PO 411 LEADERSHIP

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REVIEW

Duties of a team member are:

a. comply with rules and orders;
b. make responsible decisions for your own (and your teammates’) safety;
c. maintain good personal habits and manners;
d. admit your mistakes and learn from experience;
e. cooperate with others and work as a member of a team;
f. accept constructive criticism;
g. take care of all personal and group; and
h. encourage your teammates.

Expect the unexpected. Making responsible decisions means doing the right thing even when no one is watching.
QUALITIES OF A LEADER

When you lead, give yourself objectives to measure your standard against. Describe yourself using these words:

a. **Honest** - you need to be honest and fair to gain trust;

b. **Responsible** – do the right thing for the team;

c. **Confident** – in yourself, your team and your leader(s);

d. **Enthusiastic** – it will inspire your team;

e. **Dependable** – be there when you are needed;

f. **Patient** - take time for your cadets, answer their questions and ensure they understand;

g. **Decisive** – make a safe and reasonable decision, based on the input of your team, and then carry it out;

h. **Determined** – finish the job;

i. **Loyal** – to your team, yourself, and your leader(s); and

j. **Courageous** – try something new, stick to your convictions, admit mistakes then correct them, and overcome challenges.

Leaders must demonstrate the will to accept the same risks and inconveniences that they ask of their team. They show this by sharing in the workload, eating the same food, carrying the same load, completing the same tasks, sleeping in similar shelters, etc. Leaders can further this sharing approach through simple acts like eating only after ensuring all team members have something to eat, checking team members are safe and secure before going to sleep, and being the last person standing in the rain when there’s not enough room under the tarp.
MORALE

In a cadet organization morale appears as:
   a. **common purpose** – members make decisions that benefit the team;
   b. **leadership** – leaders are trusted and experienced;
   c. **discipline** – the team works well together;
   d. **self-respect** - individuals respect themselves and others;
   e. **pride** – individuals feel a strong bond to the team goals;
   f. **comradeship** – members enjoy participating;
   g. **mutual confidence** – members trust their peers;
   h. **cadet’s well being** – leaders take care of their team; and
   i. **comfort and welfare** – the environment is one where members can easily learn and grow.

ESPRIT DE CORPS

Some easy ways to build team spirit are:
   a. ensure everyone knows each other;
   b. build trust by delegating small responsibilities;
   c. praise good performance, and correct errors fairly and immediately;
   d. watch for/fix, small problems before they become big;
   e. take care of your team members;
   f. share your experience;
   g. do activities together; and
   h. find some common bonds – things that members may have in common – and create new common experiences.
THE 10 PRINCIPLES OF LEADERSHIP

Leadership is a process of focusing and motivating, of looking forward and reflecting, and of making decisions. Because leadership is an art form rather than a science, there are no true rules – simply principles to guide a leader.

1. Lead by setting a good example for others to follow.
2. Get to know the cadets in your charge and look after their welfare.
3. Develop the leadership potential from among the cadets in your charge.
4. Make sound and timely decisions.
5. Train the cadets to work together as a team to complete a task.
6. Communicate your ideas and thoughts clearly.
7. Keep the cadets informed of all activities and developments as they happen.
8. Take personal initiatives.
9. Learn to recognize your personal strengths and weaknesses.
10. Treat the cadets as you would like to be treated yourself.
LEADERSHIP, MANAGEMENT, AND COMMAND

Leadership, Management and Command - these terms are universally used, but definitions vary between the civilian and military worlds. Army Cadets use the definitions from the Canadian Forces (CF) as a basis of understanding how these terms, and what they represent, are put into action in cadet activities. In school, most subjects are classified into two categories; the arts and the sciences. The arts are based on a personal interpretation of facts and general principles. The sciences are based on laws and equations that are accurate time and time again. Leadership and Management can be placed in these two categories respectively.

CF DEFINITIONS

Leadership: The art of influencing human behavior in order to accomplish a task in the manner desired by the leader.

Management: the science of employing human resources and material in the most economical and effective accomplishment of a task.

Command: the lawful authority that a superior exerts over their followers by virtue of their rank or appointment.
LEADERSHIP

The CF is a task-oriented organization – i.e. they exist to carry out a duty that is broadly understood by each member. So, a leadership model that ties directly into accomplishing a task is suitable. The Royal Canadian Army Cadets, organized on the CF model, can also find value in associating leadership with accomplishment.

Cadet training and activities may not always have a definable task (i.e. the goals may be in the areas of creating good citizens, choosing a healthy lifestyle, offering life changing experiences, etc). Leadership in Army Cadets may be further referred to as the art of influencing individuals and teams to accomplish shared goals with a competency and motivation they would not have achieved on their own. Leadership includes aspects of motivating, coaching, counseling, communicating, acting, and debriefing.

MANAGEMENT

Even though managers and leaders are often separated in the civilian world, the two are integral in the CF. In Army Cadets as well, the two roles are mutually inclusive. Previously we discussed that people expect their leaders to be good organizers and planners. Management includes aspects of planning, preparation, scheduling, communicating, coordinating, and studying.
Cadets who lead other cadets do not have a legal basis for their position of command, simply an institutional or traditional one. A cadet leader can rely on several sources of substance for their command:

a. **referent power** – when you are identified with, or valued by group members, they are more likely to agree with you, support your opinions, and follow you;

b. **legitimate power** – when a young person joins cadets they implicitly accept the authority of command of cadet leaders. This is defined by your rank and position – an indication of the level of support given to you by your Commanding Officer;

c. **expert power** – the more skill, knowledge and experience you have will generate the respect of your team and their acceptance of you as leader;

d. **reward power** – is based in your ability to, and your perceived predisposition to, praise and reward team members for positive behaviour. Your team will respect (and then learn to expect) *appropriate* rewards, and this expectation gives you strength to influence their behaviour; and

e. **coercive power** – is based on your ability to withdraw rewards or opportunities, and in some cases enforce disciplinary action. A leader who relies heavily on this power will soon nullify its effect.
INTRODUCTION

A leadership style is the approach that a leader adopts in the interest of getting the job done. Style is portrayed as a range of approaches based on how much authority a leader exercises and how free team members are to contribute to the situation. No one uses one style all the time - leaders should change their approach depending on the people involved and the situation.

The factors involved in the situation usually are associated with:

a. the elements of perceived risk, actual danger, or emergency;

b. time considerations - due to schedule, identified risk, or other conditions (e.g. amount of daylight left, approaching storm, availability of a resource, etc.);

c. how confident and competent you are in the skills and knowledge required by the task or challenge you are facing;

d. the competency, experience, morale and other factors associated with the team and/or members of the team;

e. the opportunity for effective communication from the leader to the team, and vice versa;

f. the complexity of a task; and

g. the size and scope of the task (e.g. the number of people, number of sub-tasks, number of levels of command, etc.).
THE AUTHORITATIVE STYLE

The authoritative style of leadership comes from a need to impose order on a situation where the team or individuals would be unable (or are unwilling) to impose the order themselves. The fundamental rule with this approach is to use only as much direction as is required by the situation. The situations where you could employ this style are:

a. situations of danger or emergencies;

b. when you require a high level of productivity from an inexperienced team or individual;

c. where the task is important, time is limited, and the team will be placed at risk if they are not successful;

d. passing on important orders or instructions;

e. significant feedback from the team is not required; or

f. when you are not trying to teach members of the team.

Authoritative leadership is for situations where simplicity, speed are uniform action are required (e.g. in extreme danger, when time is an over-riding factor, or when large numbers are involved) and where the consequences of poor decisions are severe. This style does not infer that communication is cut off from the team to the leader. In fact the leader must work even harder to assess and understand the attitudes and ideas of the team members. As with any leadership style, the team must be ready and willing to accept authoritative leadership – and they must trust that the leader is adopting this style for the best interest of the team.
THE PARTICIPATIVE STYLE

The participative approach is a process of personal interaction between a leader and team members. This style has two key elements:

a. the **Persuasive** element - by setting an example, the persuasive leader encourages and inspires cadets to participate in the assigned task; and

b. the **Developmental** element - this leader instructs, guides, coaches and assists team members in an effort to develop their skills and experience.

In this style the leader may still direct activity, but often with significant feedback from the team as well as an emphasis placed on personal initiative by the members. This approach is most common when working with a new team, or a team that is in a learning situation (especially complex skills or knowledge). A leader may also adopt the participative style when a team seems unlikely to meet its goals, but when the situation is not yet serious enough for the authoritative approach.

The participative approach also enables leaders to demonstrate and instruct behaviours and attitudes. This style is the best opportunity for a leader to get to know their team and it requires a significant amount of two-way communication. It is also helpful in building, or rebuilding trust within a team.
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THE FREE-REIN STYLE

The free-rein approach calls for the leader to temporarily withdraw influence, giving the cadets the opportunity to work on their own. This approach is most common with experienced teams carrying out routine activities (e.g. setting up a bivouac site, cooking lunch, organizing for parades, etc.).

The free-rein style greatly benefits self-motivated team members looking for new responsibilities and challenges. Whether tasks are assigned by the leader, or shared by team members, this approach allows an opportunity for the leader to assess the development of leadership skills of team members.

Leaders who adopt this approach do not abdicate their responsibilities for safety or guiding the team towards shared goals.

CONSCIENTIOUS LEADERSHIP

Conscientious leadership is the willingness to put yourself in another’s shoes, to be compassionate, and to accept another’s wellbeing as a priority of your own. You can demonstrate this by:

a. seeing things from a team member’s point of view;
b. sharing your own experiences and being open and accessible;
c. listening;
d. coaching, motivating and helping;
e. keeping promises and following through with plans;
f. forgiving errors and not prejudicing;
g. not surprising people with bad news – give fair and clear warnings, and make plans for improvement;
h. correcting mistakes with appropriate action; and
i. acknowledging contributions towards team morale and success – especially from those whose contributions may be few.

ETHICAL LEADERSHIP

Ethics is about right and wrong, and doing the right thing. Any action, or lack of action, that affects human beings involves ethics. The Canadian Charter of Rights and Freedoms is a good example of the ethical structure of the Canadian democratic system. The ethical principles of equality, fairness, mutual respect and human rights are what make our society function. As a leader in the Royal Canadian Army Cadets, you have a responsibility to act within these ethical guidelines

Remember: you are not required to follow an order you know is unlawful, and you have a responsibility to speak out or act when you see unethical behaviour.
EFFECTIVE COMMUNICATION

Communication is a process of sharing information between two or more people. The information and the method of sharing can range from simple to complex. Effective communication occurs when:

a. the originator expresses what they intended; and
b. the recipient of the information alters their actions or beliefs on the basis of what the originator meant.

As we know, communication is far from being exact. A message sent by you is rarely received exactly the way that you meant it. There are several factors that affect human communication:

a. what is meant by the originator;
b. what is understood by the recipient;
c. barriers to communication;
d. the result of communication; and
e. feedback.
MIND OF THE ORIGINATOR

As a leader, you are required to communicate with your cadets. In most cases you and your cadets will communicate your ideas orally, although you will employ other methods consciously or unconsciously. Communication begins with you generating a concept in your head. This concept is based on past experience and learning, the influence of the current situation, and your ability to formulate new concepts. To communicate this concept to another person, you have to translate it into a combination of words, actions, and/or emotions.

Spoken (and written) communication contains many aspects that affect the presentation of your ideas. The actual content of your message that you wish to communicate can vary tremendously from a request for assistance to instructions on how to complete a task. The content can be expressed using language that is complex, very simple or highly technical. The last of the aspects of oral communication that can affect your message is your intent. Are you trying to convince someone? Are you trying to motivate a group or are you trying to promote understanding of a subject?

Use your body to help express or clarify your intention, e.g. pointing and saying “Over there.” If you are communicating a skill, have the team follow your actions as you progress through the skill. Flavour your communication by putting it in context of what you feel is important to the recipient.
MIND OF THE RECIPIENT

Once you have sent your message, it is up to the recipient to receive your message. The recipient decodes your transmission, relying on their ability to understand the language of the information, as well as their interpretation of other clues.

There are several aspects that effect the efficiency of receiving your message. Is the recipient ready to listen? Is the recipient’s mind open and is the recipient concentrating on what you are saying? Once the recipient has heard your message, did the recipient perceive your meaning? Lastly, the recipient must be able to recall the information that you sent.

The recipient will take your information and process it like you did when you originally received it. They will understand your information in context of their past learning and experience, and will judge its value based on their own scale of importance.

BARRIERS TO COMMUNICATION

In between the originator and the recipient there may be barriers to communication:

a. emotional barriers - between the originator and the recipient. Worry, fear and mistrust can take away from your message. A recipient with strong negative emotions about the originator will have difficulty processing any message sent;
b. prejudicial barriers – where the originator or recipient misjudges the intent, or the ability to understand, of the other;
c. misinterpretation barriers – where the originator or recipient misinterpret the meaning of the message, including poor encoding by originator, or incorrect assumptions of the recipient’s values;
d. mixed message barriers – where the body language, tone of voice, or other factors create a message that opposes the spoken words of the originator’s message;
e. vocabulary barriers – where the originator uses the incorrect vocabulary for what they are trying to express, or the recipient doesn’t understand the vocabulary used. Words often have more than one meaning, e.g. there are no less than 47 contexts for the word *face* and 73 contexts for the word *round*. If the recipient is not sure of which meaning was intended, the message will get lost;
f. overload barriers – where the recipient has taken in too much new information and cannot process the message; and
g. noise barriers – a distracted or inattentive listener will reduce the understanding and recall of the message because only parts of the message were heard. Listening requires an environment free of distractions and other physical and psychological noise, and it is easy to become distracted when listening. ‘Noise’ is one of the worst barriers to communication.
RESULT AND FEEDBACK

**Result** - once the message has been received and understood, the recipient may then change their behaviour or beliefs, or they may disagree with the message, or offer alternate solutions, etc. The originator can monitor the success of their communication by watching for these results. This is the most obvious indication of the message being received. The originator must give appropriate time for the message to be processed, evaluated and valued, and then acted on. The message could be repeated, re-worded and repeated, or adjusted if the results of the message indicate a miscommunication.

**Feedback** – immediate results may not uncover problems with communication. The originator must continue to evaluate the effectiveness of their communication. Feedback is the best method of continuing the communication process. While the recipient may offer some initial feedback – “I don’t understand what you are saying!” or “You want me to do what?” – or may act in a different manner than intended, it is usually beneficial for the originator to draw feedback from the recipient(s). This can be done by asking them to repeat to you what was said, what task was assigned to them, or by other questions that will show that they understood and are ready to act.

It is the responsibility of the leader to ensure that communications are clear and understood by drawing feedback from the cadets, not the cadets to volunteer feedback.
Guidelines for effective communication:

a. make sure your message is accurate and complete – up-to-date and correct information;
b. make sure the information is being communicated to the people that need it;
c. give the recipient enough time to process the message before you expect action;
d. finish one message before beginning another;
e. be friendly and communicate in a personal manner;
f. be a good listener, and draw feedback from recipients;
g. take responsibility to make sure your meaning and intent were understood.

ORDERS

An ‘order’ is a very formal format of communication. They are traditionally written or verbal. An order is the clearest, most direct communication of information related to the accomplishment of a task from a leader to a team or individual.

There are four types of orders:
1. Direct order – is specific, concise and definite. The recipient of a legal direct order is obliged to respond without hesitation or indecision. Direct orders are used when the leader has determined that there are no other viable options for action. Drill commands are an example of direct orders;
2. Request – is a softened direct order where the leader is expressing their will, however there is some latitude for
the recipient to use their initiative to accomplish the instruction. E.g. “Cadet G, can you help Cpl R with that stove?”

3. **Implied order** – relies on the initiative, experience, confidence and knowledge of the recipient to accomplish the instruction. It is most commonly used with experienced team members when the leader gives the order, and a reasonable person understands that there are other orders implied but not spoken. E.g. “Sgt H, set the bivouac site on that edge of the clearing.” – the implied orders are that all rules for minimum impact and bivouac sites will be followed, and Sgt H understands that she is responsible to you to ensure that the task is carried out.

4. **Call for volunteers** – is used to give team members an opportunity to feel integral to the success of the task, or to improve team members’ sense of responsibility to be involved.

**When you give orders:**

a. Plan – the content of the order. Be clear, concise, to the point, and follow a chronological order. Avoid unnecessary information and petty instructions;

b. Deliver – the order clearly, in an orderly fashion, and directly to the member or team that requires the information. Ensure the recipient knows what your aim is, what level of quality and quantity is expected, and what the factors of the situation are;
c. Confirm – the order was understood by requesting feedback and observing results; and
d. Evaluate – the effectiveness of your order giving style and content by observing results, listening to feedback and asking peers to critique your style. Adjust your order-giving style to improve for the next time.

To receive orders at a scheduled orders session, arrive early to read background information, examine marked maps, prepare yourself, receive handouts, etc.:
a. listen to the entire instruction;
b. write down details, and start a list of questions you want to ask at the end;
c. confirm the aim of the activity;
d. confirm the details of tasks or responsibilities assigned to you;
e. confirm and write down tasks and responsibilities of people you will have to deal with during the activity;
f. confirm critical timings, emergency and supervisory plans;
g. confirm travel orders;
h. confirm resource requirements;
i. confirm the method of communications;
j. confirm the chain of command; and
k. confirm that your watch is synchronized to the watch of the commander.
Supervision is one of the most important responsibilities of cadet leaders. Supervisors may be responsible to oversee an area, an activity, a group or a specific individual. While supervision may be required for assessment or instruction of skills, efficient or effective management of personnel or ensuring compliance with rules, its most important role is safety. Supervision is not only a leadership responsibility, it is also a legal responsibility.

For clarity and precise instruction, supervision can be further modified:

a. **general supervision** – participants are undergoing planned activity, but may not be immediately in view;

b. **close supervision** – participants are in view, and within range of voice signals;

c. **direct supervision** – participants are within 3m; or

d. **immediate supervision** – participant(s) are within your arms length.

**SUPERVISION FOR SAFETY**

The supervisor’s checklist:

1. Plan ahead – admit that accidents can happen to you and set in place a plan for emergencies --communicate that plan to everyone involved;

2. Search for dangerous conditions and situations – remember that danger is often a combination of
conditions (e.g. fatigue, poor planning, ice and steep slopes). Judge an activity based on what the worst possible outcome could be if there was an accident. You can manage the risks of dangerous situations by:

a. removing elements that contribute to the danger;

b. avoiding dangerous elements by re-routing, moving training areas, changing the goals or objectives of the activity, or canceling the activity; and

c. rate the level of seriousness of the elements and accept that there is a level of risk that is acceptable – anything higher than that level requires removing the danger or altering your activity to avoid it;

3. Monitor the situation - to determine if your original judgement on danger was accurate, and to track new risk conditions;

4. Minimize losses – make choices that will result in the lowest overall loss – e.g. if the choice is save a canoe and equipment trapped in a rapid versus risking a life to get it back, accept the loss of the canoe and equipment. In the event of an accident act immediately to ensure safety and initiate first aid; and

5. Make appropriate adjustments – if new risks are identified, or an accident happens, go back to your original plan and make the right adjustments – don’t continue as if nothing had happened.
SUPERVISION FOR ASSESSING SKILLS

Supervising shows your team that you think their work is important, it will also allow you to immediately correct any errors or inconsistencies of performance. Once a problem is detected, the leader should:

1. Stop the cadet;
2. Explain what is wrong with the work;
3. Demonstrate and explain the correct procedure;
4. Have the cadet continue to work (leader inspects); then
5. Follow up on the cadet at a later date by assigning that cadet a similar task so that improvement can be noted.

As a leader, it depends on your personal initiative to decide whom and when to supervise. Use direct supervision when:
   a. cadets need assistance to achieve success;
   b. failure is costly (safety, resources, esprit de corps);
   c. cadets have had significant difficulty with this work in the past; and
   d. you are working with new or inexperienced group.

To properly oversee a cadet activity:

1. Find a good position to supervise from;
2. Observe the activity carefully;
3. Take notes on the task being performed;
4. Interact only when necessary (usually safety error);
5. Check or visually inspect the completed work; then
6. Inform cadets of the results.
EO 411.09: SOLVE A PROBLEM

Every task that is assigned requires some degree of problem solving. The action for solving a problem will depend on the complexity of the task, safety, and the resources available – time, people, skills, equipment, etc.

For simple tasks Standard Operating Procedures (SOPs) help speed up your work by establishing a standardized procedure for routine activities – e.g. labeling all kit with a permanent marker for easy identification.

For more complex tasks there are three methods to help the leader solve problems. You decide on the best method based on the time available. These methods are:
   a. trial and error;
   b. straight analysis; and
   c. logical analysis (most common method).

LOGICAL ANALYSIS AND THE MILITARY ESTIMATE

Logical Analysis - is the best process if there is sufficient time available for consideration of all the options. It helps reduce a complex thought process to a simple format. There are seven steps that the leader must follow in order to formulate a good plan of action:
   1. Confirm the task – by understanding both the task and the aim or intent of the person assigning the task, you
then have the freedom to act within your personal initiative to lead your team to success – especially when factors or plans change;

2. **Identify the problem(s)** - once the task is understood, the leader must consider the problems or challenges that may occur in the execution – this usually requires breaking the task down into its component parts (“do this, then this, then this…”);

3. **Determine the ‘Critical Factor’** - there is usually one problem which all others will depend on. This is called the CRITICAL FACTOR. Once identified, a plan to solve the problem can be formed around solving the critical factor;

4. **Develop alternative solutions** – create as many possible solutions as time allows, drawing from the experience, knowledge and initiative of your team;

5. **Compare alternatives** - each solution must then be compared in order to decide upon the best solution. In order to decide, ask some of these questions:
   - (1) Which solution is the simplest?
   - (2) Which solution is the safest? What is the worst possible outcome? What are the dangerous elements?
   - (3) Which solution is the most flexible?
   - (4) Which solution uses available resources in an economical manner?
   - (5) Which will solve the critical factor and all other problems?
6. **Determine the best solution** - choose the best solution to implement in your plan of action; and

7. **Implement the solution** - implement the solution into the plan and get the task done. If the plan does not work like you wanted, you can always fall back on one of your alternative solutions.

**The military estimate** - is the process of logical analysis reduced to a simple format – **Aim, Factors, Courses Open** and **Plan**.

| AIM | What is the team aim or goal – or what is the intent of your commander who assigned the task. |
| FACTORS | Safety, time, physical and mental condition of the team members, resources available, environmental conditions (rain, darkness, temperature), etc. |
| COURSES OPEN | List and compare the options open to the team. Consider safety, your team, resources and flexibility. |
| PLAN | Select the safest and most reasonable plan. |

**TRIAL AND ERROR AND STRAIGHT ANALYSIS**

**Trial and Error Analysis** - is often applied in highly complex situations where a single solution does not seem obvious.
Leaders are aware that error is a probability. By simplifying the situation, logical analysis can be applied to eventually solve the problem. This method should be utilized if there is a great deal of time available and the possible outcomes are not serious. E.g. a team has been tasked with loading a vehicle with equipment. They try several ways of loading, only to discover that the most important factor is not that everything fits but that all the heavy items are placed forward of the rear wheels.

**Straight Analysis** - involves a compressed problem solving process because time is of the essence. The most important considerations will be met while secondary ones will be overlooked – e.g. a leader will rescue a cadet from a capsized canoe, before recovering any equipment.

**MAKING A SIMPLE PLAN**

A plan will answer these questions:
- what tasks must be done to achieve team goal or task?
- who will do what jobs?
- when must the work start? If the re is more than one phase, when will each phase start and finish?
- when must the whole job be finished?
- where will the job be worked on? What routes or travel arrangements are there?
- how is each task to be done? What SOP’s are to be used? What rules and regulations apply?
- what’s the supervisory plan?
h. what’s the emergency plan and who is responsible for each part of it?

i. what dress, equipment, resources are required?

j. how will the team communicate (radio, whistle, voice, hand signal, etc.)?

k. who’s in charge?

THE PROBLEM SOLVING CLIMATE

The ground rules for developing a problem solving climate are:

   a. express regard, respect and consideration for the thoughts and opinions of each team member;
   b. encourage team members to assist each other in their expression of opinion;
   c. implement the sound ideas and suggestions advanced by team members;
   d. promote the feeling that each person is an important member of the team; and
   e. permit the expression of contrary opinions, knowing that failing to do so may lead to members becoming preoccupied, withdrawn, or resistant to decisions arrived at.

JUDGEMENT

Sound judgement is a leader’s primary tool in safe and reasonable decision making. Judgement is a cycle of three thought processes: inductive reflection, deductive reflection,
and evaluative reflection. Inductive reflection is used to make general concepts from experience – e.g. participating in a weekend hike forms some concepts of hiking in your mind. Deductive reflection is used to make specific predictions based on general concepts – e.g. having been on a hike before, you are able to make predictions about what the next hike will be like. We use evaluative reflection to analyse the accuracy of our predictions and then to define or refine our general concepts – e.g. the second hike was on a hilly route, so the new experience of hiking up and down hills is added to our overall understanding of hiking in general.

Inductive reflection forms the base of skill and knowledge. Deductive reflection allows us to use what we know to overcome challenges and evaluative reflection allows us to learn from success or failure. Sound judgement must be developed in this manner, through a continuing process of learning, applying, and learning. The key is that you cannot develop sound judgement without challenging yourself and then analysing both your successes and your failures. Listen to other leaders and analyse their good judgement. Keep a logbook or journal to assist your learning process. Never stop learning or trying.