

MILITARY TRAINING

VOLUME 15

A GUIDE FOR INSTRUCTORS

(BILINGUAL)

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FOREWORD

1. B-GL-318-015/PT-002, Military Training, Volume 15, A Guide for Instructors is issued on the authority of the Chief of the Defence Staff. It is effective on receipt.
2. Standardization of individual training within Mobile Command has significantly improved since the implementation of the Army Systems Approach to Training. This system provides the tools, from the Course Training Standard to the validation process, to ensure that soldiers develop the required knowledge, skill and attitude to perform effectively.
3. The instructor is a vital link in this process and must ensure that the intent of training is carried out. This guide has been compiled to provide a national publication to be utilized as a ready reference. A guide of this kind cannot claim to deal with everything that may be included under a title as broad as leadership. However, in a concise and general way it attempts to touch on all those aspects of leadership required by junior leaders, specifically those who are employed as instructors.
4. Within the Army Systems Approach to Training a rigid national standard cannot be set for instructors. This publication only provides sufficient information to be used as a guide. In the final analysis, what matters is how the instructor applies this guide to ensure the intent of training is met.
5. Suggestions for amendment to this guide should be forwarded through command channels to SSO Individual Training, FMC HQ.

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CHAPTER 1

INTRODUCTION

GENERAL

1. There have been occasions when Mobile Command instructors have exhibited inappropriate conduct. Some of these incidents were caused by over zealous instructors while others were due to inappropriate training techniques. This demonstrated a lack of respect for the dignity of the candidates and sometimes abusive treatment occurred. These incidents are unacceptable and are not only symptomatic of an approach that is disturbing but are indications of deterioration of the fundamentals of leadership.

2. The principles of leadership and personnel management are both timeless and universal. A considerable amount has been written on these topics and the references (Annex C) are recommended for further study. Excerpts have been taken from the references and are restated to provide a guide for instructors and as an aid to junior leaders.

AIM

3. The aim of this manual is to provide guidance to instructors and junior leaders so that they may avoid inappropriate behaviour while instructing service members.

SCOPE

4. To meet the aim, the topics in this guide have been laid out in the following sequence:
- a. leadership;
 - b. ethical responsibilities of instructors;
 - c. guidelines for instructors;
 - d. mixed gender groups;
 - e. corrective action;
 - f. Annex A - Checklist of Performance Related Errors to be Avoided;
 - g. Annex B - Checklist of Personnel Related Errors to be Avoided; and
 - h. Annex C - References for Instructors.

CHAPTER 2

LEADERSHIP

DEFINITION

1. Leadership is defined as:

"The art of influencing human behaviour to accomplish a mission in the manner desired by the leader."

QUALITIES

2. To be a good military leader, there are six essential characteristics. These are:
 - a. **Loyalty.** There are two forms of loyalty. One must be loyal upwards to superiors and through them to the government and the country. Concurrently, one must be loyal to subordinates. Where loyalty to superiors and subordinates cannot be simultaneously satisfied, then loyalty upwards must prevail, because in the final analysis it is loyalty to our country that counts most. Finally, loyalty demands that one forsake personal pleasures if they conflict in any way with the performance of duties.
 - b. **Competence.** In order to lead one must be informed and competent. One must possess knowledge to be efficient and consequently one will gain respect not only from subordinates but from superiors as well. Formal education alone is not enough. Self-education is also required.
 - c. **Integrity.** A good leader will not deceive others in any way, no matter what the circumstances. A leader must make decisions and accept the results.
 - d. **Courage.** Courage is a quality of the mind which makes one refuse to be swayed from the aim by danger or difficulty. We are more conscious of courage in wartime than in peacetime, but the less spectacular peacetime courage is not less important. Those leaders in positions of responsibility that are faced with decisions that may call for a large measure of moral courage must not be indecisive.
 - e. **Concern.** Subordinates have the right to feel that they are more than just a number and are considered as individuals. Concern also involves an interest in the welfare of one's subordinates. In some cases, it also implies a concern for high standards of tough training in order that one's subordinates can be properly prepared for the task and hazards which they may encounter.
 - f. **Example.** A good military leader must always set a good example. Leaders should be models for their subordinates.

RULES

3. A non-exhaustive list of general rules for all leaders follows:
 - a. Recognize that leadership and popularity are not synonymous.
 - b. Always support your superiors and make it clear to your subordinates that you do.
 - c. Always be concerned about the welfare of your subordinates and let them know that you are.
 - d. Work hard and don't waste time. Dedicate your effort to the current task and avoid spending time on trivial or irrelevant matters.
 - a. Be meticulous and correct about your conduct, bearing, dress and personal relationships.
 - f. Never take things for granted, check and double check.

ETHICS

4. The instructor is in a position of trust. Few people exert so great an influence on so many as does the instructor. The ethical behaviour and professional integrity of the instructor must be beyond reproach. The instructor must recognize the nature of individuals and deal impartially with each trainee. The instructor must help every trainee to reach their maximum potential regardless of their physical, mental, social, racial or religious characteristics. Instructors must give dynamic, enthusiastic support, not only to their subject, but to the entire training program. As a leader, the instructor is looked to for direction and guidance. Thus, instructors must continually strive to broaden their understanding and deepen their knowledge, particularly in their own subject. Finally, instructors must always be conscious of the responsibility entrusted to them.

5. There are certain actions and or situations that leaders and instructors must prevent:
 - a. **Hazing.** Hazing includes any initiation practice which is not of a normal military nature. Hazing and unofficial types of punishment are forbidden.
 - b. **Personal Harassment.** Personal harassment means unsolicited behaviour by an individual that is directed at or is offensive to another individual; that is based on personal characteristics including, for example, race, religion, sex, physical characteristics or mannerisms; and that a reasonable person ought to know would be unwelcome. Sexual harassment is defined as a type of personal harassment that has a sexual purpose or is of a sexual nature including, but not limited to, touching, leering, lascivious remarks and the display of pornographic material. Personal harassment in any form is an insidious practice that erodes mutual trust and confidence, conditions which are important to military operational

effectiveness. Personal harassment, including sexual harassment, destroys individual dignity, lowers morale and breaks down unit cohesiveness. Leaders at every level must be knowledgeable about and sensitive to the many forms that personal harassment can take. It may involve unwarranted comments, gestures, physical contact or the display of offensive material. It may occur as a single event or it may involve a continuing series of incidents. It may involve the abuse of authority or position or it may involve relations among peers. Sexual harassment, as a specific type of personal harassment, can victimize both men and women. CFAO 19-39 Personal Harassment details the procedures for lodging and receiving complaints of personal harassment.

- c. **Gender Harassment.** This includes comments, jokes, gestures or actions directed at members of a gender group which convey attitudes that cause uncomfortable feelings. Actions of this nature are forbidden.
- d. **Fraternization and Inappropriate Personal Relationships.** Fraternalization, or familiarity between ranks, poses one of the greatest threats to discipline and the effectiveness of the unit. The disciplinary structure of the army is founded upon mutual respect, trust and pride. Fraternalization undermines that structure and overt disrespect for rank will result. Inappropriate leader/subordinate liaisons contribute directly to an erosion of unit morale, cohesion, confidence and pride. The leaders who do engage in such unprofessional conduct abuse the power that their rank provides whether or not this is their intention. They also set the tone in their units with regard to the treatment and respect of service members. Whether that treatment is exploitive or professional may well be determined by the actions of one leader. Unprofessional displays of intimacy and sexual misconduct among persons of equal rank are also destructive to morale and effectiveness. CFAO 19-38 Mixed Gender Relationships gives the Canadian Forces (CF) policy.

CHAPTER 3

GUIDELINES FOR INSTRUCTORS

GENERAL

1. The Canadian soldier is unique - he or she is a volunteer. This demonstrates a willingness for the commitment that military service requires. Thus the recruit is likely prepared to learn whatever is necessary to succeed in service life. Whatever the reason for the recruit joining, be it a spirit of adventure, a desire to improve marketable job skills, the wish to belong to something of value, or merely the need for employment, it is up to the instructor to capitalize upon this demonstrated willingness to serve. Given the proper leadership, the willing recruit can develop into a fit, alert, self-confident, self-reliant soldier who is selfless and loyal to comrades, leaders and the unit. Recruits and trainees at all levels expect discipline throughout the training period. This discipline is manifested in obedience and initiative. The instructor should instill, develop and maintain discipline through the pride and self respect which soldiers have in themselves and their units.

2. The instructor's role is to ensure the intent of training is carried out (ie, that trainees receive the right training in the allotted time). The quality of training and consequently job performance will depend to a great extent on the competence of the instructor. In a sense, the future competency of an occupation is in the hands of instructors.

SPECIFIC POINTS

3. The following are some specific guidelines for instructors to help them to provide a proper learning environment:

- a. **Keep Trainees Motivated.** Trainees gain more from wanting to learn than from being forced to learn. All too often trainees do not realize how a particular lesson or course can help them reach an important goal. When they can see the benefits or purpose of a lesson or course, their enjoyment and their efforts will increase. Do not be afraid to use your imagination when considering a teaching methodology for presenting a lesson.
- b. **Keep Trainees Informed.** To ensure that all trainees know what to expect, it is important to keep them informed of what you expect from them and what they can expect from you. This can be accomplished by:
 - (1) giving them an overview of the course;
 - (2) keeping them posted on their progress; and
 - (3) giving them adequate notice of examinations, assignments and administrative requirements.

- c. **Approach Trainees as Individuals.** When instructors limit their thinking to the whole group without considering the individual, the effort is directed at an average personality which really fits no one. Each individual has a unique personality which should be acknowledged.
- d. **Give Credit When Due.** When a trainee does something extremely well, the result should be noted. Praise or credit from the instructor acts as a reward to the trainee and provides incentive to do even better but should not be given too freely, as it becomes valueless.
- e. **Appropriate Feedback.** Although it is important to give praise and credit when deserved, it is equally important to identify mistakes and failures. To tell the trainee that a mistake has been made without explaining why or how does not help. Explain the error and how it can be corrected so that the trainee can progress.
- f. **Be Consistent.** To prevent the trainees from becoming confused, the instructor must be consistent in approach so that trainees know what to expect.
- g. **Admit Personal Errors.** No one expects perfection. By admitting and correcting errors, the confidence in an instructor will be increased.
- h. **Humour.** Regardless of the seriousness of a lesson or situation, the instructor can frequently defuse a tense situation or motivate a trainee through the judicious use of humor.

4. These guidelines are but a few of the many attitudes and reactions that can help establish good human relations in the classroom and in the field. Instructors should treat trainees as they would wish to be treated if the relationship were reversed. Good human relations not only promote interest in training activities but also ensure more effective learning.

MIXED GENDER GROUPS

5. All military occupations are now open to females. The success of integration of females into previously all-male occupations and the maintenance of group cohesion and morale in mixed gender courses at schools and training establishments rests to a large extent on the instructor. There are a number of actions which can be taken by instructors to counter the effects of prejudice:

- a. Present the members with the established fact that they are part of a mixed gender group. Once the fact of an integrated organization is understood the necessary psychological adjustments will occur.
- b. Convey the fact that both genders are a necessary and legitimate part of the group. Provide them with strong support and actions. Do not single one gender out for special consideration but show that members of that group belong equally.

- c. Maintain a high level of teamwork and stress the interdependence of individuals. Ensure they are not splitting into male and female factions. Never pit one group against the other.
- d. Never ignore prejudiced behaviour by trying to remain neutral. True leadership is not neutral, it is fair. There is a world of difference between these two attitudes.

CHAPTER 4

CORRECTIVE ACTION

GENERAL

1. Despite the best efforts of instructors, there will be occasions when the most favourable course of action open is corrective action.
2. The purpose behind corrective action deserves your special attention. The reasons for corrective action are:
 - a. to ensure that the mission is accomplished,
 - b. to teach the person to do a better job in the future, and
 - c. to motivate someone to perform better.
3. Corrective action should never be used for revenge against anyone. To use it in this manner will invariably make the person angry, bitter, hostile and unwilling to try to do better in the future - the very opposite of good motivation.

CORRECTIVE ACTIONS

4. Types of corrective actions used in the CF are:
 - a. **Require Immediate Correction of the Mistake.** The first action you should always take when a person fails to perform properly is to require the person to correct the mistake immediately.
 - b. **Discuss Verbally.** Since verbal criticism is designed to motivate the person to do better in the future, you should discuss the poor work not the person.
 - c. **Recommend Extra Training.** You should recommend to your immediate superior extra training if you believe that it will help one or more of your group to correct certain deficiencies. If your superior authorizes the extra training, it should be relevant to the mistake it is supposed to correct, and it must be supervised.
 - d. **Inform your Superior.** Your superiors expect you to handle minor incidents. However, serious and repeated failures should be brought promptly to the attention of your superiors since they need to know about exceptionally poor performances.

- e. **Lay a Charge.** The most drastic corrective action you can take is to lay a formal charge under the pertinent section of the National Defence Act. Such action should be a last resort. Once it is done, the responsibility for corrective action passes out of your hands to a superior having powers of punishment.

POSITIVE ACTION

5. When you must take corrective action, make your corrections in such a way as to encourage the person to learn from the experience. This involves using a positive and calm tone of voice and a confident, helpful manner. Steps to follow in taking corrective action are:

- a. stop the person;
- b. cool off (if necessary);
- c. indicate what is wrong;
- d. indicate how to correct the mistake;
- e. tell the person to correct the work;
- f. supervise or inspect the improvements;
- g. consider further action;
- h. determine the reason for failure;
- j. decide the form of remedial action to take (eg, extra training etc); and
- k. tell the person what you are about to do and why.

AIDS

6. The following are a few guidelines for taking corrective action:

- a. the performance must, in fact, be poor;
- b. never use corrective action to impress your superiors;
- c. require correction of a mistake as soon as possible;
- d. support your assistants in any corrective action they may have taken;
- e. remember that circumstances are seldom the same;
- f. suit your corrective action to the individual ability;

- g. your action should be appropriate to the failure. Severe discipline should not be given for minor failures nor for the first failure.

OTHER POINTS

7. Frequently, corrective action is directed by your superior. Normally, in this case, you use your initiative and decide what corrective action is necessary.

8. Whenever possible you should correct a person in private and not in front of the whole group. An exception to this rule will occur when the mistake made was one which other people were making or would probably make. In such a situation you should stop the first person and call everyone over to see the mistake in order to teach all of them at the same time. You are trying to teach proper procedure, and you should avoid criticizing people unnecessarily.

9. You are responsible for taking corrective action towards all of your personnel. You also have certain more limited responsibilities in this regard towards all other service personnel. Use the following in deciding whom to correct:

- a. **Take action against the right person.** Never jump to conclusions about who was responsible for the error: when in doubt, investigate.
- b. **Avoid mass corrective action.** Take action only against those who are directly responsible for the failure. On occasion (eg, when the instructor is striving to achieve cohesiveness within his group) group discipline can be an effective and powerful motivator. Group discipline has to be used with discretion, with intelligence and in the right circumstance.
- c. **Use discretion in taking action against personnel from another group.** More severe types of corrective action should be left to the proper superior unless the offence being committed requires immediate action.
- d. **Be consistent.** Few injustices are more disturbing to a person's morale than a leader who takes corrective action today for the identical poor performance he failed to correct yesterday.
- e. **Measure consistency against individual justice.** Although it may seem contradictory to make the corrective action fit the poor performance, the person and the circumstances, if you evaluate each of these factors separately and impartially, your group will recognize that your aim is to be fair.

CHAPTER 5

CONCLUSION

GENERAL

1. Leadership and the responsibilities of instructors are of grave importance and are fundamental to the army. The instructor's conduct and relationship with trainees can be likened to the three Fs guide for good relations:

- a. **Be Fair.** Be fair is the first of the suggestions for good relations with a trainee. Don't bluff, don't be sarcastic or ridicule an individual. Don't show favouritism and don't criticize a class for the shortcomings of a few. Do give credit where credit is due. You will have to recognize trainee differences. Use the trainee who knows, help the trainee who does not. Move the sleepy and shy and motivate the apparently disinterested.
- b. **Be Firm.** Be firm is the second suggestion. You must demand discipline. Keep your word and be decisive.
- c. **Be Friendly (approachable).** Be friendly is the final suggestion. It is not meant that you adopt a chummy relationship. Know your trainees. Learn their names, talk to them after class and respect their rights. Be courteous and enthusiastic about your course. Personal attention where necessary often helps.

ANNEX A

CHECKLIST OF PERFORMANCE

RELATED ERRORS TO BE AVOIDED

1. The following list of instructors' errors, related to performance failure, should be avoided:
 - a. failing to supervise or inspect work, and therefore not knowing the quality of the work;
 - b. lacking sufficient technical knowledge to judge the quality of the work;
 - c. failing to point out what has been done wrong;
 - d. failing to show how to correct errors;
 - e. failing to require trainees to rectify their errors;
 - f. not supervising or not inspecting the work that has been re-done;
 - g. failing to work with trainees in off-duty hours in order to assist them to correct their mistakes;
 - h. correcting trainees without checking to see if what they were doing was ordered by a superior;
 - j. making unfair use of corrective action;
 - k. taking corrective action in the presence of other when it could have been done privately;
 - m. taking corrective action in order to impress superiors;
 - n. insulting or degrading a person who has done a poor job;
 - p. getting angry and excited when taking corrective action;
 - q. failing to discipline when it is necessary;
 - r. taking minor problems and not taking serious and frequent problems to superiors for help;
 - s. taking corrective action against the many for the failure of the few (on occasion group discipline may be appropriate);

- t. not determining the reason for poor performance before taking corrective action;
- u. taking severe corrective action when the failure was beyond control;
- v. failing to praise good work;
- w. rewarding on the basis of favouritism, rather than merit; and
- x. promising rewards which are beyond your authority to grant.

ANNEX B

CHECKLIST OF PERSONNEL

MANAGEMENT ERRORS TO BE AVOIDED

1. The following list of instructors' errors, related to personnel management, should be avoided:
 - a. harassing the group needlessly during off-duty hours and misusing your rank and appointment;
 - b. failing to allow individuals to state their problems;
 - c. failing to be alert or sensitive to the problems and complaints of individuals;
 - d. being unaware of the state of the morale of the group;
 - e. looking after your own personal welfare first;
 - f. ignoring complaints;
 - g. refusing to admit being wrong;
 - h. blaming others for your mistakes;
 - j. lacking the answers to people's questions and making no effort to get the answers;
 - k. refusing to answer people's questions;
 - m. failing to work with troublemakers and slow learners harassing them instead of helping them;
 - n. failing to calm, reassure or encourage an individual who is under conditions of physical or psychological hardship;
 - p. failing to consider ability or physical condition when assigning jobs or evaluating work;
 - q. volunteering your group in order to impress superiors;
 - r. making subordinates do your personal work;
 - s. breaking promises;
 - t. failing to follow the proper principles of counselling; and
 - u. failing to refer unsolved problems to your immediate superior.

ANNEX C

REFERENCES FOR INSTRUCTORS

1. CFP 131(1), Leadership, Volume 1, Junior Leaders Manual (A-PD-131-001/PT-001).
2. Leadership, A Manual of Military leadership for the Canadian Armed Forces - May 1978.
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4. B-GL-318-015/PT-001, Military Training, Volume 15, Leadership in Land Combat.
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