

## SUB-MODULE 2

Total time: 30 min

# What can happen when behaviours exceed or do not meet expectations

## PREPARATION

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### PRE-LESSON INSTRUCTIONS

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

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

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

### PRE-LESSON ASSIGNMENT

Nil.

### APPROACH

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

## INTRODUCTION

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### REVIEW

Nil.

### OBJECTIVES

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

### IMPORTANCE

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

## TEACHING POINT 1

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

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

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

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**The following topics were discussed in Sub-Module 1:**

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

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

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

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

### CONFIRMATION OF TEACHING POINT 1

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

## TEACHING POINT 2

Describe rewards and recognition in the Cadet Program

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

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



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

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

The 11 core leadership qualities of a cadet include being:

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

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

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

### **Citizenship**

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

### **Leadership**

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

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

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

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

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

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

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

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

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

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



**Intrinsic motivation.**

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

## ➤ ACTIVITY

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

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

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



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

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

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

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

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

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

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

## CONFIRMATION OF TEACHING POINT 2

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

## TEACHING POINT 3

### Explain impact not intent

*Time: 3 min Method: Interactive Lecture*

#### IMPACT NOT INTENT

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

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

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

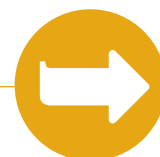
- contribute as an effective team member;
- accept personal accountability for actions and choices;
- exercise sound judgment; and
- demonstrate effective interpersonal communication skills.

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

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



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



# VIDEO SCENARIO 4 / IMPACT NOT INTENT 1

## Coat Room

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

### OBJECTIVE

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

### SETTING

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A coat room at a local corps.

### SITUATION

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#### IMPACT NOT INTENT #1: COAT ROOM

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

### QUESTIONS:

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

### POSSIBLE RESPONSES:

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

### CONCLUSION

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#### IMPACT NOT INTENT #1: COAT ROOM

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

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



# VIDEO SCENARIO 5 / IMPACT NOT INTENT 2

## Joke Telling

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

### OBJECTIVE

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

### SETTING

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At the canteen at the local squadron.

### SITUATION

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#### IMPACT NOT INTENT #2: JOKE TELLING

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

### QUESTIONS:

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

### POSSIBLE RESPONSES:

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

### CONCLUSION

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#### IMPACT NOT INTENT #2: JOKE TELLING

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

## CONFIRMATION OF TEACHING POINT 3

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



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

## TEACHING POINT 4

### Describe conduct and discipline in the Cadet Program

*Time: 13 min Method: Interactive Lecture*

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

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

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

# VIDEO SCENARIO 6 / MISCONDUCT

## Misbehaviour will Lead to Consequences #1: Roll Call

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



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

### OBJECTIVE

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

### SETTING

Local corps storage room and classroom.

### SITUATION

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

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

### QUESTIONS:

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

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

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



### CONCLUSION

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

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

# VIDEO SCENARIO 7 / MISCONDUCT

## Misbehaviour will Lead to Consequences #2: Tent Prank

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

### OBJECTIVE

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

### SETTING

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Cadet Summer Training Centre (CSTC).

### SITUATION

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

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

### QUESTIONS:

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



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

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

### CONCLUSION

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

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

# VIDEO SCENARIO 8 / MISCONDUCT

## Misbehaviour will Lead to Consequences #3: Cadet Dance

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

### OBJECTIVE

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

### SETTING

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A cadet dance.

### SITUATION

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

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

### QUESTIONS:

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

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

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



### POSSIBLE RESPONSES:

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

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

## CONCLUSION

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

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

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

## CONFIRMATION OF TEACHING POINT 4

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

# TEACHING POINT 5

## Conclusion

*Time: 2 min Method: Interactive Lecture*

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

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

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

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

### CONFIRMATION OF TEACHING POINT 5

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

### END OF LESSON CONFIRMATION

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

# CONCLUSION

### HOMEWORK / READING / PRACTICE

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Nil.

### METHOD OF EVALUATION

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Nil.

## CLOSING STATEMENT

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

## INSTRUCTOR NOTES / REMARKS

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Nil.

## REFERENCES

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

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

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