

NAVY LEAGUE OF CANADA



Midshipman II Development Package

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MIDSHIPMAN II DEVELOPMENT PACKAGE

Introduction

To the Commanding Officer:

This package is designed to assist you, the Commanding Officer, in training new members of your staff. You will need to assign instructor(s) to teach the material. Information in this booklet is written in non-specific terms to allow Divisions and Corps to accommodate ongoing practices with those provided here. Amendments to this package are authorized to the extent that it adds to the material, not replaces it.

It is incumbent upon yourself to become familiar with the material provided in this booklet, as ultimately, you are responsible for your officer's learning this material. You are also required to guide the candidate through the material if requested, and you must verify the completion of certain tasks once they have met your standard. The more care that you place in the development of your officer; the more satisfied you will be his/her performance.

Once all components have been completed, they must be sent to your Division for their records.

To the Candidate:

In this package, you will find information and exercises that will assist you in completing the Midshipman Qualification II. Some of these requirements may not come easy at first. Your senior officers (your instructors), will take the time to teach you this knowledge patiently and to make sure you progress appropriately.

NOTES:

- a. The information contained in the OTS 206 chapter are excerpts from the "Manual of Drill for Navy League Cadets and Officers", which may be more up-to-date than this package.

The confirmation stages after each chapter are to help you confirm your knowledge, and the performance requirements listed are to be done to the satisfaction of the Commanding Officer.

OTS 206

Drill

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Drill on the March

1.01 Marching in Quick Time – “Squad, Quick – MARCH”

- a) purpose – marching is the method that we use for moving from one place to another
- b) This order is broken into 3 movements:
- c) 1st Movement
 - i. step forward with the left foot approximately 35 cm;
 - ii. swing the right arm straight forward so that the hand is in line with the waist;
 - iii. swing the left arm straight back so that the hand is in line with the waist;
 - iv. keep the head and eyes to the front; and
 - v. keep the arms straight – NO BENDS IN THE ELBOWS!
- d) 2nd Movement
 - i. take a 75 cm pace with the right foot;
 - ii. swing the right arm all the way back;
 - iii. swing the left arm straight forward; and
 - iv. keep all else the same.

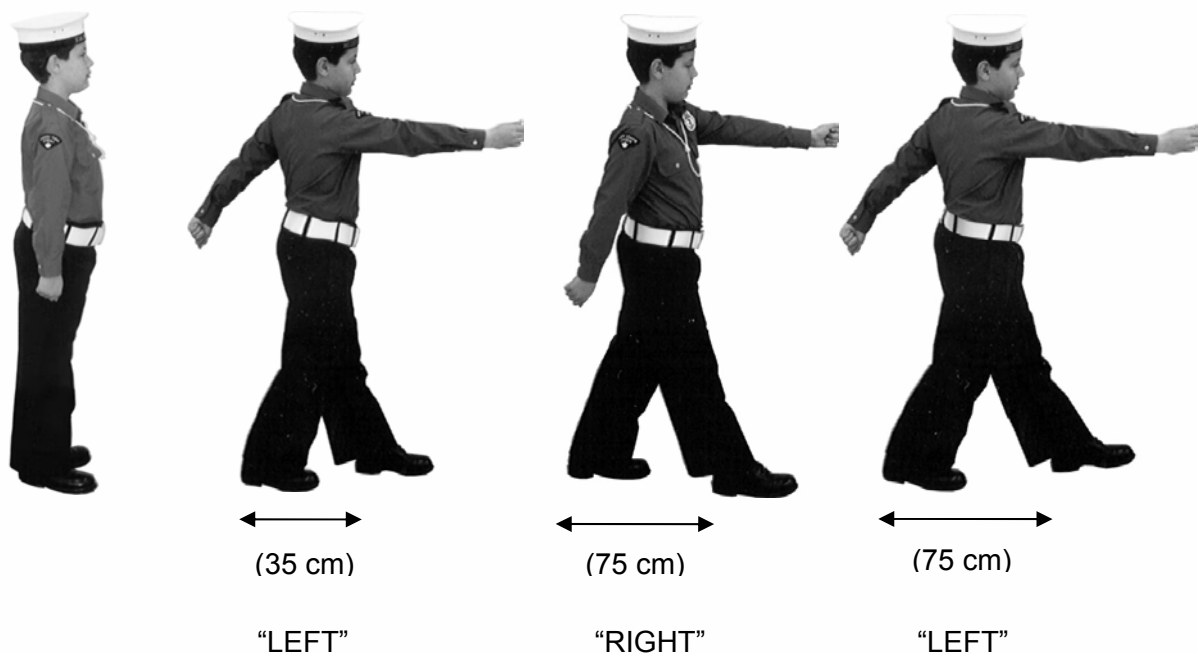


Fig. 1-1 Marching in Quick Time – notice that the first pace with the left foot is shorter than the rest.

e) 3rd Movement

- i. continue marching forward by taking a 75 cm pace with the left foot; and
- ii. continue swinging arms as for the first 2 movements.

f) Timing – when the 3 movements are combined, DO NOT observe the standard pause in between. The timing for this movement is “left...right...left”.

1.02 Halting from the Quick March – “Squad – HALT” (called on the left foot)

a) purpose – used for the purpose of stopping an individual or division while marching

b) This order is broken into 3 movements:

c) 1st Movement – the “HALT” is called when the left foot touches the deck

- i. take a normal marching pace (75 cm) with the right foot
- ii. swing the left arm forward and right arm back as in Marching in Quick Time

d) 2nd Movement

- i. take a 35 cm pace with the left foot
- ii. swing the right arm forward and the left arm back

e) 3rd Movement

- i. bend the right knee and straighten it in double time
- ii. cut both arms to the side and assume the position of attention

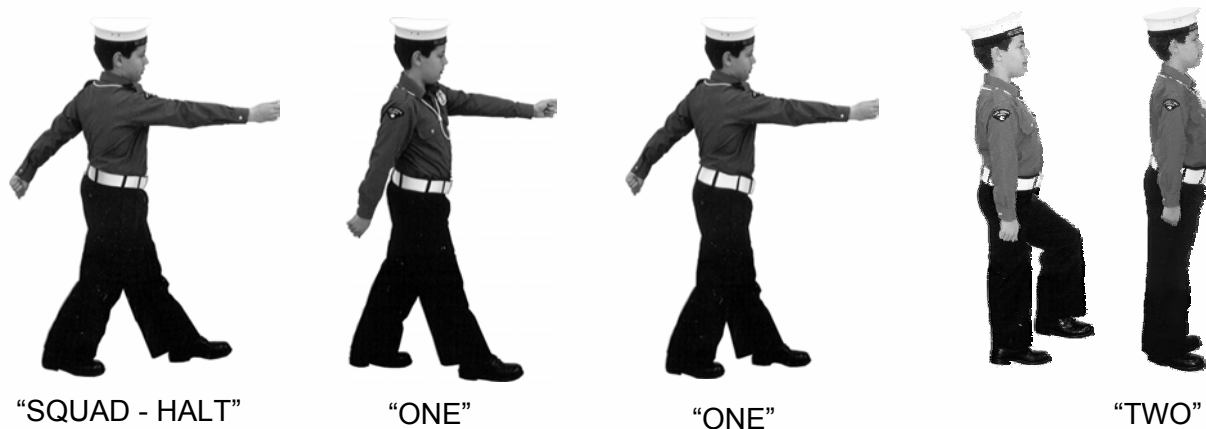


Fig. 1-2 Halting from Quick Time

- f) Timing – when the 3 movements are combined, DO NOT observe the standard pause in between. The timing for this movement is “one...one...two”.

1.03 Mark Time from the Quick March – “Squad, Mark – TIME” (called on the right foot)

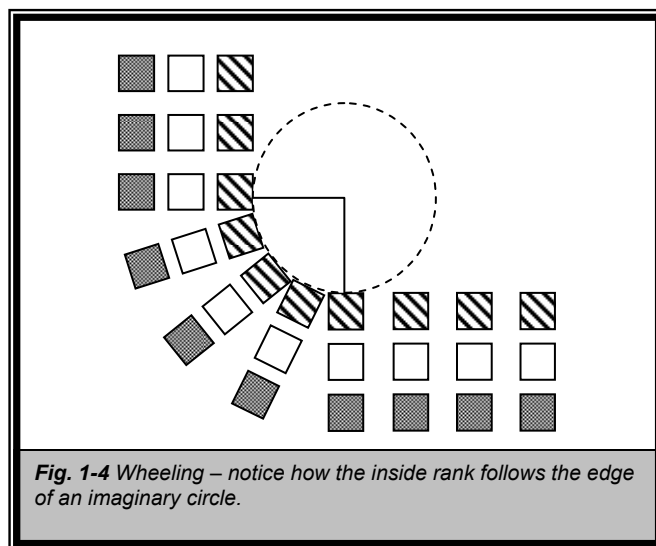
- a) purpose – this order stops the division temporarily (not more than a few seconds) and is primarily used during parades.
- b) This order is broken into 3 movements:
- c) 1st Movement – the “Mark Time” is called when the right foot touches the deck.
 - i. take a 35 cm pace with the left foot
 - ii. swing the right arm forward and the left arm back
- d) 2nd Movement
 - i. keep the right leg straight and bring it into the left leg
 - ii. cut the arms into the side as in the position of attention
 - iii. raise the left foot 15 cm off the deck by bending the left leg and letting the lower leg hang free
 - iv. bring the left leg down to the position of attention
- e) 3rd Movement
 - i. repeat the 2nd movement with the right leg
 - ii. continue marching on the spot
 - iii. maintain the same cadence (timing) as for marching
- f) Timing - when the 3 movements are combined, DO NOT observe the standard pause in between. The timing for this movement is “check...in...left...right...left”.

1.04 Forward from Mark Time – “Squad, For – WARD” (called on the left foot)

- a) purpose – to commence marching from the “Mark Time”
- b) This order is broken into 2 movements:
- c) 1st Movement
 - i. take one more “Mark Time” pace with the right foot
- d) 2nd Movement
 - i. shoot the left foot forward and take a 35 cm pace
 - ii. continue marching and swinging arms
- e) Timing – when the two movements are combined, the timing is “check...left...right...left”

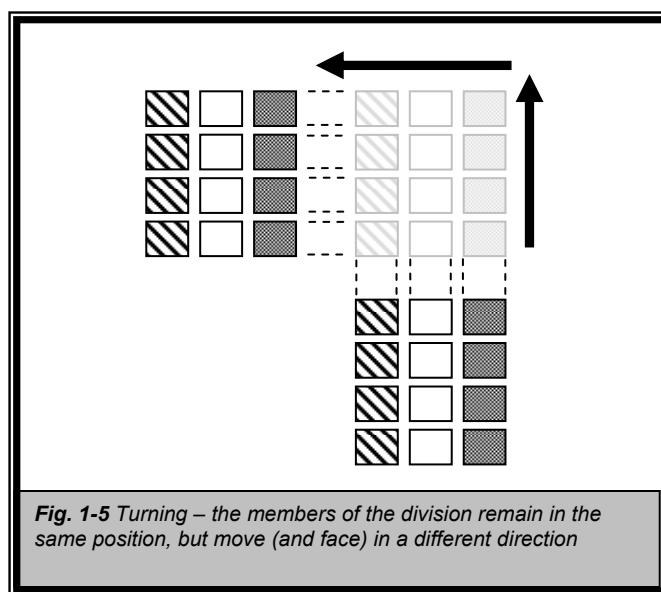
1.05 Wheeling on the March – “Left/Right – WHEEL”

- a) purpose – wheeling changes the direction that the division marches by 90° to the left or right.
- b) things to look for:
 - i. cadet on the inside of wheel takes shorter paces
 - ii. cadet in middle takes normal 75 cm pace
 - iii. cadet on the outside takes larger paces
 - iv. the wheel should be complete in 4 paces
 - v. the three cadets in the file should remain in line throughout the wheel



1.06 Left Turn on the March – “Squad, Left – TURN” (called on the right foot)

- a) purpose – changes the formation of the division and the direction that the division marches by 90° to the left.
- b) This order is broken into 3 movements:
- c) 1st Movement – called as the right foot touches the deck
 - i. take a 35 cm pace with the left foot
 - ii. continue swinging the arms as in the Quick March
- d) 2nd Movement
 - i. bend the right knee so that the upper leg is parallel to the ground
 - ii. cut the arms into the side as in the position of attention
 - iii. force shoulders 90° to the left to face in the new direction
 - iv. at the same time, pivot on the ball of the left foot 90° to the left and straighten the right leg to assume the position of attention



NOTE: It may seem difficult to keep your balance, but once the complete movement is practiced, your momentum will make things easier.

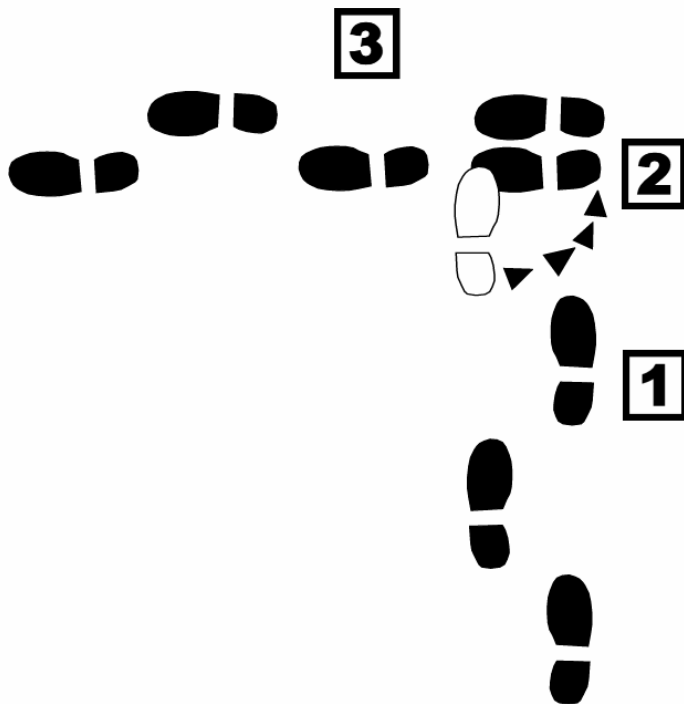
e) 3rd Movement

- i. take a 35 cm pace with the left foot
- ii. swing the right arm forward and left arm to the rear as in the Quick March
- iii. continue marching

f) Timing – when the three movements are combined, the timing for the order is “check...pivot...left...right...left”

1.07 Right Turn on the March – “Squad, Right – TURN” (called on the left foot)

- a) purpose – changes the formation of the division and the direction that the division marches by 90° to the right.
- b) This order is broken into 3 movements.
- c) 1st Movement – called as the left foot touches the deck
 - i. take a 35 cm pace with the right foot
 - ii. continue swinging the arms as in the Quick March



1. Order is called on right foot – take another pace with the left foot.
2. Pivot on the front of the left foot and force the body 90° to the left. Bring the right leg up and around and assume the position of attention.
3. Immediately commence marching with the left foot.

Fig. 1-6 Left Turn on the March – steps outlining the three components of the movement.

d) 2nd Movement

- i. bend the left knee so that the upper leg is parallel to the ground
- ii. cut the arms into the side as in the position of attention
- iii. force shoulders 90° to the right to face in the new direction
- iv. at the same time, pivot on the ball of the right foot 90° to the right and straighten the left leg to assume the position of attention

NOTE: It may seem difficult to keep your balance, but once the complete movement is practiced, your momentum will make things easier.

e) 3rd Movement

- i. take a 35 cm pace with the right foot
 - ii. swing the left arm forward and right arm to the rear as in the Quick March
 - iii. continue marching
- f) Timing – when the three movements are combined, the timing for the order is “check...pivot...right...left...right”

1.08 Saluting on the March – “Squad, To the Right (Left) – SALUTE” (called on left foot)

a) purpose – to pay compliments to officers, the Canadian Flag, etc.

b) This order is broken into 5 movements:

c) 1st Movement (called on left foot)

- i. take a 75 cm pace with the right foot
- ii. continue swinging arms as in the Quick March

d) 2nd Movement

- i. take a 75 cm pace with the left foot
- ii. cut the arms to the side as in the position of attention
- iii. at the same time, bring the right arm up to the salute position
- iv. turn the head and eyes to the right (without straining)
- v. push the right arm back so that the centre finger is still in line with the outer edge of the right eyebrow

e) 3rd Movement

- i. take four 75 cm paces
- ii. hold the right arm in the Salute position
- iii. remain looking to your right



f) 4th Movement

- i. take a 75 cm pace with the right foot
- ii. cut both arms into the side as in the position of attention
- iii. snap the head and eyes to the front

g) 5th Movement

- i. continue marching
- h) Timing – when the movements are combined, the timing for the order is “check...up...2...3...4...5...down...swing” (in succession with every pace)

NOTE (1): When approaching an officer, begin the salute 5 paces before passing him/her. The salute is complete once you are 1 pace past the officer.

NOTE (2): When saluting to the left, the only difference is that the head and eyes move to the left instead of the right, and that the right arm moves to the left so that the centre finger is still in line with the outside edge of the right eyebrow.

1.09 Eyes Right (left) – “Squad, Eyes – RIGHT (LEFT)” (called on the left foot)

- a) purpose – to pay compliments on the march when a member of a division
- b) This order is broken into 2 movements:
- c) 1st Movement
 - i. take a regular pace with the right foot
- d) 2nd Movement
 - i. take a regular pace with the left foot
 - ii. snap the head and eyes to the right (left) without straining
 - iii. continue marching
- e) Timing – when the movements are combined, the timing for this order is “check...over”

NOTE: When a division is given an eyes right (left), the right (left) marker continues to look forward.

1.10 Eyes Front– “Squad, Eyes – FRONT” (called on the left foot)

- a) purpose – given after an Eyes Right (or left) to resume marching.
- b) This order is broken into 2 movements

c) 1st Movement

- i. take a regular pace with the right foot

d) 2nd Movement

- i. take a regular pace with the left foot
- ii. snap the head and eyes to the front
- iii. continue marching

e) Timing – when the movements are combined, the timing for this order is “check...over”

Taking Command of a Division

2.01 Introduction

As an officer, you will be expected to be able to lead a division through a parade or march past. The loudest drill voice is not necessarily the most effective. A clear and well-timed order helps the cadets understand the order being given and when they should act on it.

2.02 Words of Command

- a) Good drill depends on properly delivered words of command.
- b) Commands must be pronounced clearly, distinctly, and with confidence and determination.
(i.e. If an order is too quiet, cadets in the division may hear and perform different movements.)
- c) There should be no question as to what the order is saying.
- d) Commands should express an order that is promptly obeyed.

2.03 Breathing

- a) Loud and clear orders depend on proper breathing techniques.
- b) Practice breathing using your stomach muscles to push air past your throat and out of your mouth. Now try speaking. This is how you should deliver your drill orders!
- c) When practicing, if your throat begins to hurt, or your face turns red, you are not pushing air from your stomach.
- d) It may take time and practice, but don't get discouraged. After awhile, you will be able to give effective orders without even thinking about it!

2.04 Parts of an Order

- a) Precautionary – Describes who the order is directed at:
 - i. Squad – during drill lessons, or any formed group of cadets
 - ii. Name of Division – when the order is specific to a certain division
 - iii. Ship's Company or Corps Name – used for the entire corps
 - should be loud and clear, but not as loud as the cautionary or executive
- b) Cautionary – warns the cadets that the order is coming. It can also state a direction (left, right, about)
 - i. should last for 1 second, or 2 paces on the march
 - ii. usually “dragged” or “stretched” out to give cadets ample warning
- c) Executive – the part of the order that cadets react to. Once the Executive is given, the cadets immediately act upon it.
 - i. should be given loud, clear, and sharply
 - ii. short concise words (i.e. turn, dress, march, halt, etc)

2.05 Appearance and Bearing

- i. all orders are given either at Attention, or while marching with the division
- ii. try not to fidget or look around
- iii. if you have to move to see the division, make a turn or incline (a turn, but only 45°)
- iv. The standard of drill that you expect from your cadets will only be as good as your personal drill

Activity

Ask for some help with another. Face each other at opposite ends of the drill deck (or any large area) and try to project your voice. Give out orders, so the other can react and perform the orders given. This will help you know whether or not your order is loud and clear.

MIDSHIPMAN II DEVELOPMENT PACKAGE

OTS 206 CONFIRMATION STAGE #1

Select the best response to the following questions and statements. The Commanding Officer will sign upon proper completion.

1. What is the timing for the halt?

2. The size of the first pace for the when marching is:

- a) 35 cm
- b) 40 cm
- c) 70 cm
- d) 75 cm

3. What is the normal marching pace size?

- a) 35 cm
- b) 40 cm
- c) 70 cm
- d) 75 cm

4. A division with three ranks is completing a right wheel. All members will take normal size paces as they complete the "wheel".

- a) True
- b) False

5. The Halt order is given on the ____ foot.

- a) Left
- b) Right

6. The Eyes Right/Eyes front orders are given on the ____ foot.

- a) Left
- b) Right

7. The Right Turn (on the march) order is given on the ____ foot.

- a) Left
- b) Right

8. Which of the following choices is not correct? Words of command must be pronounced;

- a) clearly
- b) distinctly
- c) quietly
- d) with confidence

CO's Signature:		Date:	
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MIDSHIPMAN II DEVELOPMENT PACKAGE OTS 206 CONFIRMATION STAGE #2

This section provides the Commanding Officer with the opportunity to assess the proper completion of the performance requirements. The CO should not sign off each task until it has been completed correctly.

The following tasks must be completed for the Development Package to be completed.

TASK	CO's Signature	Date
March in Quick Time		
Mark Time		
Forward		
Halting		
Left/Right Wheel		
Left Turn		
Right Turn		
Saluting (Left/Right)		
Eyes Left/Right		
Giving orders to a division		

OTS 210

Instructional Technique

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PUBLIC SPEAKING

1.01 INTRODUCTION

As a Navy League Cadet Officer, it is expected that at some point you will have to present a lesson to a group of cadets. Consider that the main goal of a lesson is to have the cadets take knowledge and/or a skill away from it; the instructor must feel comfortable in order to pass the information correctly.

It is incumbent upon NL officers to gain as much experience as possible so that presenting a lesson becomes second nature and that the cadets' development is a priority. Feeling comfortable while speaking in public will help in this respect.

1.02 SPEAKING IN PUBLIC

A great fear that many people have is speaking before a group or audience. The primary reason is that they are afraid of looking foolish in front of other people. The way to overcome this fear is through preparation, a safety net, and a positive attitude toward the audience.

Questions answered below:

- Why are people so afraid of public speaking?
- What are ways to overcome this fear?
- How can I apply these methods?

1.03 REASON FOR FEAR

The fear of speaking is rated as only second to the fear of snakes and before the fear of dying.

Why???

What happens to many people is that—even before they start speaking—their heart starts beating faster and their mouth gets dry. Some may even get nauseous or feel like fainting.

Once the person starts talking, the heart keeps beating rapidly and the person may hear his or her voice tremble. The legs or even the whole body may start shaking. The person may also stutter or start speaking rapidly.

Although some people calm down, once they get going, others may ramble through the material incoherently.

Do you wonder why many people don't want to go through that ordeal again?

1.04 LOOKING FOOLISH

The reason most people get anxious when required to speak to a group is that they are afraid of looking foolish or stupid in front of many of their peers and important people.

They are afraid that their mind will go blank or that their lack of speaking skills will lower the opinion others have of them.

Being humiliated can destroy a person's ego and confidence. In fact, it can really ruin your day.

1.05 STEPS TO OVERCOME THAT FEAR

a) Be well-prepared before speaking to a group

One of the best ways to make sure you don't make foolish mistakes is to be well prepared before you speak to a group. You should know what are going to talk about, who you will speak to, and under what conditions you will speak.

i. Leave nothing to chance

A professional in any field does not leave anything to chance before a big game, important performance, or critical presentation to corporate executives. Strategies are laid out, all material is ready, contingency plans are made, and every detail is taken care of.

When you are well prepared, chances of failure or goof-ups are greatly reduced. You feel more relaxed and sure of yourself, because you have all the bases covered.

ii. Your material

You need to know exactly what you are going to talk about. This doesn't mean to memorize exactly what you plan to say. Rather, it is to have a good outline of facts and information that you can talk about.

iii. Know audience

It is good to be aware of what type of audience you will be speaking before. This will give you an idea of the subject matter and tone of your speech. If you are speaking before some important people or at an important event, that fact may increase your anxiety. But it is good to know up front, so that you can properly prepare for the occasion.

iv. Conditions

It is good to check over the conditions under which you will speak. If you can, go up to the lectern to check things over and get a feel for things. If you will use a microphone, check it out.

In some situations, a person may simply make a presentation in a meeting room at work. Even then, it is a good idea to check out the room beforehand and try to visualize how you will be doing things.

b) Practice your speech

You should practice your speech many times before you give it. Even if you know your material very well, practice is extremely important. The more you give a talk, the more automatic it becomes, the more meat it can have, and the more confidence you have in your abilities to give the speech.

i. Practice alone

Ways to practice alone are to first simply say the speech out loud. This is good to get the material more ingrained in your memory.

ii. Use a mirror

Then say the speech, looking into a mirror. This is good to do, because you must concentrate more. You also get an idea of how you look when speaking. Finally, if you must refer to notes, it allows you to practice eye contact with the audience.

iii. Stand in the corner

An interesting trick is to say your speech while standing in the corner. The sound reflects back to you, and you can get a good idea how you sound when you speak.

iv. Record your practice

Another way to practice is using a tape recorder. This forces you to avoid pausing to try to remember things. It also allows you to play the speech back to study how you sound, your phrasing, and the content of the material.

v. Use a friendly audience

Practice before friends. This is a very important way to practice, because it is getting closer to the "real world" of speaking to a group. Even an audience of one person is good for this type of practice.

c) Have a backup, in case you forget what you want to say

It is worthwhile to bring along a "security blanket" or "safety net" in case something goes wrong in your presentation. The main thing to worry about is forgetting what you were going to say next. This can happen even if you've done extensive practicing of the speech.

i. Outline

It is good to have your speech outlined on a few sheets of paper or on 3 x 5 cards. You can then refer to them in case you have a mental lapse. Referring to your notes is certainly acceptable to an audience, as long as you are not reading a speech word-for-word from a script.

ii. Reduces anxiety

One thing that having a safety net provides is that it reduces your anxiety about forgetting what you were going to say or having your mind go blank. You may never even use the cards, but the fact that you have them--just in case--can greatly reduce the butterflies.

d) Relax yourself just before you speak

Before you speak, take three breaths to settle you down. Then when you go up to the lectern, count to 10 before you start speaking. This will allow the audience to get settled and ready to hear you. It also is a way that you are showing that you are now in control.

1.06 A GUIDE TO SPEECH FOR EFFECTIVE SPEAKING

Annually, the Air Cadet League conducts an "Effective Speaking Contest" for the Royal Canadian Air Cadets. It is conducted at all levels concluding at the National level.

The following is reproduced with kind permission of the Air Cadet League of Canada.

The following guide to speech will break speech into elements which will be developed as follows:

CONTENT	Types of speeches
ORGANIZATION	How should a speech be structured
MECHANICS	Physical mannerisms associated with speech
STYLE	The speakers impact as a product of humor, spontaneity, language, originality and poise
GOOD SPEECH	Breathing, posture, neck muscles, lower jaw, lips and tongue exercises

CONTENT

Speakers generally have a number of purposes:

- | | |
|--------------|---|
| To inform | by imparting a body of knowledge. |
| To persuade | by trying to convince the audience that the speakers advocacy is desirable. |
| To entertain | by pleasing and amusing the audience |

The Speech To Inform

Careful preparation is essential - keep your purpose clearly in mind before you commence preparation.

Have the needs and background of the audience in mind when you prepare and keep the explanation simple when you deliver the speech. Watch your audience carefully for a reaction. If people are not understanding -- and you can usually tell -- be prepared to slow down, rearrange, simplify, omit or repeat in order to achieve your objective of audience understanding.

Do not attempt to give too much information and avoid lengthy use of statistics or other data which is more suitably presented in written rather than oral form.

The Speech To Persuade

Research your material completely and find evidence, other than your own opinion, to support the points you are making. Rely on reason, logic, and evidence rather than emotion alone to persuade your audience.

Find authorities - experts in the field you are discussing who support your point of view.

Your concern on all occasions should be "the truth". If you believe in a cause and want to persuade others to agree with you, avoid distortions, misquotations, evidence and quotations taken out of context or anything else which detracts from the honesty and sincerity with which the speech is to be delivered.

The Speech To Entertain

Entertaining speeches require the same detail of preparation as others. One can be humorous and entertaining while still having a serious, worthwhile message. Humor used should be relevant and suited to the audience.

You can entertain just as well with a witty choice of words and style of presentation as with a joke. Wit can be used effectively in almost any kind of speech. Be careful with sarcasm, there is a fine line between sarcasm which is humorous and sarcasm which is insulting and/or condescending.

REMEMBER ! DETERMINE YOUR DESIRED RESPONSE BEFORE YOU BEGIN

When competing in a speech event, you should: choose a subject that suits you; choose a subject that suits your audience; choose a subject that suits the occasion; choose a subject that suits the time allowance.

ORGANIZATION

Generally speaking there are three parts to every speech.

- The Introduction
- The Body
- The Conclusion

Before proceeding, some consideration should be given to the issue of originality.

Beginner speakers are sometimes instructed that the three parts of a speech should: tell them what you are going to tell them; tell them, then; tell them what you told them.

The beginner speaker may find this "prescriptive" approach useful and it must be said that there are instances where this approach can work. There is, however, a danger of formal speech making and lack of originality.

Speeches intended to entertain rarely follow this simplistic format. They become very boring if they do. In fact most speeches that follow this format have an element of boredom because they are too predictable, but they can be very instructive, if that is the intention of the speaker.

THE PARTS OF A SPEECH

INTRODUCTION

Your introduction can be used to gain attention, give attention, give a favorable impression of yourself, create the right state of mind in your listeners, lead into the subject, state the central idea or indicate the division to be developed.

You may wish to:

- (1) explain the terms being used and offer qualification/limitations when needed;
- (2) begin with a personal experience designed to identify with the listeners;
- (3) ask a question or series of questions;
- (4) state a relevant quotation;

- (5) challenge your audience with a startling statement;
- (6) amuse your audience; and
- (7) some or all of the above.

BODY

The most important part of the speech is the body. How you structure the body depends on your purpose. Are you trying to entertain, to persuade, or to inform?

There are 7 structures which you should consider:

- (1) Logical or topical;
- (2) Chronological;
- (3) Spatial;
- (4) Classification;
- (5) Problem - Solution;
- (6) Cause - Effect; and
- (7) A combination of the above.

The following descriptions are quoted from Getting Started in Public Speaking, by James Payne and Diana Prestice, National Textbook Company, 1985, Lincolnwood.

Logical or Topical Order

Logical or topical organization is one of the most common patterns. It is especially useful for informative and entertainment speeches. This pattern is used when you have several ideas to present and one idea seems naturally to precede the other. A speech about the benefits of exercise would fit this category. You might include the following ideas in this order:

- 1. Physical benefits
 - a. Cardiovascular strength
 - b. Muscle tone
 - c. Weight loss
- 2. Mental benefits
 - a. You are more alert
 - b. You feel better about yourself

Since we consider exercise to be for the body, it seems more logical to begin with the physical benefits of exercise. There is no reason, however, why you could not reverse 1 and 2, but they seem to fit more logically in the order presented.

Chronological Order

Another word for **chronological** is **time**. The pattern of chronological order organizes by using time sequence as a framework. Two of the examples in "Picture This." used a time sequence as the organizing principle. This type of pattern is useful in informative speeches or in persuasive speeches which require background information on a problem or issue. A speech on the history of baseball could use a chronological sequence. You would begin with the invention of the game and follow rule changes until the present day.

Chronological order is also useful for a process or demonstration speech. Each of these speeches involves explanation of how to do something. In a process speech, you explain but actually do not show how to do what you are explaining. In a demonstration, you explain by showing. For the demonstration to make sense, you must follow the order in which things are done.

Spatial Order

Spatial order involves physical space. If you were to describe your classroom, you might describe what is found in the front of the room, the back, the sides, and the center. Dividing material according to spaces in the room would use spatial order. Many television reporters use spatial order. The national weather report is usually given according to regions of the country. A weather reporter does not randomly skip from one city to another.

Spatial order is often used in informative speeches and, depending upon the topic, it is appropriate for entertainment speeches. Use this organizational pattern whenever physical space is involved. Section material by floors, parts of a room, geographical region, etc.

Classification

Classification order requires you to put things into categories or classes. Students are distinguished by their year in school. This is a type of classification. The example of describing the rooms in the school according to their purpose was a type of classification. This pattern is useful for all three speech purposes. Solutions to problems can be categorized according to type. Information is easily given by classifying ideas. This lesson, for example, uses a classification system to explain organizational patterns.

Problem-Solution Order

Most often speakers use problem-solution order for persuasive speeches. The first part of such a speech outlines a problem, and the second part gives a solution. Within a problem- solution pattern you will find other types of organization. The problem section of the speech might be organized using a logical sequence. The solution stage could involve classification. As a persuader, you would select one solution and present arguments for why it is the best option. A speech about the decline of educational quality in the United States would include a section outlining the problems in U.S. schools, and the next section would suggest ways to solve them.

Cause-Effect Order

The cause-effect pattern, like the problem-solution pattern, has two parts. The first describes the cause of a problem and the second its effects. You could organize a speech on toxic waste pollution by using a cause-effect pattern. The first part of the speech might explain how and why toxic wastes cause environmental damage. The second part would discuss the effects of toxic wastes on property and health. As with the problem-solution speech, other forms of organization are usually incorporated into the major sections.

CONCLUSION

The conclusion should end the presentation on a high note and should, as much as possible, relate back to the introduction.

During the conclusion, you should:

- (1) make the audience aware that the speech is drawing to a close;
- (2) leave no doubt in your audience's mind about the concept or process you are trying to explain, the belief you have tried to establish, or the action you wish the audience to take; and
- (3) leave the audience with something to remember.

A BASIC RULE

You will have less difficulty if you observe three basic rules: KNOW WHAT YOU ARE GOING TO SAY, KNOW WHAT YOU ARE GOING TO SAY; and KNOW WHAT YOU ARE GOING TO SAY.

With a clear objective in mind and careful preparation, everyone can produce a fluent, persuasive and worthwhile speech.

MECHANICS

The term mechanics refers to the physical mannerisms of the speaker and his or her voice. How your body moves, what you look at and how you modulate your voice can drastically alter the impact of your speech.

Stance

- Stand firmly on two feet - do not lean, slouch or tilt.
- Avoid leaning on chairs, tables, etc.
- Males - hands out of the pockets looks best.
- Hands - best clasped in front of you, moving them for useful and effective gesturing when necessary.
- Use of a lectern - use only when you have to rely on notes. Avoid its use when possible by moving it away or stepping in front of it.

Appearance

- Dress neatly.
- Appearance and dress can influence your audience no matter who is in attendance.
- All contestants will wear C-2 Standard Duty Dress Air Cadet uniform with no accoutrements (i.e. lanyard, white belt, gaiters, etc.)

Eye Contact

- Do not look at only one or two people or only at one side of your audience. Yours eyes should constantly rove over the entire group.
- Watch the audience carefully for reactions - you should be able to easily detect boredom, lack of understanding, interest or annoyance.
- Do not keep you eyes glued to notes or read notes at length - this is a certain way to lose the attention of your audience.

Volume

- Speak loudly enough for all to clearly hear.
- Do not be afraid to use extra volume to emphasize, but lowering your voice to barely a whisper can be effective as a technique for emphasis, providing you have the full attention of your audience to start with.
- In general, vary the volume according to what you want to stress.

Pace of Speaking

- Strive for a good rhythm. Avoid speaking too fast or too slow.

Pause

- The finest speakers use pauses to emphasize something. The pause can be in the middle or at the end of a sentence.
- Practice the effective use of pauses and listen to the way good speakers use them.

Facial Expression

- You can do a great deal with your eyes and smile; a smile early in your speech can do wonders.
- Set the mood of your talk or parts of it with the way you look at the audience.

Gestures

- Emphasis and expression with the hands is another technique found with all good speakers.
- Gestures should be: relevant, non-mechanical, non-repetitive and varied. Gestures should never be distracting or annoying.
- Here's a little advice about gestures:

Wagging the Forefinger:

Any free citizen confronted by a wagging finger, especially if it is accompanied by the words "I tell you this" is entitled to ask: "Who is this jerk presuming to caution or admonish me? Let him keep his finger to himself."

Pointing the Forefinger

This suggests that you wish to call up your audience for cannon-fodder. If you do, go right ahead.

Stabbing the Forefinger

This unseemly usage, punctuating every half-dozen words, gives the audience the feeling that you would like (a) to prod them in the chest; or, (b) to poke them in the eye.

Raising the Forefinger Aloft

Though not necessarily offensive, this gesture suggests that you are (a) trying to detect the wind; (b) leading a pack of tourists through a cathedral; or, (c) requesting permission to leave the room.

Sawing the Air

"Do not saw the air too much with your hand, thus." said Hamlet. We do not know what Shakespeare meant by "thus" or "too much". Just don't saw the air at all. Or cleave it. Or rend it. Or chop it. Or pummel it. Or part it. Or grasp it. Or knead it. Or compress it. Or mold it. Or tie knots in it. Or lift it. Or smooth it. Leave the air alone!

Clenching the Fist

This gesture may mean any of the following:

- a) Roll on the Revolution
- b) Imperialists out
- c) Down with the CIA
- d) No more education cuts; or
- e) A woman needs a man like a fish needs a bicycle

Raising Both Fists:

Lincoln used this gesture to express execration of slavery. Southerners used it to express execration of damn Yankees. Do not devalue it by using it to demand mustard on your hamburger.

Stretching the Arms Wide:

A gesture sometimes used to suggest that the speaker's heart encompasses all humanity. Unfortunately, it is also the fisherman's gesture for the one that got away.

Folding the Arms:

This means you do not greatly care what happens when North Sea oil runs out and that it is time people got used to the idea of dying by hypothermia. It shows you are not a person to be stampeded by sentiment.

Gripping the Rostrum:

By doing this you will be able to retract your head into your chest and assume a look of defiance. It is a good attitude for defending the indefensible, especially if your eyes are ablaze with sincerity.

Pounding the Rostrum:

This will merely spill water and send shock waves through the microphones, stunning your audience, but go ahead if it makes you feel better.

Putting Hands in Pockets:

A traditional way of expressing healthy contempt for bourgeois and military taboos.

Removing the Spectacles:

Doing this will set your audience speculating as to whether you look better with or without glasses. It is a useful trick when you wish to divert attention from a weak argument. Remember that spectacles often give an illusion of maturity.

Finally, here are some more gestures to avoid at all costs:

- Any movement suggestive of a general blessing;
- Laying the right hand on the heart;
- Slackening the tie-knot;
- Scratching the top of the head;
- The "thumbs-up" sign;
- Any erratic jerk of the forearm;
- Touching the nose; and/or
- Any gesture involving the use of two fingers.

Nervousness

Nervousness may be reduced or controlled by:

- (1) Knowing what you are going to say. Thorough preparation reduces nervousness;
- (2) Memorizing your opening words;
- (3) Taking a few deep breaths before standing to speak;
- (3) Looking at your audience - avoiding their eyes causes nervousness buildup;
- (4) Knowing your audience in advance. Talking to them informally and socially if possible before you begin; and
- (5) Relaxing in the knowledge that every speaker is nervous.

Notes

- Do not use cumbersome distracting sheets of paper, small cards are recommended.
- Do not hold cards low or rest them on the table. Do not worry about people knowing that you need to rely on notes - it is better for your head to be up so that your voice can carry.

Microphone

Raise it to just below the level of your mouth. Do not stoop to get closer to the microphone. Do not start unless it is just right - know how to adjust the level of the microphone and its height before you stand to speak. Keep 6 -12 inches away from the microphone.

Always look beyond the microphone to your audience when you speak.

Do not step away from the microphone or sway while you speak. You will not be able to move your head or body quite as much when a microphone is being used.

STYLE

Style is a difficult thing to describe. Style involves elements of content and speech mechanics, but there is more to it. Let's suppose two people are given an outline of a speech and both are good speakers, aware of good speech mechanics. Let's say that both give a good speech, likely the speech would be different. A large part of this difference would be style. Style includes such elements as:

Humour and Wit

Entertaining speeches require careful preparation. One can be humorous and entertaining and still have a serious and worthwhile message. Keep your humour relevant and suited to the audience. You can entertain just as well with a witty choice of words, and style of presentation as with a joke.

Spontaneity

Do not feel you have to keep to a carefully prepared script. If new and relevant thoughts occur, you can make use of them. The speaker should try to be sensitive to the mood of the audience and try to modify his or her presentation to get a positive reaction from the audience.

Suitability Of Language

The language used should be appropriate for the age and experience of the audience and suitable for the topic.

Originality

How original is the treatment of the subject and the technique of presentation.

Poise

Be relaxed, comfortable, self-assured, and in control.

GOOD SPEECH

Speaking is a bit like running; how you breath makes a difference and there are exercises which can improve your performance:

Diaphragmatic Breathing

Diaphragmatic breathing is probably the most important thing you can learn about using your voice. It will give you control and produce a buoyant, well supported sound.

The diaphragm is the chief source of vocal motive power. It is the flat muscle that divides the chest cavity from the abdominal cavity. Muscles around the waist and under the ribs in the solar plexus area also play an important part.

Mechanics of Diaphragmatic Breathing

- Place palm of hand on the muscles in the solar plexus area (The area below your ribs, but above your stomach, where the muscles of your abdomen and diaphragm meet.)
- Take a deep, even breath. Feel bellows move outward.
- Blow air out in a smooth, even stream.

- As the hand moves inward, the diaphragm pushes up, and the stream of air moves out the top, smoothly and evenly.
- There should not be any movement in the upper chest.

MIDSHIPMAN II DEVELOPMENT PACKAGE OTS 210 CONFIRMATION STAGE #1 INSTRUCTIONS

This section provides the Commanding Officer with the opportunity to assess the proper completion of the performance requirements. The CO should not sign off until each category is completed to a satisfactory level.

The following task must be completed for the Development Package to be completed.

Involvement by the instructing officer will be required to evaluate and act as an audience. Other officers may also participate in the audience. If desirable, points can be used – they are included in parenthesis.

- Prepare and deliver a 3-5 minute speech on any topic relating to Navy League of Canada.
- You will be graded your efforts with the comment sheet (next page). Review it yourself, so you can ensure that your speech meets the category requirements.

MIDSHIPMAN II DEVELOPMENT PACKAGE

OTS 210 CONFIRMATION STAGE #1

COMMENT SHEET

The CO should not sign off until each category is completed to a satisfactory level.

Legend: E = Excellent S – Satisfactory N – Needs Improvement

CATEGORY	RATING (E) (S) (N)	REMARKS
INTRODUCTION (8) <ul style="list-style-type: none"> • aroused interests (4) • Effective, appropriate (4) 		
BODY OF SPEECH (30) <ul style="list-style-type: none"> • information complete and logically presented (5) • knowledgeable about subject (5) • speech developed with originality (5) • proper and effective use of language (5) • kept to topic (5) • correct grammar (5) 		
CONCLUSION (8) <ul style="list-style-type: none"> • left audience with an appreciation of topic (2) • sums up material (3) • logical: a capsule of what has been said (3) 		
DELIVERY AND STYLE (30) <ul style="list-style-type: none"> • spoke to audience with enthusiasm, confidence and eye contact (10) • rate of delivery (10) • proper stance, audible, correct pronunciation and enunciation (10) 		

CO's Signature:		Date:	
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OTS 212

Leadership

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STYLES

1.01 INTRODUCTION

As a leader, you will be faced with many circumstances requiring you to effectively respond to a situation.

You will be a more effective leader if you select the correct style of leadership to a specific problem or situation.

When placed in a leadership role at the corps, you will be expected to adopt a specific approach in order to timely and accurately lead those under your supervision.

1.02 THREE APPROACHES

A Leadership Style

Is the approach that a leader will adopt towards the cadets in the interest of getting the job done. Depending on the situation there are three styles that are commonly used. A good leader will always adapt themselves to the situation, rather than hoping that the situation will adapt to them.

The Three Styles of Leadership Are:

1. Authoritative Approach
2. Participative Approach
3. Free-rein Approach

1.03 AUTHORITATIVE APPROACH

Also known as “The Boss”.

This style comes from a need to impose order on a situation and cadets alike. The method need never be abusive. It is imperative that your actions in relation to your cadets are not offensive, demeaning, belittling, or humiliating to them. Leadership by DIRECTING.

a) Advantages

- i. More productivity, more control and better coordination of activities.
- ii. Orders flow down the chain quickly and efficiently.
- iii. Simplicity and speed are the key factors.

b) Disadvantages:

- i. Leaves little room for leadership development.
- ii. Communication does not flow upward to the leader very easily.
- iii. Commanding rather than leading.
- iv. Does not encourage an open exchange of ideas.

c) Examples of Situations:

- i. Giving drill commands/instruction
- ii. When it is necessary to have immediate obedience, such as;
 - When safety is a factor (ie. A cadet points a rifle at another in jest)
 - When time is a factor (ie. Behind schedule)
- iii. When large number of cadets are involved.

1.04 PARTICIPATIVE APPROACH

Also known as “The Educator or Persuader”.

This style of leadership deals primarily with personal interaction between leaders and followers. It requires the leader to use all of their skills in dealing with the cadets. Leadership by ENCOURAGING.

a) Advantages

- i. The Persuasive element - By setting an example, the persuasive leader encourages and inspires cadets to participate in assigned tasks.
- ii. The Developmental element - This leader guides and assists by answering questions and being a resource person.
- iii. Cadets’ skills are improved.
- iv. Two-way communication.

b) Examples of Situations:

- i. Complex technical information is involved.
- ii. Demonstrating a skill.
- iii. Counselling your cadets.
- iv. Human relations are a factor.
- v. When the aim is to train leaders.
- vi. Attitudes and behaviours are the subject at hand.

1.05 FREE-REIN APPROACH

This approach calls for the leader to temporarily withdraw influence – not an absence of leadership, giving the cadets the opportunity to work on their own. The leader keeps an eye on progress and intervenes if necessary. Leadership by DELEGATING.

a) Advantages

- i. Utilizes well-motivated cadets.
- ii. Cadet skills can be shared.

b) Disadvantages

- i. Cadets may not see the big picture.
- ii. Safety may be neglected or emergencies not predicted.

c) Examples of Situations:

- i. When time is not a factor.
- ii. When a cadet has specialized skills.
- iii. Cadets meet the standards and attain the objectives.
- iv. When small number of cadets are involved.

SUPERVISION

2.01 INTRODUCTION

As a leader, you are responsible for the actions of your followers in the safe, prompt and correct execution of your orders.

Every time you adopt the position of leader, you are responsible for the activities of the cadets. Success can be achieved by applying the principles of supervision.

More than 99% of injuries, and cases of harassment or abuse, occur when cadets are not properly supervised.

2.02 OVERVIEW

Supervision is an important part of leadership. It should be ongoing. The smooth operation of your corps depends, in part, on how the officers perform as leaders. Your effectiveness in ensuring that your orders are followed and that standards are respected can make a difference.

An effective leader needs to more than just how and when to give orders. Indeed, even the clearest, most precise orders cannot guarantee a mission's success. The leader must also closely supervise their execution.

You have to make sure your orders are clear enough for your team to understand exactly what their job is.

Supervision means more than just a checklist. It also means taking every step possible to make sure the task, or mission, is successfully carried out.

Never assume that the task will be properly carried out. Some cadets will forget what you have told them to do; others will try and get away with doing as little as possible; and others will be confused. You are their guide.

2.03 PURPOSE OF SUPERVISION

- a) to ensure that the cadets carry out their orders promptly and correctly and in accordance with the directives of your superiors;
- b) to show the cadets that the job is important;
- c) to modify your orders as the situation evolves;
- d) to motivate and encourage the cadets when conditions change; and
- e) to detect and remedy errors on the spot.

2.04 HOW TO SUPERVISE

Supervision is a complex task. Its effectiveness depends on four essential procedures:

- a) Observe your cadets as they work;
- b) Give orders in reaction to changes in the situation;
- c) Check the work after it has been completed. Ensure that the results correspond to the standards you originally established.
- d) React to the quality of the work done.

**" If they do a good job...Praise it."
" If the work is done poorly...Correct it."**

2.05 WHEN TO SUPERVISE

In most cases, your superiors neither impose supervision, nor is it requested by your cadets, and although supervision is a routine matter, at certain key moments it takes on particular importance:

- a) You must control the quality of the execution from the beginning (as soon as possible); It is preferable to supervise and direct the execution of the work while it is in progress, rather than wait until the work has been completed to check it; and
- b) It is the leader's duty to ensure that team members perform their duties responsibly. Final responsibility for the task, however, belongs to the leader. It is in your best interest to ensure that the job progresses according to standards and orders.

2.06 WHOM TO SUPERVISE

Although it is your responsibility to supervise all your cadets, some of them will require particular attention:

- a) Cadets who have already done similar work and have successfully completed their task, do not require strict supervision or constant direction; use the time saved to supervise others cadets;
- b) Persons who have not worked well in the past should be strictly supervised and their work should be examined with particular scrutiny; and
- c) If, for a given task, your cadets are divided into two groups, it is that you concern yourself with the larger group and delegate the other to an assistant.

Close supervision is required when:

- d) *The follower is unfamiliar with the task; and*
- e) *The leader is unfamiliar with the follower.*

2.07 WHAT TO SUPERVISE

It is impossible to supervise everything both successfully and simultaneously. Attempting to do so would waste time and energy. Concentrate on the following points:

- a) The degree to which work meets established standards;
- b) The group behaviour;
- c) The quality of the work performed; and
- d) The time allotted to the task.

CHARACTERISTICS AND PRINCIPLES

3.01 INTRODUCTION

At all stages in your officer progression, you are functioning as leaders. To perform this function well, you as leaders require the necessary tools to do your job. The ten characteristics and ten principles of leadership will be your guide to action. By using these ten leadership characteristics you will gain the respect of your followers and therefore will be able to lead more effectively and be more successful.

When placed in a leadership role, you should strive to follow the material set forth when making your decisions and formulating your plan of action. They will act as a guide to the development of your leadership skills.

3.02 TEN CHARACTERISTICS

It is not easy to be a leader. It requires hard work, determination and practice. To lead the cadets in your division, you must have their respect, and in order to do this you must possess qualities that make you earn their respect and confidence.

A characteristic is often defined as a human quality or trait that can be associated with a person. There are many human qualities that a person requires to become a good leader. However, there are ten important and principle characteristics a leader must possess in order to be effective.

a) Honesty

To be honest, a leader must be fair and just in character or behaviour, free of deceit and untruthfulness and must be sincere. If a cadet does not feel that you are honest and fair, they will be unwilling to trust and hesitant to follow.

EXAMPLE: A new cadet asks you whether their performance is up to the standard. Be honest with them by telling them the truth and be fair in your assessment. If he or she needs to work on their drill, tell them. If their uniform is very good, praise them.

b) Sense of responsibility

To be responsible, a leader must be morally accountable for their actions, have the authority to act independently and make decisions. Leaders must recognize that if they hold a position of authority in an organization there are certain responsibilities that go along with it. A leader can delegate authority but never responsibility.

EXAMPLE: A good leader would always ensure that the cadets in his or her division had the opportunity to eat before a busy morning of parade practice. He or she has a responsibility for their welfare.

c) Confidence

This is defined as the feeling of self-reliance or certainty, and firm trust. As a leader you must have confidence in yourself and the power of your convictions. It is also necessary to have confidence in your followers and superiors. Confidence provides the courage to go beyond!

EXAMPLE: When trying sailing for the first time, the leader will have confidence in the exercise and trust those who are in charge. The confidence that is demonstrated will indeed help the cadets who are afraid and unsure of them.

d) Enthusiasm

Enthusiasm is defined as a strong interest, admiration, or great eagerness. Enthusiasm is infectious. If a leader is inspired or demonstrates a keen interest in completing the task at hand, the cadets will become more than ready to lend a hand.

EXAMPLE: When detailed to complete cleaning stations, the leader that is motivated and enthusiastic will help inspire those who may be unwilling to participate. Eventually, everyone involved will be energized.

e) Dependability

To be dependable, a leader must be reliable and of sound and consistent character. As a leader you must be reliable because others depend on you for direction. Show that you are the one to get the job done.

EXAMPLE: The Divisional Officer has been notified that weekly parade night has been cancelled. He or she must be dependable and phone all the cadets in their section and pass on the information. The cadets can depend on their leader to keep them up to date.

f) Patience

A leader shows patience by demonstrating calm endurance of hardship, tolerance and perseverance. A good leader has the patience to answer questions from the cadets and ensures that the information is understood. Cadets who are afraid to ask you for help because you are impatient will see you as unapproachable and think twice before coming to you again.

EXAMPLE: The Training Officer wanted all the cadets and officers to feel that the cadets could approach her, so she removed the office door. This promoted an open door policy in the corps.

g) Decisiveness

A decisive leader is one who can decide on an issue quickly and effectively. The confidence of your cadets will be gained if you make clear and consistent decisions. A good leader will consult with others, look at the pros and cons and then decide the course of action to take. Do not delay decisions because you are afraid of the results or because you do not know the answer. Seek advice and do not waiver from your decision. Have confidence!

EXAMPLE: The cadets in your division ask you if they can go to the store during break. It is a five-minute walk through a busy section of town, crossing a set of lights and a railway track. It is raining and dark. There is a canteen in the building so you decide that it would be safer if they stayed in the building for their break.

h) Determination

This quality is defined as the firmness of purpose or the frame of mind that enables you to complete a task no matter what happens. If, as a leader, you are given a task, finish it to the best of your ability. Do not get put off by details or small problems. Your determination to get the job done will be transferred to your followers.

EXAMPLE: The supervising officer has been tasked with folding sails. It has started to get very cold, but the leader is determined to ensure that the sails are folded no matter what.

i) Loyalty

By being loyal a leader is true and faithful, devoted to the organization and those people involved. As a cadet leader, you must be loyal to your task, peers, superiors and most importantly, your followers. Do not say one thing to them and then do another. Support them when they need help, put them ahead of yourself and respect them.

EXAMPLE: During sports night, a good Divisional Officer would cheer on and encourage their own cadets, even if they were losing the game terribly.

j) Courage

Courage is defined as the ability to disregard fear, and to act with bravery. A leader must go ahead of others to set a good example or give direction. You must have the strength of character to stand up for what you believe is true and just. You require the courage to try something new, the courage of your convictions, the courage to lead others, the courage to admit when something is wrong and the courage to accept failure as a natural part of trying something new.

EXAMPLE: A Divisional Officer may show courage by helping a cadet who is afraid of the water learn how to swim. The leader may also have a fear of water, but he or she will overcome their fears to help one of their cadets.

3.03 TEN PRINCIPLES

As leadership is considered an art, there are ten principles that the Navy League Cadets have adopted in order to help develop your leadership skills by providing a guide to action. This is not a complete list but it is a good foundation to build on.

a) Lead by Setting a Good Example

This motto is very common in the cadet organization.

By setting a good example for others to follow, the standard of the group will improve. The reverse is also true; if the standards are not maintained, cadets will lose motivation.

Set a good example by only asking cadets to do a task that you would do.

b) Get to Know the Cadets and Look After Their Welfare

The leader needs to know two types of information about the cadets:

Personal: This type of information may include; but is not limited to:

- i. full name and pronunciation;
- ii. cadets school and performance;
- iii. part of town cadet comes from; and
- iv. hobbies.

Professional: This type of information may include; but is not limited to:

- i. ranks and appointment;
- ii. training qualifications;
- iii. individual strengths and weaknesses;
- iv. leadership ability and potential.

In regards to the welfare of the cadets, it is critical to put the cadets first in all your decisions. They are your number one priority. Make them feel that they are important by looking out for their morale, feelings, injuries, request for conferences and general well being.

c) Develop the Leadership Potential of Your Cadets

In making the effort to pass on the leadership skills that you have learned and developed, the effectiveness of the unit will increase.

- i. Helps you to train your replacement.
- ii. By giving others the benefit of your experience, and letting them lead from time to time, not only does it develop the leader's skills, but it enhances the Leader/Follower relationship.

d) Make Sound and Timely Decisions

As the fourth leadership principle, the ability to make sound and timely decisions is one of the most important traits a leader can have.

- i. Sound Decisions - The leader weighs the pros and cons and reflects upon the most logical solution, before making a decision.
- ii. Timely Decisions - These must be made on time, so as not to negatively affect the outcome to the task. The leader must act quickly when necessary.

e) Train Cadets to Work as a Team

The leader can accomplish more in a shorter period of time, by working as a team. Good team spirit or esprit-de-corps helps make the work more interesting and fun for everyone.

f) Communicate Ideas and Thoughts Clearly

A good leader will ensure that the cadets completely understand his or her meaning. This can be done by the use of an O Group (a meeting):

- i. The O Group allows the leader to give the instructions to each cadet and ensures that everyone understands his or her task.
- ii. The O Group enables the leader to confirm the task by getting the cadets to repeat the instructions before dismissal.

g) Keep Cadets Informed of all Activities and any Changes

The seventh leadership principle deals with human curiosity. Most people need to know what is happening next, and why things have changed from before. Cadets will always ask WHY when given a message, therefore, a good leader will plan to keep his or her followers informed. If the cadet knows what to expect, they will be more comfortable following your lead!

h) Take Personal Initiatives

In the position of supervisor, a leader can stand back and simply observe a task in progress. This is only effective if the leader:

- i. Finds mistakes, determines better ways to accomplish tasks and analyze procedures.
- ii. Secondly, and most importantly, uses his or her personal initiative in applying a solution or correcting a problem.

i) Improve on Personal Weaknesses and Capitalize on Personal Strengths

Leaders must be honest with themselves as to their limitations and strengths.

- i. By admitting a weakness, leaders can seek help to improve themselves. Practice makes perfect!
- ii. A strength should be shared with others so that knowledge can be passed on from cadet to cadet. Sharing expertise makes the group stronger!

j) Treat Others as You Would Like to be Treated

The last principle is an excellent rule of thumb when it comes to good leadership. A good leader will, at all times, treat others with respect, thereby instilling the values of personal dignity into their followers.

MIDSHIPMAN II DEVELOPMENT PACKAGE

OTS 212 CONFIRMATION STAGE #1

Select the best response to the following questions and statements. The Commanding Officer will sign upon proper completion.

- Fill in the blanks.

If they (cadets) do a good job, _____.

If the work is done poorly, _____.

- Match the following examples with their appropriate leadership characteristic.

EXAMPLE	??	Characteristic
The leader may have a fear of water, but he or she will overcome their fears to help one of their cadets, who is having difficulty swimming.		A. Honesty
During sports night, a good Divisional Officer would cheer on and encourage their own cadets, even if they were losing the game terribly.		B. Courage
The cadets in your division ask you if they can go to the store during break. It is a five-minute walk through a busy section of town, crossing a set of lights and a railway track. It is raining and dark. There is a canteen in the building so you decide that it would be safer if they stayed in the building for their break.		C. Patience
The Divisional Officer has been notified that weekly parade night has been cancelled. He or she immediately telephones all the cadets in his/her division to pass on the information.		D. Sense of responsibility
The leader will trust those who are in charge of teaching the cadets sailing for their first time. The _____ that is demonstrated will indeed help the cadets who are afraid and unsure of them.		E. Determination
A new cadet asks you whether their deportment is up to the standard. Tell them the truth and be fair in your assessment. If he or she needs to work on their drill, tell them. If their uniform is very good, praise them.		F. Enthusiasm
A good leader would always ensure that the cadets in his or her division had the opportunity to eat before a busy morning of parade practice.		G. Loyalty
When detailed to complete cleaning stations, the leader that is motivated will help inspire those who may be unwilling to participate. Eventually, everyone involved will be energized.		H. Dependability
The Training Officer wanted all the cadets and officers to feel that the cadets could approach her, so she removed the office door. This promoted an open door policy in the corps.		I. Confidence
The supervising officer has been tasked with folding sails. It has started to get very cold and windy, but the leader will ensure that the sails are folded no matter what.		J. Decisiveness

3. Which of the following is not a style of leadership?

- a) Authoritative Approach
- b) Delicate Approach
- c) Free-rein Approach
- d) Participative Approach

4. Select two principles of leadership of your choice. In a couple of sentences, explain how you have employed (made use of) each principle within your Corps.

a) _____

b) _____

5. Consider a leader you respect (have a high opinion of). For example, a local community leader, or a sports champion. Explain how they have impacted you as they employed a given principle of leadership.

Name: _____

Principle: _____

Explanation: _____

6. Which of the following is not an example of the participative approach (style) of leadership?

- a) Human relations are a factor.
- b) Demonstrating a skill.
- c) Teaching a drill class.
- d) When the aim is to train leaders.

7. Complete the missing words, from the following purpose of supervision.

To ensure that the cadets carry out their _____ and _____

and in accordance with _____ of your superiors.

CO's Signature:		Date:	
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MIDSHIPMAN II DEVELOPMENT PACKAGE OTS 212 CONFIRMATION STAGE #2

This section provides the Commanding Officer with the opportunity to assess the proper completion of the performance requirements. The CO should not sign off until each category is completed to a satisfactory level.

The following task must be completed for the Development Package to be completed.

Scenario

1. This scenario can easily be applied during the regular training evening.
2. Your instructor will provide you with a leadership tasking.
3. Make sure you understand the tasking (ask questions of your instructor), decide which style of leadership would be the most appropriate and how you will complete the tasking.
4. Your instructor will provide you with feedback after the tasking is completed.

Some suggestions include:

- a) Organizing the colour party for Colours/Sunset.
- b) Organize cadets to set up chairs and tables for a Corps meeting/parent evening or even for a given training period.
- c) Set up the drill deck for a sports tabloid.

COMMENT SHEET

Legend: E = Excellent S – Satisfactory N – Needs Improvement

CATEGORY	RATING (E) (S) (N)	REMARKS
Style of leadership appropriate?		
Devised a workable plan?		
Delivered clear, concise instructions?		
Lets cadets know of their expectations?		
Supervised appropriately?		
Praised good work?		
Corrected any faults?		
Motivates, encourages cadets?		
Ensured safety?		
Task completed to the stated standard?		
Upon completion, provided feedback to cadets?		

CO's Signature:		Date:	
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