS

Recognizing team members' abilities reinforces the belief that everyone on the team is important, no matter who the leader is. Praise is very powerful; show appreciation when a member does something helpful. Appreciation can lead to feelings of enthusiasm and increase self-confidence in members.

CELEBRATE TEAM SUCCESS

When the team completes an activity, assignment or makes a significant achievement, sharing in the joy of success will bring the team even closer together. All team members should be complimented when a job is well done.

CORE LEADERSHIP QUALITIES OF A CADET

HONEST

Faith and confidence in a person. They must display reliability, dependability, etc. Integrity builds trust, trust builds confidence, confidence builds relationships, relationships builds leadership.

DEPENDABLE

Reliable. To do what is asked. Sound and consistent in character; can be counted on; honour obligations.

LOYAL

Being true or faithful to your duty, to a friend, to a course; showing trust in others; staying "true" to others; "devotion". Being loyal and having devotion to, as well as a regard for the honour and interests of, a group to which one belongs.

COLLABORATIVE

Works together with others, jointly rather than competitive.

DETERMINED

To be firm in purpose. To stay on task. To complete work. To see things through to the finish.

COURAGEOUS

The ability to disregard fear. Being brave, daring, venturesome or fearless.

ANALYTICAL

The ability to use problem-solving techniques; having good judgment or insight. (problem solving, discernment)

ATTACHMENT A (3 OF 3)

POSITIVE

Being optimistic, hopeful, easy to talk to, affirmative, confident, enthusiastic, full of desire and devotion; the ability to draw people to you with devotion and enthusiasm. (enthusiastic, charisma, character, approachable, eager, esprit de corps, morale)

RESPECTFUL

Having regard toward a person, thing or quality; acceptance or courtesy; esteem for or a sense of the worth or excellence of a person, personal quality or ability.


CONSIDERATE

Being thoughtful toward others by showing regard for their feelings and circumstances; being careful not to cause hurt or inconvenience; being unselfish and willing to sacrifice by putting group needs before self needs. (relational, acceptance, selfless, altruistic, generous, servanthood, understanding cause and effect relationships)


SYMPATHETIC

Being kind and compassionate to others by showing support and providing encouragement when needed; identifying with, understanding and respecting the feelings, thoughts and attitudes of others. (supportive, appreciative, sensitive, empathetic, compassionate)


ATTACHMENT B (1 OF 4)

	<p>ANALYTICAL</p> <p>POSITIVE</p> <p>RESPECTFUL</p> <p>CONSIDERATE</p> <p>SYMPATHETIC</p>
<p>HONEST</p> <p>DEPENDABLE</p> <p>LOYAL</p> <p>COLLABORATIVE</p> <p>DETERMINED</p>	<p>COURAGEOUS</p>

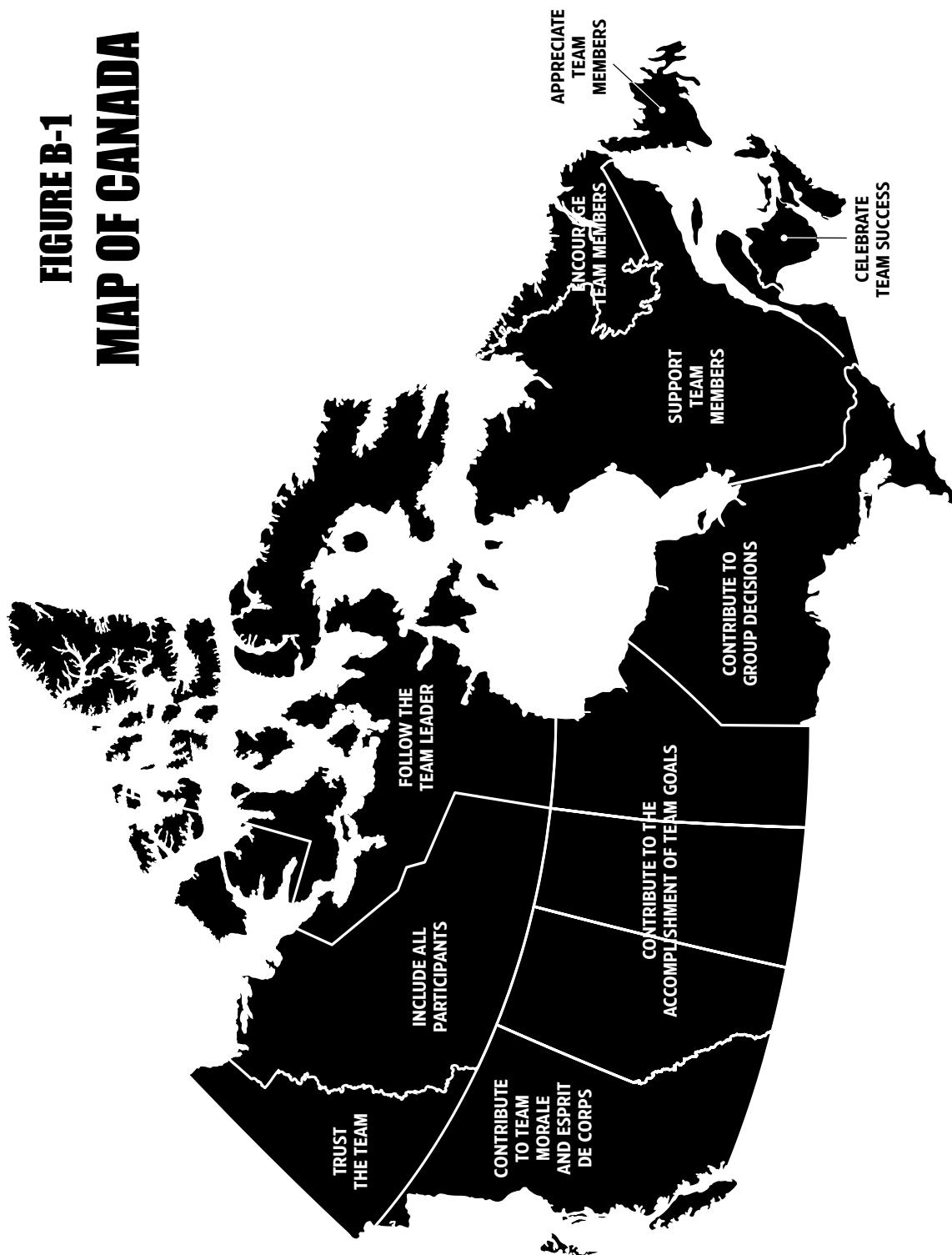
ATTACHMENT B (2 OF 4)

<p>HONEST</p> <p>DEPENDABLE</p> <p>LOYAL</p> <p>COLLABORATIVE</p> <p>DETERMINED</p>	 <p>COURAGEOUS</p>	<p>ANALYTICAL</p> <p>POSITIVE</p> <p>RESPECTFUL</p> <p>CONSIDERATE</p> <p>SYMPATHETIC</p>
--	--	--

ATTACHMENT B (3 OF 4)

<p>HONEST</p> <p>DEPENDABLE</p> <p>LOYAL</p> <p>COLLABORATIVE</p> <p>DETERMINED</p>  <p>ANALYTICAL</p> <p>POSITIVE</p> <p>RESPECTFUL</p> <p>CONSIDERATE</p> <p>SYMPATHETIC</p> <p>COURAGEOUS</p>	
--	--

**FIGURE B-1
MAP OF CANADA**



SUB-MODULE 2

Total time: 30 min

What can happen when behaviours exceed or do not meet expectations

PREPARATION

PRE-LESSON INSTRUCTIONS

Review the lesson content and become familiar with the material prior to delivering the lesson.

Collect examples of recognition / rewards that are available at your local corps / squadron to show the cadets in TP 2 (eg, trophies, certificates, badges).

Choose a minimum of two cadets from Phase Two / Red Star / Proficiency Level 2 who have received formal or informal rewards / recognition and who learned something that they improved on or could not do from the previous training year. Have them prepare to show their certificate, trophy, badge, etc or share a brief story about how and what reward / recognition they received or what they improved upon.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to introduce the cadets to rewards and recognition in the Cadet Program and give an overview of what can happen when behaviours exceed or do not meet expectations.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this Sub-Module the cadet shall be able to describe what can happen when behaviours exceed or do not meet expectations.

IMPORTANCE

It is important for cadets to learn about what can happen if behaviours exceed or do not meet expectations so that they may experience more success in the Cadet Program, make positive contributions to the community and become more successful in their day-to-day lives and in their interactions with others.

TEACHING POINT 1

Review the key aspects of Sub-Module 1 and introduce and draw a link to Sub-Module 2

Time: **2 min** Method: **Interactive Lecture**

SUB-MODULE 1: WHAT WE EXPECT FROM YOU AS A CADET

The following topics were discussed in Sub-Module 1:

- aims of the Cadet Program,
- positive team dynamics and core leadership qualities of a cadet,
- conduct and discipline in the Cadet Program, and
- a Full Value Contract (FVC) based on positive team dynamics and core leadership qualities of a cadet.

SUB-MODULE 2: WHAT CAN HAPPEN WHEN BEHAVIOURS EXCEED OR DO NOT MEET EXPECTATIONS

In Sub-Module 2 the following topics will be discussed:

- rewards and recognition in the Cadet Program,
- impact not intent, and
- misconduct, to include:
 - procedures to follow,
 - corrective measures, and
 - consequences.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.

TEACHING POINT 2

Describe rewards and recognition in the Cadet Program

Time: **10 min** Method: **Interactive Lecture**

In Sub-Module 1, positive team dynamics and the core leadership qualities of a cadet were introduced and discussed. Team dynamics and leadership qualities are things that people strive for in order to become better citizens / leaders. The Cadet Program promotes character development and values the development of inter and intrapersonal skills.



Ask the cadets if they can name the positive team dynamics and the core leadership qualities of a cadet. The positive team dynamics are:

- follow the team leader;
- include all participants;
- encourage team members;
- contribute to team morale and esprit de corps;
- contribute to the accomplishment of team goals;
- contribute to group decisions;
- trust the team;
- support team members;
- appreciate the team; and
- celebrate team success.

The 11 core leadership qualities of a cadet include being:

- honest,
- dependable,
- loyal,
- collaborative,
- determined,
- courageous,
- analytical,
- positive,
- respectful,
- considerate, and
- sympathetic.

Ask the cadets if they can name the aim that relates most closely to building positive social relations (to develop in youth the attributes of good citizenship and leadership).

One aim of the Cadet Program that relates to building positive social relations is “to develop in youth the attributes of good citizenship and leadership”. The aim further states:

Citizenship

Cadets develop an understanding of and appreciation for community membership and involvement within cadet, local, regional, provincial, national and global communities. Inherent in this membership is an acceptance of, and respect for, multiculturalism within Canada and the world. Through their active involvement, cadets will have a positive impact on local communities, contributing to community strength and vibrancy.

Leadership

In this peer-led program, cadets develop interpersonal skills and assume responsibil-

ity as effective team members, leaders and dynamic coaches that conduct themselves in an ethical and socially responsible way.

Cadets will have many opportunities to receive rewards or recognition for meeting or exceeding expectations set out in the Cadet Program. Some cadets may receive formal or informal rewards / recognition at the local corps / squadron or from sponsors, leagues and CSTCs. Rewards / recognition may also be received from the national level.

Rewards. Return for service or merit, requital for goodness. Types of rewards include tangible items such as badges, promotions, certificates, trophies, etc.

Recognition. To notice, validate, acknowledge, honour and support. Types of recognition usually include intangible items such as praise, encouragement, commendation, compliments, an honour, congratulations or thanks for doing something.

Rewards (a tangible item) are sometimes given as representations of the intangible things, such as a learned or developed skill as a form of recognition. They are awarded to the cadets who have exceeded expectations for doing something.

The most powerful forms of recognition, however, do not come from receiving a tangible item but come in the form of a compliment, a pat on the back or encouragement from superiors or peers. Recognition by superiors or peers is just as important as a tangible reward as it shows the cadet is doing something well and is being encouraged to keep up the good work.

Although receiving a particular reward or some form of recognition is gratifying, self-motivation is important as you move through the Cadet Program and through life. There will not always be someone around to congratulate you, encourage you or notice you for doing something well.

Having joined cadets is already a sign of motivation for wanting to become a better citizen, a better person or a better leader.

Intrinsic motivation is triggered by many sources such as working towards personally meaningful goals (a challenge), something in the physical environment that attracts the learner's attention (curiosity), having a tendency to control what happens to them (control), feeling satisfaction by comparing their performance favourably to that of others (competition) and feeling satisfaction by helping others achieve their goals (cooperation).



Intrinsic motivation.

Motivation that comes from inside an individual rather than from an external source or outside rewards, such as money or grades.

➤ ACTIVITY

Display and discuss examples of your local corps / squadron opportunities to receive incentives for exceeding expectations.

Display and discuss examples of your local corps / squadron opportunities to receive incentives for exceeding expectations in this TP. Ensure that you have examples of these incentives to show to the cadets. Also have cadets on hand who have received formal or informal rewards / recognition and have learned something that they improved on or that they could not do the previous training year. Have them show their certificate, trophy, badge, etc or share a brief story about the reward / recognition they received or what they improved upon.

Note: Incentives may vary from corps / squadron to corps / squadron and from region to region.



Many formal rewards and recognition are presented at formal ceremonies such as the Annual Ceremonial Review (ACR) or other special parades / events.

Examples of formal rewards / recognition given for meeting or exceeding expectations in the Cadet Program are:

- **corps / squadron opportunities, which may include:**
 - trophies,
 - plaques,
 - certificates,
 - promotions, or
 - badges;
- **sponsor / league opportunities, which may include:**
 - medals,
 - trophies,
 - plaques,
 - certificates, or
 - bursaries;
- **CSTC opportunities, to include:**
 - advanced training,
 - awards, or
 - ANAVETS medals; and
- **national level opportunities, to include:**
 - national courses,
 - advanced specialty courses,
 - scholarship courses, or
 - international exchanges.

Informal recognition may occur at the local corps / squadron and may continue on a more frequent basis throughout the year.

Examples of informal rewards / recognition given for meeting or exceeding expectations in the Cadet Program may include:

- public recognition,
- a commendation,
- a prize (eg, stickers, pins, corps / squadron paraphernalia),
- a special privilege,
- assuming a special role,

- “Cadet of the Week”, or
- participating in a special activity (eg, pizza party).

CONFIRMATION OF TEACHING POINT 2

The cadets’ participation in the interactive lecture will serve as the confirmation of this TP.

TEACHING POINT 3

Explain impact not intent

Time: 3 min Method: Interactive Lecture

IMPACT NOT INTENT

Choices made through actions and words can have a great impact, positive or negative, on a person. It is the **impact not intent** of these choices on others that is key.

Some of the intended participant outcomes of the Cadet Program are to display positive personal qualities and social competence.

Social competence. The manner in which one consistently responds to other individuals, expects other individuals to respond to oneself and the interaction with members of groups sharing one’s “social address” as well as with members of groups different than one’s own. This includes the ability to:

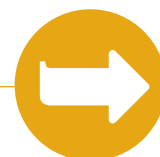
- contribute as an effective team member;
- accept personal accountability for actions and choices;
- exercise sound judgment; and
- demonstrate effective interpersonal communication skills.

An example of “impact not intent” would be one cadet constantly calling another cadet a “herbie” because they are new to the Cadet Program. The cadet may feel hurt because they want to be included and the nickname is not very welcoming, but the intent was to show inclusion or “being new”. It is the impact on the victim that is important, not the intent of the action toward the victim.

The following two video scenarios depict some examples of “impact not intent”. Select any of the video scenarios in full to provide a detailed example to the cadets.



Refer to CATO 11-03, *Cadet Program Mandate*, for the complete description of the intended participant outcomes of the Cadet Program.



VIDEO SCENARIO 4 / IMPACT NOT INTENT 1

Coat Room

Time: **3 min** Method: **Video**

OBJECTIVE

The objective of this video is to show the cadets how the impact of a situation is more important than intent.

SETTING

A coat room at a local corps.

SITUATION

IMPACT NOT INTENT #1: COAT ROOM

Female cadets are at the local corps getting ready for swimming. All the females are chatting away and talking about boys and school, etc. (Note: they are all friends). Able Seaman (AB) Jones makes a comment about herself saying that she feels uncomfortable about wearing her swimsuit and she asks how the other girls think she looks in it. One of AB Jones' friends says, "Put a T-shirt on, then no one will notice".

QUESTIONS:

- Q1.** Do you think AB Jones may have felt the statement made was a rude comment or a helpful suggestion?
- Q2.** How might you have spoken to AB Jones to encourage her about her appearance?

POSSIBLE RESPONSES:

- A1.** Answers may vary. Perhaps AB Jones felt that her friend was thinking she should wear a T-shirt because she was fat, or looked ugly or weird.
- A2.** Answers may vary. Perhaps the friends should have said, "Why do you feel uncomfortable about wearing your swimsuit?" "We think you look just fine." "You are too hard on yourself."

CONCLUSION

IMPACT NOT INTENT #1: COAT ROOM

AB Jones feels hurt because she expected her friend to encourage her not to care what she looked like AB Jones thought her friend thought she was fat, or looked ugly or weird.

The cadets intent was not to be mean to AB Jones. She thought she was just giving a suggestion or being helpful.

VIDEO SCENARIO 5 / IMPACT NOT INTENT 2

Joke Telling

Time: **3 min** Method: **Video**

OBJECTIVE

The objective of this video is to show the cadets how the impact of a situation is more important than intent.

SETTING

At the canteen at the local squadron.

SITUATION

IMPACT NOT INTENT #2: JOKE TELLING

Cadet Moore tells similar natured jokes (eg, blonde jokes) all the time. Mostly he is in a peer setting with other males, but occasionally he tells the jokes when he is standing in a flight. One time he tells a joke and a female flight sergeant (F/Sgt) approaches him.

QUESTIONS:

- Q1.** What do you think was the cadet's intent in telling the jokes?
- Q2.** When telling jokes, should it ever matter if the subject of the joke is present or not?

POSSIBLE RESPONSES:

- A1.** Answers may vary. The cadet was probably seeking attention or just thought he was being funny. Since he has had a lot of success in gaining laughter from his audiences he continued to tell jokes.
- A2.** No, it should not matter. Any joke that demeans, belittles or implies offence to a particular race, group, culture, religion, sex, etc is not appropriate at any time. Even if the subject is not present, others may take offence for the absent subject. If you have to think twice about telling someone something you may find humorous, it probably is not worth telling.

CONCLUSION

IMPACT NOT INTENT #2: JOKE TELLING

F/Sgt Côté confronts Cadet Moore and tells him that she takes offence to his jokes and finds them hurtful and other cadets feel the same way. The cadet looks ashamed and tells her that he did not realize that he had hurt anyone's feelings. He apologizes to the F/Sgt and tells her that he will think twice about telling inappropriate jokes in the future.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.



The complete explanation and examples of breach(es) of conduct and suggested corrective measures is located in CATO 15-22, *Conduct and Discipline—Cadets*, Annex A.

TEACHING POINT 4

Describe conduct and discipline in the Cadet Program

Time: 13 min Method: Interactive Lecture

As discussed previously in Sub-Module 1, TP 5 (Describe conduct and discipline in the Cadet Program); as a member of the Cadet Program, cadets are expected to conduct themselves in a way which is respectful to themselves and to others. Cadets are to adhere to the regulations, orders and instructions at all times. If cadets choose to disregard the regulations, orders and instructions, there may be consequences such as corrective measures considered. Corrective measures may include administrative and / or disciplinary actions.

Procedures to follow and corrective measures to take when a cadet breaches a regulation include:

- **procedures, to include:**
 - investigating the alleged of misbehaviour;
 - conducting the fact-finding process;
 - consulting with parents; and
 - following the decision-making process; and
- **corrective measures, to include:**
 - verbal warning,
 - apology,
 - cautionary notice,
 - assignment of extra duties,
 - written warning,
 - suspension of privileges,
 - cease training,
 - removal of position,
 - suspension of pending promotion,
 - reduction in rank,
 - suspension or return to unit (RTU), and / or
 - termination of membership.

VIDEO SCENARIO 6 / MISCONDUCT

Misbehaviour will Lead to Consequences #1: Roll Call

Time: **3 min** Method: **Video**



The following three video scenarios depict some additional examples of breaches of conduct from those that were introduced in TP 5 of Sub-Module 1. Select any of the video scenarios in full to provide a detailed example to the cadets. However, if it was decided to only show the first clip (Situation) for the three video scenarios in TP 5 of Sub-Module 1, follow-up by completing those remaining scenarios.

OBJECTIVE

The objective of this video is to show the cadets how misconduct / misbehaviour will lead to consequences.

SETTING

Local corps storage room and classroom.

SITUATION

MISCONDUCT / MISBEHAVIOUR WILL LEAD TO CONSEQUENCES #1: ROLL CALL

A number of female cadets from the same phase are dismissed from the opening parade and decide to skip their first class by hanging out in the storage room. When roll call is taken during the first class, it is identified that these cadets are missing.

QUESTIONS:

Q1. What consequences might be appropriate for this type of misconduct?

There are no right or wrong answers when discussing the scenario with the cadets. It is important that the cadets discuss various solutions / conclusions to how they would solve the problem or expect the problem to be handled.

It is important to note that consequences should always match the misconduct / misbehaviour in an appropriate way. For example, if garbage is found on the sports field after break, the consequence is that they have to do a garbage sweep of the sports field, not the entire camp.



CONCLUSION

MISCONDUCT / MISBEHAVIOUR WILL LEAD TO CONSEQUENCES #1: ROLL CALL

These female cadets, on a number of occasions, have been caught skipping classes or being late because they have decided to socialize during this time. The officer has decided to take their mid-evening break away from them as a consequence for their misbehaviour. This consequence will last for a minimum of two cadet nights or until their punctuality improves.

VIDEO SCENARIO 7 / MISCONDUCT

Misbehaviour will Lead to Consequences #2: Tent Prank

Time: **3 min** Method: **Video**

OBJECTIVE

The objective of this video is to show the cadets how misconduct / misbehaviour will lead to consequences.

SETTING

Cadet Summer Training Centre (CSTC).

SITUATION

MISCONDUCT / MISBEHAVIOUR WILL LEAD TO CONSEQUENCES #2: TENT PRANK

A number of male cadets decide it would be funny to pull some pranks against their flight mates in the male tent, so they decide that while the other cadets are in the washroom getting ready for bed, they would fill the other cadets' beds with shaving cream.

QUESTIONS:

Q1. What consequences might be appropriate for this type of misbehaviour?



There are no right or wrong answers when discussing the scenario with the cadets. It is important that the cadets discuss various solutions / conclusions to how they would solve the problem or expect the problem to be handled.

It is important to note that consequences should always match the misconduct / misbehaviour in an appropriate way.

CONCLUSION

MISCONDUCT / MISBEHAVIOUR WILL LEAD TO CONSEQUENCES #2: TENT PRANK

The cadets were caught by the duty staff. The consequence was that they had to collect and exchange all the linen for sheet-exchange day for their flight and make a public verbal apology to the cadets that they pulled the pranks on.

VIDEO SCENARIO 8 / MISCONDUCT

Misbehaviour will Lead to Consequences #3: Cadet Dance

Time: **3 min** Method: **Video**

OBJECTIVE

The objective of this video is to show the cadets how misconduct / misbehaviour will lead to consequences.

SETTING

A cadet dance.

SITUATION

MISCONDUCT / MISBEHAVIOUR WILL LEAD TO CONSEQUENCES #3: CADET DANCE

A number of cadets (males and females) were observed falling down, acting very obnoxiously and talking loudly with their friends at a cadet dance. A junior cadet reports to a supervising officer that a cadet was being sick near the canteen.

QUESTIONS:

- Q1.** What do you think happened to these cadets to act in this manner?
- Q2.** What do you think will happen after the junior cadet reported the incident?
- Q3.** What do you think the junior cadet should do after reporting the incident?

There are no right or wrong answers when discussing the scenario with the cadets. It is important that the cadets discuss various solutions / conclusions to how they would solve the problem or expect the problem to be handled.

It is important to note that consequences should always match the misconduct / misbehaviour in an appropriate way.



POSSIBLE RESPONSES:

- A1.** Answers may vary. Most likely these cadets were drinking at the dance or before coming to the dance.
- A2.** Answers may vary. First, the officer should go and check on the cadet who is sick and make sure they are okay.

- A3.** The junior cadet should just report the incident to the supervising officer and leave it at that. They should not go back to the dance and gossip about what they saw and spread further rumours about what they witnessed. It is important that the incident be kept at the lowest level of severity and that it not brew into something much bigger or more severe than warranted. False statements and rumours are easily started and spread in this way and could lead to a much bigger problem.

CONCLUSION

MISCONDUCT / MISBEHAVIOUR WILL LEAD TO CONSEQUENCES #3: CADET DANCE

The officer goes in to the classroom to check on the cadet who is sick. The classroom smells of alcohol and many empty beer cans are lying visibly in the trashcan. The cadet is leaning over a trashcan looking very sick. The cadet is feeling very ill and remorseful. When asked whose beer it was the cadet admits to bringing the beer to the dance.

The other cadets sitting in the classroom are clearly under the influence of alcohol as well. The cadets all admit to drinking at the dance. It is decided at this point that they can no longer be participants at the dance and their parents / guardians will be called to collect them immediately. A decision on the consequences will be made once the cadets return to the corps the following parade night. Parents / guardians will also be present at the meeting with the commanding officer (CO).

CONFIRMATION OF TEACHING POINT 4

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.

TEACHING POINT 5

Conclusion

Time: 2 min Method: Interactive Lecture

Throughout this Sub-Module you have been made aware of what can happen when behaviours exceed or do not meet Cadet Program expectations.

SUB-MODULE 3: WHAT HARASSMENT, CRIMINAL OFFENCES AND CHILD ABUSE ARE AND WHERE YOU CAN GO FOR HELP

The following topics will be discussed in Sub-Module 3:

- definitions and examples of harassment,
- definitions and examples of criminal offences,
- definitions and examples of child abuse,
- where you can go for help, and
- when you should go for help.

CONFIRMATION OF TEACHING POINT 5

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the interactive lectures will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important for you to learn about what can happen if your behaviours exceed or do not meet expectations so that you may experience more success in the Cadet Program, make positive contributions to the community and become more successful in your day-to-day life and in your interactions with others.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-010 CATO 11-03 Director Cadets 2. (2006). *Cadet program mandate*. Ottawa, ON: Department of National Defence.

A0-103 CATO 15-22 Director Cadets 2. (2005). *Conduct and discipline—cadets*. Ottawa, ON: Department of National Defence.

XXXX Intrinsic Motivation. (2008). Retrieved March 31, 2008, from http://education.calumet.purdue.edu/vockell/EdPsyBook/Edpsy5/Edpsy5_intrinsic.htm

SUB-MODULE 3

Total time: 30 min

What harassment, criminal offences and child abuse are and where you can go for help

PREPARATION

PRE-LESSON INSTRUCTIONS

Review the lesson content and become familiar with the material prior to delivering the lesson.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to introduce the cadets to a new topic and give an overview of what harassment, criminal offences and child abuse are and where cadets can go for help.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall recognize what harassment, criminal offences and child abuse are and where they can go for help.

IMPORTANCE

It is important for the cadets to learn about what harassment, criminal offences and child abuse are so they are able to identify them if they happen. Knowing where to go if they or another cadet are subjected to harassment, criminal offences or child abuse enables them to have power over the situation and get help if they need it.

TEACHING POINT 1

Introduction

Time: 3 min Method: Interactive Lecture

SUB-MODULE 2: WHAT CAN HAPPEN WHEN BEHAVIOURS EXCEED OR DO NOT MEET EXPECTATIONS

The topics discussed in Sub-Module 2 included the following:

- rewards and recognition in the Cadet Program,
- impact not intent, and
- misconduct, to include:
 - procedures to follow,
 - corrective measures, and
 - consequences.

SUB-MODULE 3: WHAT HARASSMENT, CRIMINAL OFFENCES AND CHILD ABUSE ARE AND WHERE YOU CAN GO FOR HELP

In Sub-Module 3 the following topics will be discussed:

- definitions and examples of harassment,
- definitions and examples of criminal offences,
- definitions and examples of child abuse,
- where you can go for help, and
- when you should go for help.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.

TEACHING POINT 2

What harassment is

Time: 15 min Method: Interactive Lecture

CANADIAN HUMAN RIGHTS ACT (CHRA) DEFINITION OF HARASSMENT

Harassment is any unwanted physical or verbal conduct that offends or humiliates.



Refer to the Canadian Human Rights Commission for the complete overview of discrimination and harassment located at <http://www.chrc-ccdp.ca>.



Refer to CATO 13–24, *Harassment Prevention and Resolution*, for the complete reference to all pertinent definitions on harassment.

Such conduct can interfere with one's ability to do a job or obtain a service. Harassment is a type of discrimination. It can take many forms, such as:

- threats, intimidation, or verbal abuse;
- unwelcome remarks or jokes about subjects like race, religion, disability or age;
- displaying sexist, racist or other offensive pictures or posters;
- sexually suggestive remarks or gestures;
- inappropriate physical contact, such as touching, patting, pinching or punching; and
- physical assault, including sexual assault.

Harassment can consist of a single incident or several incidents over a period of time. Harassment can create a negative or hostile environment which can interfere with job performance and result in being refused a job, a promotion or a training opportunity. **Harassment will be considered to have taken place if a reasonable person ought to have known that the behaviour was unwelcome.**

CADET ADMINISTRATIVE AND TRAINING ORDERS (CATO) DEFINITION OF HARASSMENT

Harassment is any improper conduct by an individual that is directed at and offensive to another person or persons in the workplace and which the individual knew or ought reasonably to have known would cause offence or harm. It comprises any objectionable act, comment or display that demeans, belittles or causes personal humiliation or embarrassment or any act of intimidation or threat. It includes harassment within the meaning of the *Canadian Human Rights Act*.

Where harassment involves misuse of the power or authority inherent in an individual's position, it constitutes a misuse of authority. Conduct involving the proper exercise of responsibilities or authority related to the provision of advice, the assignment of work, counselling, performance evaluation, discipline and other supervisory / leadership functions **does not** constitute harassment. Similarly, the proper exercise of responsibilities or authority related to situations where, by virtue of law, military rank, civilian classification or appointment, an individual has authority or power over another individual does not constitute harassment.

When looking at misuse of authority in relation to discipline, a misuse of authority:

- is not related to the misbehaviour;
- attacks self-esteem;
- humiliates;
- is impulsive;
- is more severe than warranted;
- uses force;
- means adults take responsibility for youth's action;
- is based on control over others;
- assumes only adults can solve youth's problems;

- demonstrates hostility; and
- destroys.

Where harassment involves the coerced participation, expressed or implied, in improper initiation rites, ceremonies or other events, it constitutes hazing.

Hazing. To be subject to ridicule. Hazing is often ritualistic with requirements to perform random and meaningless tasks as a way of initiation into a group. It is often used as a method to promote group loyalty and camaraderie through shared suffering. It can be any activity expected of someone becoming part of a group that humiliates, degrades or risks emotional and / or physical harm, regardless of the person's willingness to participate.

The difference between normal behaviour and sexual harassment is consent. If someone is indicating by word or by body language that your behaviour is unwelcome this means stop. No means no.

Bullying. Bullying is another form of harassment and can take on many forms other than face-to-face contact and includes cyber-bullying, to include:

- email,
- instant messaging (IM),
- chat rooms,
- text messages, to include:
 - Short Message Service (SMS),
 - Enhanced Messaging Service (EMS), and
 - Multimedia Messaging Service (MMS); and
- websites, to include:
 - social networking websites,
 - voting / polling booths (online voting / polling), and
 - posting messages / pictures / videos.

DISCRIMINATION

Every individual is equal before and under the law and has the right to equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age, marital status, family status, mental or physical disability, pardoned conviction or sexual orientation.

Physical characteristics. Although physical characteristics is not included in the CHRA definition of discrimination it is essential to stress to cadets that discriminating against or harassing others because of physical characteristics (eg, height, weight, physical differences) is inappropriate and unacceptable.



Consent. The voluntary agreement of the person to engage in the sexual activity in question.



Refer to CATO 13-29 *Administrative Procedures—Social Issues*, for the complete administrative guide for situations where a cadet or an adult supervisor is facing social issues.



Bully. A person who uses strength or power to coerce others by fear. Persecute or oppress by force or threats. Pressure or coerce (a person) to do something.





The following three video scenarios depict some examples of harassment. Select any of the video scenarios in full to provide a detailed example to the cadets.

VIDEO SCENARIO 9 / HARASSMENT

Misuse of Authority: Boot Shining

Time: 3 min Method: Video

OBJECTIVE

The objective of this video is to show the cadets what misuse of authority looks like.

SETTING

Cadets are on the parade square formed up for inspection.

SITUATION

HARASSMENT – MISUSE OF AUTHORITY: BOOT SHINING

Cadet Lacasse has just finished his first month in cadets and is very excited that he is finally beginning to get a decent shine on his boots. He is proud of his accomplishment and just as he is ready to be inspected another cadet steps on the toe of his boot. Petty Officer First Class (PO1) Johnson approaches him to inspect and begins to indicate that the shine on his boots is not good enough and does not come close to the shine on his boots nor the standard of dress expected of him. Cadet Lacasse attempts to explain what happened but PO1 Johnson indicates that he does not want to hear his excuses and that because his boots do not meet the standard he obviously needs the practice and tells Cadet Lacasse that he is going to spend the rest of next period shining some old boots in supply.

QUESTIONS:

- Q1.** What do you think the cadet should do in this situation?
- Q2.** Is this a form of harassment?
- Q3.** What is this form of harassment called?

POSSIBLE RESPONSES:

- A1.** Answers may vary.
- A2.** Yes.
- A3.** Misuse of authority.

CONCLUSION

HARASSMENT – MISUSE OF AUTHORITY: BOOT SHINING

The cadet decides to report the incident immediately to his Training Officer, Lt(N) Green, who agrees to look into the issue.

VIDEO SCENARIO 10 / HARASSMENT

Isolation / Exclusion: Survival Exercise

Time: **3 min** Method: **Video**

OBJECTIVE

The objective of this video is to show the cadets what isolation / exclusion looks like.

SETTING

Survival exercise.

SITUATION

HARASSMENT – ISOLATION / EXCLUSION: SURVIVAL EXERCISE

Male cadets are excited about their survival exercise weekend as the officers have allowed them to choose their tent-mates. Once the male cadets arrive at their weekend exercise they are informed that another male cadet will be joining their tent group. The males are not impressed and decide to make life difficult for this other cadet. They decide to pull a few pranks on him to let him know he is not wanted.

QUESTIONS:

- Q1.** What do you think the cadet should do about the pranks?
- Q2.** Is this a form of harassment?
- Q3.** What is this form of harassment called?

POSSIBLE RESPONSES:

- A1.** Answers may vary.
- A2.** Yes.
- A3.** Isolation or exclusion.

CONCLUSION

HARASSMENT – ISOLATION / EXCLUSION: SURVIVAL EXERCISE

The cadet decides to confront his peers to let them know that he does not appreciate what they have done to him. He tells them that he is not in a position to pick his group members either and feels they should all make the best of the situation (whether they like it or not). Perhaps they could get to know one another better and who knows, maybe they will turn out to be great friends.

VIDEO SCENARIO 11 / HARASSMENT

Bullying: Tent Bully

Time: **3 min** Method: **Video**

OBJECTIVE

The objective of this video is to show the cadets what bullying looks like.

SETTING

Cadet Summer Training Centre (CSTC).

SITUATION

HARASSMENT – BULLYING: TENT BULLY

A cadet in a tent with seven other cadets decides to “make” another cadet shine his boots and iron his uniform every day so he can go to the canteen with his friends.

QUESTIONS:

- Q1.** What do you think the cadet should do in this situation?
- Q2.** Is this a form of harassment?
- Q3.** What is this form of harassment called?

POSSIBLE RESPONSES:

- A1.** Answers may vary.
- A2.** Yes.
- A3.** Bullying.

CONCLUSION

HARASSMENT – BULLYING: TENT BULLY

Other cadets see what is happening and stand up for this cadet. They encourage him to stand up for himself and go to a senior cadet.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.

TEACHING POINT 3

What criminal offences are

Time: **2 min** Method: **Interactive Lecture**

CRIMINAL OFFENCES

Offences commonly associated with criminal harassment incidents include uttering threats, threatening or harassing phone calls, common assault, mischief and most recently stalking and cyberstalking via chat rooms, message boards, and email.

Assault. Force is applied intentionally to another person, directly or indirectly. Attempts or threatens, by act or a gesture, to apply force to another person.

Stalking. A form of obsessive behaviour directed, most often, toward another person.

Cyberstalking. Also known as online harassment, is closely related to real-life stalking.



People who commit any of these offences can be charged under the criminal harassment provision of the *Criminal Code of Canada*.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.

TEACHING POINT 4

What child abuse is

Time: **3 min** Method: **Interactive Lecture**

Forms of child abuse fall into four categories, to include:

1. **Emotional abuse.** A chronic attack on a child's self-esteem. It is psychologically destructive behaviour by a person in a position of power, authority or trust. It can take the form of name-calling, threatening, ridiculing, belittling, intimidating, isolating, hazing or ignoring the child's needs. Serious emotional abuse can consist of:
 - **Rejecting.** To refuse to acknowledge, believe, hear or support the child's / youth's worth, or the legitimacy of his or her needs;
 - **Isolating or excluding.** Unreasonable separation from others to cut a child / youth off from normal social experiences, which results in extreme aloneness;



Child abuse is something a cadet could experience and / or encounter **outside** the Cadet Program. Therefore, this TP is simply intended to provide all cadets with a basic awareness of the topic and TP.

Child abuse. A situation in which a child is in need of protection when their safety or their development is compromised.

- **Ignoring.** To fail to provide sensitive, responsive care-giving; to deprive children / youth of essential stimulation and responsiveness; to interact only when necessary; to be psychologically unavailable;
 - **Exploiting.** To make use of someone for one's own advantage or profit; to make excessive inappropriate demands considering the child's age;
 - **Confining.** Forcible isolation in an enclosed space;
 - **Terrorizing.** To coerce by intimidation, causing a state or instance of extreme fear, violent dread or fright. Children can be terrorized through observing or being threatened by violence; and
 - **Corrupting.** To render anti-social or maladjusted; to change from good to bad; to encourage destructive, anti-social behaviour. For example, encouraging children to physically assault another child;
2. **Physical abuse.** Occurs when a parent, a legal guardian or any other person injures or threatens to injure a child;
 3. **Sexual abuse.** Occurs when a parent, a legal guardian or any other person uses a child for sexual gratification; and
 4. **Neglect.** Is chronic inattention to the basic necessities of life such as clothing, shelter, nutritious diet, education, good hygiene, supervision, medical and dental care, adequate rest, safe environment, moral guidance and discipline, exercise and fresh air.

CONFIRMATION OF TEACHING POINT 4

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.



Refer to CATO 13-24, *Harassment Prevention and Resolution*, and / or CATO 13-25 *Cadet Conflict Management System* for the complete details pertaining to self-help.

TEACHING POINT 5

Where you can go for help and when you should go for help

Time: 5 min Method: Interactive Lecture

SELF-HELP



Respondent. Is the individual against whom an allegation of harassment has been made.

Complainant. Is an individual alleging that an incident of harassment may have occurred.

Self-help may be used to resolve a conflict at the lowest level. Individuals who believe harassment has occurred are strongly encouraged to take direct action by communicating with the perceived respondent as soon as possible by:

- reflecting on the issue or concern;
- raising the issue or concern in a respectful manner and allowing the other person to do the same;
- allowing the other person to clarify the issues and concerns to gain a better understanding of each other; and
- allowing the other person to identify possible solutions and to decide on a mutually agreeable resolution.

If the conduct does not stop, or if the other person does not wish to use the self-help method, they may notify their immediate supervisor, the UCCMA or higher authority if the supervisor is the respondent.

If self-help is unsuccessful or inappropriate, then supervisor intervention may be considered.

RESOURCES AVAILABLE

In addition to self-help and trying to manage conflict on your own, there are a number of resources available that include:

- a senior cadet or staff cadet;
- a trusted adult (parent / guardian, officer, civilian instructor [CI], etc.);
- Unit Cadet Conflict Management Advisor (UCCMA);
- the corps / squadron CO; or
- Kids Help Phone (1-800-668-6868) or website (www.kidshelpphone.ca).

The Kids Help Phone and related website are a tremendous resource for youth.

It is Canada's only toll-free, national, bilingual, phone and web counselling, referral and information service for children and youth. They provide immediate anonymous and confidential support, 24 hours a day, 365 days a year.

The Kids Help Phone is staffed by trained professional counsellors with a wide variety of backgrounds including social work, psychology, sociology, and child and youth services.

The Kids Help Phone helped Canadian youth in need more than two million times on the phone and online in 2007.



CADET RESPONSIBILITIES AND RIGHTS

Responsibilities. As a cadet you have the responsibility to:

- treat others with respect,
- not exclude anyone,
- help protect others,
- respect personal boundaries; honour “NOs”,
- tell the truth,
- listen,
- not dominate others,
- not misuse power / authority,
- control anger,
- not harass anyone,
- not abuse anyone, and
- get help if I need it.

Rights. As a cadet you have the right to:

- be treated fairly and with respect,
- belong,
- feel safe,
- be included,
- learn,
- seek help,
- be heard,
- make decisions,
- be protected from harassment, criminal offences and child abuse,
- use the law, and
- say “NO” to unwelcome behaviour.

Fairholm, Canadian Red Cross



CONFIRMATION OF TEACHING POINT 5

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.



Throughout this Sub-Module the cadets have been made aware of the definitions and examples of harassment, criminal offences and child abuse. The cadets have also been made aware of where you can go for help and when you should go for help.

TEACHING POINT 6

Conclusion

Time: 2 min Method: Interactive Lecture

SUB-MODULE 4: WHAT CONFLICT IS AND HOW YOU CAN DEAL WITH IT

In Sub-Module 4 the following topics will be discussed:

- definition, types, causes and the impact of conflict;
- preventing conflict;
- self-awareness; and
- dealing with conflict.

CONFIRMATION OF TEACHING POINT 6

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the interactive lectures will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important for you to learn about what harassment, criminal offences and child abuse are so you are able to identify them if they happen to you or others. Knowing where to go if you or another cadet experiences harassment, criminal offences or child abuse enables you to have power over the situation and get help if you need it.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-104 CATO 13-24 Director Cadets 4. (2007). *Harassment prevention and resolution*. Ottawa, ON: Department of National Defence.

A0-106 CATO 13-29 Director Cadets 4. (2007). *Administrative procedures–Social issues*. Ottawa, ON: Department of National Defence.

C0-295 Government of Canada. (2008). *Canadian human rights commission*. Retrieved April 4, 2008, from <http://www.chrc-ccdp.ca>

XX-XXX Juristat. (n.d.). *Criminal harassment*. Retrieved April 10, 2008, from <http://www.statcan.ca/English/freepub/85-002-XIE/0110085-002-XIE.pdf>

XX-XXX Department of Justice Canada. (2008). *Criminal code of Canada*. Retrieved April 21, 2008, from <http://laws.justice.gc.ca/en/C-46>

SUB-MODULE 4

Total time: 60 min

What conflict is and how you can deal with it

PREPARATION

PRE-LESSON INSTRUCTIONS

Review the lesson content and become familiar with the material prior to delivering the lesson.

Prepare flip chart pages from the template located at Attachment A.

Photocopy the handouts located at Attachments B–D for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1, 2, 4 and 5 to introduce the cadets to conflict and present material on conflict management.

An in-class activity was chosen for TP 3 as it is an interactive way to reinforce the topic of conflict, provoke thought and confirm the cadets' comprehension of what conflict is and how it can be dealt with.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify various types of conflict and apply a conflict management style to de-escalate the conflict.

IMPORTANCE

It is important for cadets to learn what conflict is so they are better prepared to prevent it and manage it in their everyday lives.

TEACHING POINT 1

Introduction

Time: 2 min Method: Interactive Lecture

SUB-MODULE 3: WHAT HARASSMENT, CRIMINAL OFFENCES AND CHILD ABUSE ARE AND WHERE YOU CAN GO FOR HELP

In Sub-Module 3 the following topics were discussed:

- definitions and examples of harassment,
- definitions and examples of criminal offences,
- definitions and examples of child abuse,
- where you can go for help, and
- when you should go for help.

SUB-MODULE 4: WHAT CONFLICT IS AND HOW YOU CAN DEAL WITH IT

In Sub-Module 4 the following topics will be discussed:

- definition, types, causes and the impact of conflict,
- preventing conflict through self-awareness, and
- dealing with conflict.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.

TEACHING POINT 2

Definition, types, causes and the impact of conflict

Time: 18 min Method: Interactive Lecture

DEFINITION

Conflict. When two or more people disagree or have different ideas on what they are to do. This can result in stress and / or tension.

TYPES OF CONFLICT

There are three types of conflict. They are:

- **Interpersonal.** Interpersonal conflicts occur when there has been a breakdown in communication and / or competing interests between two people.
- **Structural.** Structural conflicts occur due to problems within the organization, how personnel are used in the organization or a breakdown in communication between members of the organization (eg, structural conflict can occur when a cadet is receiving information from their petty officer / sergeant, training officer and CO, who all have differing demands).
- **Facts / data.** Facts / data conflicts occur when one party has more information than the other or the information is interpreted in a different way.

Note: The types of conflict may overlap.

VIDEO SCENARIO 12 / CONFLICT TYPES

Interpersonal, Structural, Facts / Data

Time: **2 min** Method: **Video**



Show each video clip and then ask the cadets to identify what type of conflict is depicted in each scenario.

OBJECTIVE

The objective of this video is to show the cadets examples of the types of conflict.

SETTING

Local corps.

SITUATION

CONFLICT TYPE #1 – INTERPERSONAL: HOCKEY GAME

Able Seaman (AB) Smith and AB Jones are best friends. There is a sports competition planned for the upcoming weekend and AB Jones really wants to go. However, AB Smith has season tickets for the local hockey game and there is a home game on Saturday afternoon and she really wants to go.

CONFLICT TYPE #2 – STRUCTURAL: VOLLEYBALL PRACTICE

It is a sports competition weekend and AB Smith is on the volleyball team. Her team does not play until the afternoon but her coach, PO1 Johnson, has told his team to meet at 1000 hrs for a final practice. It is 0950 hrs and AB Smith is on her way

to the practice when the Training Officer, Lt(N) Green, tells AB Smith that one of the empty classrooms has to be set-up for a coach's meeting later that day and needs her to help set up. The task should only take approximately 20–30 minutes to complete.

CONFLICT TYPE #3 – FACTS / DATA: NEW UNIFORM

Cadet Montours' uniform has arrived and been issued to him. He is excited and has worked really hard preparing his uniform that he will wear for the first time at the upcoming Commanding Officer's parade. He has studied the uniform handout he received from the Training Officer earlier in the year and has prepared everything to match it. He arrives to cadets early on Tuesday evening. Cadet Montour arrives to cadets, meets up with Cadet Conway who begins to tell him that his name tag is in the wrong location. However, because Cadet Montour joined a few weeks before Cadet Conway, she has not yet received her uniform and handout and in fact Cadet Montours' uniform is entirely correct.

QUESTION:

- Q1.** What type of conflict are these? (Clip #1 Interpersonal, Clip #2 Structural and Clip #3 Facts / Data)

► ACTIVITY

Time: 13 min

OBJECTIVE

The objective of this activity is to have the cadets identify the types / causes of conflict in their everyday lives.

RESOURCES

- Prepared flip chart pages,
- Flip chart paper,
- Flip chart markers, and
- Adhesive putty.

ACTIVITY LAYOUT

Nil.



Some cadets may feel uncomfortable sharing sources of conflict for “self” located in the last column. Allow the cadets to share as much as they feel comfortable with. Cadets could also share types of conflict they have experienced or witnessed.

ACTIVITY INSTRUCTIONS

1. Post the prepared flip chart pages prior to starting the activity.
2. Have the cadets come up with some conflicts that they have experienced.
3. In the first column, write the conflicts the cadets have experienced.
4. In the second column, have the cadets identify each type of conflict as interpersonal, structural or facts / data.
5. Once the pages have been completed, conduct a group discussion. Start by asking the following questions:
 - a. What sources have caused the most conflict for you?
 - b. Does this activity make you want to take action somehow? If so, how?

SAFETY

Nil.



Present the following information after the activity is complete.

THE IMPACT OF CONFLICT

Conflict has consequences whether you manage the issues or not. Conflict can be constructive and can have positive outcomes. Sometimes conflict can be destructive if not dealt with or managed positively and can have negative results.

Constructive conflict. Behaviours that help to build relationships, manage emotions and accept and resolve conflict.

Constructive conflict can:

- create the ability to challenge and change practices and structures that do not work;
- change attitudes and perceptions;
- foster understanding and respect for differences;
- enhance awareness of self and others;
- build morale;
- address underlying causes of problems;
- empower parties to take responsibility;
- improve relationships and thus the capacity to solve problems collaboratively; and
- develop common ground to build solutions that create positive social change.

Destructive conflict. Tries to win no matter what, lacks respect for others, avoids conflict and negatively expresses emotions.

Destructive conflict can:

- break down relationships—disconnect people from others and from their community;
- intensify hostility and resentment;
- escalate conflict or create destructive power struggles;
- be costly;
- deny opportunities for constructive change or prevent agreements; and
- create unstable agreements.

Conflict if avoided or suppressed can:

- disconnect people;
- escalate tensions in oneself and with others;
- drain energy from individual and groups;
- impact team morale and esprit de corps; and
- erupt unexpectedly.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the conflict activity will serve as the confirmation of this TP.

TEACHING POINT 3

Preventing conflict through self-awareness

Time: 20 min Method: In-Class Activity

ESCALATION VERSUS DE-ESCALATION

Escalate. To increase or intensify.

De-escalate. To decrease or make less intense.

CONFLICT TORNADO

Conflict can be thought of as a tornado, which spins out of control. It often follows a pattern of escalation unless we choose to intervene with positive, constructive, de-escalating actions and communication.

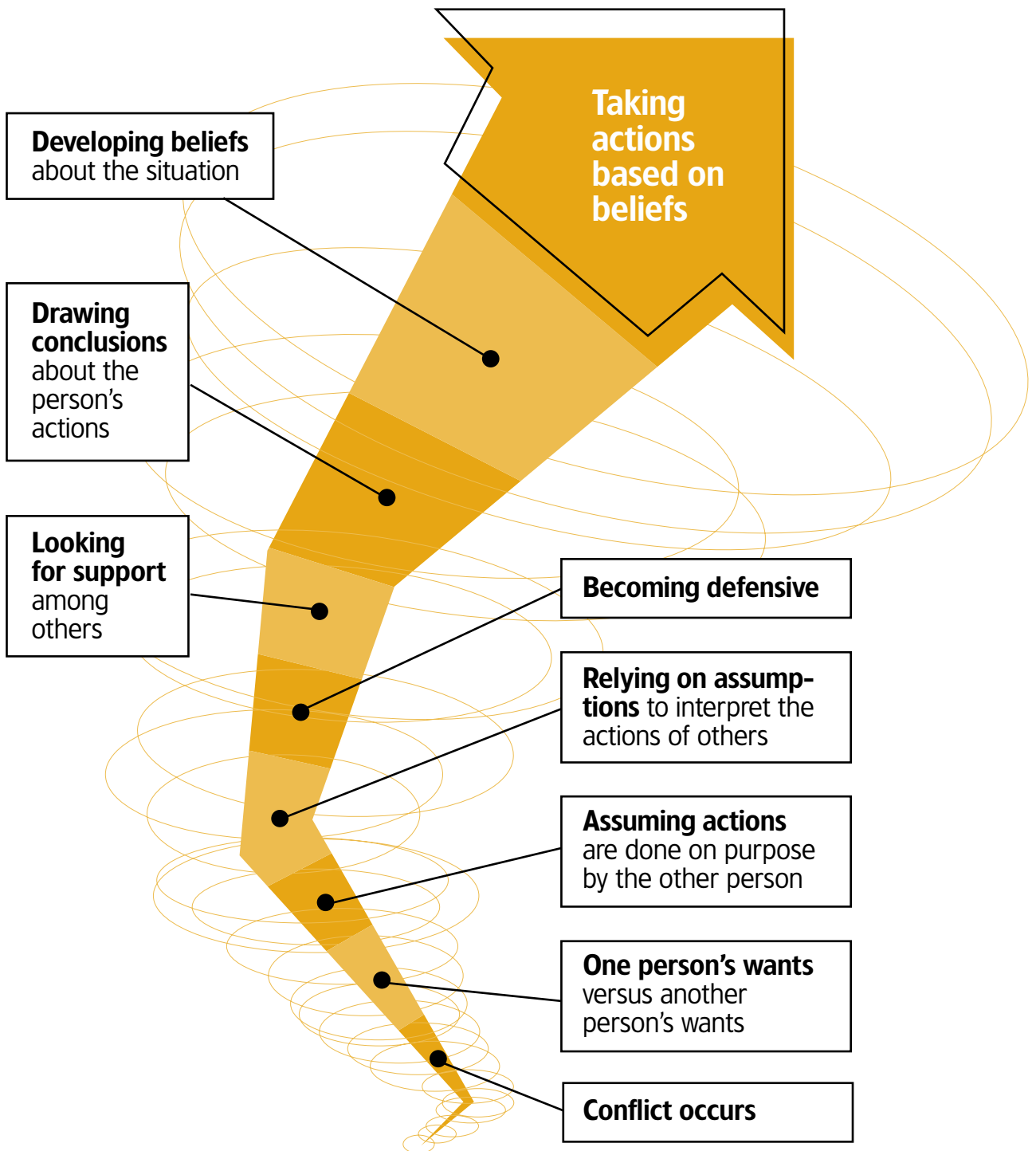
(See figure 1 - Conflict Tornado on page 72)



Distribute copies of Attachment B to each cadet.

FIGURE 1 CONFLICT TORNADO

Note. Created by Director General Alternative Dispute Resolution, 2008, Ottawa, ON: Department of National Defence.



ESCALATION

Conflict will escalate if:

- other people become involved and take sides;
- one or both people feel threatened by the other;
- there is no interest or investment in maintaining the relationship, or there is a history of unproductive, negative conflict between the individuals;
- there is an increase in the acting out (indirect expression) of anger, fear or frustration;
- important needs involved are not acknowledged and met;
- there is a lack of the skills necessary for peacemaking or a lack of awareness of the skill the person does in fact possess; and / or
- cultural elements are not taken into consideration.

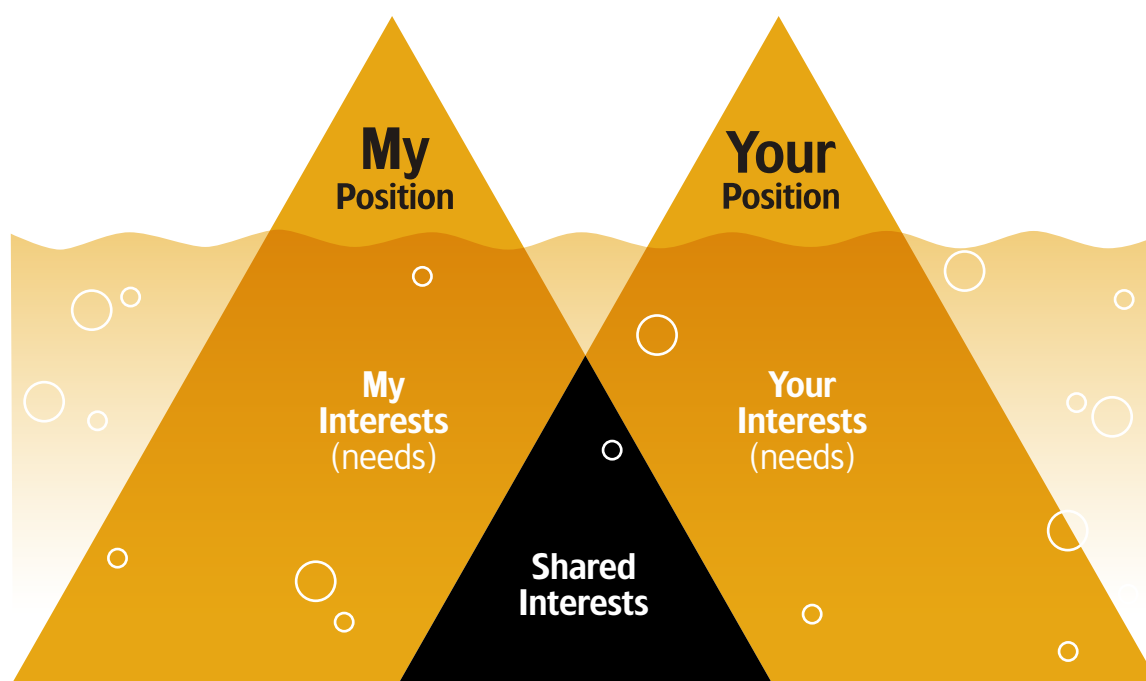
Position (What you want). An ideal solution for one person. The position is expressed as a solution to a problem to which the other person should agree.

Interest (Why you want it). The underlying and often unspoken reasons (and unmet needs) for taking a position in a conflict.

FIGURE 2 ICEBERG OF INTERESTS

Note. Created by Director General Alternative Dispute Resolution, 2008, Ottawa, ON: Department of National Defence.

Positions are like icebergs. The portion seen above the water is only a hint of what is below the surface.





IMPACT NOT INTENT

Choices made through actions and words can have a great impact, both positively and negatively, on a person. It is the **impact not intent** of these choices on others that is key.

DE-ESCALATION

Conflict will de-escalate if:

- those involved focus on the problem rather than on each other;
- emotions of anger, fear and frustration are expressed directly rather than demonstrated indirectly;
- threats are reduced or eliminated;
- the people involved have cooperated prior to the dispute;
- needs are openly discussed; and / or
- the people involved are able to use their / conflict management skills (Alternative Dispute Resolution [ADR]) or receive some assistance applying them.

VIDEO SCENARIO 13 / CONFLICT

Escalation Versus De-Escalation

Time: 2 min Method: Video

OBJECTIVE

The objective of this video is to show the cadets what escalation versus de-escalation can look like.

SETTING

Local squadron.

SITUATION

CONFLICT: ESCALATION VERSUS DE-ESCALATION

A flight of cadets is interested in working hard to receive top flight and there is one cadet who does not want to work hard. The cadet refuses to iron their uniform, do drill correctly and has a very uncaring attitude. Other members of the flight want to win as they get a pizza party at the end of the month. The cadet always says, "I don't really care about a pizza party. My parents let me have pizza whenever I want anyways!"

QUESTIONS:

- Q1.** How could this scenario escalate into a large conflict? (Answers may vary.)
- Q2.** What are some ways this conflict could be de-escalated? (Answers may vary.)

CONCLUSION A

CONFLICT: ESCALATION – YELLING MATCH

The cadets of the flight are angry at this cadet because they may not win the pizza party at the end of the month because this cadet is not cooperating with the team. When the cadet yells about getting pizza at home and does not care about getting it at cadets, the flight ends up in a yelling match on the parade square.

CONCLUSION B

CONFLICT: DE-ESCALATION – TEAM DISCUSSION

First, members of the flight talk to this cadet individually and let the cadet know how important it is for them “personally” to win this reward. When talking to the cadet does not seem to work, the flight decides to have a meeting with the whole “team”. They talk about personal responsibility in contributing to the “team” and that being responsible for their own drill, dress and deportment is not only important because it benefits the team, but it also has the added benefit of potential personal recognition and rewards (eg, promotions, awards).

CONFLICT MANAGEMENT STYLES

There are five conflict management styles to choose from when dealing with conflict.

AVOIDING

Quote: “Leave me alone!...It’s not my fault.”

By avoiding a conflict the person:

- may be unassertive and uncooperative;
- may avoid confrontation and conflict;
- may deny that problems exist;
- does not necessarily give in to other people; just does not offer an opinion; and
- sidesteps an issue, postpones an issue until a better time or simply withdraws from a threatening situation.

Perspective: It’s better to stay away from conflict. It may go away on its own.

COMPETING

Quote: “My way or the highway, buddy!”

By competing in conflict the person:

- is self-focused;
- is least likely to be received as cooperative;
- tends to be very forceful and domineering;



Present the following information after the cadets have watched the video.

- is assertive and is a person who gets what they want without considering other people's interests / values; and
- uses power.

Perspective: If I have to deal with conflict, I want to be in charge.

ACCOMMODATING

Quote: "Whatever you say is fine with me."

By accommodating in a conflict the person:

- may be seen as unassertive and uncooperative;
- is willing to help others (forgets about own needs in order to make others happy);
- is most focused on the other person and least focused on self;
- chooses solutions which favour the other person; and
- tends to give in or sacrifice.

Perspective: Often in conflict it's better to give in. It saves a lot of problems.

COMPROMISING

Quote: "Have I got a deal for you!"

By compromising in a conflict the person:

- makes quick-fix decisions to satisfy people involved;
- finds solutions that only partially satisfy both people with a preference towards self; and
- tends toward "split the difference" or middle ground solutions and a competitive atmosphere.

Perspective: Each person must give up something. We may not get exactly what we want, but at least it will be settled.

COLLABORATING

Quote: "Let's work it out together!"

By collaborating in a conflict the person:

- is assertive and cooperative;
- tries to work with people to find the best solution(s) for everybody;
- digs deep into issues to identify underlying concerns; and
- tries to find a win-win solution.

Perspective: I want to be reasonable. Let's put our heads together and try to find a solution we BOTH like.

► ACTIVITY

Time: **5 min**

OBJECTIVE

The objective of “The Orange” activity is to demonstrate the five conflict styles.

RESOURCES

- An orange
- A knife, and
- Cookies.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have the cadet volunteer pick the orange up off the table.
2. Say, “Oh, I needed that orange.”
3. Role play with the volunteer cadet and demonstrate the five styles following the examples listed in the table:

STYLE	TWO PEOPLE
Competing	Fight over the orange.
Avoiding	Second person changes the subject.
Accommodating	Give the orange to the other person and add the cookies.
Compromising	Cut the orange in half and give one half to each person.
Collaborating	Why do you want the orange? I need the rind for a cake. Hey, I want to make orange juice. How about you take the peel and I keep the sections?

SAFETY

Nil.



Choose a volunteer to help with the demonstration. Preface the demonstration by saying that both people want the orange but there is only one orange.



The volunteer acts as the constant, unchanging person who grabs the orange first, while the instructor role plays the various styles.

► ACTIVITY

Time: **10 min**

OBJECTIVE

The objective of this activity is to have the cadets identify their conflict management style.

RESOURCES

- Handouts located at Attachment C, and
- Pen / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the handout located at Attachment C to each cadet.
2. Describe the rule / guidelines for the activity (located at Attachment C).
3. Allow the cadets six minutes to complete the quiz.
4. Describe how to score the quiz and have the cadets tally their score.
5. Read out the categories for the cadets.
6. Discuss the conflict management styles with the cadets.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the conflict management style activity will serve as the confirmation of this TP.



It is important to recognize that the conflict management style you have identified is the one that you may use most often or that you may be most comfortable with. There are times, however, in which you may utilize another style when faced with another situation.

TEACHING POINT 4

Dealing with conflict

Time: **15 min** Method: **Interactive Lecture**

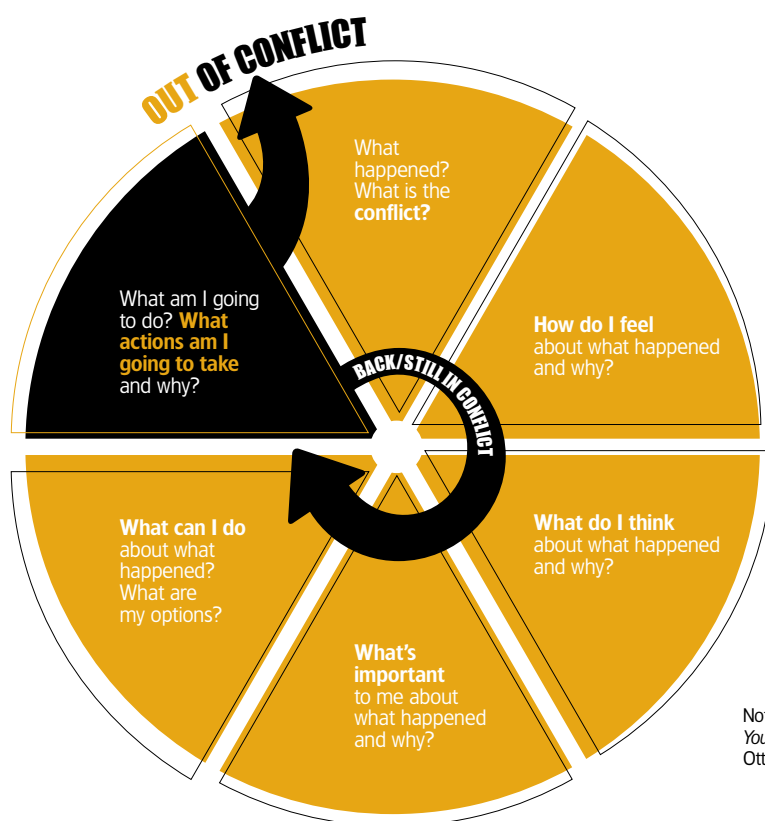
HOW TO MANAGE DIFFERENT TYPES OF CONFLICT

Conflict management. An approach to conflict whereby parties can develop protocols or arrangements for preventing disputes from occurring and pre-determining the range of appropriate responses to conflict should one arise.

Reflection. Reflection is an invaluable tool to use when dealing with and managing conflict. It is important to be clear on what you feel happened, how it makes you feel, what you think about it, why it is important to you and what you can do about it before confronting other parties involved. Going through the steps of the reflection wheel will allow you to respond to conflict rather than reacting quickly (and possibly angrily). This is a process that will help you manage the conflict but it does not mean the conflict will be totally resolved.

Going through the steps of the wheel in your head or writing them down will give you perspective on the conflict.

FIGURE 3 THE REFLECTION WHEEL



Note. From *Peacebuilders 1: Conflict Resolution Youth Reference Guide*, (p. 38), by D. Farthing, 2001, Ottawa, ON: YouCAN! Copyright 2001 by YouCAN!



Refer to CATO 13–25, *Cadet Conflict Management System (CCMS)*, for the complete description of conflict management systems and the various protocols.



Distribute copies of the Reflection Wheel located at Attachment D to each cadet.



Always remember to consider what the other person might be thinking.



The following clips are designed to be a follow-up to the first two situations depicted in video scenario #12 showing the types of conflicts that was used in TP 2.

VIDEO SCENARIO 14 / CONFLICT MANAGEMENT APPROACHES

Power-Based, Interest-Based, Rights-Based and Choice to Avoid

Time: 2.5 min Method: Video

OBJECTIVE

The objective of this video is to show the cadets the potential methods for dealing with conflict.

SETTING

Local corps.

SITUATION (REPRISE 12)

CONFLICT TYPE #1 – INTERPERSONAL: HOCKEY GAME

AB Smith and AB Jones are best friends. There is a sports competition planned for the upcoming weekend and AB Jones really wants to go. However, AB Smith has season tickets for the local hockey game and there is a home game on Saturday afternoon and she really wants to go. They each start arguing for their preference.

CONFLICT TYPE #2 – STRUCTURAL: VOLLEYBALL PRACTICE

It is the sports competition and AB Smith is on the volleyball team. Her team does not play until the afternoon but her coach, PO1 Johnson, has told her team to meet at 1000 hrs for a final practice. It is 0950 hrs and AB Smith is on her way to the practice when the Training Officer, Lt(N) Green, tells AB Smith that one of the empty classrooms has to be set-up for a coach's meeting later that day and needs her to help set up. The task should only take approximately 20–30 minutes to complete.

CONCLUSION A

CONFLICT MANAGEMENT APPROACH #1 – POWER-BASED: VOLLEYBALL PRACTICE – LT(N) GREEN INTERVENES

AB Smith informs Lt(N) Green that she has a volleyball practice at 1000 hrs, but Lt(N) Green tells her that this takes priority over the practice. AB Smith goes to set-up the classroom and is late for the practice.

CONCLUSION B

CONFLICT MANAGEMENT APPROACH #2 – INTEREST-BASED: HOCKEY GAME PROS AND CONS

AB Smith speaks up and suggests that instead of arguing they should work together to find a solution after looking at the pros and cons of attending each activity. After their discussion they determine that since this is the only sports competition for the year and there are several more home games that they would attend the competition but commit to attending the hockey game the next weekend since there are no cadet activities scheduled.

CONCLUSION C

CONFLICT MANAGEMENT APPROACH #3 – RIGHTS BASED: VOLLEYBALL PRACTICE – COMMANDING OFFICER INTERVENES

AB Smith informs Lt(N) Green that she has a volleyball practice at 1000 hrs. Lt(N) Green tells her that this is very important and he needs the help setting the classroom up. The Commanding Officer is nearby and overhears the conversation. He agrees that the classroom is a priority but also informs Lt(N) Green that according to the Operations Order (Ops Order) for the upcoming sports competition, today's practice is mandatory for all cadets on the sports teams and that it is important for AB Smith to spend this one last practice with her team. Therefore, he determines that he will help Lt(N) Green set-up the classroom and tells AB Smith to join her team for the practice.

CONCLUSION D

CONFLICT MANAGEMENT APPROACH #4 – AVOIDANCE: VOLLEYBALL PRACTICE – ARRIVING LATE

AB Smith does not inform Lt(N) Green about her volleyball practice and goes and sets-up the classroom. This takes longer than expected and when she goes to join the volleyball team at their final practice she arrives just as they are wrapping up. Her team looks visibly upset that she was not there and PO1 Johnson asks to speak with her. She explains what happened. However, PO1 Johnson advises her that she should have spoke up and informed Lt(N) Green about the practice so the conflict situation could have been dealt with rather than avoided. He asks her to apologize to her team for missing the practice but explains what happened to them so they can all learn from this experience.

APPROACHES TO MANAGING CONFLICT

There are four approaches to managing conflict, which are:

1. **Power-based.** The person with the most authority determines how the situation will be resolved based on their leadership experience. It has a win-lose outcome.
2. **Interest-based.** This approach is also known as Alternate Dispute Resolution (ADR). It is a voluntary one-on-one conversation with the other person(s) or with the assistance of a neutral person, working together to find a solution. It has a win-win outcome.
3. **Rights-based.** An approach where a third party will measure the problem against policy, guidelines or laws and make a decision. It has a win-lose outcome.



Refer to CATO 13-25, *Cadet Conflict Management System (CCMS)*, for all pertinent information regarding conflict resolution approaches.



Before choosing your approach to managing conflict, use the reflection wheel to assess the situation and then make your decision. For the most satisfying outcome for all, it is recommended that the interest-based approach be used whenever and wherever possible.



Conflict manage styles are personal and may influence you when selecting a conflict management approach.

4. **Choice to avoid.** This approach does not address the situation because the relationship and the issue are not perceived to be important. We often do not know how to handle the situation or hope it will go away.

HOW WE MANAGE THE THREE TYPES OF CONFLICT

Interpersonal

When you are experiencing an interpersonal conflict you need to have a conversation with that person (interest-based approach) or have help from another person to manage the conflict (rights-based approach).

Structural

When you are experiencing structural conflict you must identify the issue and work as best as you can or get involvement from the chain of command (rights-based, power-based or interest-based approach) and the person who has the authority to change the structure (power-based approach).

Facts / Data

When you are experiencing a facts / data conflict someone in the chain of command will assist you (rights-based approach) or you could go to a CATO or policy guide to get the information (you can do your own research or someone can provide the policy for you) (interest-based approach).

RESOURCES AVAILABLE

In addition to self-help and trying to manage conflict on your own, there are a number of resources available that include:

- a senior cadet or staff cadet,
- a trusted adult (parent / guardian, officer, civilian instructor [CI], etc),
- Unit Cadet Conflict Management Advisor (UCCMA),
- the corps / squadron CO, or
- Kids Help Phone (1-800-668-6868) or website (www.kidshelpphone.ca).

The Kids Help Phone and related website are a tremendous resource for youth.

It is Canada's only toll-free, national, bilingual, phone and web counselling, referral and information service for children and youth. They provide immediate anonymous and confidential support, 24 hours a day, 365 days a year.

The Kids Help Phone is staffed by trained professional counsellors with a wide variety of backgrounds including social work, psychology, sociology, and child and youth services.

The Kids Help Phone helped Canadian youth in need more than two million times on the phone and online in 2007.



SELF-HELP

In Sub-Module 3 (What Harassment, Criminal Offences and Child Abuse Are and Where You Can Go for Help) we discussed self-help as it relates to conflict. As you will notice here, the following steps still apply to dealing with conflict.

Respondent. Is the individual against whom an allegation of harassment has been made.

Complainant. Is an individual alleging that an incident of harassment may have occurred.

Self-help may be used to resolve a conflict at the lowest level. Individuals who believe harassment has occurred are strongly encouraged to take direct action by communicating with the perceived respondent as soon as possible by:

- reflecting on the issue or concern,
- raising the issue or concern in a respectful manner and allowing the other person to do the same;
- allowing the other person to clarify the issues and concerns to gain a better understanding of each other; and
- allowing the other person to identify possible solutions and to decide on a mutually agreeable resolution.

If the conduct does not stop, or if the other person does not wish to use the self-help method, they may notify their immediate supervisor, the UCCMA or higher authority if the supervisor is the respondent.

If self-help is unsuccessful or inappropriate, then supervisor intervention may be considered.

ROLES AND RESPONSIBILITIES

Cadets are expected to:

- attempt to resolve their conflicts at the lowest level by having an interest-based conversation with each other;
- seek assistance from an officer / supervisor in the chain of command to act as a third party in guiding them through a conversation using the interest-based model;
- seek assistance if the outcome of the conflict is not satisfactory to the parties involved;
- undertake cadet training in managing conflict; and
- promote the interest-based approach / ADR as a viable option for resolving conflict.



Refer to CATO 13-24, *Harassment Prevention and Resolution* and / or CATO 13-25 *Cadet Conflict Management System* for the complete details pertaining to self-help.



Refer to CATO 13-25, *Cadet Conflict Management System (CCMS)*, for complete details on the roles and responsibilities of all members of the Cadet Program.

PERSONAL LIMITATIONS

Not all conflict can be resolved using the interest-based approach / ADR. Some situations will require advice from a third party (eg, someone in the chain of command or the UCCMA). Circumstances or situations that are more severe or criminal in nature will always be dealt with by adult personnel. You may only be able to resolve a portion of the conflict at one time and you may need assistance in resolving the other parts. Guidance may be sought at any time and is highly encouraged if you are not sure what to do in any situation.

CONFIRMATION OF TEACHING POINT 4

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.



Throughout this Sub-Module the cadets have been made aware of the definition of conflict, examples of conflict, how to prevent conflict and how to manage conflict.

TEACHING POINT 5

Conclusion

Time: 5 min Method: Interactive Lecture

THE OBJECTIVE OF POSITIVE SOCIAL RELATIONS FOR YOUTH TRAINING

The objective of *Positive Social Relations for Youth* training is to prepare the cadets to:

- interact comfortably within the cadet community;
- interact positively with others;
- exercise sound judgment;
- accept personal accountability for actions and choices;
- deal with interpersonal conflict; and
- seek assistance from available resources when needed.

***Positive Social Relations for Youth* training will include:**

- Building Positive Social Relations module: 180 minutes of formal training in Year 1 of the Cadet Program;
- Influencing Positive Social Relations module: 180 minutes of formal training in Year 4 of the Cadet Program; and
- Maintaining Positive Social Relations: Informal training (eg, posters, pamphlets, wallet cards, interactive DVD) ongoing throughout the Cadet Program.

The Building Positive Social Relations module is comprised of four sub-modules:

- Sub-Module 1: What we expect from you as a cadet (60 minutes),
- Sub-Module 2: What can happen when behaviours exceed or do not meet expectations (30 minutes),
- Sub-Module 3: What harassment, criminal offences and child abuse are and where you can go for help (30 minutes), and
- Sub-Module 4: What conflict is and how you can deal with it (60 minutes).

This was the final module of Building Positive Social Relations. Three more Sub-Modules will be taught in Year 4 of the Cadet Program entitled Influencing Positive Social Relations, to include:

- Sub-Module 1: Your responsibility as a leader to influence positive social relations (60 minutes),
- Sub-Module 2: What complaints and consent are and how to practice risk reduction (60 minutes), and
- Sub-Module 3: Your responsibility as a leader to help manage conflict (60 minutes).

CONFIRMATION OF TEACHING POINT 5

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the interactive lectures and in-class activities will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important for you to be able to recognize and manage conflict so that you may be able to cope and resolve problems which are important in getting along with others in a team and in your community.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-104 CATO 13-24 Director Cadets 4. (2007). *Harassment prevention and resolution*. Ottawa, ON: Department of National Defence.

A0-105 CATO 13-25 Director Cadets 4. (2008). *Cadet conflict management system*. Ottawa, ON: Department of National Defence.

CO-262 MacDonald, K. (2002). *Interpersonal conflict resolution skills for youth. Module 1: Fundamentals of conflict resolution*. Burnaby, BC: Justice Institute of B.C.

CO-271 ISBN TBA Farthing, D. (2001). *Peacebuilders 1: Conflict resolution youth reference guide*. Ottawa, ON: YouCAN!

XX-XXX Bronwyn Ritchie's Pivotal Points. (2008). *Conflict - constructive or destructive?* Retrieved April 23, 2008, from <http://www.consultpivotal.com/conflict.htm>

XX-XXX Director General Alternative Dispute Resolution. (2008). *Resolving conflict effectively*. Ottawa, ON: Department of National Defence.

ATTACHMENTS

SUB-MODULE 4

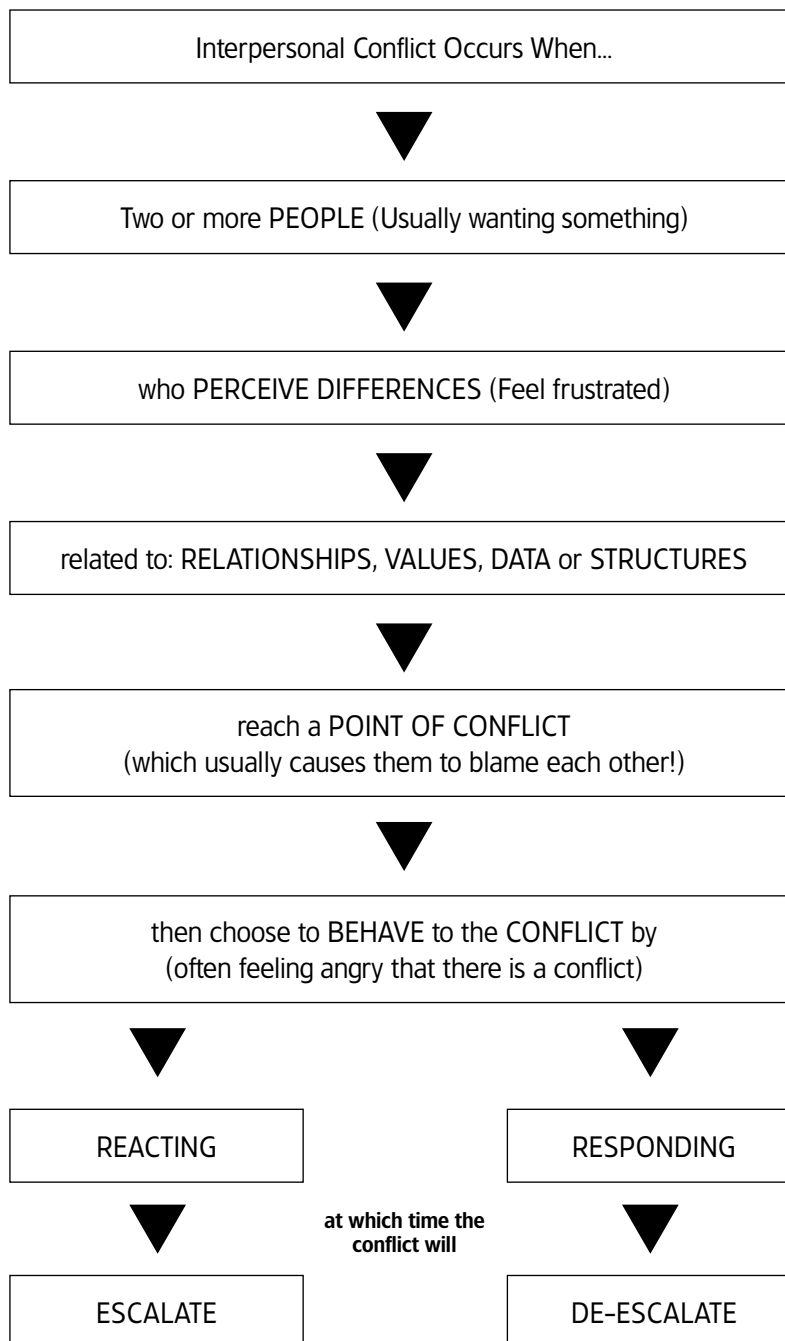
ATTACHMENT A

SOURCES OF CONFLICT

CONFLICTS I HAVE EXPERIENCED	TYPE OF CONFLICT
Home	
Friends	
School	
Community	
Self	

ATTACHMENT B

FIGURE B-1 ESCALATING AND DE-ESCALATING CONFLICT



Note. From *Peacebuilders I: Conflict Resolution Youth Reference Guide*, (p. 17), by D. Farthing, 2001, Ottawa, ON: YouCAN! Copyright 2001 by YouCAN!

ATTACHMENT C (1 OF 5)

HANDLING DIFFICULT DISCUSSIONS

A PERSONAL ASSESSMENT

For the best and most accurate results please respond based on what you actually do, NOT what you would like to do.

Please respond to the following questions on the following scale:

1 = LEAST LIKE YOU ----- 5 = MOST LIKE YOU

There is no right or wrong answer.

- A.** When involved in a difficult discussion, I make sure that we discuss all issues out in the open even if our perceptions are far apart. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- B.** When involved in a difficult discussion, I give more attention to making others understand the logic and merits of my position than to pleasing them. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- C.** When involved in a difficult discussion, I make my needs known but I always tend to evaluate the situation and look for solutions somewhere in the middle. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- D.** When involved in a difficult discussion with my peer, if I think a solution is good, but the other side is hesitant about committing, I will break off discussions until another day. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- E.** When involved in a difficult discussion, I want to create a reputation as someone with whom others like to find solutions. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- F.** When involved in a difficult discussion, I like to first chat about something other than the situation prior to our "formal" discussion. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- G.** When required to explain why a particular choice of discipline is appropriate, I make sure that I explain my ideas totally and that I understand the other cadet's side. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___

ATTACHMENT C (2 OF 5)

- H.** When involved in a difficult discussion, I tend to be more concerned about my goals and ideas than how other people feel about the issue.
1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- I.** When involved in a difficult discussion, I like to leave difficult issues to the end.
1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- J.** When involved in a difficult discussion, I try to meet people half way (give some and take some).
1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- K.** When assisting cadets with a problem, I seriously try to discuss all issues and work hard to find ways to meet everyone's needs.
1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- L.** When involved in a difficult discussion, I make sure that my opinions and / or feelings are heard rather than try to please people.
1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- M.** When involved in a difficult discussion with a peer, I try to get some of what I want rather than everything I want.
1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- N.** When involved in a difficult discussion with cadets, it is important to be fair.
1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- O.** When involved in a difficult discussion, I do not enjoy having to push the other person too hard.
1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- P.** When I assist two cadets who have a problem, I hate it when something unexpected happens.
1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- Q.** When I assist two cadets who have a problem, I do what needs to be done to deal with the issues and hope they can mend it later.
1 ___ 2 ___ 3 ___ 4 ___ 5 ___
- R.** When involved in a difficult discussion, I do whatever I can do to ensure that the other's feelings are not hurt.
1 ___ 2 ___ 3 ___ 4 ___ 5 ___

ATTACHMENT C (3 OF 5)

- S.** When involved in a difficult discussion with a peer, I pay close attention to the needs of others, but I insist on them meeting my needs as well.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

- T.** When involved in a difficult discussion with a peer, I work for a mutually agreeable solution based on compromise so that we can make a decision and move on.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

SCORING TABLE

Transfer the corresponding numeric answer to each letter below and total the number at the end of each line.

Woodpecker

_____ + _____ + _____ + _____ = _____
B H L Q

Owl

_____ + _____ + _____ + _____ = _____
A G K S

Hummingbird

_____ + _____ + _____ + _____ = _____
C J M T

Ostrich

_____ + _____ + _____ + _____ = _____
D I N P

Parakeet

_____ + _____ + _____ + _____ = _____
E F O R

The highest amount suggests your potential communication approach when dealing with difficult discussions. Remember, these approaches will vary depending on the situation.

ATTACHMENT C (4 OF 5)

BIRD	CHARACTERISTICS	USES
WOODPECKER (competitive)	<ul style="list-style-type: none"> • is quick with decisions • does not mind being unpopular • can deal with competition • functions independently • can define position critically and easily 	<ul style="list-style-type: none"> • when quick decisions are required • when unpopular courses of action need to be implemented
OWL (collaborative)	<ul style="list-style-type: none"> • is an integrative solution seeker • challenges assumptions • is willing to understand others' views • is natural at concession • commits to working it out 	<ul style="list-style-type: none"> • to merge insights from people in different perspectives of a problem • to work through hard feelings that have been interfering with an interpersonal relationship
HUMMINGBIRD (compromising)	<ul style="list-style-type: none"> • is natural at bargaining • can achieve temporary settlements • provides back-up • can shift easily • is a team player 	<ul style="list-style-type: none"> • when goals are moderately important but not worth the effort or the potential disruption involved in using more assertive styles
PARAKEET (accommodating)	<ul style="list-style-type: none"> • is able to satisfy the needs of others • wants to help • can prevent things from becoming too serious • is accommodating • has a heightened awareness of what people want and need to hear 	<ul style="list-style-type: none"> • when you realize you are wrong • to allow a better experience to be considered • to show you are reasonable • to show goodwill to maintaining a relationship • when the issues are more important to the other person than it is to you
OSTRICH (avoiding)	<ul style="list-style-type: none"> • recognizes pressing issues • is a damage controller • is natural at reducing tension • monitors intensity 	<ul style="list-style-type: none"> • when the issue is trivial • when costs outweigh the benefits of its resolution • when others can solve the problem more effectively

ATTACHMENT C (5 OF 5)

NEGOTIATION STYLES**WOODPECKER**

Competitive

Win / Lose

Tactics: Compete, control, concentrate**Characteristics:** dislikes disagreement, maintains control, task master

Pursues their own concerns, impatient of others, unhappy with distractions

OWL

Collaborative

Win / Win

Tactics: Gather information**Characteristics:** focuses on process, dialogue, emphasizes examining all options

Learns from each other's insights

HUMMINGBIRD

Compromising

Win some / Lose some

Tactics: Bargain, split the difference **Characteristics:** cautious but open

Modify and change position to get immediate results

OSTRICH

Avoiding

Lose / Lose

Tactics: Flee, delay, avoid, ignore**Characteristics:** uses delaying tactics

Does not immediately pursue their own concerns, refuses to communicate or gather information

PARAKEET

Accommodating

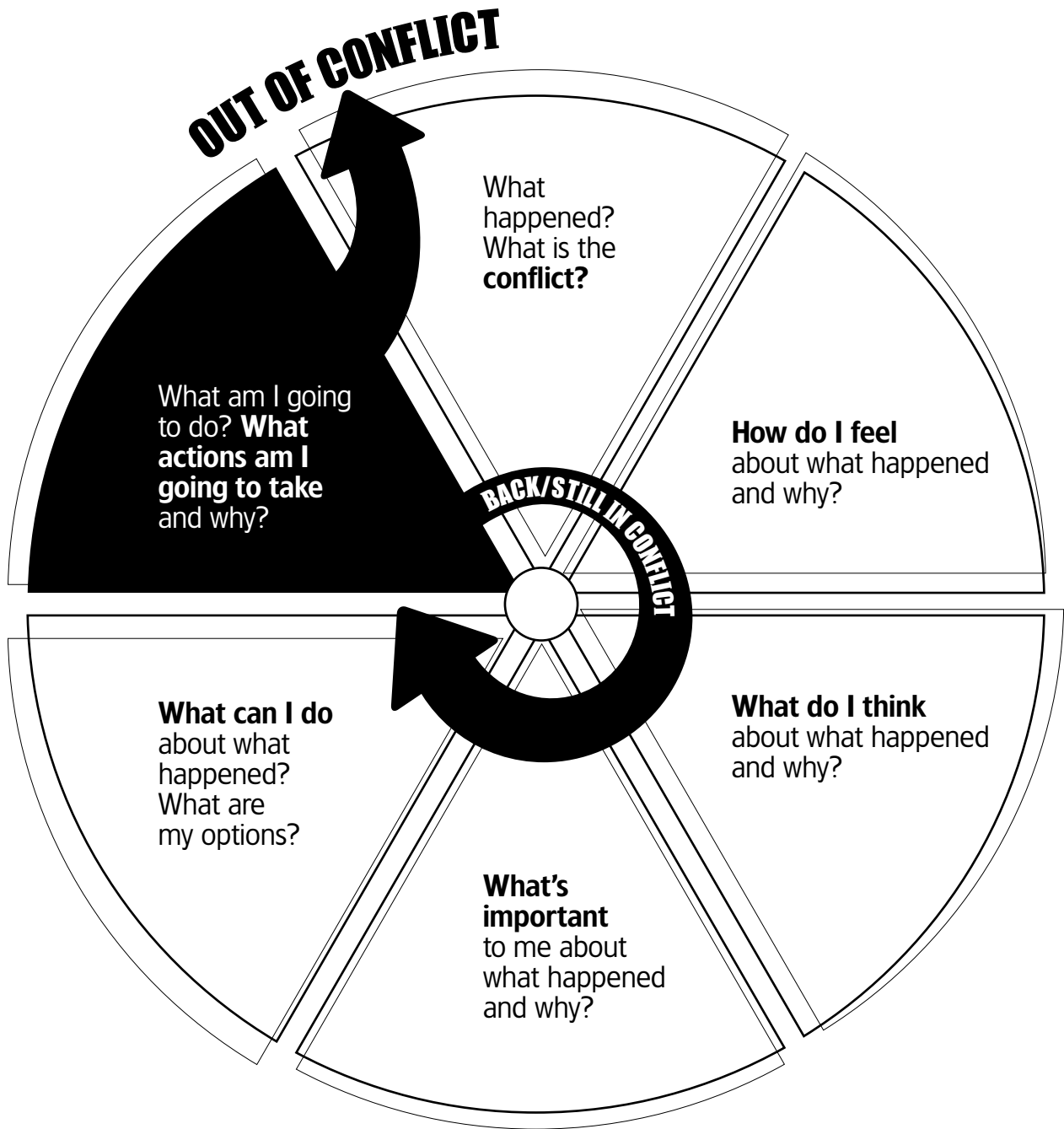
Lose / Win

Tactics: Agree, give-in, flatter**Characteristics:** gives in too readily in negotiating

Neglecting own concerns to satisfy others, interested in others approval and information

ATTACHMENT D

FIGURE D-1 THE REFLECTION WHEEL



Note. From *Peacebuilders 1: Conflict Resolution Youth Reference Guide*, (p. 38), by D. Farthing, 2001, Ottawa, ON: YouCAN! Copyright 2001 by YouCAN!

SUB-MODULE 1

Total time: 60 min

Your responsibility as a leader to influence positive social relations

PREPARATION

PRE-LESSON INSTRUCTIONS

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the *Pat on the Back* template located at Attachment A for each cadet.

Photocopy CATO 15-22 *Conduct and Discipline—Cadets* for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1, 2 and 4 to introduce the cadets to their responsibilities as leaders to influence positive social relations.

A group discussion was chosen for TP 3 as an interactive way to reinforce learning by drawing out knowledge from previous training and further provoke thought and stimulate interest among cadets.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to know their responsibility as a leader to influence positive social relations.

IMPORTANCE

It is important for cadets to know what their responsibility as a leader is so they may begin to influence positive social relations with their followers.

TEACHING POINT 1

Introduction

Time: 5 min Method: Interactive Lecture

THE OBJECTIVE OF POSITIVE SOCIAL RELATIONS FOR YOUTH TRAINING

The objective of *Positive Social Relations for Youth* training is to prepare the cadets to:

- interact comfortably within the cadet community;
- interact positively with others;
- exercise sound judgment;
- accept personal accountability for actions and choices;
- deal with interpersonal conflict; and
- seek assistance from available resources when needed.

***Positive Social Relations for Youth* training will include:**

- Building Positive Social Relations module: 180 minutes of formal training in Year 1 of the Cadet Program;
- Influencing Positive Social Relations module: 180 minutes of formal training in Year 4 of the Cadet Program; and
- Maintaining Positive Social Relations: Informal training (eg, posters pamphlets, wallet cards, interactive DVD) ongoing throughout the Cadet Program.

The Building Positive Social Relations module is comprised of four sub-modules:

- Sub-Module 1: What we expect from you as a cadet (60 minutes);
- Sub-Module 2: What can happen when behaviours exceed or do not meet expectations (30 minutes);
- Sub-Module 3: What harassment, criminal offences and child abuse are and where you can go for help (30 minutes); and
- Sub-Module 4: What conflict is and how you can deal with it (60 minutes).

The Influencing Positive Social Relations module is comprised of three sub-modules:

- Sub-Module 1: Your responsibility as a leader to influence positive social relations (60 minutes),
- Sub-Module 2: What complaints and consent are and how to practice risk reduction (60 minutes), and
- Sub-Module 3: Your responsibility as a leader to help manage conflict (60 minutes).

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.

TEACHING POINT 2

Overview of key leadership concepts and techniques to recognize and reward behaviour that exceeds expectations

Time: 20 min Method: Interactive Lecture

As a leader you are now in a position where younger cadets will follow you and look up to you to lead by example. As you already know, it is nice to be recognized and rewarded by your superiors, so now it is your turn to recognize and reward your followers. You are also in a capacity to observe, record and make recommendations to your superiors on who you think deserves a specific type of reward or recognition.

Leaders also need to build morale and esprit de corps, motivate and praise their followers on a regular basis and correct behaviour that does not meet expectations.

Motivate. Inspiring others to have the need or desire to act.

Morale. A state of mind. It directly influences the performance and proficiency of individuals and, therefore, that of the organization itself. Morale is the amount of confidence, enthusiasm or determination that a person or group has at a particular time.

Esprit de corps. This represents one's pride in belonging to a particular organization or unit. Basically, it can be described as your sense of group identity. Esprit de corps pertains to a group and can be instilled in the individual insofar as they identify themselves with the group, such as a band or drill team. Esprit de corps is directly proportional to the success achieved by the leader in meeting certain requirements.

TECHNIQUES TO RECOGNIZE AND REWARD BEHAVIOUR THAT EXCEEDS EXPECTATIONS

Examples of informal rewards / recognition given for meeting or exceeding expectations in the Cadet Program may include:

- public recognition,
- a commendation,
- a prize (eg, stickers, pins, corps / squadron paraphernalia),
- a special privilege,
- assuming a special role,
- "Cadet of the Week", or
- participating in a special activity (eg, pizza party).

These informal rewards / recognition may be given or recommended by you, the leader.

HOW TO PRAISE

The following are some techniques that can be used to praise others:

- **Praise quickly.** Praise that is withheld too long loses its effect. Get in the habit of offering simple, sincere praise as soon as you observe something praiseworthy.
- **Praise often.** Do not save all your praise for the end of a project. Praise all the accomplishments along the way, not just the final product. Everyone wants to know if they are doing a good job, and you should not make them wait to find out. If a cadet has to wait until the end of the training year to find out if he or she is doing a good job, he or she might not be there at the end of the training year.
- **Be specific.** It is nice to say, “You’re doing a good job.” But it is far more powerful to say something like, “Your Green Star / Phase One / Level One drill classes are showing a lot of improvement. Great work!” By offering praise in a specific context you show how much you recognize the individual and you have given your praise real power to elevate their motivation and enthusiasm.
- **Praise in public.** Just as it is important to provide constructive criticism and employ effective discipline in private, it is vital that you praise your followers in public. First, praising in public gives the individual your recognition and the recognition of those present. Second, praising in public gives you the opportunity to reward the whole team. An individual’s good effort reflects back on the team he or she is part of, thereby making it, in part, the team’s accomplishment. Finally, praising in public shows that you value good work. Others will want to receive praise from you and will try harder to earn it.
- **Praise desired behaviour.** It is a good idea to praise anything and everything that approaches your vision for how you want your team to operate. The general rule is that you will get more of whatever you praise, so use your praise like a compass to guide your team toward the procedures and behaviours that you desire.

➤ ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets practice making praise specific when rewarding behaviour that exceeds expectations.

RESOURCES

- *Pat on the Back* template located at Attachment A, and
- Pencils / pens.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the *Pat on the Back* template to each cadet.
2. Have the cadets write their name at the top of their sheet.
3. Have the cadets pass their sheet to the next person.
4. Instruct the cadets to write inside each finger on the hand outline a positive, specific comment about a behaviour / action, of the cadet whose name is at the top.
5. Have the cadets pass their sheets around the room so that at least five cadets (one comment for each finger) write on each sheet of paper.
6. Collect the sheets once everyone has written something on them and read them over to make sure that no one wrote an inappropriate comment.
7. At the end of the lesson give a public “Pat on the Back” to each cadet by reading a few comments from each sheet out loud.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the *Pat on the Back* activity will serve as the confirmation of this TP.

TEACHING POINT 3

Reinforcement / review of conduct and discipline in the Cadet Program

Time: 15 min Method: Group Discussion

This TP is a review of conduct and discipline in the Cadet Program from TP 5 of Building Positive Social Relations Sub-Module 1 (What we expect from you as a cadet) and TP 4 of Building Positive Social Relations Sub-Module 2 (What can happen when behaviours exceed or do not meet expectations).

Since all cadets have received this training, conduct a group discussion to draw out the background information below.

Video scenarios #1–3 and #6–8 can be also be shown and discussed to supplement this TP.



➤ BACKGROUND KNOWLEDGE

Conduct. Behaviour or way of acting.

Misconduct / misbehaviour. A single or multiple breach of one or several regulations, orders and / or instructions.

Discipline. Training, especially of the mind and character, aimed at producing self-control, obedience, orderly conduct, etc. A system of rules used to maintain control over people.

CONDUCT AND DISCIPLINE IN THE CADET PROGRAM

According to CATO 15-22, discipline in the Cadet Program shall be used as a teaching tool to encourage youth to develop appropriate behaviour (conduct). It should at all times be respectful to the individual, effective over the long-term and promote character development.

As a member of the Cadet Program, cadets are expected to conduct themselves in a way which is respectful to themselves and others. Cadets are to adhere to regulations, orders and instructions at all times. If cadets choose to disregard the regulations, orders and instructions described in the CATO, consequences or corrective measures, such as administrative and / or disciplinary actions may be considered.

EXAMPLES OF BREACH(ES) OF CONDUCT

Some examples of breach(es) of conduct are:

- **behaviour, to include:**
 - disrespect,
 - insubordination,
 - inappropriate language,
 - lack of honesty,
 - misuse of authority, and
 - property damage;
- **appearance, to include:**
 - dressing below standard; and
 - inappropriate conduct;
- **policy breach, to include:**
 - alcohol / tobacco / drugs,
 - inappropriate interactions, and
 - harassment (non-criminal);
- **attendance (absences); and**
- **safety, to include:**
 - safety concerns, and
 - causing injury.



The point of the group discussion is to draw the following information from the group using the tips for answering / facilitating discussion and the suggested questions provided.



Refer to CATO 15-22, *Conduct and Discipline—Cadets*, for the complete description of the conduct and discipline of cadets.



The complete explanation with examples of breach(es) of conduct and suggested corrective measures is located in CATO 15-22, *Conduct and Discipline—Cadets*, Annex A.



The points presented in this TP will be discussed in further detail in Sub-Module 2 (What can happen when behaviours exceed or do not meet expectations).



The following three video scenarios depict some examples of breaches of conduct. Select any of the video scenarios in full to provide a detailed example to the cadets. It is also possible to show only the first clip (Situation) for all three scenarios and complete the scenarios in TP 4 of Sub-Module 2.

➤ GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.



Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.

Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

SUGGESTED QUESTIONS:

- Q1.** What is conduct?
- Q2.** What are some examples of breaches of conduct in the Cadet Program?
- Q3.** What are some examples of suggested corrected measures for the examples of breaches of conduct discussed in Q2?

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the group discussion will serve as the confirmation of this TP.

TEACHING POINT 4

Differences between effective discipline and misuse of authority, and techniques for responding to behaviour that does not meet expectations

Time: 15 min Method: Interactive Lecture



Distribute a copy of CATO 15-22 *Conduct and Discipline—Cadets* to each cadet.

DIFFERENCES BETWEEN EFFECTIVE DISCIPLINE AND MISUSE OF AUTHORITY

Unfortunately, some leaders have a mistaken understanding of discipline. They confuse discipline with control and may respond inappropriately when a cadet is disobedient or fails to meet demands.

Discipline. A thoughtful method of punishment used to teach expected behaviour.

Some of you may have experienced situations in the Cadet Program where intimidation and threats or excessive punishment were used as a form of discipline. This behaviour is not acceptable.

Discipline in the Cadet Program is intended to encourage youth to develop appropriate behaviour. This means giving them an opportunity to learn from their mistakes.

EFFECTIVE DISCIPLINE VERSUS MISUSE OF AUTHORITY

Effective Discipline...	Misuse of Authority...
Is related to misbehaviour	Is not related
Only deals with the misbehaviour	Attacks self-esteem
Does not humiliate	Humiliates
Is thoughtful	Is impulsive
Represents no threat to a youth's well-being	Is more severe than warranted
Uses action	Uses force
Means a youth accepts responsibility for their actions	Means an adult takes responsibility for a youth's actions
Is based on equality and respect	Based on control over others
Encourages youth to problem solve	Assumes only adults can solve youth's problems
Demonstrates caring	Demonstrates hostility
Teaches good behaviour	Destroys

TECHNIQUES FOR RESPONDING TO BEHAVIOUR THAT DOES NOT MEET EXPECTATIONS

Avoiding Problems

There are a number of ways in which you can avoid problems with your followers, to include:

- **Set clear expectations.** Ensure that your cadets understand your expectations and how those expectations apply to them.
- **Address misconduct immediately and specifically.** Counsel a cadet about their behaviour right away if they are not meeting expectations. The longer you leave it, the worse it will become.
- **Follow set discipline procedures.** Talk to your officers and find out what the discipline policy is at your corps / squadron. Always be sure to follow the approved procedure to ensure continuity and standardization.
- **Recognize honest attempts to improve behaviour.** Cadets will try to change and improve. As soon as you notice an honest attempt to improve, reinforce the positive behaviour with the cadet and motivate them to keep trying.

Handling Problems

There are a number of ways to respond to behaviour that does not meet expectations, to include:

- **Talk to the cadet about the problem privately.** Do not put off talking to the cadet about the problem. There is a chance that you may forget details of the situation or you may forget the situation altogether. Waiting can also lessen the impact of the discussion. Be firm, however do not yell. Model the behaviour that you expect from your cadets. Whenever possible, take them aside and speak to them in an area out of earshot.
- **Be specific about the problem.** Ensure that when you speak to the cadet, you are very clear about what the problem is. Address the problem in a professional and appropriate manner and ensure that the cadet understands why you are speaking to them.
- **Listen to their feedback.** Give cadets an opportunity to explain themselves. Accept reasons for their behaviour, but not excuses. When the cadets give reasons, they are accepting the responsibility of their behaviour. When they give excuses, they are laying blame.
- **Know what help is available and where to find it.** Be aware of whom to go to for problems that you cannot or do not feel comfortable dealing with. Know what resources are available to you and how to use them.
- **Realize that you are there to help the cadet if possible.** Do your best to make sure the cadet does not carry out the problem behaviour again. The cadet must understand why their behaviour is a problem and what they must do to fix it. Offer suggestions or brainstorm with the cadet some ideas about how to improve their behaviour.

VIDEO SCENARIO 15 / MISUSE OF AUTHORITY VERSUS EFFECTIVE DISCIPLINE



The following two video scenarios depict some examples of misuse of authority. Select any of the video scenarios in full to provide a detailed example to the cadets.

Excessive Punishment

Time: 5 min Method: Video

OBJECTIVE

The objective of this video is to show the cadets the difference between excessive punishment and discipline.

SETTING

Local corps.

SITUATION

MISUSE OF AUTHORITY VERSUS EFFECTIVE DISCIPLINE: EXCESSIVE PUNISHMENT VERSUS EFFECTIVE DISCIPLINE

A cadet in a platoon has not been shining their boots. The MWO has spoken to the cadet about fixing the “problem” and it still has not been resolved.

QUESTIONS:

- Q1.** Have any of you experienced this same situation?
- Q2.** If you have experienced this situation, how was it handled?

POSSIBLE RESPONSES:

- A1.** Answers may vary.
- A2.** Answers may vary.

CONCLUSION A

MISUSE OF AUTHORITY VERSUS EFFECTIVE DISCIPLINE: PUNISHMENT APPROACH – PRACTICE MAKES PERFECT

EXCESSIVE PUNISHMENT: The MWO makes the cadet polish all the boots of the cadets in their platoon so they can “practice” doing it better.

QUESTIONS:

- Q1.** Do you think the situation was handled in the correct manner?
- Q2.** How do you think it might have been handled differently?
- Q3.** Do you know what this type of resolution is called?

POSSIBLE RESPONSES:

- A1.** Answers may vary.
- A2.** Answers may vary.
- A3.** Excessive punishment.

CONCLUSION B

MISUSE OF AUTHORITY VERSUS EFFECTIVE DISCIPLINE: DISCIPLINARY APPROACH: ASSIGNING EXTRA TIME

DISCIPLINE: The MWO decides that this cadet will polish their boots during break time on parade night until the boots meet the standard.

QUESTIONS:

- Q1.** Do you think the situation was handled in the correct manner?
- Q2.** How do you think it might have been handled differently?
- Q3.** Do you know what this type of resolution is called?

POSSIBLE RESPONSES:

- A1.** Answers may vary.
- A2.** Answers may vary.
- A3.** Discipline.

VIDEO SCENARIO 16 / THREATS, INTIMIDATION, MISUSE OF AUTHORITY

Time: 5 min Method: Video

OBJECTIVE

The objective of this video is to show the cadets what threats / intimidation look like and what to do if they need help.

SETTING

Local corps.

SITUATION

THREAT / INTIMIDATION / MISUSE OF AUTHORITY: TEST PRESSURE

The petty officer threatens the cadets in their division that if they do not get at least 90 percent on their next PC / EC check they will all fail their phase for the entire cadet year. The cadets become very stressed and worried about this test as it is the next class and they have not had time to study nor have they been taught most of the material. The cadets are upset. Some of the cadets indicate that they will not be promoted; go to summer camp; get scholarships; etc if they do not pass. The petty officer tells them to stop being such babies—as they are not supposed to look weak when they are members of this corps.

QUESTIONS:

- Q1.** What is this form of harassment called?
- Q2.** What would you do if you were a cadet in this division ?

POSSIBLE RESPONSES:

- A1.** Threats / intimidation / misuse of authority.
- A2.** Answers may vary.

CONCLUSION

THREAT / INTIMIDATION / MISUSE OF AUTHORITY: TRAINING OFFICER INTERVENES

The training officer walks by the classroom and hears the commotion. The training officer asks to speak to the petty officer outside the classroom. After speaking with the petty officer, he returns to the classroom, and reassures the cadets that the test will be scheduled for a later date.

CONFIRMATION OF TEACHING POINT 4

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.

TEACHING POINT 5

Conclusion

Time: 5 min Method: Interactive Lecture

Throughout this Sub-Module you have been made aware that it is your responsibility as a leader to influence positive social relations.

SUB-MODULE 2: WHAT COMPLAINTS AND CONSENT ARE AND HOW TO PRACTICE RISK REDUCTION

The following topics will be discussed in Sub-Module 2:

- complaints and how to report them,
- identification of situations that put the leader at risk,
- principles of risk reduction, and
- the issue of consent.

CONFIRMATION OF TEACHING POINT 5

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the activity in TP 2 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important for you to know what your responsibility as a leader is so you may begin to influence positive social relations with your followers.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-105 CATO 13-25 Director Cadets 3. (2008). *Cadet conflict management system*. Ottawa, ON: Department of National Defence.

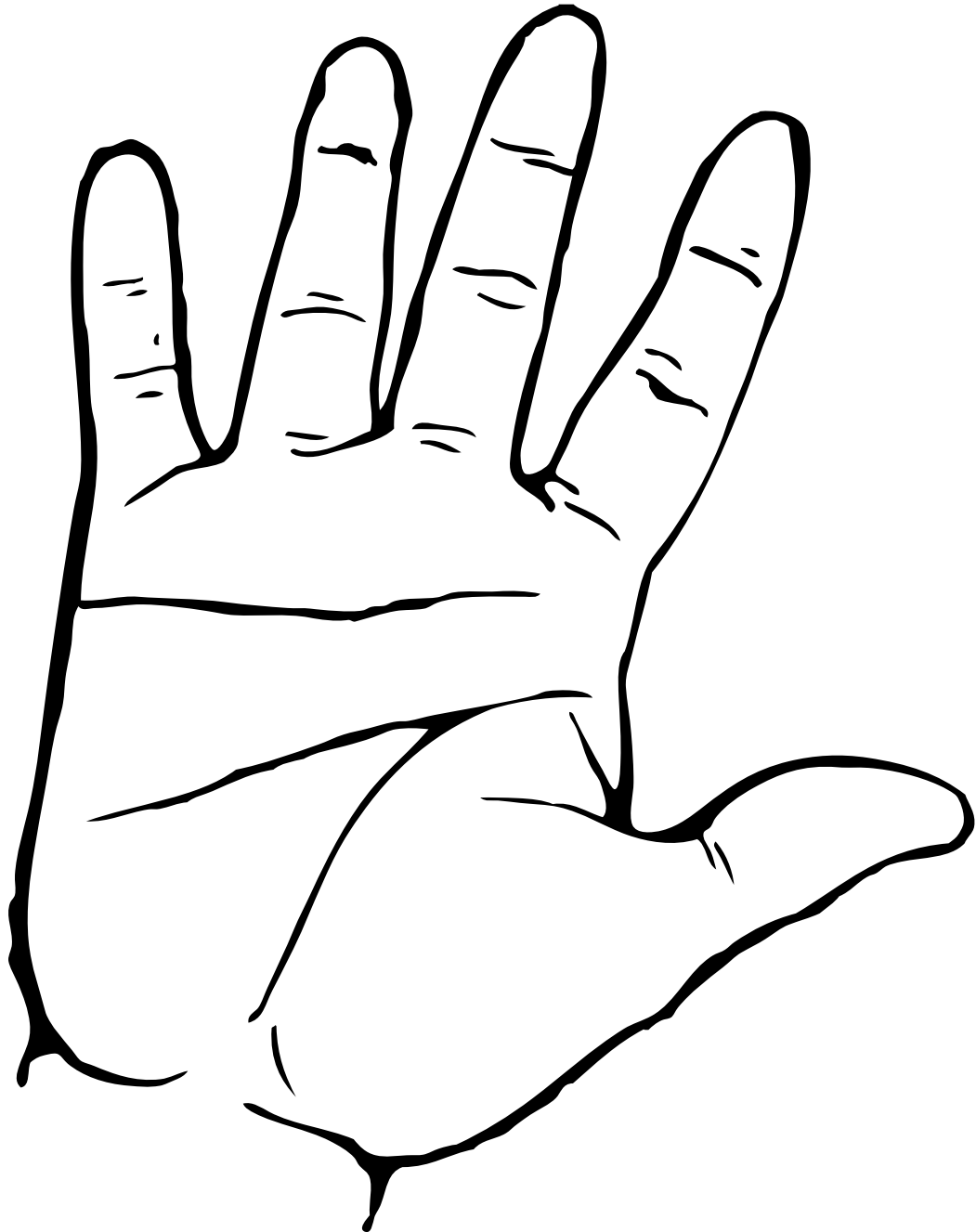
XX-XXX Scott, M. (Ed.). (2007). Drugs and alcohol: What can we do? *Cadence: Professional development for leaders of the cadet program*, issue 24, p. 4, pp. 10-15. Ottawa, ON: Chief of Reserves and Cadets-Public Affairs.

ATTACHMENT

SUB-MODULE 1

ATTACHMENT A

PAT ON THE BACK



SUB-MODULE 2

Total time: 60 min

What complaints and consent are and how to practice risk reduction

PREPARATION

PRE-LESSON INSTRUCTIONS

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the handout located at Attachment A for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1, 4, 5 and 6 to introduce the cadets to what complaints and consent are and how to practice risk reduction.

A group discussion was chosen for TP 2 as an interactive way to reinforce learning by drawing out knowledge from previous training and further provoke thought and stimulate interest among cadets.

An in-class activity was chosen for TP 3 as an interactive way to provoke thought and stimulate interest among cadets.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to be able to report complaints, define consent and practice risk reduction.

IMPORTANCE

It is important for cadets to learn about what complaints and consent are and how to practice risk reduction as they may be the first person a junior cadet approaches to disclose information to or to ask for help in managing conflict.

TEACHING POINT 1

Introduction

Time: 5 min Method: Interactive Lecture

SUB-MODULE 1: YOUR RESPONSIBILITY AS A LEADER TO INFLUENCE POSITIVE SOCIAL RELATIONS

The following topics were discussed in Sub-Module 1:

- an overview of key leadership concepts,
- techniques to recognize and reward behaviour that exceeds expectations,
- differences between effective discipline and misuse of authority, and
- techniques for responding to behaviour that does not meet expectations.

SUB-MODULE 2: WHAT COMPLAINTS AND CONSENT ARE AND HOW TO PRACTICE RISK REDUCTION

In Sub-Module 2 the following topics will be discussed:

- complaints and how to report them,
- identification of situations that put the leader at risk,
- principles of risk reduction, and
- the issue of consent.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.

TEACHING POINT 2

Reinforcement / review of Building Positive Social Relations Sub-Module 3

Time: 20 min Method: Group Discussion

REVIEW OF SUB-MODULE 3 (WHAT HARASSMENT, CRIMINAL OFFENCES AND CHILD ABUSE ARE AND WHERE YOU CAN GO FOR HELP)



This TP is a review of what harassment, criminal offences and child abuse are from Building Positive Social Relations Sub-Module 3 (What Harassment, Criminal Offences and Child Abuse Are and Where You Can Go for Help).

Since all cadets have received this training conduct a group discussion to draw out the background information below.

The video scenarios that were used in TP 2 of Building Positive Social Relations Sub-Module 3 can be also be shown and discussed to supplement this TP.

➤ BACKGROUND KNOWLEDGE



The point of the group discussion is to draw the following information from the group using the tips for answering / facilitating discussion and the suggested questions provided.

WHAT IS HARASSMENT?



Refer to the Canadian Human Rights Commission for the complete overview of discrimination and harassment located at <http://www.chrc-ccdp.ca>.

CANADIAN HUMAN RIGHTS ACT (CHRA) DEFINITION OF HARASSMENT

Harassment is any unwanted physical or verbal conduct that offends or humiliates. Such conduct can interfere with one's ability to do a job or obtain a service. Harassment is a type of discrimination. It can take many forms, such as:

- threats, intimidation, or verbal harassment;
- unwelcome remarks or jokes about subjects like race, religion, disability or age;
- displaying sexist, racist or other offensive pictures or posters;
- sexually suggestive remarks or gestures;
- inappropriate physical contact, such as touching, patting, pinching or punching; and
- physical assault, including sexual assault.

Harassment can consist of a single incident or several incidents over a period of time. Harassment can create a negative or hostile environment which can interfere with job performance and result in being refused a job, a promotion or a training opportunity. **Harassment will be considered to have taken place if a reasonable person ought to have known that the behaviour was unwelcome.**

CADET ADMINISTRATIVE AND TRAINING ORDERS (CATO) DEFINITION OF HARASSMENT

Harassment is any improper conduct by an individual that is directed at and offensive to another person or persons in the workplace and which the individual knew or ought reasonably to have known would cause offence or harm. It comprises any objectionable act, comment or display that demeans, belittles or causes personal humiliation or embarrassment or any act of intimidation or threat. It includes harassment within the meaning of the *Canadian Human Rights Act*.



Refer to CATO 13-24, *Harassment Prevention and Resolution*, for the complete reference to all pertinent definitions on harassment.

Where harassment involves misuse of the power or authority inherent in an individual's position, it constitutes a misuse of authority. Conduct involving the proper exercise of responsibilities or authority related to the provision of advice, the assignment of work, counselling, performance evaluation, discipline and other supervisory / leadership functions **does not** constitute harassment. Similarly, the proper exercise of responsibilities or authority related to situations where, by virtue of law, military rank, civilian classification or appointment, an individual has authority or power over another individual does not constitute harassment.

When looking at misuse of authority in relation to discipline, a misuse of authority:

- is not related to the misbehaviour;
- attacks self-esteem;
- humiliates;
- is impulsive;
- is more severe than warranted;
- uses force;
- means adults take responsibility for youth's action;
- is based on control over others;
- assumes only adults can solve youth's problems;
- demonstrates hostility; and
- destroys.

Where harassment involves the coerced participation, expressed or implied, in improper initiation rites, ceremonies or other events, it constitutes hazing.

Hazing. To be subject to ridicule. Hazing is often ritualistic with requirements to perform random and meaningless tasks as a way of initiation into a group. It is often used as a method to promote group loyalty and camaraderie through shared suffering. It can be any activity expected of someone becoming part of a group that humiliates, degrades or risks emotional and / or physical harm, regardless of the person's willingness to participate.

The difference between normal behaviour and sexual harassment is consent. If someone is indicating by word or by body language that your behaviour is unwelcome this means stop. No means no.

Bullying. Bullying is another form of harassment and can take on many forms other than face-to-face contact and includes cyber-bullying, to include:

- email,
- instant messaging (IM),
- chat rooms,
- text messages, to include:
 - Short Message Service (SMS),
 - Enhanced Messaging Service (EMS), and
 - Multimedia Messaging Service (MMS); and



Refer to CATO 13-29, *Administrative Procedures–Social Issues*, for the complete administrative guide for situations where a cadet or an adult supervisor is facing social issues.



Consent. The voluntary agreement of the person to engage in the sexual activity in question.



Bully. A person who uses strength or power to coerce others by fear. Persecute or oppress by force or threats. Pressure or coerce (a person) to do something.



Physical characteristics.

Although physical characteristics is not included in the CHRA definition of discrimination it is essential to stress to cadets that discriminating against or harassing others because of physical characteristics (eg, height, weight, physical differences) is inappropriate and unacceptable.

- websites, to include:
 - social networking websites,
 - voting / polling booths (online voting / polling), and
 - posting messages / pictures / videos.

DISCRIMINATION

Every individual is equal before and under the law and has the right to equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age, marital status, family status, mental or physical disability, pardoned conviction or sexual orientation.

WHAT ARE CRIMINAL OFFENCES?

Offences commonly associated with criminal harassment incidents include uttering threats, threatening or harassing phone calls, common assault, mischief and most recently stalking and cyberstalking via chat rooms, message boards, and email.



Assault. Force is applied intentionally to another person, directly or indirectly. Attempts or threatens, by act or a gesture, to apply force to another person.

Stalking. A form of obsessive behaviour directed, most often, toward another person.

Cyberstalking. Also known as online harassment, is closely related to real-life stalking.

People who commit any of these offences can be charged under the criminal harassment provision of the *Criminal Code of Canada*.

WHAT IS CHILD ABUSE?



Child abuse is something a cadet could experience and / or encounter outside the Cadet Program. Therefore, this TP is simply intended to provide all cadets with a basic awareness of the topic and TP.

Child abuse. A situation in which a child is in need of protection when their safety or their development is compromised.

Forms of child abuse fall into four categories, to include:

1. **Emotional abuse.** A chronic attack on a child's self-esteem. It is psychologically destructive behaviour by a person in a position of power, authority or trust. It can take the form of name-calling, threatening, ridiculing, belittling, intimidating, isolating, hazing or ignoring the child's needs. Serious emotional abuse can consist of:

- **Rejecting.** To refuse to acknowledge, believe, hear or support the child's / youth's worth, or the legitimacy of his or her needs;
 - **Isolating or excluding.** Unreasonable separation from others to cut a child / youth off from normal social experiences, which results in extreme aloneness;
 - **Ignoring.** To fail to provide sensitive, responsive care-giving; to deprive children / youth of essential stimulation and responsiveness; to interact only when necessary; to be psychologically unavailable;
 - **Exploiting.** To make use of someone for one's own advantage or profit; to make excessive inappropriate demands considering the child's age;
 - **Confining.** Forcible isolation in an enclosed space;
 - **Terrorizing.** To coerce by intimidation, causing a state or instance of extreme fear, violent dread or fright. Children can be terrorized through observing or being threatened by violence; and
 - **Corrupting.** To render anti-social or maladjusted; to change from good to bad; to encourage destructive, anti-social behaviour. For example, encouraging children to physically assault another child;
2. **Physical abuse.** Occurs when a parent, a legal guardian or any other person injures or threatens to injure a child;
 3. **Sexual abuse.** Occurs when a parent, a legal guardian or any other person uses a child for sexual gratification; and
 4. **Neglect.** Is chronic inattention to the basic necessities of life such as clothing, shelter, nutritious diet, education, good hygiene, supervision, medical and dental care, adequate rest, safe environment, moral guidance and discipline, exercise and fresh air.



Refer to CATO 13-24, *Harassment Prevention and Resolution*, and / or CATO 13-25 *Cadet Conflict Management System* for the complete details pertaining to self-help.

WHERE YOU CAN GO FOR HELP AND WHEN YOU SHOULD GO FOR HELP

SELF-HELP

Self-help may be used to resolve a conflict at the lowest level. Individuals who believe harassment has occurred are strongly encouraged to take direct action by communicating with the perceived respondent as soon as possible by:

- voicing issues or concerns in a respectful manner and allowing the other person to do the same;
- allowing the parties to clarify the issues and concerns to gain a better understanding of each other; and
- allowing the parties to identify possible solutions and to decide on a mutually agreeable resolution.

If the conduct does not stop, or if the complainant does not wish to use the self-help method, they may notify their immediate supervisor, the UCCMA or higher authority if the supervisor is the respondent.



Respondent. Is the individual against whom an allegation of harassment has been made.

Complainant. Is an individual alleging that an incident of harassment may have occurred.

If self-help is unsuccessful or inappropriate, then supervisor intervention may be considered.

RESOURCES AVAILABLE

In addition to self-help and trying to manage conflict on your own, there are a number of resources available that include:

- a senior cadet or staff cadet,
- a trusted adult (parent / guardian, officer, civilian instructor [CI], etc),
- Unit Cadet Conflict Management Advisor (UCCMA),
- the corps / squadron CO, or
- Kids Help Phone (1-800-668-6868) or website (www.kidshelpphone.ca).



The Kids Help Phone and related website are a tremendous resource for youth.

It is Canada's only toll-free, national, bilingual, phone and web counselling, referral and information service for children and youth. They provide immediate anonymous and confidential support, 24 hours a day, 365 days a year.

The Kids Help Phone is staffed by trained professional counsellors with a wide variety of backgrounds including social work, psychology, sociology, and child and youth services.

The Kids Help Phone helped Canadian youth in need more than two million times on the phone and online in 2007.



CADET RESPONSIBILITIES AND RIGHTS

Responsibilities. As a cadet you have the responsibility to:

- treat others with respect,
- not exclude anyone,
- help protect others,
- respect personal boundaries; honour "NOs",
- tell the truth,
- listen,
- not dominate others,
- not misuse power / authority,
- control anger,
- not harass anyone,

- not abuse anyone, and
- get help if I need it.

Rights. As a cadet you have the right to:

- be treated fairly and with respect,
- belong,
- feel safe,
- be included,
- learn,
- seek help,
- be heard,
- make decisions,
- be protected from harassment, criminal offences and child abuse,
- use the law, and
- say “NO” to unwelcome behaviour.

Fairholm, Canadian Red Cross



➤ GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.





Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

SUGGESTED QUESTIONS:

- Q1. What is harassment?
- Q2. What are some examples of harassment?
- Q3. What are criminal offences?
- Q4. What is child abuse?
- Q5. Where can a cadet go for help when needed?

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the group discussion will serve as the confirmation of this TP.

TEACHING POINT 3

Complaints and how to deal with them

Time: 15 min Method: In-Class Activity

DEALING WITH COMPLAINTS

Complaints can be about:

- harassment that happens to a cadet while at a cadet activity, or
- harassment or child abuse that is happening to a cadet outside cadet activities.

Complaints can be reported:

- **Non-verbally.** Someone notices unusual behaviour; or
- **Verbally.** The victim tells someone because they want help and they trust that person.

COMPLAINT CHECKLIST

- **Listen and believe.** The cadet has chosen you to talk to; they trust you.
- **Do not ask leading questions or conduct an interview.** Questioning / interviewing using closed questions, may prejudice any future investigation, eg, "Did he threaten you?" If you need further facts, use open-ended questions to get them, eg, "What did he say then?"
- **Do not promise not to tell.** If a cadet is a victim of child abuse, by law you must tell the authorities (Child Protection Agency [CPA]). Do not talk about the incident to anyone other than the proper authorities. Respect the privacy of both the victim and the alleged offender.

- **Reassure and affirm.** You have done the right thing by telling me. Telling takes courage. The harassment or child abuse is not your fault. Acknowledge the person's feelings.
- **Do not try to be a counsellor.** Counselling for victims of child abuse should be done by qualified and authorized professional counsellors. Do not try to help cadets by counselling them.
- **Describe the next steps (reporting and safety plan).** In cases of harassment, consult **ANY** adult staff member (eg, Trg O, CO, UCCMA) and develop options with the cadet as to how you can ensure their safety. In the cases of criminal offences, tell the cadet that the CO will report the incident to the local authorities who will take appropriate action. In cases of child abuse, tell the cadet that the CO will report the incident to the local CPA, and the CPA will advise on how to ensure the cadet's safety.
- **Document.** If requested by the adult staff member you may need to contribute to the completion of an Incident Report.
- **Do not confront the alleged offender.** Confrontation could lead to serious consequences and is best left to the proper authorities.
- **Take care of yourself.** Disclosures are emotionally difficult; seek support for yourself while maintaining confidentiality.

VIDEO SCENARIO 17 / HARASSMENT COMPLAINT

Discrimination / Name Calling

Time: **3 min** Method: **Video**

OBJECTIVE

The objective of this video is to show the cadets what a harassment complaint looks like and how to collect and report this information to the appropriate people.

SETTING

Local corps.

SITUATION

HARASSMENT COMPLAINT: DISCRIMINATION / NAME CALLING

A junior cadet approaches a senior cadet that he trusts and complains to him that he has been having a really stressful time at cadets. He is continually being picked on



Conduct this activity after the cadets have watched Clip #1.

and being called names by the senior cadets supervising his platoon. They keep calling him names like “Aladdin” and “genie” because of his turban in accordance with his religion. He is considering quitting cadets because he is really getting tired of being picked on and being called names. He thinks he has just as much right to be there as the next person. He does not want anyone to get into trouble and he is not tattling—he just wants it to stop.

► ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets practice the *Complaints Checklist* by role playing.

RESOURCES

The *Complaints Checklist* located at Attachment A.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into pairs.
2. Distribute a copy of the *Complaints Checklist* to each cadet.
3. Have the cadets choose the part they wish to role play in each pair.
4. Have the cadets role play through the steps of the *Complaints Checklist* for five minutes.
5. Conduct a group discussion when the cadets have completed the activity. Use the following questions:
 - What is this scenario a form of?
 - What did you find difficult about the process?
 - Do you think this would be different than doing it in “real life”?
 - Did all the steps in the *Complaints Checklist* apply to this situation?
 - The last step of the *Complaints Checklist* is to “Take care of yourself”. What does this mean? How would you do this?

SAFETY

Nil.



This scenario is intended to depict a form of discrimination. The cadet is being discriminated against because of his looks and his Sikh religion. This scenario depicts that people in positions of power, authority or trust have misused their power by using destructive behaviour; chronically attacking the self-esteem of an individual by using insults and put-downs.

CONCLUSION

HARASSMENT COMPLAINT: DISCRIMINATION / NAME CALLING

The senior cadet listens and believes what the junior cadet is telling him. The senior cadet asks the junior cadet if they are just picking on him or if the situation has become more than that (eg, pushing, shoving). The senior cadet tells the junior cadet that he cannot promise not to tell anyone as this situation is really important and he believes that things could get better when they talk to an adult staff member. The senior cadet tells the junior cadet that he will even go to the adult staff member with him and support him as much as he can. The senior cadet reassures the cadet and tells him that he is really brave for telling him this. It takes a lot of courage to disclose this information. The senior cadet describes to the junior cadet the next step (going to the adult staff member immediately). They both go to the adult staff member and tell him the situation. (Time lapse.) The adult staff member investigates the situation and determines that the harassment complaint is valid and takes appropriate action. The adult staff member also commends the senior cadet on how the harassment complaint was handled.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the role play activity will serve as the confirmation of this TP.

TEACHING POINT 4

Principles of risk reduction

Time: 5 min Method: Interactive Lecture

RISK REDUCTION: PROTECTING YOURSELF

As leaders, it is important for you to avoid situations with cadets in which you may be vulnerable or compromised. A misinterpretation of your actions or behaviours may lead to false accusations.

Guiding Principles of Risk Reduction

The guiding principles of risk reduction in the Cadet Program for managing the potential for false accusations include the following techniques:

- never being alone with a cadet, having another cadet, staff cadet or officer with you;
- keeping in sight of others;
- touching should be avoided; if you have to touch, ask the cadet if it is okay first and restrict touching to “safe” areas of the body;
- respecting the dignity of all Cadet Program members;

- avoiding contact or conduct that may be interpreted to have sexual connotations; and
- ensuring cadets are supervised at all times.

CONFIRMATION OF TEACHING POINT 4

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.

TEACHING POINT 5

Issue of consent

Time: 10 min Method: Interactive Lecture

Consent. The voluntary agreement of the person to engage in sexual activity.

The age of consent for sexual activity in Canada is 16.



On February 28, 2008 the age of consent bill (Bill C-2) was amended in the Criminal Code of Canada and this law came into effect on May 1, 2008. Age of consent was changed from 14 to 16. The bill had not been touched for 116 years.

The Criminal Code contains a “close-in-age” exemption of less than five years.

Under the new law, anyone under age 16 cannot legally consent to any form of sexual activity, from kissing to intercourse.

Consent has not been obtained when:

- a person is incapable of consent (eg, intoxicated);
- it comes from a third party;
- a person engages in a sexual activity with an individual who has abused a position of trust, power or authority;
- the person expressed in words or conduct a lack of agreement (eg, saying “no”); and
- the person revoked agreement—changed their mind.

Under the law, consent cannot be given when:

- one person is under 16 and the other is more than five years older;
- both people are under 16 with less than five years between them, but the older person is in a position of trust (eg, babysitter);
- one person is 16–17 and the older person is in a position of trust or authority;
- one person submits because the other threatens or uses force;
- one person submits because the other threatens or uses force against a third person; or
- lies are used to obtain consensual sex.

Examples when consent **cannot** be given:

- a cadet consenting to an adult supervisor, or
- a cadet consenting to a staff cadet.

There is no age of consent when a person in a position of authority engages in sexual activity with a person under their care.



Consent is:

- active not passive: words and body language both say “yes”;
- based on choice: both have power to say “no”;
- not manipulated: no pleading, no guilty feelings;
- not coerced: no imbalance of power;
- not submission due to fear: no threats; and
- freely given: it is an individual’s choice.

CONFIRMATION OF TEACHING POINT 5

The cadets’ participation in the interactive lecture will serve as the confirmation of this TP.

TEACHING POINT 6

Conclusion

Time: 5 min Method: Interactive Lecture

Throughout this Sub-Module you have been made aware of what disclosure and consent are and how to practice risk reduction to reduce the potential of false accusations.

SUB-MODULE 3: YOUR RESPONSIBILITY AS A LEADER TO HELP MANAGE CONFLICT

The following topics will be discussed in Sub-Module 3:

- review / reinforcement of Building Positive Social Relations Sub-Module 4, and
- conflict management techniques.

CONFIRMATION OF TEACHING POINT 6

The cadets’ participation in the interactive lecture will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets’ participation in the role play activity in TP 3 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important for you to learn about what disclosure and consent are and how to practice risk reduction as you may be the first person a junior cadet approaches to disclose information to or to ask for help in managing conflict.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

- A0-104 CATO 13-24 Director Cadets 4. (2007). *Harassment prevention and resolution*. Ottawa, ON: Department of National Defence.
- A0-106 CATO 13-29 Director Cadets 4. (2007). *Administrative procedures– Social issues*. Ottawa, ON: Department of National Defence.
- C0-295 Government of Canada. (2008). *Canadian human rights commission*. Retrieved April 4, 2008, from <http://www.chrc-ccdp.ca>
- XX-XXX Juristat. (n.d.). *Criminal harassment*. Retrieved April 10, 2008, from <http://www.statcan.ca/English/freepub/85-002-XIE/0110085-002-XIE.pdf>
- XX-XXX Department of Justice Canada. (2008). *Criminal code of Canada*. Retrieved April 21, 2008, from <http://laws.justice.gc.ca/en/C-46>
- XX-XXX Parliament of Canada. (2008). *Statutes of Canada*, chapter 6. Retrieved May 2, 2008, from <http://www.parl.gc.ca>

ATTACHMENT

SUB-MODULE 2

ATTACHMENT A

COMPLAINT CHECKLIST

Listen and believe. The cadet has chosen you to talk to; they trust you.

Do not ask leading questions or conduct an interview. Questioning / interviewing using closed questions, may prejudice any future investigation, eg, “Did he threaten you?” If you need further facts, use open-ended questions to get them, eg, “What did he say then?”

Do not promise not to tell. If a cadet is a victim of child abuse, by law you must tell the authorities (Child Protection Agency [CPA]). Do not talk about the incident to anyone other than the proper authorities. Respect the privacy of both the victim and the alleged offender.

Reassure and affirm. You have done the right thing by telling me. Telling takes courage. The harassment or child abuse is not your fault. Acknowledge the person's feelings.

Do not try to be a counsellor. Counselling for victims of child abuse should be done by qualified and authorized professional counsellors. Do not try to help cadets by counselling them.

Describe the next steps (reporting and safety plan). In cases of harassment, consult **ANY** adult staff member (eg, Trg O, CO, UCCMA) and develop options with the cadet as to how you can ensure their safety. In the cases of criminal offences, tell the cadet that the CO will report the incident to the local authorities who will take appropriate action. In cases of child abuse, tell the cadet that the CO will report the incident to the local CPA, and the CPA will advise on how to ensure the cadet's safety.

Document. If requested by the adult staff member you may need to contribute to the completion of an Incident Report.

Do not confront the alleged offender. Confrontation could lead to serious consequences and is best left to the proper authorities.

Take care of yourself. Disclosures are emotionally difficult; seek support for yourself while maintaining confidentiality.

SUB-MODULE 3

Total time: 60 min

Your responsibility as a leader to help manage conflict

PREPARATION

PRE-LESSON INSTRUCTIONS

Review the lesson content and become familiar with the material prior to delivering the lesson.

Prepare *The Goose Story* located at Attachment A on an overhead sheet or to a multimedia projector.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1, 3, 4 and 5 to introduce the cadets to their responsibility as leaders to help manage conflict.

A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feeling about conflict.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to know their responsibilities as a leader to help manage conflict.

IMPORTANCE

It is important for cadets to learn about their responsibilities as a leader to help manage conflict as they may begin to help manage conflict and deal with issues.

TEACHING POINT 1

Introduction

Time: **5 min** Method: **Interactive Lecture**

SUB-MODULE 3: YOUR RESPONSIBILITY AS A LEADER TO HELP MANAGE CONFLICT

In Sub-Module 3, the following topics will be discussed:

- reinforcement / review of Building Positive Social Relations Sub-Module 4, to include:
 - definition, types, causes and the impact of conflict;
 - preventing conflict through self-awareness; and
 - dealing with conflict; and
- conflict management techniques.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.

TEACHING POINT 2

Reinforcement / review of Building Positive Social Relations Sub-Module 4

Time: **10 min** Method: **Group Discussion**

➤ BACKGROUND KNOWLEDGE

DEFINITION

Conflict. When two or more people disagree or have different ideas on what they are to do. This can result in stress and / or tension.

TYPES OF CONFLICT

There are three types of conflict. They are:

- **Interpersonal.** Interpersonal conflicts occur when there has been a breakdown in communication between two people (eg, interpersonal conflict can occur



The point of the group discussion is to draw the following information from the group using the tips for answering / facilitating discussion and the suggested questions provided.

when one person in the house is playing their music loudly while the other is trying to complete homework).

- **Structural.** Structural conflicts occur due to problems within the organization or how personnel are used in the organization (eg, structural conflict can occur when a cadet is receiving information from their petty officer / sergeant, training officer and CO, who all have differing demands).
- **Facts / data.** Facts / data conflicts occur when one party has more information than the other or the information is interpreted in a different way (eg, facts / data conflict can occur when a cadet is given direction on how to wear their uniform from their petty officer / sergeant [who never received the handout] and it conflicts with the handout given to the cadet at the beginning of the year).

Note: The types of conflict may overlap.

THE IMPACT OF CONFLICT

Conflict has consequences whether you manage the issues or not. Conflict can be constructive and can have positive outcomes. Sometimes conflict can be destructive if not dealt with or managed positively and can have negative results.

Constructive conflict. Behaviours that help to build relationships, manage emotions and accept and resolve conflict.

Constructive conflict can:

- create the ability to challenge and change practices and structures that do not work;
- change attitudes and perceptions;
- foster understanding and respect for differences;
- enhance awareness of self and others;
- build morale;
- address underlying causes of problems;
- empower parties to take responsibility;
- improve relationships and thus the capacity to solve problems collaboratively; and
- develop common ground to build solutions that create positive social change.

Destructive conflict. Tries to win no matter what, lacks respect for others, avoids conflict and negatively expresses emotions.

Destructive conflict can:

- break down relationships—disconnect people from others and from their community;
- intensify hostility and resentment;

- escalate conflict or create destructive power struggles;
- be costly;
- deny opportunities for constructive change or prevent agreements; and
- create unstable agreements.

Conflict if avoided or suppressed can:

- disconnect people;
- escalate tensions in oneself and with others;
- drain energy from individual and groups;
- impact team morale and esprit de corps; and
- erupt unexpectedly.

PREVENTING CONFLICT

Escalate. To increase or intensify.

De-escalate. To decrease or make less intense.

Position (What you want). An ideal solution for one person. The position is expressed as a solution to a problem to which the other person should agree.

Interest (Why you want it). The underlying and often unspoken reasons (and unmet needs) for taking a position in a conflict.

HOW TO MANAGE DIFFERENT TYPES OF CONFLICT

Conflict management. An approach to conflict whereby parties can develop protocols or arrangements for preventing disputes from occurring and predetermining the range of appropriate responses should conflict arise.

Reflection

Reflection is an invaluable tool to use when dealing with and managing conflict. It is important to be clear on what you feel happened, how it makes you feel, what you think about it, why it is important to you and what you can do about it before confronting other parties involved. Going through the steps of the reflection wheel will allow you to respond to conflict rather than reacting quickly (and possibly angrily). This is a process that will help you manage the conflict but it does not mean the conflict will totally be resolved.

Going through the steps of the wheel in your head or writing them down will give you perspective on the conflict.

(See Figure 1 - The Reflection Wheel on page 142)



IMPACT NOT INTENT

Choices made through actions and words can have a great impact, both positively and negatively, on a person. It is the **impact not intent** of these choices on others that is key.



Refer to CATO 13-25, *Cadet Conflict Management System (CCMS)*, for the complete description of conflict management systems and its various protocols.

FIGURE 1 THE REFLECTION WHEEL



Note. From *Peacebuilders 1: Conflict Resolution Youth Reference Guide*, (p. 38), by D. Farthing, 2001, Ottawa, ON: YouCAN! Copyright 2001 by YouCAN!

APPROACHES TO MANAGING CONFLICT

There are four approaches to managing conflict, to include:

1. **Power-based.** The person with the most authority determines how the situation will be resolved based on his / her leadership experience. It has a win-lose outcome.
2. **Interest-based.** This approach is also known as Alternative Dispute Resolution (ADR). It is a voluntary one-on-one conversation with the other person(s) or with the assistance of a neutral person, working together to find a solution. It has a win-win outcome.
3. **Rights-based.** An approach where a third party will measure the problem against policy, guidelines or laws and make a decision. It has a win-lose outcome.
4. **Choice to avoid.** This approach does not address the situation because you do not perceive the relationship and the issue to be important. We often do not know how to handle the situation or hope it will go away.

HOW WE MANAGE THE THREE TYPES OF CONFLICT

Interpersonal

When you are experiencing an interpersonal conflict you need to have a conversation with that person (interest-based approach) or have help from another person to manage the conflict (rights-based approach).

Structural

When you are experiencing structural conflict you must identify the issue and work as best as you can or get involvement from the chain of command (rights-based, power-based and interest-based approach) and the person who has the authority to change the structure (power-based approach).

Facts / Data

When you are experiencing a facts / data conflict someone in the chain of command will assist you (rights-based approach) or you could go to a CATO or policy guide to get the information (you can do your own research or someone can provide the policy for you) (interest-based approach).

SELF-HELP

Respondent. Is the individual against whom an allegation of harassment has been made.

Complainant. Is an individual alleging that an incident of harassment may have occurred.



Refer to CATO 13-25, *Cadet Conflict Management System (CCMS)*, for all pertinent information regarding conflict resolution approaches.



Before choosing your approach to managing conflict, use the reflection wheel to assess the situation and then make your decision. For the most satisfying outcome for all, it is recommended that the interest-based approach be used whenever and wherever possible.

Conflict management styles are personal and may influence you when selecting a conflict management approach.





Refer to CATO 13–24, *Harassment Prevention and Resolution* or CATO 13–25 *Cadet Conflict Management System* for the complete details pertaining to self-help.

Self-help may be used to resolve a conflict at the lowest level. Individuals who believe harassment has occurred are strongly encouraged to take direct action by communicating with the perceived respondent as soon as possible by:

- reflecting on the issue or concern;
- raising the issue or concern in a respectful manner and allowing the other person to do the same;
- allowing the other person to clarify the issues and concerns to gain a better understanding of each other; and
- allowing the other person to identify possible solutions and to decide on a mutually agreeable resolution.

If the conduct does not stop, or if the other person does not wish to use the self-help method, they may notify their immediate supervisor, the UCCMA or higher authority if the supervisor is the respondent.

If self-help is unsuccessful or inappropriate, then supervisor intervention may be considered.

RESOURCES AVAILABLE

In addition to self-help and trying to manage conflict on your own, there are a number of resources available that include:

- a senior cadet or staff cadet,
- a trusted adult (parent / guardian, officer, civilian instructor [CI], etc),
- Unit Cadet Conflict Management Advisor (UCCMA),
- the corps / squadron CO, or
- Kids Help Phone (1-800-668-6868) or website (www.kidshelpphone.ca).



The Kids Help Phone and related website are a tremendous resource for youth.

It is Canada's only toll-free, national, bilingual, phone and web counselling, referral and information service for children and youth. They provide immediate anonymous and confidential support, 24 hours a day, 365 days a year.

The Kids Help Phone is staffed by trained professional counsellors with a wide variety of backgrounds including social work, psychology, sociology, and child and youth services.

The Kids Help Phone helped Canadian youth in need more than two million times on the phone and online in 2007.

ROLES AND RESPONSIBILITIES

Cadets are expected to:

- attempt to resolve their conflicts at the lowest level by having an interest-based conversation with each other;



Refer to CATO 13-25, *Cadet Conflict Management System (CCMS)*, for complete details on the roles and responsibilities of all members of the Cadet Program.

- seek assistance through the chain of command to assist as a third party in guiding them through a conversation using the interest-based model;
- seek assistance if the outcome is not satisfactory to the parties involved;
- undertake cadet training in managing conflict; and
- promote the interest-based approach / Alternative Dispute Resolution (ADR) as a viable option for resolving conflict.

➤ GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of, you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.



SUGGESTED QUESTIONS:

- Q1.** In your own words describe what conflict is.
- Q2.** What are the three types of conflict?
- Q3.** What are some benefits and consequences of conflict?
- Q4.** How can conflict be prevented?
- Q5.** How can conflict be dealt with?
- Q6.** List the resources available to help deal with conflict.
- Q7.** What are the roles and responsibilities that cadets should adhere to when dealing with conflict?

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the group discussion will serve as the confirmation of this TP.

TEACHING POINT 3

Conflict management conversations

Time: 30 min Method: Interactive Lecture

IDENTIFYING THE CONFLICT

There are various steps in identifying and managing conflict. Some things to consider are:

1. Identify the conflict.
2. Determine the type of conflict (interpersonal, structural, facts / data—types may overlap).
3. Determine the scope of the situation by answering the following questions:
 - a. Is it a single event or part of an ongoing conflict?
 - b. Are others impacted by this conflict?
 - c. Is the behaviour unwelcome or offensive?
 - d. Do others need to be involved in the resolution?
 - e. Does the conflict impact the workplace?
 - f. Might the conflict be criminal?
4. If you suspect the situation to be criminal in nature, advise those in the chain of command immediately.
5. Self-reflect (Am I the right person to manage this situation?) You can seek guidance at any time.

ROLES AND RESPONSIBILITIES

Cadets are expected to:

- attempt to resolve their conflicts at the lowest level by having an interest-based conversation with each other;
- seek assistance through the chain of command to assist as a third party in guiding them through a conversation using the interest-based model;
- seek assistance if the outcome is not satisfactory to the parties involved;
- undertake cadet training in managing conflict; and
- promote ADR as a viable option for resolving conflict.

THE COLLABORATIVE APPROACH

Collaborative approaches improve the quality of interactions and relationships. The awareness of conflict dynamics, shifts in thinking and the use of collaborative skills and strategies enhance one's abilities to resolve a conflict in a cooperative way.

GOALS OF THE COLLABORATIVE STYLE

The goals of the collaborative style include:

- improving or repairing relationships by increasing understanding between people and decreasing or eliminating the tension between them;
- developing solutions to issues that result in gains for both people; and
- providing people with a positive experience of conflict resolution.

Figure 1 Win-Lose Versus Win-Win Conflict Resolution

The table on the left shows what happens when you are in a win-lose type of situation. When you read the bold words down the middle and apply them to your conflict, the result may occur in what is explained in the table on the right in a win-win type of situation. (Read across from left to right.)



WIN / LOSE (POSITIONAL)	➔	WIN / WIN (PRINCIPLED)
ME versus YOU, or US versus THEM	ATTITUDE	US versus the ISSUE / PROBLEM
Be really conflict-focused, particularly what you will say or do next.	FOCUS	Keep the conflict in context of the overall, ongoing relationship (focus on the problem not the person).
Get really stuck on your own viewpoint. Your solution / position is obviously right.	FLEXIBILITY	Be open to various possible solutions.
Manipulate the other to your point of view. Hide your feelings. Add lots of pressure, particularly time pressures.	GENUINENESS	Be honest with what is going on for you. Communicate openly and authentically.
Be positional and take strong stands. Say things like, "I am not prepared to ..." and "This is my bottom line..."	DEGREE OF OPENNESS	Be open about your interests and your needs, as well as theirs.
Get angry and cut off contact with the other party if they do not see things your way.	CONTACT	Keep making contact even if you have not reached agreement yet.
Take on issues personally. Get self-righteous.	ISSUES	The issues are just that—issues—and you do not take or make them personal.
You look for someone to come out the winner and someone the loser.	OUTCOME	You look for mutual benefit.
Damaged or destroyed.	RELATIONSHIP	Sustained or enhanced.

Note. From *Interpersonal Conflict Resolution Skills for Youth. Module 1: Fundamentals of Conflict Resolution* (pp. 213–214), by K. MacDonald, 2002, Burnaby, BC: Justice Institute of B.C. Copyright 2002 by Justice Institute of B.C.

► ACTIVITY

Time: **25 min**

OBJECTIVE

The objective of this activity is to have the cadets discuss and role play to practice conflict management.

RESOURCES

- *The Goose Story* located at Attachment A,
- Flip chart paper / whiteboard,
- Adhesive putty, and
- Flip chart / whiteboard markers.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Project *The Goose Story* onto the wall or whiteboard and read it aloud.
2. Briefly discuss the main idea and ask the cadets what things the geese do to collaborate.
3. Explain to the cadets that they will be learning two different approaches to solving conflicts.
4. On the flip chart pages or whiteboard, put the following columns and headings:

CONFLICT	WIN / LOSE	WIN / WIN
----------	------------	-----------

5. Write a common type of conflict in the first column.
6. In the second column, write a solution that would be win-lose.
7. In the third column, write a solution that would be win-win.
8. Have the cadets think of conflicts that they have seen recently. The conflict may be ones they were personally involved in, ones they mediated or ones they just observed.
9. Ask for volunteers to share the examples of conflicts they have seen recently and write them down (in short form) under the first column entitled “conflict”. List five to eight conflicts.



The cadets will most likely want to share their whole experience at this time. Tell the cadets to only explain the situation and save the sharing of the outcome of the conflict to the end of the activity.

10. For each conflict, ask the cadets how the conflict might be dealt with in a win-lose manner. Record their responses on the flip chart or whiteboard. Then, ask how it might be resolved in a win-win manner. Record the responses.
11. Save the last two (or the two best ones) for a role play at the end. Instead of asking how they might be dealt with, ask for volunteers to act out first a win-lose scenario and then a win-win outcome.
12. Discuss each of the role play situations, using the following suggested questions:
 - a. How did you feel during the win-lose scenario?
 - b. What did you think about during the win-lose scenario?
 - c. Did you feel any differently during the win-win scenario?
 - d. Which was easier to role play? Why?
 - e. Can anyone think of a different way they could have done the win-win scenario?
13. Ask the cadets to close their eyes and reflect on the following:
 - a. What examples of conflicts are particularly difficult for you to approach in a win-win manner?
 - b. What makes those conflicts especially difficult for you to handle in that way?
 - c. What can you do differently the next time you are faced with that type of conflict to make it a win-win outcome?
14. Ask for volunteers to share their thoughts on the questions just asked.

SAFETY

Nil.

COLLABORATIVE CONVERSATIONS MODEL USING THE INTEREST-BASED APPROACH / ADR

The *Collaborative Conversations Model* is a four-step approach to conflict management. The steps are as follows:

1. Identify the problem (What needs to be resolved?).
2. Identify your interests (Why it is important to you—priorities, expectations, assumptions, concerns, hopes, beliefs, fears and values [PEACH BFVs]).
3. Brainstorm possible options.
4. Find a solution (win-win).

This model can be used for one-on-one conversations or with the assistance of a neutral third party. These are some steps that may help us manage our conflict:

1. Many times when we are in conflict we focus on what we want and try to find a solution right away.



Now that the cadets have had an opportunity to practice some conflict management, the *Collaborative Conversations Model* may now be introduced.

2. A low level approach, or interest-based approach, suggests we take the time to assess WHY the solution is important to us. In other words what are our PEACH BFVs?
3. If we are having an interest-based conversation with someone, we need to explore our PEACH BFVs by asking open-ended questions.
4. PEACH BFV is a way of remembering what questions to ask about an individual's:

Priorities, Expectations, Assumptions, Concerns, Hopes, Beliefs, Fears and Values.
5. By sharing some of your PEACH BFVs you will most likely be in a better position to start brainstorming some ideas to solve the problem.
6. Select the ideas that you both feel will be most effective and that you know you can do.
7. Close by reviewing what the solution will be.
8. Congratulate yourself for trying to resolve the situation yourself.

Collaborative conversations may occur at any point and on more than one occasion as long as it effectively resolves all the issues for all parties.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the conflict management activity will serve as the confirmation of this TP.



Throughout this Sub-Module the cadets have been made aware their responsibilities as a leader and how to manage conflict.

TEACHING POINT 4

Conclusion

Time: 5 min Method: Interactive Lecture

This is the final module of Influencing Positive Social Relations.

CONFIRMATION OF TEACHING POINT 4

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.

TEACHING POINT 5

Final wrap-up

Time: 10 min Method: Interactive Lecture

THE OBJECTIVE OF POSITIVE SOCIAL RELATIONS FOR YOUTH TRAINING

The objective of *Positive Social Relations for Youth* training is to prepare the cadets to:

- interact comfortably within the cadet community;
- interact positively with others;
- exercise sound judgment;
- accept personal accountability for actions and choices;
- deal with interpersonal conflict; and
- seek assistance from available resources when needed.

***Positive Social Relations for Youth* training included:**

- Building Positive Social Relations module: 180 minutes of formal training in Year 1 of the Cadet Program, which included:
 - Sub-Module 1: What we expect from you as a cadet (60 minutes),
 - Sub-Module 2: What can happen when behaviours exceed or do not meet expectations (30 minutes),
 - Sub-Module 3: What harassment, criminal offences and child abuse are and where you can go for help (30 minutes), and
 - Sub-Module 4: What conflict is and how you can deal with it (60 minutes);
- Influencing Positive Social Relations module: 180 minutes of formal training in Year 4 of the Cadet Program, which included:
 - Sub-Module 1: Your responsibility as a leader to influence positive social relations (60 minutes),
 - Sub-Module 2: What complaints and consent are and how to practice risk reduction (60 minutes), and
 - Sub-Module 3: Your responsibility as a leader to help manage conflict (60 minutes); and
- Maintaining Positive Social Relations: Informal training (eg, posters, pamphlets, wallet cards, interactive DVD) ongoing throughout the Cadet Program.

As training continues for cadets in the Cadet Program there will be many opportunities where one may encounter situations that will involve ADR / conflict management and various forms of problem solving. A subsequent module entitled: Maintaining

Positive Social Relations for Youth has been established where one can refer to example scenarios and further information on *Positive Social Relations for Youth* through self-study for further reinforcement.

CONFIRMATION OF TEACHING POINT 5

The cadets' participation in the interactive lecture will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the in-class activity in TP 2 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important for you to learn about what your responsibilities as a leader are to help manage conflict as you may begin to help manage conflict and deal with issues other than your own.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-104 CATO 13-24 Director Cadets 4. (2007). *Harassment prevention and resolution*. Ottawa, ON: Department of National Defence.

A0-105 CATO 13-25 Director Cadets 3. (2008). *Cadet conflict management system*. Ottawa, ON: Department of National Defence.

CO-262 MacDonald, K. (2002). *Interpersonal conflict resolution skills for youth. Module 1: Fundamentals of conflict resolution*. Burnaby, BC: Justice Institute of B.C.

XX-XXX Director General Alternative Dispute Resolution. (2008). *Resolving conflict effectively*. Ottawa, ON: Department of National Defence.

ATTACHMENT

SUB-MODULE 3

ATTACHMENT A

FIGURE A-1 THE GOOSE STORY

In the fall, when you see geese heading south for the winter, flying in V formation...you might consider what science has discovered as to why they fly that way.

As each bird flaps its wings, it creates an uplift for the bird immediately following. By flying in V formation, the whole flock has at least 76 percent greater flying range than if each bird flew on its own.

People who share a common direction and sense of community can get where they are going more quickly and easily because they are travelling on the thrust of one another.

When a goose falls out of formation, it suddenly feels the drag and resistance of trying to go it alone...and quickly gets back into formation to take advantage of the lifting power of the bird in front. If we have as much sense as a goose, we will stay in formation with those who are headed the same way we are.

When the head goose gets tired, it rotates back in the wing and another goose flies point. It is sensible to take turns doing demanding jobs...with people or geese flying south. Geese honk from behind to encourage those up front to keep up their speed. Like geese, we can encourage one another with our common goals.

Finally, and this is important, when a goose gets sick or is wounded by gunshots and falls out of formation, two other geese will fall out with that goose and follow it down to lend support and protection. If we have the sense of a goose, we will stand by each other like that.

Author Unknown

Note. From *Interpersonal Conflict Resolution Skills for Youth*. Module 1: Fundamentals of Conflict Resolution (p. 112), by K. MacDonald, 2002, Burnaby, BC: Justice Institute of B.C. Copyright 2002 by Justice Institute of B.C.

SECTION 4

Informal learning reinforcement strategy – Maintaining Positive Social Relations

PURPOSE

1. The purpose of the Maintaining Positive Social Relations module is to reinforce learning of the formal training component without the redundancies and negative consequences of additional formal training.

INFORMAL LEARNING REINFORCEMENT ACTIVITIES AND RESOURCES

2. The following activities and resources were designed and developed specifically for informal learning reinforcement. They are instrumental in providing cadets with reminders of and a connection to the learning that resulted from the formal training component:
 - a. Commanding Officer's briefings,
 - b. *Positive Social Relations for Youth* poster series,
 - c. *Positive Social Relations for Youth* wallet cards,
 - d. *Positive Social Relations for Youth* pamphlets, and
 - e. *Positive Social Relations for Youth* training interactive DVD.

INDIVIDUALIZED LEARNING REINFORCEMENT

3. From time to time some cadets will have difficulty meeting the objectives of the *Positive Social Relations for Youth* training despite completing the formal training and being exposed to the various informal learning reinforcement activities and / or resources. In these isolated cases, adult staff members are expected to identify the gap in learning and use their leadership skills to mitigate the gap and reinforce the required learning. If necessary, the existing instructional materials can also be used to conduct individualized learning reinforcement. This could include sitting down with the cadet, or small group of cadets, to review the relevant teaching point(s) from the formal training component using the interactive DVD, providing the cadet, or small group of cadets, with a copy of the interactive DVD for additional review and conducting a follow-up conversation to ensure the particular objective that needed to be reinforced has been met.
4. It is critical that this isolated approach be in response to a need that has been identified with individual cadets or in some cases small groups and is not authorization to conduct any large-scale formal training sessions.
5. It is also extremely important for all leaders to reinforce positive behaviour by recognizing individuals and / or groups of cadets when they observe them achieving the objectives of *Positive Social Relations for Youth* training. These opportunities for teachable moments are another key aspect of the informal learning reinforcement strategy and allow leaders to draw a connection between positive behaviour and the training objectives and associated teaching points of *Positive Social Relations for Youth* training. Reinforcing positive behaviour not only benefits the cadets that have been recognized but serves as an example for others to follow.