

# Curriculum on Leadership Skills & Theories (L4A)

**“The Cadet”**

2/24/2022

**Since 1911**

*Updated 15 Feb 2022*



# Leadership Skills & Theories

## Agenda

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

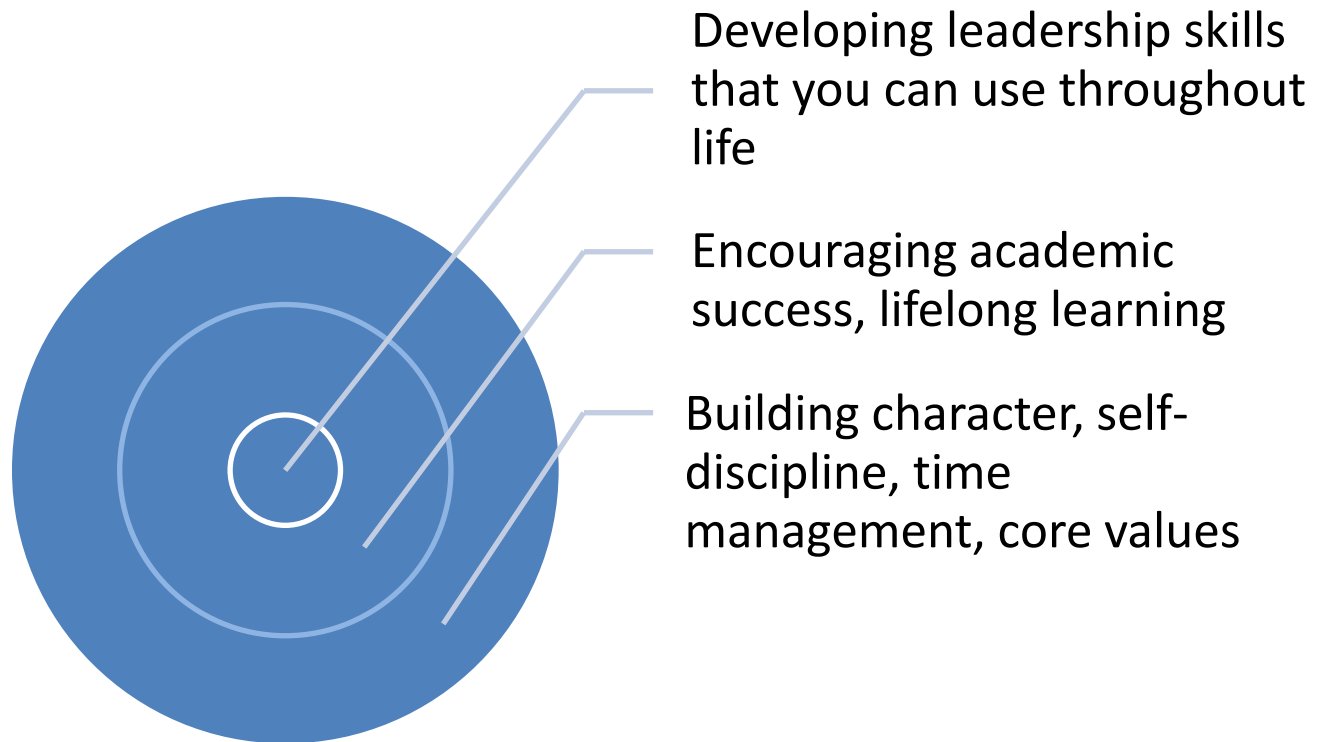


# LEADERSHIP OVERVIEW

A1. Define in your own words, what is leadership?



# Leadership





# Leadership



Lead, follow,  
or get out of  
my way!

LT GEN GEORGE S. PATTON



# Leadership Definitions

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

- or -

Getting people to want to do what you want them to do.



# Leadership Theories

Just a Few . . .

Role Theory

Trait Theory

Transactional Leadership

Contingency Leadership Theory

Situational Leadership Theory

Emotional Intelligence

Great Man Theory

Transformational Leadership

Full Range Leadership Model

Lead by Example

Managerial Grid Model

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



# Leaders of Character

Honor

Loyalty

Respect

Integrity

Honesty

Judgement

Justice - Fairness

Trust

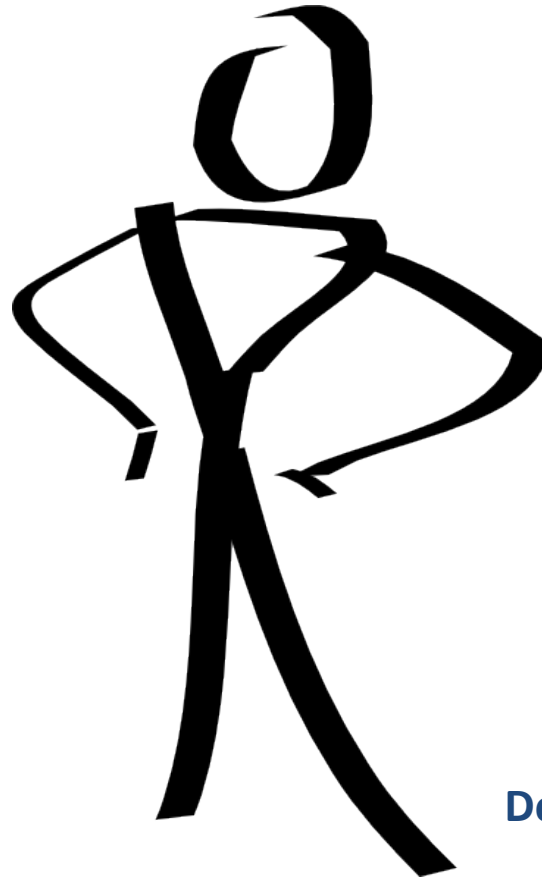
Selfless Service

Committed to  
Excellence

Courage

Dependability

Initiative







# Important Leadership Skills

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



# Self-Mastery

Know Yourself!



- Abilities
- Strengths
- Weaknesses



# Check on Learning



1. Leadership is getting people to \_\_\_\_\_ to do what you want them to do.
2. Name a few leadership theories.
3. Name a few leadership characteristics.
4. Name a few leadership skills.
5. Self-mastery requires that you know your \_\_\_\_\_, \_\_\_\_\_ & \_\_\_\_\_.



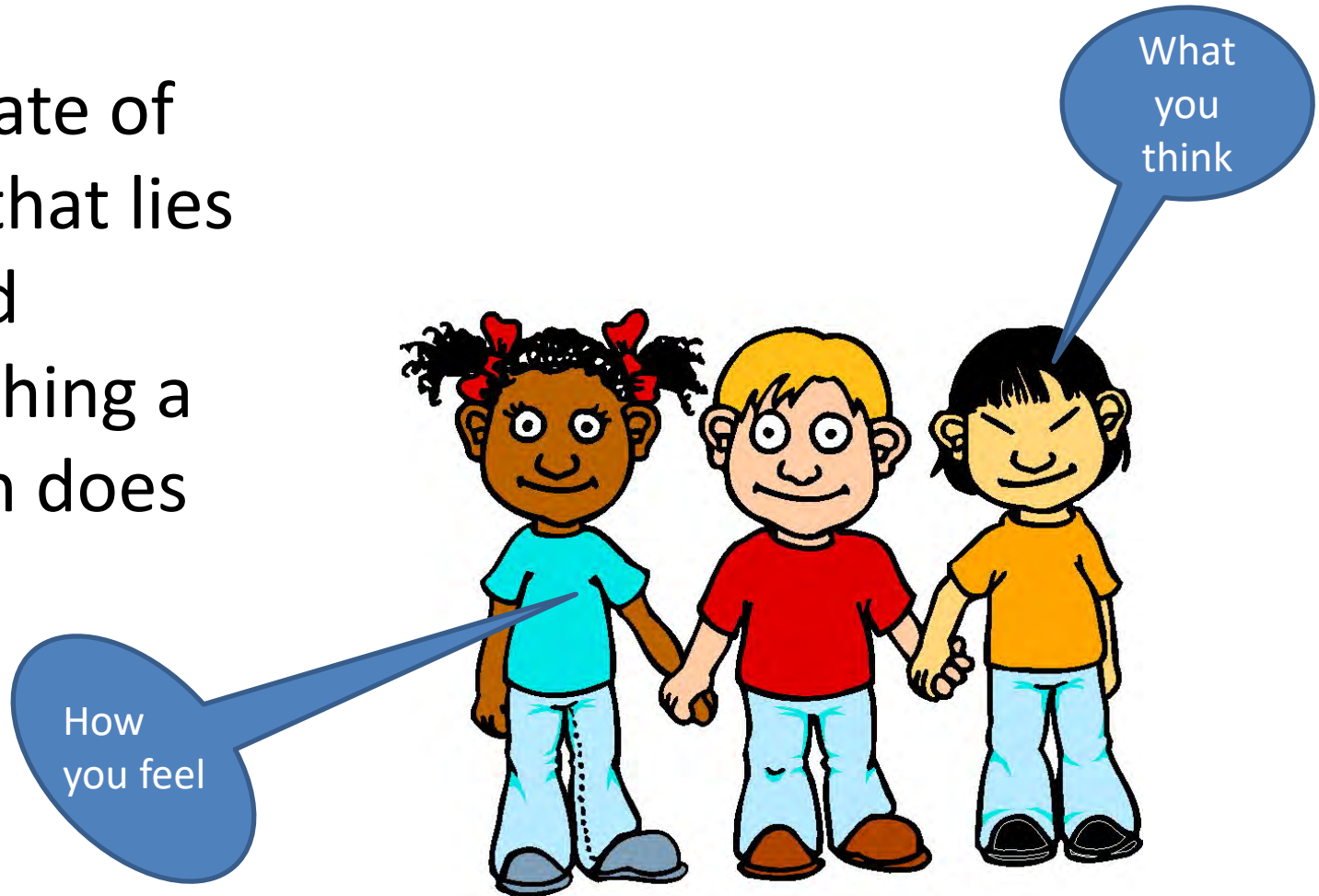
# **ATTITUDE & DISCIPLINE**

A2. Define attitude and discipline; explain why they are important to being a cadet, and show how attitudes are contagious.



# Attitude

The state of mind that lies behind everything a person does





# Show Some Attitude!



## *Attitude Clues:*

- *Facial expressions*
- *Gestures*
- *Posture*
- *Tone of Voice*
- *Words*



# Scenario

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

- ❖ How will cadets feel about that leader?
- ❖ How will cadets feel about the Cadet Corps?
- ❖ Does the squad leader's attitude and actions change their cadets' attitudes?



# Scenario

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

- ❖ Does the squad leader's attitude and actions have an impact on the squad? What? Why?
- ❖ In which unit would you prefer to belong?
- ❖ Which leader would you prefer to follow?
- ❖ Can your attitude affect your decision-making?
- ❖ Are you aware of it when it does?





# Attitudes are Contagious!



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



# Convey the Why!

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



# Example

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





# More Examples

- Cadet Sergeant Winters directs his squad to use part of their lunch time to help clean up the cafeteria (without telling them why). The cadets had planned to play basketball. They resented him for taking their time.
- The school's janitor, Mr. Pierce, had a serious health issue and wouldn't be able to come to work for several days. The squads are taking turns helping with some of his duties so he didn't feel overwhelmed when he returned. Had Cadet Sergeant Winters explained this there wouldn't have been any resentment.



# Why do we . . .

In Cadet Corps, why do we:

- Drill?
- Wear Uniforms?
- Practice military courtesy?
- Do color guard performances?



# Discipline

- Training that produces obedience or self-control
- *Self-Discipline*: The ability to control one's feelings and overcome one's weaknesses; the ability to pursue what one thinks is right despite temptations to abandon it.
- *Group Discipline*: A group under control.



# Disciplined Cadets Are:



- Focused on a goal
- More likely to do what they're supposed to do
- Responsive to leadership

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



# Attitude and Discipline

- If you have the self-discipline to change or control your attitude, you can change the situation. You can choose to display a positive attitude even when you don't feel like it.
- You are more likely to accomplish your task
- Attitude and discipline lead to success!





# Check on Learning

1. Attitude includes what you \_\_\_\_\_ and how you \_\_\_\_\_.
2. Name a few attitude clues (such as facial expressions).
3. T/F: Leaders who are overly critical inspire cadets.
4. Discipline is training that produces \_\_\_\_\_ or \_\_\_\_\_.
5. T/F: You can choose to display a positive attitude even when you don't feel like it.





# PERSONAL GOAL SETTING

A3. Discuss the differences between short, medium, and long-term goals, and how to make your goals “SMART.”



# Your Journey

Setting goals is like figuring out where you're going and how you're going to get there.





# Set Goals for Yourself!





# 3 Types of Goals

- Short Term
- Medium Term
- Long Term

How far out in the future these go depends on  
your plan



# Typical Teenage Goals

## Goal

- Short Term
- Medium Term
- Long Term

## Timeline

- Tasks on to-do list
- Things you want to accomplish while you're in school (middle school, high school, college, or all three)
- Life after school





# To Accomplish Your Goals:

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





# Keep it Simple

- Don't try to track too many medium- or long-term goals
- Keep *real* goals – things you're working toward, to seven or less





# SET **SMART** GOALS

S: SPECIFIC

M: MEASURED

A: ACHIEVABLE

R: REALISTIC

T: TIME SENSITIVE



WOMAN  
ENRICHED



# Specific

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

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



# Measurable

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

- Bad: “Earn more this year than last.”
- Good: “Earn \$5,000 more this year than last.”



# Achievable & Actionable

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

- Bad: Be more consistent in blogging.
- Good: Write two blog posts per week.



# Realistic

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

- Bad: Qualify for the PGA Tour.
- Good: Lower my golf handicap by four strokes.



# Time-Sensitive

Every goal needs a date associated with it. When do you plan to deliver on that goal? It could be by year-end (December 31) or it could be more near-term (a date 4 months from now). A goal without a date is just a dream. Make sure that every goal ends with a *by when* date.

- Bad: Lose 20 pounds.
- Good: Lose 20 pounds by December 31st.



# Check on Learning

1. Match the type of goal on the left with its pair on the right.

\_\_\_ Short-term goals

\_\_\_ Medium-term goals

\_\_\_ Long-term goals

a. Tasks on to-do list

b. Life after school

c. Things to complete while in school



2. Name the 5 attributes of “SMART” goals.

3. Keep your number of *real* goals to \_\_\_\_\_ or less

4. Give an example of a SMART goal you might set for yourself.



# TIME MANAGEMENT

A4. Identify methods of managing your time as a resource efficiently, and organizing your life to save time and accomplish what you set out to do.





# Our Objectives for this Class

- Clarify your goals and achieve them
- Properly manage people and projects that waste your time
- Participate in better delegation
- Work more efficiently with your leaders
- Learn specific skills and tools to save you time
- Overcome stress and procrastination



# Outline

- Why is time management Important?
- Goals, priorities, and planning
- To-do lists
- Desks, paperwork, telephones
- Scheduling yourself
- Delegation
- Meetings
- Technology
- Recommended reading on time management



# Why Time Management is Important

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



# Goals

- Are you reaching your destination/goal?
- Managing time is like selecting the route to your goal



- Know the destination
- Set the turning points
  - Tasks that will get you there
- Don't take wrong turns
- Stay on course!



# The Problem is Severe

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

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



# Ask Yourself

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



# The 80/20 Rule

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



# Planning

- Failing to plan is planning to fail
- Plan each day, each week, each semester
- You can always change your plan, but only once you have one!





# Prioritize

- What's most important?
- Does it need to be done now?
- A to-do list is great, but it has to be prioritized



# To-Do Lists

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



# ABC Method

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

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

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



# Long-Term Goals

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



# The Four-Quadrant To-Do List

Due Soon

Not Due Soon

Important

**1**

**2**

Not  
Important

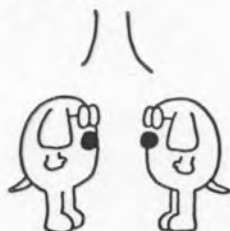
**3**

**4**



## DOGBERT'S LAW OF BUREAUCRATIC GRIDLOCK

BUREAUCRATIC GRIDLOCK  
IS CAUSED BY PEOPLE WITH  
DIFFERENT PRIORITIES  
WHO PRACTICE GOOD TIME  
MANAGEMENT.



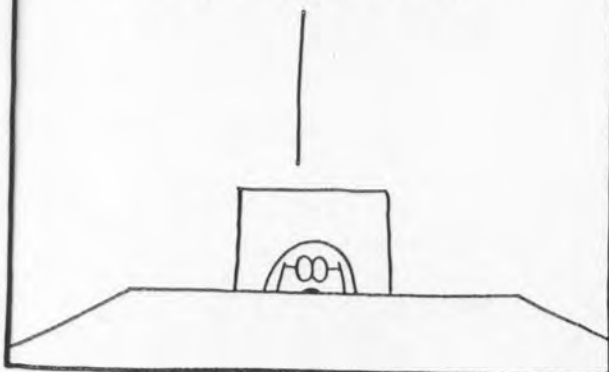
DID YOU GET THE  
INFORMATION I  
NEED FOR MY  
IMPORTANT  
PROJECT ?



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



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



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



THOSE TIME  
MANAGEMENT  
CLASSES SURE  
HAVE FREED UP  
OUR SCHEDULES.





# Paperwork

- Clutter is death; it leads to thrashing. Keep desk clear: focus on one thing at a time
- A good file system is essential, even for a middle or high school cadet
- Have files for each class, cadet event, etc.
- Touch each piece of paper once
- Touch each piece of email once; your inbox is not your to-do list



An example of how a desk should look:

A photograph of a home office setup. On the left, a wooden desk holds three computer monitors, a keyboard, and a mouse. A black office chair is positioned in front of it. To the right, a white desk with drawers holds a yellow desk lamp, a black desk lamp, a printer, and various office supplies. A window with a view of a garden is above the white desk. Two framed pictures hang on the wall.



— □ ×





 Go to Today
 









October 29 - November 04 

	Mon, Oct 29	Tue, Oct 30	Wed, Oct 31	Thu, Nov 01	Fri, Nov 02	Sat, Nov 03	Sun, Nov 04
	David Woolley bir		Halloween Halloween (United States)	MONTHLY STUFF NO TINA	ORlando lunches: Kyle, M TAD! Peter Thadd	visit Mom & Dad EstiN. Anniversary PUMP Football Rain Date	
7 <sup>am</sup>							
8 <sup>00</sup>	EXERCISE	EXERCISE	EXERCISE		EXERCISE		
9 <sup>00</sup>							
10 <sup>00</sup>	Don & Janeen (ETC)	earth theater demo? dentist	Call Jane Prey (703-292) Ph.D. Student Meetings (Stage3)	Basketball	9:45am-10 Jai Doctor visit		
11 <sup>00</sup>					Kodak conference call		Church
12 <sup>pm</sup>	Brad myers amulet (stage3)	SCS council					
1 <sup>00</sup>	Mocap (ETC)	PUI (NSH 1305)	ETC	PUI (NSH 1305)			Steelers HOME Baltimore
2 <sup>00</sup>							
3 <sup>00</sup>	Randy S. (ETC)		Kodak confer call	Dan Boyars HCT	Time Management Talk (5409)		
4 <sup>00</sup>	Sara Masters <mast41@ Research Seminar	Alice Team (stage3)	Stage3 Meeting	CSD Faculty Meeting (Wean 4623)	CSPR (We)		Football (Taylor Alderdice)
5 <sup>00</sup>	5:45pm-6:00pm drive home					Drive to Sheriffs	
6 <sup>00</sup>	call "Steven Dow" HCII g					sheriffs	
7 <sup>00</sup>	Monday DINNER	Tuesday DINNER	Wednesday DINNER	Thursday DINNER	Friday DINNE		
8 <sup>00</sup>							
9 <sup>00</sup>	Steelers HOME Tennessee		West Wing				
10 <sup>00</sup>			Law & Order				
11 <sup>00</sup>							

October 2001

M	T	W	T	F	S	S
24	25	26	27	28	29	30
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2001

M	T	W	T	F	S	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2001

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2002

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2002

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						





# Telephone: I know, this one's hard for teenagers :)

- Keep texts & calls short; stand during call
- Start by announcing goals for the conversation
- Don't put your feet up
- Have something in view that you're waiting to get to next; tell the other person "I've got to go do my homework."

A photograph of a cluttered office desk. In the center, a red and black office chair sits on a dark blue carpet. The desk is covered with various items: two large CRT computer monitors on the right, a keyboard, a mouse, and several stacks of papers. On the left side of the desk, there are more papers, a small potted plant, and a red teddy bear figurine. A black trash can is visible on the right side of the desk. The overall scene is one of disarray and clutter.

**PILES ARE A  
VERY BAD THING**



# Scheduling Yourself

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



# Everyone has Good and Bad Times

- Find your creative/thinking time. Defend it ruthlessly, spend it alone, maybe at home.
- Find your dead time. Schedule meetings, phone calls, and mundane stuff.



# Interruptions

- 6-9 minutes, 4-5 minute recovery – five interruptions waste an hour
- You must reduce frequency and length of interruptions (turn phone calls into emails)
- Sound alerts on new mails or texts is an interruption -> **TURN THEM OFF!!**



# Cutting Things Short

- “I’m in the middle of something now...”
- Start with “I only have 5 minutes” – you can always extend this
- Stand up, stroll to the door, compliment, thank, shake hands
- Clock-watching; on wall behind them



# Delegation

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





# Delegation is not dumping

- Grant authority to the person to accomplish the task; ultimately it is still your responsibility, but have them feel as though they are responsible to you.
- Concrete goal, deadline, and consequences.
- Treat your people well



# Challenge People

- People rise to the challenge: You should delegate “until they complain”
- Communication Must Be Clear: “Get it in writing” – Judge Wapner
- Give objectives, not procedures
- Tell the relative importance of this task



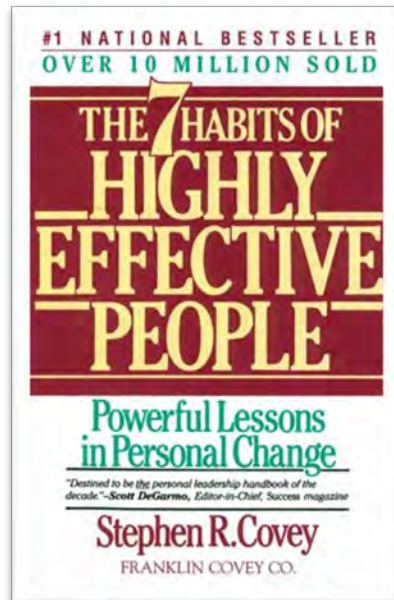
# Meetings: You will have many more of them as you go up through the ranks

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



# Recommended Reading

- The One Minute Manager,  
Kenneth Blanchard and  
Spencer Johnson, Berkeley  
Books, 1981, ISBN 0-425-  
09847-8



The Seven Habits of  
Highly Effective People,  
Stephen Covey, Simon &  
Schuster, 1989, ISBN 0-  
671-70863-5



# Check on Learning



1. What are some signs of wasted time?
2. T/F, 80% of what we do is critical.
3. You can always change your plan, but only once you \_\_\_\_\_.
4. In your to-do list, break things down into \_\_\_\_\_.
5. What are the 4 categories of the 4-quadrant to-do list.
6. Delegate, because you can accomplish a lot more with \_\_\_\_\_.



# **AVOIDING PROCRASTINATION**

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



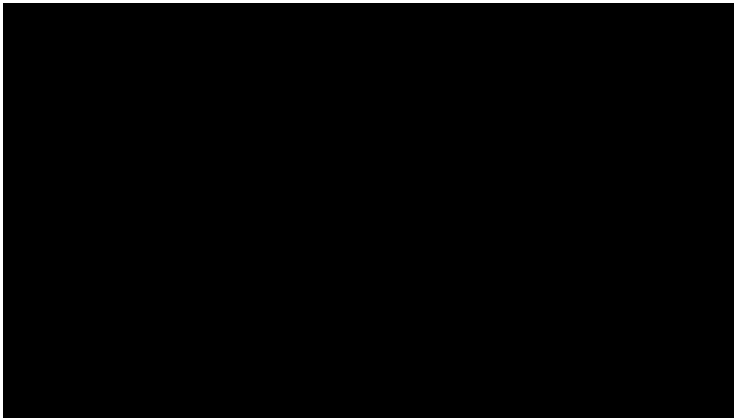
# Procrastination

...putting off until tomorrow  
something you can do today



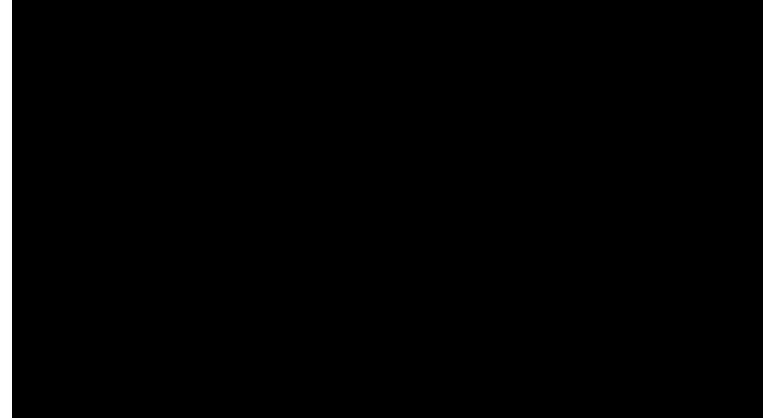


# TED Talk on Procrastination



Short Version

<https://youtu.be/LgDlrl7L2fE>



Long Version

<https://youtu.be/arj7oStGLkU>

Double click in black area for YouTube video





# Procrastination Examples



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



# Students Tend To:

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



# Why is procrastination bad?

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





# Why do people procrastinate?



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

**You can overcome these!**



# Overcome Procrastination

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





# Overcome Procrastination



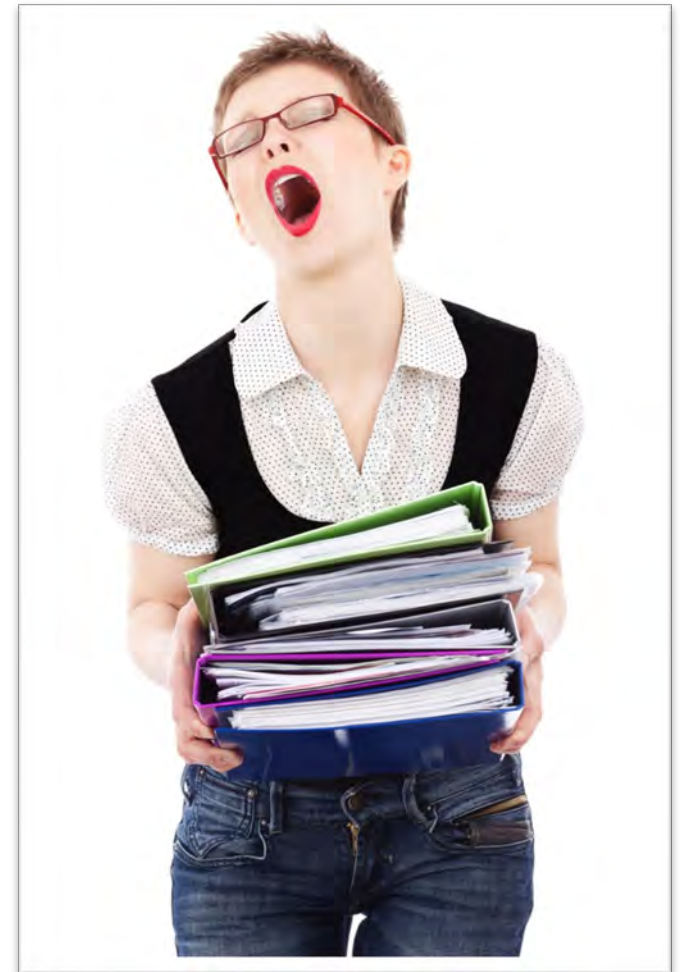
To get organized,  
maintain a to-do list



# Overcome Procrastination

## Overwhelmed?

- Delegate more
- Eliminate some low-priority work
- Adjust your suspense calendar
- Get assistance







# How to solve the problem of procrastination

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







# Reward Yourself

Reward yourself with something nice when you do finish things on time and according to the schedule you have set for yourself

- A movie
- Ice cream
- A nap
- Other ideas?



# Invite others to hold you accountable



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



# Remember

The project you put off today becomes your CRISIS tomorrow!





# Action Items

- Get a Day-Timer® or time management software
- Keep a to-do list
- Track your time to see where you're wasting it most



# Check on Learning

1. Students tend to \_\_\_\_\_ how long certain activities will take to complete.
2. T/F, procrastination causes poor quality of work.
3. Name a solution to procrastination
4. What can you do if you are overwhelmed?





# MOTIVATION

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



# Motivation Defined



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



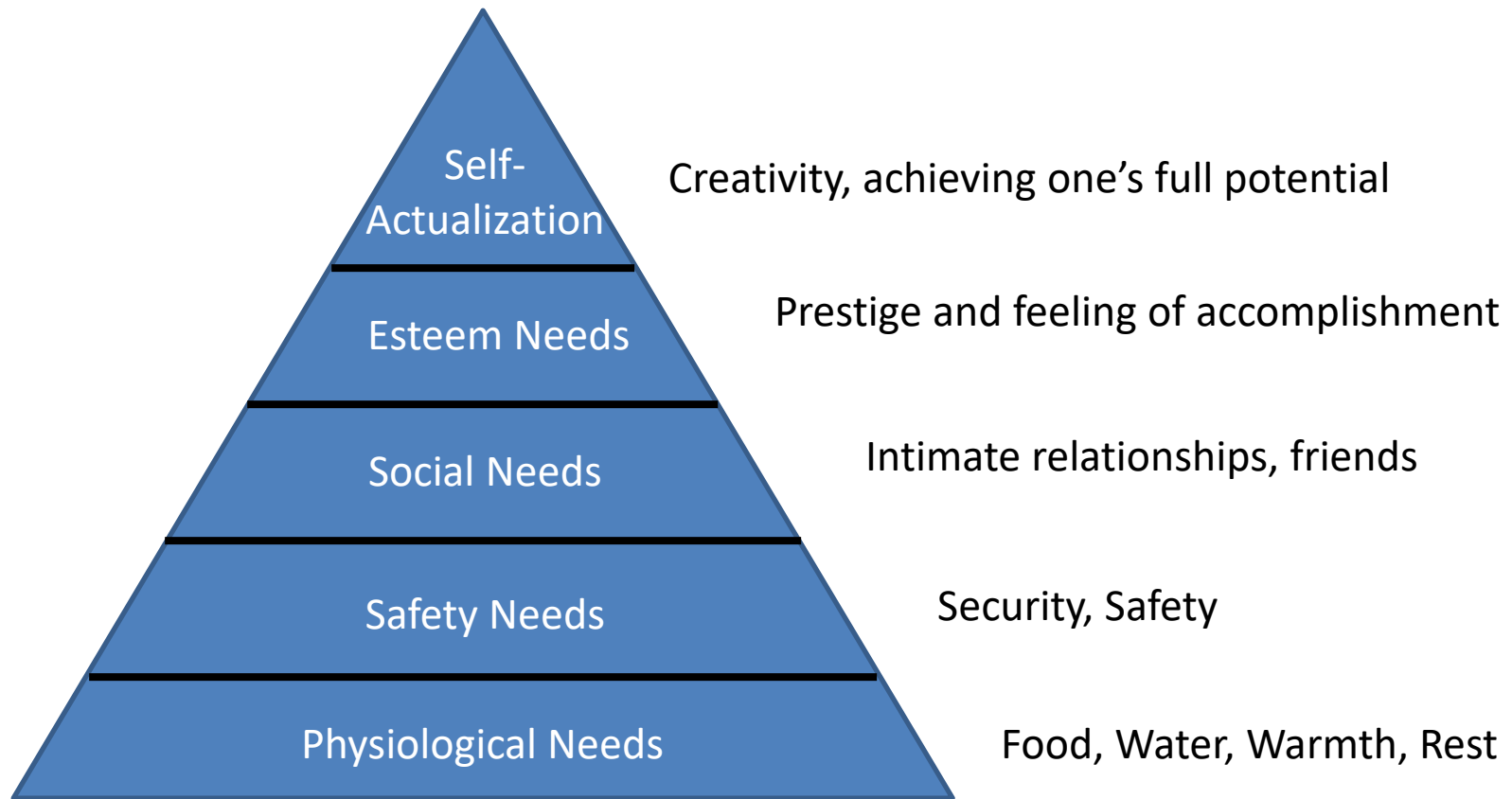
# Maslow's Hierarchy of Needs

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





# Maslow's Hierarchy of Needs





# Examples of Needs

- **Physiological:** food, water, shelter
- **Safety:** freedom from fear, violence, and uncertainty
- **Social:** love, connection with other people, belonging
- **Esteem:** attention, honor, appreciation, good reputation
- **Self-Actualization:** self-fulfillment



# It's a Hierarchy, Low to High

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



# Motivation

- Maslow's Hierarchy of Needs is a theory about motivation. If you understand what motivates people, you are closer to being able to motivate them yourself.
- If your followers have basic needs that aren't being met, they're not going to be motivated by lofty ideals – they need more tangible rewards.
- If your followers are comfortable, have enough money, and feel they belong, you'll need to motivate them differently – offer something they do need, like attention or an award.





# The What and Why

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



# Goal Setting

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





# Enhance Motivation Through:

- Positive Reinforcement
  - Rewarding good performance
  - Either something tangible like money or an award or something intangible like praise or recognition
- Competition
- More responsibility and independence
- Building esprit de corps and tying success of a task to the unit's success



# So how do you motivate your cadets?

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





# Check on Learning



1. What is the definition of motivation?
2. Extrinsic motivation brings you something \_\_\_\_\_ in return.
3. Name or describe the 5 levels of Maslow's Hierarchy of Needs.
4. How do you motivate your cadets?



# CRITICAL THINKING

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



# Critical Thinking Definitions

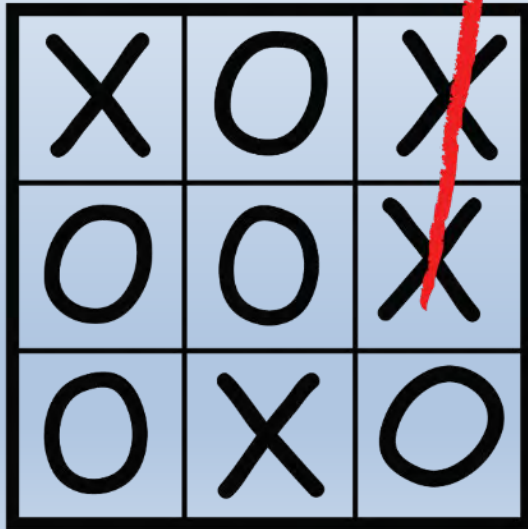
- The objective analysis of facts to form a judgement.  
[Edward Glaser “Defining Critical Thinking” The International Center for the Assessment of Higher Order Thinking]
- Rational, skeptical, unbiased analysis or evaluation of factual evidence





# Why is Critical Thinking Important?

**THINK  
OUTSIDE  
THE BOX**



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



# A Critical Thinker Seeks:

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

*Sir Francis Bacon 1605*





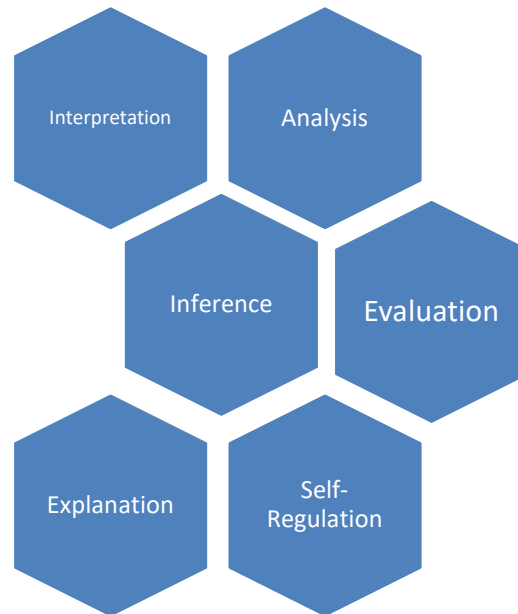
# Critical Thinking Quotes

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



# Critical Thinking Skills

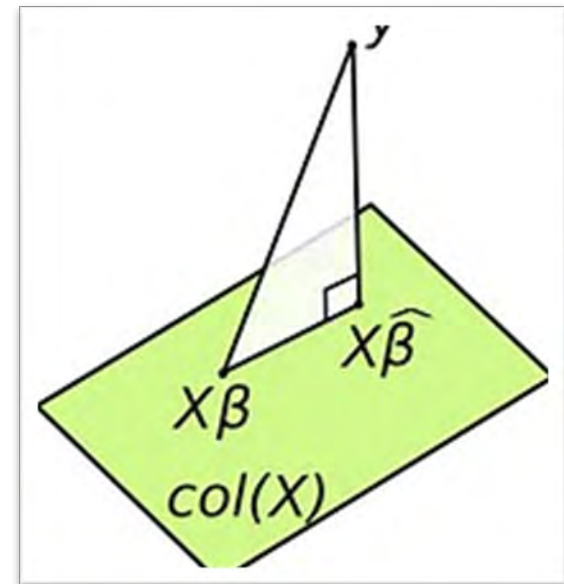
We'll present here the six core skills used in critical thinking as identified by Peter Facione and summarized by Grant Tilus (Rasmussen College)





# Skill #1: Interpretation

*What it Means:* Having the ability to understand the information you are being presented, and being able to communicate the meaning of that information to others.







## Skill #2: Analysis

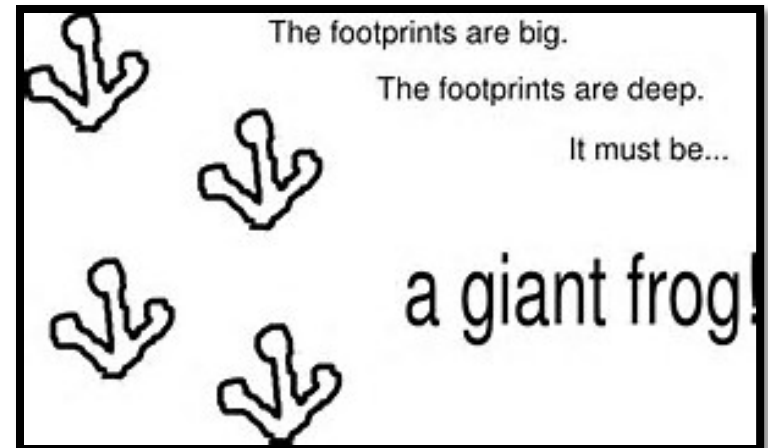


*What it Means:* Having the ability to connect pieces of information together in order to determine what the intended meaning of the information was meant to represent.



## Skill #3: Inference

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





# Skill #4: Evaluation

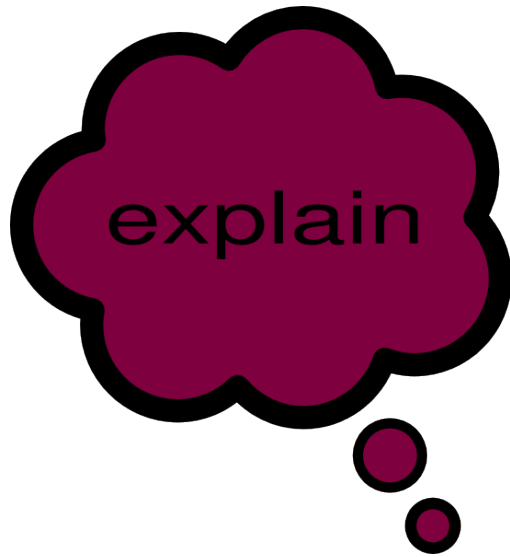
*What it Means:* Being able to evaluate the credibility of statements or descriptions of a person's experience, judgment or opinion in order to measure the validity of the information being presented.

## 10 Facts about you

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



# Skill #5: Explanation



*What it Means:* Having the ability to not only restate information, but add clarity and perspective to the information, so it can be fully understood by anyone with whom you are sharing it.



# Skill #6: Self-Regulation

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





# Use your brain!

1. Does England have a 4th of July?
2. 7 months have 31 days in them. 11 months have 30 days in them. How many months have 28 days in them?
3. How many birthdays does the average person have?
4. What is sweetened then soured, boiled then cooled?
5. A woman gives a hobo 50 cents; the woman is the hobo's sister, but the hobo is not the woman's brother. How can this be?



# Answers

1. Yes – it comes after the 3<sup>rd</sup> of July
2. All 12
3. One
4. Sweet tea
5. The hobo is her sister



# Some More . . .

1. See if you can explain this one. Two men play five games of chess. Each man wins the same number of games. There are no ties.
2. What is pronounced like a single letter, written with 3 letters, and most animals have two of them?
3. A man builds a rectangular house. All sides of the house are exposed to the south. A huge bear walks by. What color is the bear? Why?
4. What is the beginning of eternity, the end of time and space; the beginning of every end, and the end of every race?
5. What is lighter than a feather, but cannot be lifted?



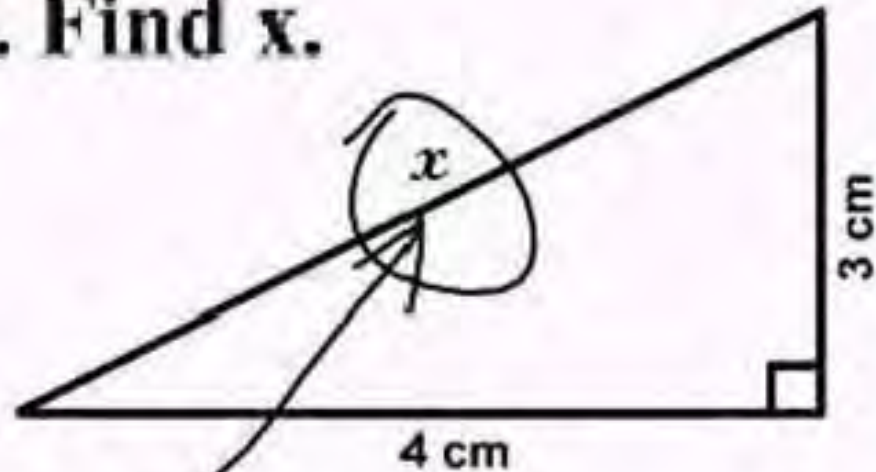


# Answers – Don't Peek!

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



3. Find  $x$ .



*Here it is*

# SIMPLICITY

The simplest solutions are often the cleverest  
They are also usually wrong



# Check on Learning

1. One definition of critical thinking is: the objective analysis of facts to form a \_\_\_\_\_.
2. Critical thinking allows leaders to determine the best way to \_\_\_\_\_.
3. Name the the six core skills used in critical thinking as identified by Peter Facione.
4. Self-regulation is having the \_\_\_\_\_ of your own thinking abilities.





# CONFLICT RESOLUTION

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



# General

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





# Conflict Styles

- Avoiding: Issue and relationship both are insignificant.
- Accommodating: Relationship is more important than the issue.
- Forcing: The issue is more important than the relationship.
- Compromising: Cooperation is important (give a little, get a little).
- Collaborating: Relationship and issue are both important (takes more time).



# Your Conflict Style

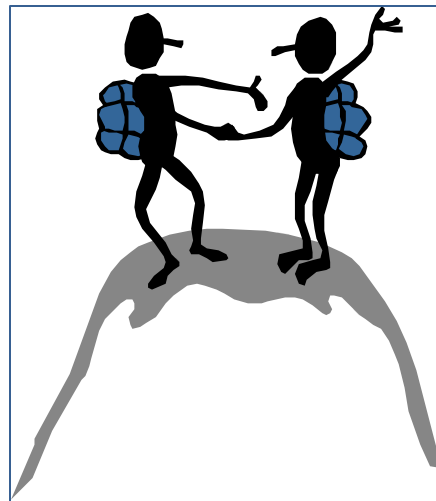
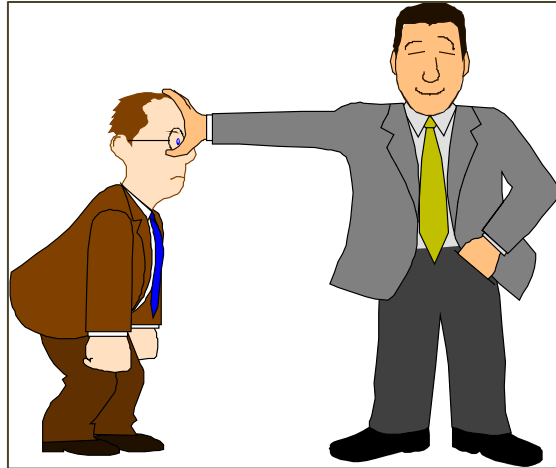
When analyzing your conflict style in a particular situation, ask the following questions:

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



# Conflict Outcomes

- Win-Win
- Win-Lose
- Lose-Win
- Lose-Lose







# When in Conflict:

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



# Strategies

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



# Common Truths

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



# Problem-Solving Process

1. Identify the problem.
  - a. Talk about the real concerns and identify the issues or needs.
2. Focus on the problem. Try to keep the behavior out of it and don't take it personally.
  - a. Do so without blaming or attacking the other person.
  - b. Identify and clarify issues and needs.
3. Listen with an open mind and try to first understand the other person, then seek to be understood.
4. Brainstorm solutions with no judging.
5. Evaluate solutions.
  - a. Think win-win.
  - b. Identify positives and negatives of each.
  - c. Possibly combine solutions and/or modify them.
  - d. Be creative!
  - e. Ask reality testing questions - "what ifs?"
6. Agree upon a solution.
7. Come up with a plan to carry out the solution.



# Conflict resolution with difficult cadets

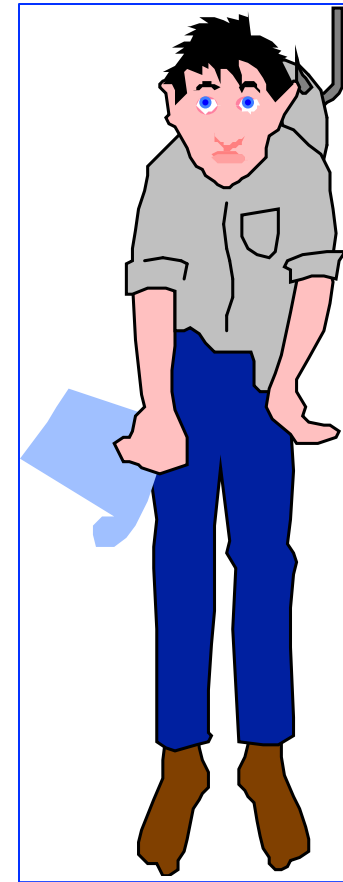


- Stonewalling
  - Behavior: cadet refuses to respond verbally and look for a solution
  - Solution: leader can decide what's next.
- Verbal disrespect
  - Behavior: cadet uses foul language to get a rise out of the leader.
  - Solution: stay cool; tell the cadet to treat you with respect or leave the room.



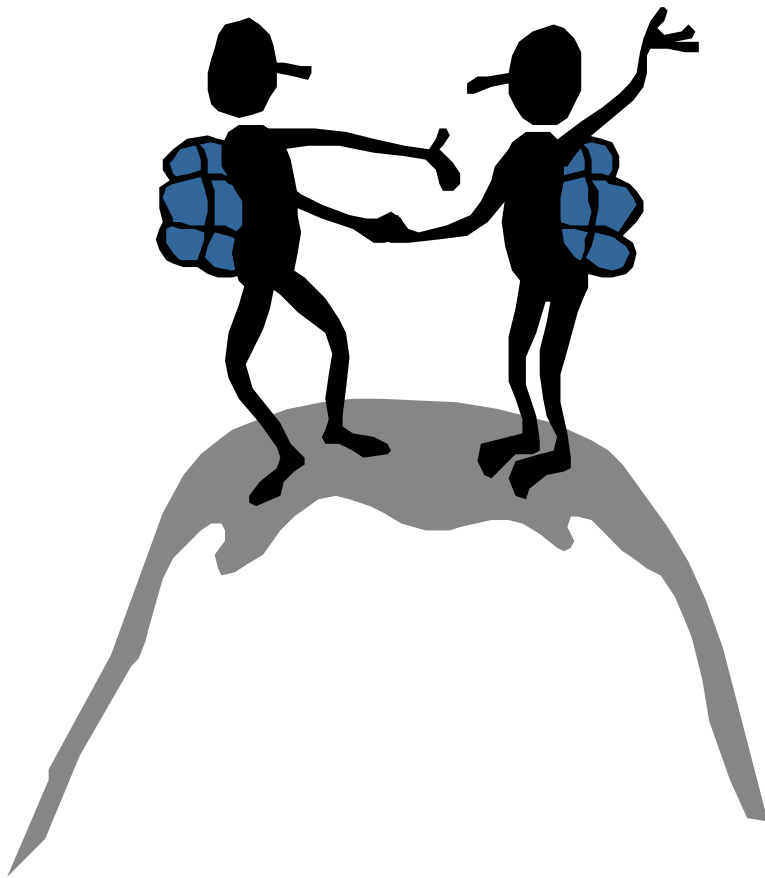
# Conflict resolution with difficult cadets

- Blaming others:
  - Behavior: cadet blames others and takes no responsibility
  - Solution: Redirect the student to the issue at hand, saying “let’s find a solution.”
- Unworkable solution:
  - Behavior: cadet suggests an “off-the-wall” solution that is inappropriate.
  - Solution: ask the cadet to offer a more reasonable solution; brainstorm as necessary.





# Cadet - Cadet Conflict Resolution



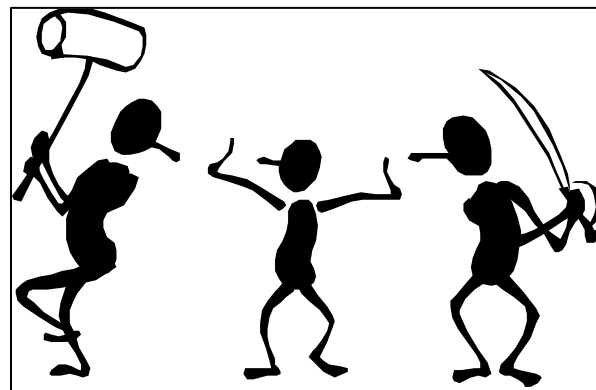
- “Hi, my name is \_\_\_\_, and I’m trained to help resolve conflict.”
- “Do you want to solve the problem with me?”
- If yes, move to a different area to talk.
- “Will you agree to 4 rules?:”
  - Do not interrupt
  - No name-calling or putdowns
  - Be honest
  - Agree to solve the problem



# Cadet - Cadet Conflict Resolution

## Defining the problem

- “Who will talk first?”
- Ask Person #1 “What happened?” RESTATE
- Ask Person #1 “How do you feel? Why?”
- Ask Person #2 “What happened?” RESTATE
- Ask Person #2 “How do you feel? Why?”







# Cadet - Cadet Conflict Resolution



## Finding solutions

- Ask Person #1 “What can you do to resolve your part of the problem?”
- Ask Person #2 “Do you agree?”
- Ask Person #2 “What can you do to resolve your part of the problem?”
- Ask Person #1 “Do you agree?”
- Ask each disputant “What could you do differently if this happened again?”
- Ask “Is the problem solved?”
- Ask disputants “Please tell your friends the conflict is solved.”
- “Congratulations on your hard work solving this dispute.”



# Check on Learning



1. Name the 5 conflict styles covered.
2. Name the 4 conflict outcomes.
3. Listen to other parties with \_\_\_\_\_, and try to \_\_\_\_\_ the opposing view.
4. Don't try to resolve conflict until you can get past the \_\_\_\_\_.
5. Explain the steps in resolving a conflict between 2 cadets.



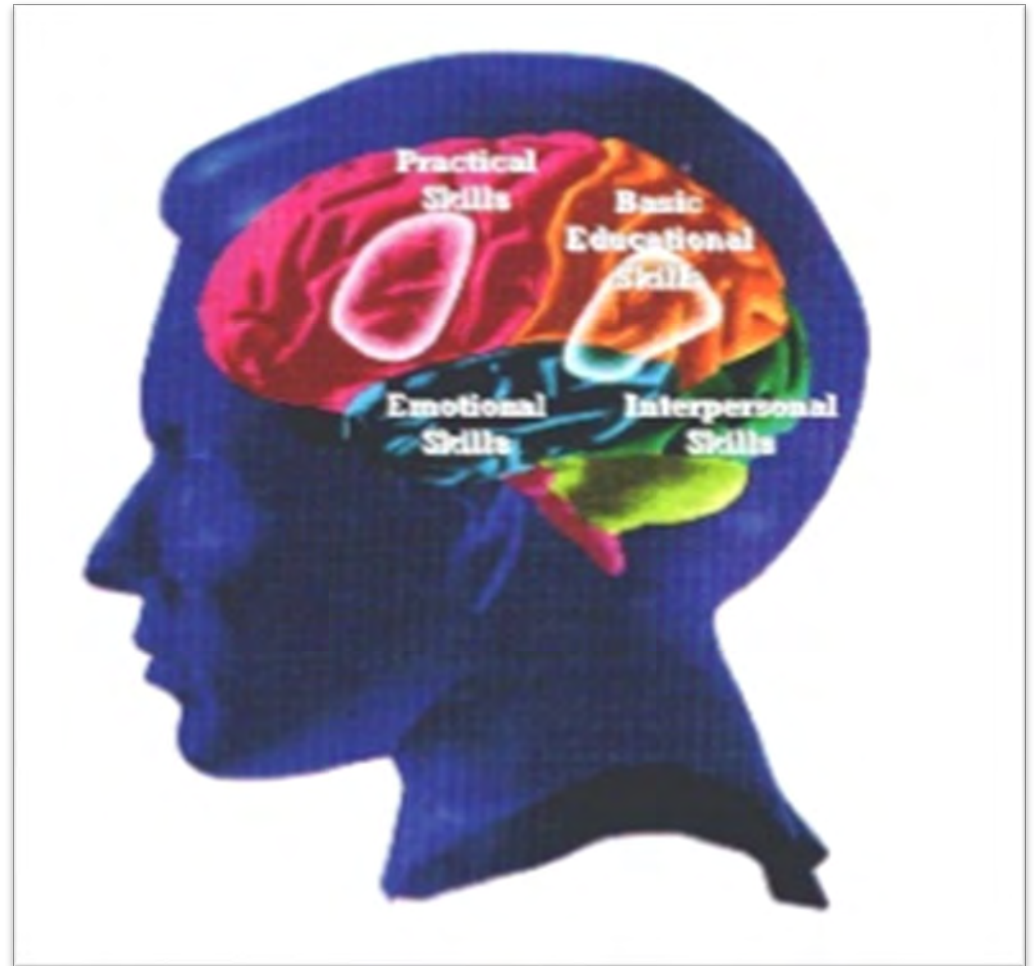
# EMOTIONAL INTELLIGENCE

A9. Describe the five key elements of emotional intelligence and how they relate to your leadership abilities.



# Emotional Intelligence

The ability to perceive, control, and evaluate emotions.





# Emotional Intelligence

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



# 5 Key Elements of EI

## The 5 Components of Emotional Intelligence



1. **Self Awareness**  
The ability to recognise and understand your moods, emotions and drives, as well as their effect on others
2. **Self Regulation**  
The ability to control or redirect disruptive impulses and moods
3. **Motivation**  
A passion to work for reasons that go beyond money or status
4. **Empathy**  
The ability to understand the emotional makeup of other people
5. **Social Skill**  
Proficiency in managing relationships and building networks

*Note author's use of British spelling of the word "recognize"*



# Self-Awareness

Know your strengths and weaknesses

## Methods of Improving Self-Awareness

Accept your emotions

Appreciate your strengths and weaknesses

Keep an emotional journal

Listen to the message

Take a walk in their shoes





# Self-Regulation

Control your emotional responses. Don't rush decision making.







# Motivation

Work toward your goals





# Empathy

Put yourself in others' shoes





# Social Skills

Be a great communicator—be open to feedback





## FOUR DOMAINS OF EMOTIONAL INTELLIGENCE

I. Self Awareness	II. Self Management	III. Social Awareness	IV. Relationship Management
<ul style="list-style-type: none"><li>*Know your story and how it affects you</li><li>*Make peace with your past</li><li>*Know your beliefs, your emotions and your behavior patterns</li><li>*Know your relationship patterns</li></ul>	<ul style="list-style-type: none"><li>*Develop skills for breathing and relaxation</li><li>*Learn positive, self-affirming beliefs</li><li>*Develop self-soothing and self-motivation skills</li><li>*Maintain good physical health</li></ul>	<ul style="list-style-type: none"><li>*Understand nonverbal communication</li><li>*Develop a positive view of others</li><li>*Understand the basic emotional needs</li><li>*Understand "games" and personal integrity</li></ul>	<ul style="list-style-type: none"><li>*Develop skills for reflective listening and empathy</li><li>*Develop skills for assertive communication</li><li>*Learn conflict resolution skills</li><li>*Learn skills for support &amp; affirmation of others</li></ul>



# Habits of Emotionally Intelligent People

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



# Check on Learning

1. Emotional Intelligence (EI) is the ability to perceive, \_\_\_\_\_, and evaluate emotions.
2. Name the 5 key elements of EI
3. Empath = putting yourself in others' \_\_\_\_\_ .
4. T/F, the 3<sup>rd</sup> of the 4 domains of EI is social awareness.
5. T/F, those with high EI are willing and able to discuss feelings with others.





# TEAMWORK AND BUILDING TEAMS

A10. Discuss the concept of teams, why teamwork is a major goal of the Cadet Corps, and how an effective team functions. Identify Tuckman's stages of group development.





# TEAMWORK

BusinessDictionary.com defines teamwork as:  
A group of people with a full set of  
complementary skills required to complete a  
task, job, or project.



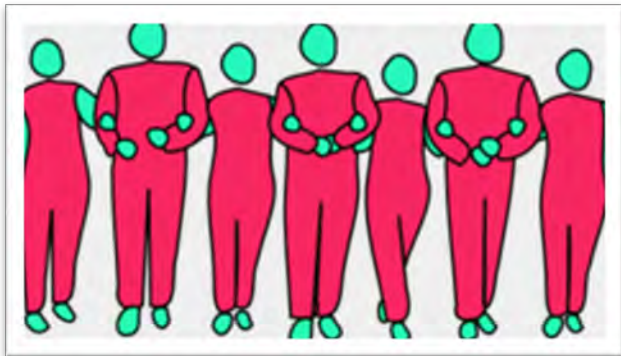




# Why We Encourage Teamwork

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

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



*Together Everyone Achieves More!*



# Team Members

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





# Military Model of Teamwork

- Chain of Command
- People toward top have more authority & responsibility
- Each member plays a key role in mission accomplishment
- We work together to care for each other & accomplish the mission





# A Good Team Member Has:



- Trust of each other
- Self-Discipline
- Time-Management Skills
- Selfless Service
- Competence
- Loyalty
- Obedience
- Initiative



# The Team Leader Must:

- Communicate the objective
- Communicate the plan to accomplish the objective
- Monitor the team's progress
- Provide motivation
- Manage conflict
- Solve problems
- Develop pride in the product



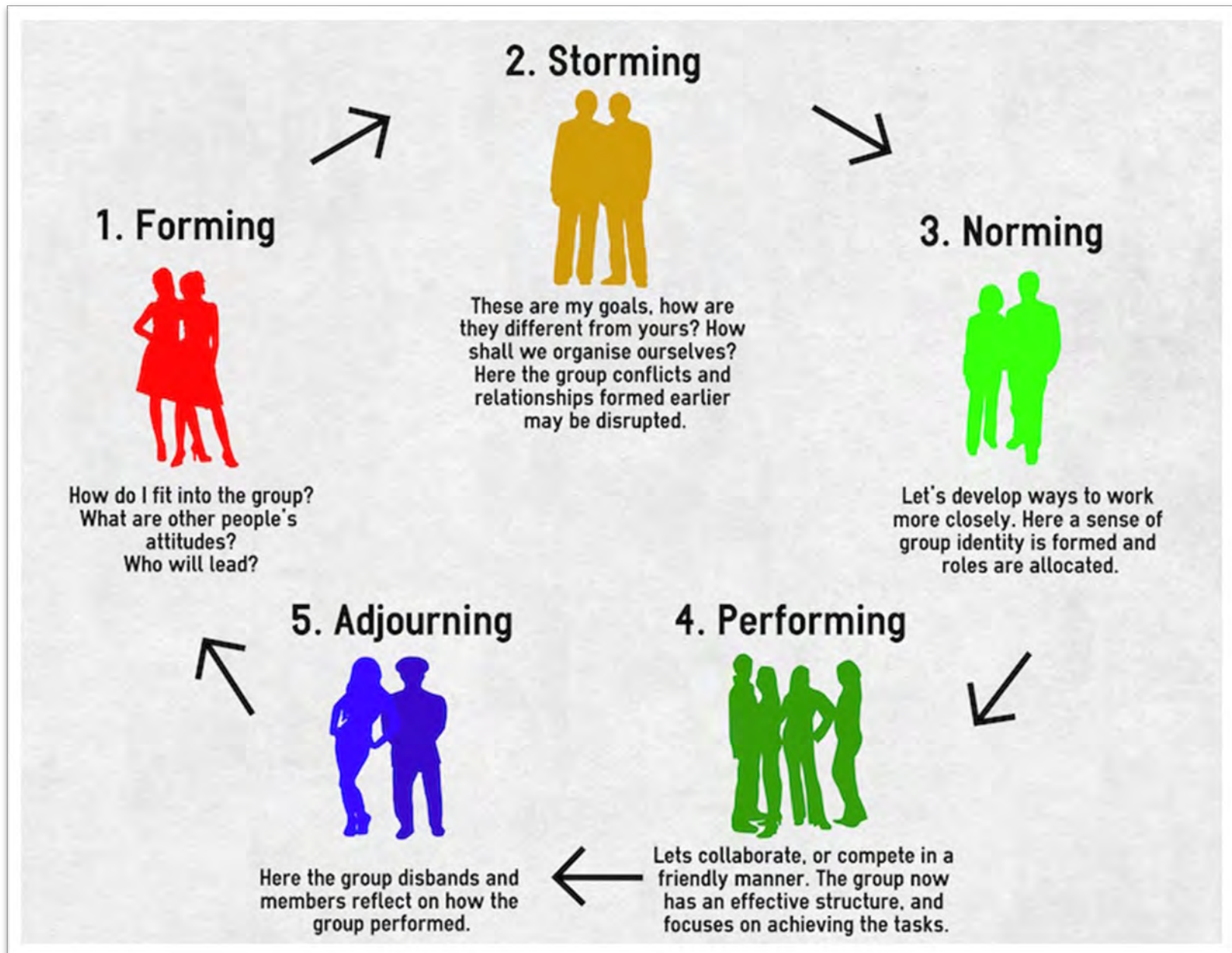


# Stages of Group Development

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

Forming – Storming – Norming – Performing  
Adjourning (*added in 1977*)





*Note author's use of British English spelling of the word "recognize"*



# Forming

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





# Storming

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



# Norming

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



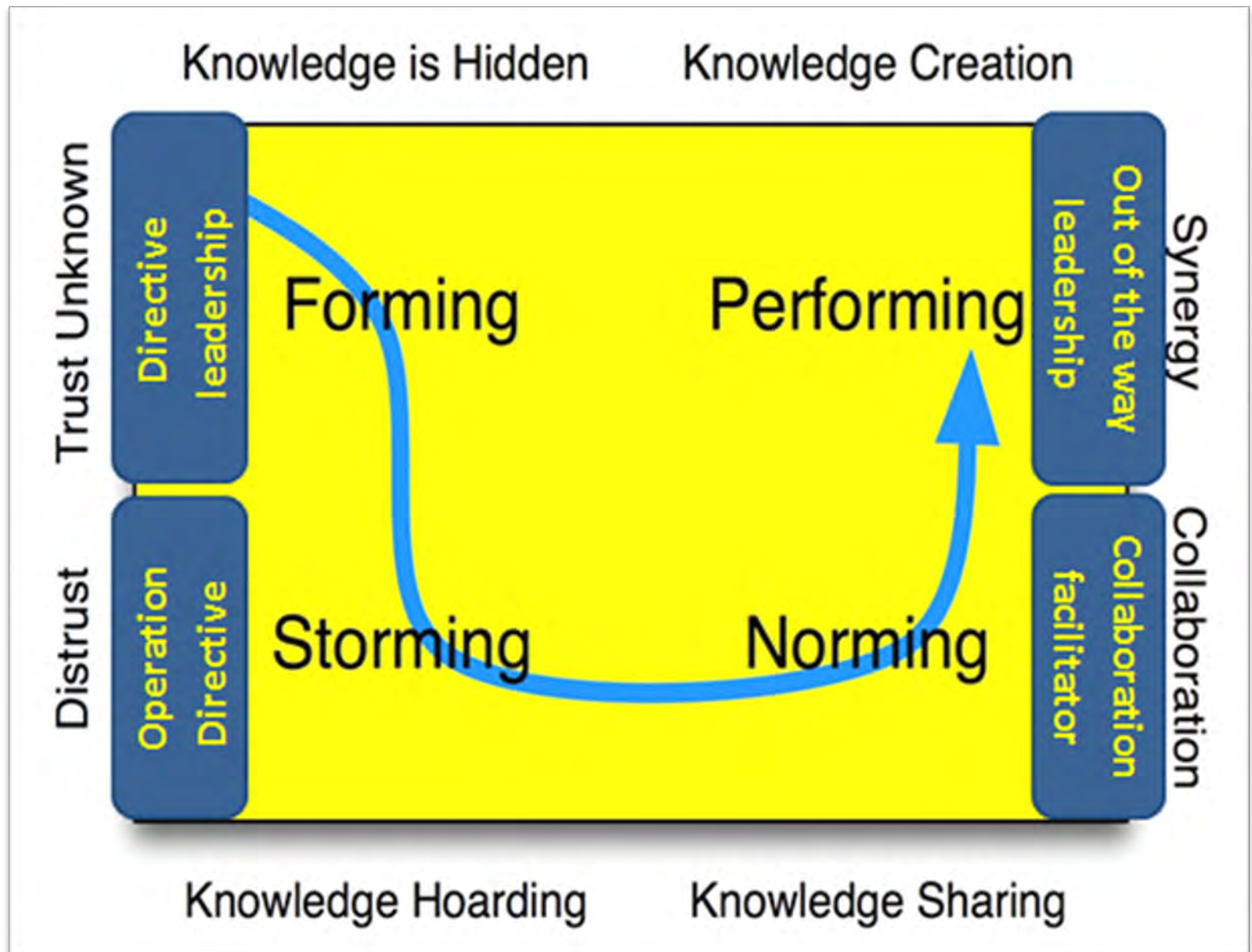
# Performing

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



# Adjourning

- Anxiety about separation and termination
- Sadness
- Feelings toward leaders and group members
- Self-evaluation





# Check on Learning



1. Teamwork = a group of people with a full set of \_\_\_\_\_ skills required to complete a task, job, or project.
2. Name the 5 stages of group development, according to Tuckman.
3. In which of the 5 stages could there be emotional responses to task demands?
4. T/F, The team members communicate the plan to accomplish the objective



# TEAM LEADERSHIP EXERCISES

**\*See L4A curriculum/text for leadership exercises and instructions.**

A11. Learn and hone leadership skills by leading and participating in team leadership exercises, applying team concepts, and evaluating the group development and outcomes.



# **LEADERSHIP ROLES - WHAT LEADERS DO**

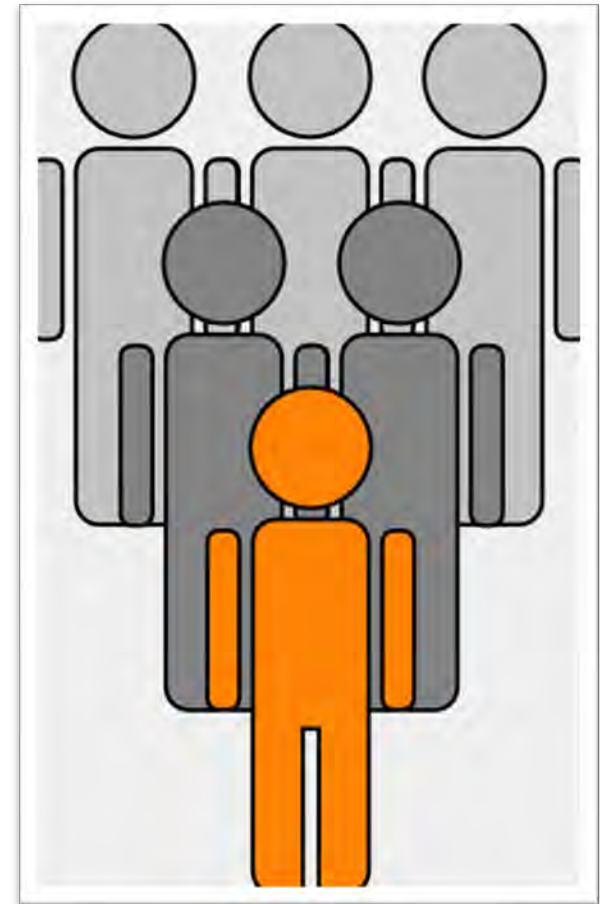
A12. Identify the things leaders do, the role of leaders within the CA Cadet Corps, and the roles of commandants, cadet officers, and cadet NCOs.





# What Leaders Do

- ✓ Find a vision
- ✓ Lead by example
- ✓ Establish team values
- ✓ Set norms
- ✓ Identify expectations
- ✓ Nurture collaboration/  
build team
- ✓ Build trust
- ✓ Conduct effective meetings





# Can You Do These Things?



Leadership

- ✓ Make meaningful decisions
- ✓ Manage conflict
- ✓ Problem solve efficiently
- ✓ Set goals
- ✓ Plan effectively
- ✓ Share information
- ✓ Communicate successfully
- ✓ Prepare & improve self



# Can You Learn To?

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



# You Can Lead Too

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





# Junior Leaders

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



# Junior Leaders

- Know where the cadets are in your squad
- Check their uniforms before an inspection
- Encourage cadets to take promotion tests
- Set a goal for promotions and work toward it
- Learn your CACC memory work



# Battalion & Brigade Staff



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



# Senior Cadets

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







# Cadet Officers

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





# Cadet NCOs

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



# Commandants

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



# Commandants

- Make sure orders are published for positions, awards, etc., and entered in cadets' files
- Be the CACC representative to the Principal
- Schedule activities with school, district, and local organizations
- Put cadets in positions to lead

# Check on Learning

1. Leaders build t - - - - .
2. CACC NCO leaders set the                      .
3. Commandants                      and                      cadets.
4. Cadet officers plan and                      missions.

