



COMMON TRAINING INSTRUCTIONAL GUIDE



SECTION 5

EO M203.05 – DISCUSS INFLUENCE BEHAVIOURS

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-802/PG-001, Chapter 4. Specific uses for said resources are identified throughout the Instructional Guide within the TP for which they are required.

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

Make six copies of the handouts located at [Annexes B, C and D](#) for the activities in TP1 to TP3.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An in-class activity was chosen for TP1 to TP3 as an interactive way to provoke thought and stimulate an interest among cadets.

A group discussion was chosen for TP4 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about influence behaviours.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall be expected to discuss influence behaviours.

IMPORTANCE

It is important for cadets to acknowledge the influence they have in a peer setting. Learning influence behaviours may enable cadets to choose the correct influence behaviour for the situation to successfully accomplish tasks in a peer setting.

Teaching Point 1**Perform in a Skit to Portray Directive Behaviour**

Time: 5 min

Method: In-class Activity



The earliest studies of leadership commonly referred to influence behaviours as leadership styles or approaches. The three influence behaviours listed below are chosen from a spectrum of eight influence behaviours.

ACTIVITY**OBJECTIVE**

The objective of this activity is to have cadets perform in a skit to portray directive behaviour and to recognize its use.

RESOURCES

Skit located at [Annex B](#).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have cadets volunteer to perform in the skit.
2. Distribute the scripts to the cadets who volunteered.
3. Have cadets perform the skit.
4. Ask cadets to brainstorm a list of traits they noticed about Cadet Purple in this skit.
5. Copy the list on a whiteboard/flipchart/OHP.
6. Have cadets return the scripts.



Upon completion of the brainstorming conclude by summarizing directive behaviour before moving on to the next TP.

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.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What does directive behaviour involve?
- Q2. When is directive behaviour appropriate?
- Q3. Where is directive behaviour used most often?

ANTICIPATED ANSWERS

- A1. Directive behaviour involves telling teammates what they are to do, and possibly, when, how and to what standard.
- A2. 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.
- A3. Directive behaviour is used most often in emergency situations where time, safety, and control of personnel are factors.

Teaching Point 2
Perform in a Skit to Portray Persuasive Behaviour

Time: 5 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have cadets perform in a skit to portray persuasive behaviour and to recognize its use.

RESOURCES

Skit located at [Annex C](#).


ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have cadets volunteer to perform in the skit.
2. Distribute the scripts to the cadets who volunteered.
3. Have cadets perform the skit.
4. Ask cadets to brainstorm a list of traits they noticed about Cadet Purple in this skit.
5. Copy the list on a whiteboard/flipchart/OHP.

6. Have cadets return the scripts.



Upon completion of the brainstorming conclude by summarizing persuasive behaviour before moving on to the next TP.

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.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. When is persuasive behaviour used?
- Q2. What are the potential benefits of the persuasive behaviour?
- Q3. Name three situations where persuasive behaviour may be used?

ANTICIPATED ANSWERS

- A1. Persuasive behaviour is used to influence decision-making and motivate others.
- A2. Persuasive 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.
- A3. Persuasive behaviour may be used when problem-solving, counselling, teaching, etc.

Teaching Point 3

Perform in a Skit to Portray Participative Behaviour

Time: 5 min

Method: In-class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have cadets perform in a skit to portray participative behaviour and to recognize its use.

RESOURCES

Skit found at [Annex D](#).

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS

1. Have cadets volunteer to perform in the skit.
2. Distribute the scripts to the cadets who volunteered.
3. Have cadets perform the skit.
4. Ask cadets to brainstorm a list of traits they noticed about Cadet Purple in this skit.
5. Copy the list on a whiteboard/flipchart/OHP.
6. Have cadets return the scripts.



Upon completion of the brainstorming conclude by summarizing participative behaviour before moving on to the next TP.

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 team-building 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.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What does participative behaviour involve?
- Q2. What are the two basic methods of employing persuasive behaviours?
- Q3. Name three situations where participative behaviour may be used.

ANTICIPATED ANSWERS

- A1. Participative behaviour involves sharing decision-making with others.
- A2. Participative behaviours employ two basic methods – individual or group consultations and joint decision-making.
- A3. Participative behaviour may be used during problem solving, participating in team-building activities, resolving conflict in a peer setting, etc.

Teaching Point 4

Discuss Situations in Which Cadets May Employ the Various Influence Behaviours in Peer Group Settings

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



The point of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.

Different influence behaviours will be used during different situations. A good leader may use a combination of behaviours based on the situation, the experience of the followers, the time to get a task done, etc. Each of the influence behaviours has its place and can be used effectively under the correct conditions.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

- Establish ground rules for discussion, e.g. everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer.
- Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS

- Q1. When is directive behaviour most effective at cadets or at school?
- Q2. When is persuasive behaviour most effective at cadets or at school?
- Q3. When is participative behaviour most effective at cadets or at school?
- Q4. What are the differences between persuasive and participative behaviours?



Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.



Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 4

The cadets' participation in the group discussion will serve as confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the activities in TP1 to TP3 and the group discussion in TP4 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Through the Cadet Program there may be many opportunities for cadets to influence their peers. Choosing the correct influence behaviour for a situation may assist them in accomplishing tasks in a peer setting.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

- A0-047 A-PA-005-000/AP-004 DND. (2005). *Leadership in the Canadian Forces: Conceptual Foundations*. Ottawa, ON: Department of National Defence.
- A0-048 A-PA-005-000/AP-003 DND. (2005). *Leadership in the Canadian Forces: Doctrine*. Ottawa, ON: Department of National Defence.
- C0-113 (ISBN 1-882664-12-4) Karnes, F. A. & Bean, S. M. (1995). *Leadership for Students: A Practical Guide for Ages 8-18*. Waco, Texas: Prufrock Press.
- C0-115 (ISBN 0-7879-4059-3) Van Linden, J. A. & Fertman, C. I. (1998). *Youth Leadership*. San Francisco, California: Jossey-Bass Inc.