

PEER LEADERSHIP

It is important for cadets to learn about leadership within a peer setting because these are the responsibilities for a second year cadet. Being aware of the responsibilities second year cadets perform will assist them in setting achievable goals and adapting to their new role as leaders in the corps. To make the second year of cadets a fun, challenging and dynamic experience, second year cadets should know their responsibilities.

LEADERSHIP RESPONSIBILITIES

1. **Following the Chain of Command.** Following the chain of command ensures that all information that must be passed up and down the chain is delivered. Following the chain of command prevents gaps in the information flow.
2. **Setting the Example.** A Red Star cadet must set a personal example in dress and deportment. A good leader will never ask more of their followers and teammates than they are willing to give themselves.
3. **Being Firm, Fair and Friendly with Everyone, Especially New Recruits.** No one is impressed with a Red Star cadet who yells, least of all new cadets. A highly influential and respected Red Star cadet is one who is consistent in their approach to people and each situation. Being approachable at all times should enable the cadet to fulfill all duties and responsibilities in an effective manner.
4. **Being Respectful to Superiors and Subordinates.** Using a proper tone of voice, looking people in the eyes when they speak and standing up straight is a physical way to show respect. If the Red Star cadet wishes to be treated with respect, they must display respect toward others.
5. **Being Aware of Safety Hazards.**
6. **Displaying Initiative.** Undertaking small matters, like cleaning up, before being told to do so is an example of using initiative. Superiors notice when small tasks are completed without any request to do so.
7. **Setting Goals.** Every leader needs to set goals. Goals allow people the opportunity to turn ideas into results. A goal is a glimpse of the future. Setting goals like improving their drill, dress and deportment, gives Red Star cadets something to strive for. By setting goals, and working towards them, a Red Star cadet will show commitment

THE PRINCIPLES OF LEADERSHIP

It is important for cadets to learn the principles of leadership because they are fundamental to leadership theory. As listed in CATO 11-03, *Cadet Program Mandate*, leadership is inherent in the participant outcomes of social competence and it is one of the three aims of the Cadet Program.

Leadership is a demonstrable skill. This means it can be displayed and observed. Leadership can be learned and the skills involved can be improved with practice. Within leadership there is a set of principles that may be used to improve leadership ability.

Leadership is influence

The ability to influence others is fundamental within the leadership process. Everyone influences someone. People are influenced by those around them on a daily basis: friends, family, teachers, newsmakers, athletes, etc. all influence others. In turn, those same people are influenced.

Influence can be positive or negative

There are many people who use their influence in a positive manner and while doing so help their community, their school, their family, and the world around them. There are some people who use their influence in a negative manner and while doing so do not help anyone including themselves.

Leadership can create opportunities in life

Qualities of leadership are learned and practiced, therefore improving your ability to lead may create opportunities in life. Throughout the Cadet Program, cadets may be given many occasions to lead. Success in a leadership role may lead to greater leadership opportunities with bigger challenges, more responsibility, rewards, etc.

SIMON JACKSON

When he was seven, Simon Jackson's parents took him from his home in Vancouver, British Columbia to Yellowstone National Park in the United States. Ever since then he has been fascinated with bears. "I came to realize that humans had an option - we had the power to destroy or preserve these magnificent monarchs of the wilderness," says Simon. He set up a lemonade stand in grade two and raised \$60 to protect grizzly bears.

A few years later Simon heard about Kermode bears. "I have followed a dream to ensure wild bears a wild place for generations to come." Simon Jackson is one of the few people to have seen the white Kermode or Spirit bear. If things go his way, Simon won't be the last. Simon is doing all he can to save these rare bears from becoming extinct. Loggers want to take trees from the ancient rainforest where they live. Simon has been trying to save the bears for years now. Simon speaks at schools to spread the word about the bears. He persuaded 700 kids to write letters asking the BC government to keep logging companies out of the bear's habitat. In 1996, the government received more letters about the Kermode bear than any other preservation issue. Simon also started the Spirit Bear Youth Coalition. "Many people ask me why I chose to campaign for the future of the spirit bear rather than other endangered animals such as the panda or the elephant," Simon explains. "As I saw it, the spirit bear was as unique to the world as the panda bear is to China and lived only in my home province. This bear, I thought, deserved our admiration, respect and most of all, our protection. I knew I had to help." Simon works with naturalist Jane Goodall, scientist David Suzuki, Native Leader Chief Leonard George and artist Robert Bateman. All of them are trying to save the last of about 100 Kermode bears which live around the Terrace area of BC and Princess Royal Island. So far, the support from tens of thousands of people from around the world helped to protect 135 000 hectares from loggers. Simon hopes the Spirit Bear Youth Coalition will be able to protect the remaining 125 000 hectares for the Kermode bears. "It is like ripples in a pond. If I can get through to one person, that person will get to another," he says. "That is how issues are won." Time magazine named Simon Hero of the Planet – one of six young people selected from around the world in their Spring 2000 edition.

CRAIG KIELBURGER

Craig Kielburger was born 17 December 1982 in Thornhill, Ontario, and is an accomplished child rights advocate and leadership specialist, an award-winning author and a popular speaker. He is the founder of Free The Children, the world's largest network of children helping children through education, and the co-founder of Leaders Today, the world's top youth leadership training organization. When Craig was 12, he was shocked to learn about the murder of a child labourer-turned-child rights activist. Eager to take action, he established Free The Children to help free children from poverty, exploitation and powerlessness. The organization began as a small group of classmates and quickly evolved into an international phenomenon. Under Craig's leadership, Free The Children has now changed the lives of more than one million young people around the world. The organization has built more than 450 primary schools, providing daily education to more than 40 000 children. Free The Children's many accomplishments in the areas of education, alternative income, health care, water and sanitation provision and peace building have earned three Nobel Peace Prize nominations and facilitated high profile partnerships with organizations such as the United Nations and Oprah's Angel Network. Convinced of the importance of leadership development in empowering youth, Craig co-founded Leaders Today in 1999.

Leaders Today empowers young people through leadership education, providing them with the inspiration and tools to affect positive social change. The organization delivers one-of-a-kind local and international training experiences, reaching more than 350 000 youth every year. Craig has travelled to more than 50 countries, visiting underprivileged children and speaking out in defence of children's rights. An internationally renowned speaker, Craig frequently addresses business groups, government bodies, educators, unions and students. A sought-after speaker, he has shared the podium a number of times with former U.S. president Bill Clinton, as well as with such world renowned leaders as Nelson Mandela, Queen Noor, Archbishop Desmond Tutu and the Dalai Lama. Craig has shown the world that no one is ever too young to make a difference. His work has been featured on The Oprah Winfrey Show, CNN, CBC, BBC, 60 Minutes and profiled in The Economist, Time and People magazines and numerous newspapers.

THE GREENKIDS

GreenKids was established during 1990-1991 school year by the sixth grade students in Lafayette Regional School in rural Franconia, New Hampshire. It started as a part of an integrated subject, Critical Skills L.B.R.P. (Learning By Real Problems). The students knew of an absence of children's environmental projects in New England and they wanted to alleviate the problem of the environment. The first group of students, First Generation GreenKids, brainstormed and came up with a list of goals that they hoped to achieve during the school year. Goals included establishing the group, writing a Book of Issues, For Kids by Kids, having it published, writing quarterly newsletters, promoting recycling and responsible environmental attitudes throughout the area and finally, showing that adults will listen to the opinions of children when their opinions are presented intelligently. These lofty goals might seem impossible for a group of 11 and 12 year olds, but through hard work and empowerment they realized all but one of their goals: that of getting their book published. The First Generation succeeded in producing a quality newsletter, and parts of it were featured in the quarterly newsletter of the New Hampshire Wildlife Federation. They researched, edited, and entered their product into a word processor, developed a group of subscribers, and helped pay for materials. The book was based on environmental issues which they felt were very important. They followed the same processes in publishing the book as they did in creating the

newsletter. Their work was high quality. GreenKids also had the opportunity to visit other schools to talk about their experiences and to help start their own activist groups. Letters were written to persons in power to expand recycling. But the year was ending and the completed, illustrated book was not yet published. GreenKids Second Generation decided to make these goals its yearly objective: keep the newsletter going; get the school to recycle; buy trees for all nursery school and Kindergarten through grade 5 students; promote community cleanups; and raise funds to publish the book.

KIDS FOR A CLEAN ENVIRONMENT

In 1989, Melissa Poe, a fourth grader in Nashville, Tennessee, founded a children's environmental club called Kids For A Clean Environment or Kids F.A.C.E. In three years the club had grown from a group of six within her elementary school to a positive, proactive international youth organization with more than 200 000 members. She also wrote for the newsletter she created for her club, which had a worldwide distribution of 2 million. In August 1989, Melissa began an ongoing campaign to encourage children and adults to become involved with the protection of our natural resources. Kids F.A.C.E. started when Melissa wrote a letter to the President of the United States. Dissatisfied with the President's initial response, she decided to take action on her own. In January of 1990, she appeared on NBC's Today show after writing a letter requesting an appearance. In April of 1990, 250 billboards were placed nationwide with her letter to the President. She also began speaking to encourage children to get involved, and she established chapters of Kids F.A.C.E. In May 1990, she wrote a letter to Wal-Mart Corporation asking for help for her club, and in November 1990, Melissa created her club newsletter: Kids F.A.C.E. Illustrated. In October 1991, she drafted the Children's Forest concepts with another organization and prepared and circulated petitions. In September 1992, she launched Kids F.A.C.E. Save- A-Tree project with tree-planting programs. In January 1993, she created the design for International Kid's Earth Flag and began the campaign to get kids to help make the flag. Kids For A Clean Environment is an international children's environmental organization whose purpose is to sponsor educational, community-wide programs in order to further children's involvement in environmental causes; to present information to children concerning the environment and the detrimental effects of pollution and waste on the environment; and to sponsor membership organizations designed to heighten awareness of hazards to the environment and ways of curbing such hazards.

EFFECTIVE COMMUNICATION IN A PEER SETTING

It is important for cadets to learn effective communication in a peer setting to continue to improve their leadership skills. Effectively communicating in a peer setting may improve the leadership skills of cadets because communication is the most basic way to influence others. Communication is the exchange of thoughts, messages and information. It is the process of sharing knowledge, interests, attitudes, opinions, feelings and ideas with others. Effective communication may be used to resolve and/or reduce problems and conflict. By experiencing the benefits of effective communication in a peer setting, cadets may enhance their self-confidence and self-esteem.

Like any skill, the ability to communicate with competence must be learned and developed over a lifetime. The process of communication can include both verbal and non-verbal messages.

NON-VERBAL COMMUNICATION

Non-verbal communication uses many channels for sending and receiving information. Information is received through all our senses (taste, sight, smell, touch and sound). Some aspects of non-verbal communication include:

1. **Eye Contact.** Looking directly at another person when speaking is an effective way of indicating sincerity and getting someone's attention.
2. **Body Posture.** The weight of the message being sent will be increased when facing the person being spoken to, standing or sitting closer to them and leaning forward. Using correct body posture when listening is also an effective way of indicating interest in the conversation.
3. **Gestures.** A message that has a body gesture attached to it takes on added emphasis.
4. **Facial Expressions.** When making a statement, make sure facial expressions agree with the message.
5. **Voice Tone, Volume Changes.** Shouting may cause people to become defensive, just a whispering may cause people to tune out the message. Make sure voice levels are correct for the space and that statements are convincing without being intimidating. Being able to read non-verbal responses to communication, while leading in a peer setting, may help cadets understand how they are being perceived.

SENDING, RECEIVING AND RESPONDING TO A MESSAGE

Communication consists of three things: sending, receiving and responding to a message. The sender must deliver a clear message, taking into consideration the characteristics of the individual(s) receiving the message. Is the person a child or an adult? Is there one person, or are there 20? These and similar factors all determine how the message should be sent. Next, the message is received. It is important to remember that receivers translate what they have heard based on their own set of definitions, which may differ greatly for those of the sender. The final component of communication is response. A response lets the sender know the message has been received. All three parts are necessary for effective communication.

SENDING

A person who is an **aggressive** communicator puts their own wants and needs ahead of everyone else and they often ignore or belittle other people's concerns. Aggressive communication usually leads to hostility, anger and resentment. Aggressive communicators often:

- a. talk over people and interrupt;
- b. make sarcastic, demeaning or threatening remarks;
- c. consider only their own point of view; or
- d. stand too close, lean over you or in some other way make you feel physically uncomfortable.

A person who is a **passive** communicator puts other people's wants and needs ahead of their own and often denies what they want or need. Passive communication usually leads to bad feelings and damages relationships. Passive communicators often:

- a. hardly ever say what they want or need;
- b. let others make decisions for them;
- c. avoid conflict and disagreement at all costs; and
- d. drop hints rather than directly request that something gets done.

A person who is an **assertive** communicator uses skills based on mutual respect. Assertive communicators can say how they see things and hear how others see things. They work towards outcomes that satisfy everyone. Assertive communicators often:

- a. are open and honest about what they are thinking and feeling;
- b. make direct requests if they want something done, leaving the option to say “no”;
- c. respect themselves and show respect to others; and
- d. are able to disagree without creating bad feelings.

Assertive communication usually results in clear and open communication. Assertive people use a number of important communication skills. They ask questions to gather information and check that they have understood correctly. Assertive people say what is on their mind in a direct yet courteous way so there is no hidden message.

One of the most important skills that an assertive communicator uses is making “I” statements. Assertive people use “I” language. An assertive communicator uses statements like “I’d like...”, “I’d appreciate...”, “I think...” and “I feel”... etc. They own their own messages and speak for themselves. Their suggestions are not weighted with advice, commands, and “shoulds” or “oughts”. Their feedback is constructive and free from blame. Non-verbally assertive people:

- a. make appropriate eye contact;
- b. sit or stand comfortably erect;
- c. use open gestures to support their comments;
- d. speak in a clear, steady, firm tone of voice; and
- e. maintain open, unchanging and relaxed facial expressions that accurately reflect their thoughts.

RECEIVING

Assertive people also use active listening skills. These skills include:

- a. repeating the conversation back to the speaker, in their own words, to understand the speaker’s meaning;
- b. not talking about themselves;
- c. letting the speaker take the lead by encouraging them back to the issue if the speaker digresses;
- d. concentrating fully on what the speaker is saying;
- e. asking for clarification if it is needed;
- f. acknowledging the speaker’s feelings; and
- g. allowing for silence.

RESPONDING

In order for a peer group or team to perform at its highest level, each member of the team should display positive group dynamics. To demonstrate positive group dynamics, group members should:

- a. contribute to the group’s goal;
- b. exhibit trust in the group;
- c. create a safe environment for others to share their opinions;
- d. follow the leader;
- e. finish the task;
- f. display esprit de corps; and
- g. appreciate others within the group.

To display positive group dynamics, cadets must:

- a. Contribute to group discussions by providing input. This means contributing to every discussion. Even if a cadet has no new or original ideas, agree or disagree with other member's suggestions. Ask questions. Offer support and volunteer to take on extra assignments. Be motivated. Be enthusiastic and ensure the best effort each time when working in a team setting.
- b. Participate in establishing the team's goals. Cadets will have to work to meet the team's goals, so cadets should have a say in determining them. Ensure group goals are consistent with the aims of the cadet organization.
- c. Try new things. Do not be afraid to take risks. Trying new things shows courage, and courage is a leadership quality. Remember the turtle: it is perfectly safe when it stays in its shell, but to move ahead, the turtle must stick its neck and feet out.
- d. Be sensitive to other points of view. Listen to the opinions of other team members. Do not be afraid to express your view even if it is different or even the opposite of everybody else's. Deal respectfully with teammates who disagree. Be willing to compromise to achieve a consensus.
- e. Know teammates' strengths and weaknesses. If members know their teammates' talents and limitations, it enables the team to use all its personnel to its best advantage. Being aware of teammates individual habits may make working with them easier.
- f. Increase self-confidence through positive self-talk. Focusing on one's positive characteristics leads to increased self-confidence. To feel better about yourself, concentrate on the things done well and compliment yourself on those things. This is not always easy.
- g. Be cooperative. Be polite, be a team player, and support your teammates. Help them by distributing work evenly and by sharing information; do not compete.
- h. Resolve conflicts as quickly as possible at the lowest and most appropriate level. As mentioned in the CHAP program, if teammates have a conflict, find a solution. Do not let problems fester and do not hold a grudge. Once conflicts are resolved, let them go.
- i. Celebrate successes. When the team completes a task or completes a goal, share in the enjoyment. Have a quick team meeting and compliment all team members on a job well done. Praise team members in front of others. Show appreciation to teammates who have been especially helpful. Everyone likes to be congratulated. This may lead to increased feelings of enthusiasm and self-confidence by members of the team.

DIRECTIVE BEHAVIOUR

Generally, directive behaviour involves telling teammates what they are to do, and possibly, when, how and to what standard they are to accomplish the task. Directive behaviour may be expressed as a simple request, a formal order or something in between. Directive behaviour is appropriate when passing on and executing a superior's objective, when assigning and co-ordinating tasks and when teammates lack information or experience and need guidance. Directive behaviour is used most often in emergency situations where time, safety, and control of personnel are factors. Another example is drill. Drill is normally conducted using directive behaviour.

PERSUASIVE BEHAVIOUR

Generally, persuasive behaviour is intended to influence decision-making and motivation. This is accomplished by explaining to, or convincing others why a certain course of action is necessary. Persuasive behaviour may involve rational argument based on facts, reason and logic and/or inspirational appeals which motivate others. This behaviour may allow teammates to understand the potential benefits to them created by the course of action and should aid teammates in their commitment to the task. Persuasive behaviour is appropriate to secure agreement or commitment and when particularly high or sustained levels of effort are required to accomplish a task. There are many situations when persuasive behaviour is used. These may include problem-solving, counselling, teaching, etc. Persuasive behaviour is usually effective in a peer setting if all teammates display positive group dynamics.

PARTICIPATIVE BEHAVIOUR

Generally, participative behaviour involves sharing decision-making with others. The primary objective is to improve the quality and/or acceptance of decisions. Participative behaviours employ two basic methods – individual or group consultations and joint decision-making. Obtaining advice, opinions and recommendations from others before sharing decision-making is essential. Sometimes teammates possess critical information or expertise and that knowledge may make the difference between success or failure of the task. The use of the participative behaviour depends on the availability of time to involve others. Teammates expect to be consulted on and have a voice in decisions that affect them.

There are many situations when participative behaviour is used including problem-solving, participating in teambuilding activities, resolving conflict in a peer setting, etc. Participative behaviour is usually effective in a peer setting because all teammates have a part to play in making the decision.

PROBLEM SOLVING

One of the qualities of leadership is problem solving. As cadets become leaders within a peer setting they will use this quality more often. By having some tools to solve problems cadets may have an easier time to resolve them.

Red Star cadets deal with varying problems daily. We all possess a natural ability to solve dilemmas that may take little effort or planning such as trying to decide with our friends what to do on a Saturday night or getting up to go to school. However, when faced with more complex matters like working with a group on a cadet or school project or finding more than one solution to a problem, a more efficient methodology may be required.

Trial and Error Analysis. This method is used to solve problems if there is a great deal of time available and the possible outcomes are not serious.

Logical Analysis. One of the processes to solve problems is logical analysis, if there is sufficient time available for consideration of all the options. Logical analysis helps reduce a complex thought process into a simple format. However, some problems are very simple so all the steps in the process may not be used. If the team follows these steps, they should be able to create a plan to implement a solution. When a task is assigned to cadets in a peer setting, the cadets should follow all the steps in the logical analysis

process. If a problem develops that cadets within a peer setting must solve, without being directed to do so, the cadets should begin the logical analysis at step 2.

1. **Confirm the Task.** By understanding both the problem and the aim or intent of the person assigning the task, the team has the freedom to act within their initiative to lead the team to success, especially when factors or plans change.
2. **Identify the Problem(s).** Once a problem is understood, the team must consider the problem or challenges that may occur in the implementation. This usually requires breaking the problem down into its component parts (“do this, then this, then this...”).
3. **Determine the “Critical Factor”.** There is usually one overriding problem in which all other issues will depend. This is called the CRITICAL FACTOR. Once identified, a plan to solve the problem can be formed around solving the critical factor.
4. **Develop Alternate Solutions.** Create as many possible solutions as time allows, drawing from the experience, knowledge and initiative of the team.
5. **Compare Alternatives.** Each solution must then be compared by the team in order to decide on the best solution. To decide which solution is the best, some questions may be asked:
 - a. Which solution is the simplest?
 - b. Which solution is the safest? What is the worst possible outcome? What are the dangerous elements?
 - c. Which solution is the most flexible?
 - d. Which solution uses available resources in an economical manner?
 - e. Which solution will solve the critical factor and all other problems?
6. **Determine the Best Solution.** The team should choose the best solution to implement the plan of action.
7. **Implement the Solution.** The team should create a plan to implement the solution and get the problem solved. If a plan does not work like the team wanted, they may try another of the alternative solutions.
8. **Evaluate the Plan and the Implementation.** The team should evaluate performance once the problem is solved. The team should examine the implementation of the solution and the needs that may not have been anticipated. Questions may include:
 - a. Was the solution a good one?
 - b. Was the plan to implement the solution a success?
 - c. What can we do to improve the plan or the implementation for the next time?
 - d. What lessons were learned?

PERSONAL INTEGRITY

The most basic quality of leadership is personal integrity. Integrity means moral uprightness; honesty. Personal integrity means doing the right thing, even if nobody is watching. People struggle daily with situations that demand decisions between what they want to do and what they ought to do. According to John C. Maxwell, the author of a number of best-selling books on leadership, if a leader uses personal integrity, a leader should be consistent. If what the leader says and what the leader does is the same, the results by the team will be consistent. For example:

- If the leader says to the team “be on time”, and the leader always is, then the team will be inclined to be on time also because of the leaders integrity.

- If the leader says to the team: “Be positive”, and always shows a positive attitude himself even under stress, then the team will be inclined to exhibit a positive attitude also because of the leaders integrity
- If the leader says to the team: “Put others first”, and shows by his example that he does put the team ahead of his own needs, then the team will put others first also because of the leaders integrity.

Brian Tracy, a leadership trainer, says, “The glue that holds all relationships together, including the relationship between the leader and the led is trust, and trust is based on integrity.” Personal integrity is the foundation of leadership. When cadets display this quality, it is the first step in their role as leaders within a peer setting.

JOURNALING

Reflective thinking and evaluating past performance of tasks through journaling allows cadets to synthesize new knowledge and experiences to prior understanding. Cadets may develop self-awareness and/or recognize positive attributes of leadership that they may wish to integrate into their own personal leadership style.