

2010 Edition

LEADERSHIP FOCUS GROUP REPORT

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202 Lambeth Road
London SE1 7JW
Telephone
020 7654 7006
www.ms-sc.org



Patron: HM The Queen
A charity registered in England and Wales
313013 and in Scotland SC037808

The Leadership Focus Group (LFG) was set up in response to the initial work by the Cadet and Adult Working Groups which highlighted the need for a thorough review of the SCC Leadership training and assessment processes. The purpose of the group was to provide a short term focused piece of work to identify the leadership needs of our cadets and adult volunteers and then ensure that these needs are being met.

The following sections of the report will address the findings of the group for each item of the agreed terms of reference.

1. Identify and define what Leadership and Management means for the Sea Cadet Corps. The objective is to generate a clear definition that has some supportive statements.

Each member of the group was tasked to research definitions of leadership and management and make recommendations as to which apply best to the Sea Cadet Corps. During the research phase it became apparent that when looking at leadership in a sea cadet context it was important to recognise the expectation of coaching and mentoring in the leadership roles within the Corps. Therefore the group felt it appropriate to define our understanding of coaching and mentoring alongside leadership and management.

Having agreed on definitions the group then qualified these definitions by applying a Sea Cadet context. The agreed definitions are as follows:

LEADERSHIP

“Leadership: The capacity and will to rally people to a common purpose together with the character that inspires confidence and trust”. Field Marshall Montgomery

In the Sea Cadet Corps context leaders are expected to:

- Demonstrate the values of the Corps.
- Influence, motivate and enable others to willingly contribute towards the effectiveness and success of the organisation.
- Lead through vision, encouragement and praise.

MANAGEMENT

“Management is to make people capable of joint performance through common goals, common values, the right structure and the training and development they need to perform and to respond to change.” Peter Drucker

In the Sea Cadet Corps management encompasses:

- Planning, organising, executing, monitoring, evaluating and the control of activity.
- Making effective and efficient use of all available resources (human, material, financial and time).
- Focusing on continuous learning and development of individuals.

COACHING

Developing a person's skills and knowledge so that their job performance improves, hopefully leading to the achievement of organisational objective. (CIPD)

In the Sea Cadet Corps coaching aims to achieve:

- Enhanced performance in real situations
- Commitment to action and development
- Improve competencies

MENTORING

Mentoring is the long term passing on of support, guidance and advice. (CIPD)

In the Sea Cadet Corps the aim of mentoring is to achieve:

- Lasting personal and professional growth and change to maximise potential.
- Significant transition in knowledge and thinking through a positive relationship.
- Sustainable Leadership and Management succession within the organisation.

2. Identify the key leadership attributes and skills that members of the SCC should possess at various stages of their 'careers' from Senior Cadet to Senior Officer. What aspects of leadership should we introduce to Senior Cadets and young adults and how do we build upon those early foundations.

By applying the systems approach to training to our work the group set about conducting a training need analysis to identify skills and attribute needed for effective leadership within the SCC. This needs analysis was undertaken through written questionnaires and networking. The research was undertaken in three phases, Cadet questionnaires and Adult questionnaires and networking with the Royal Navy, ATC and attending John Adair accredited training provided by Jim Leet.

The Cadet questionnaire was designed for both senior cadets and adults at differing points in their careers and who hold varied appoints within the Corps. The questionnaire was designed to be simple but to capture a snap shot of the expectations of a senior cadet and define the skills they require and personal qualities they possess to be successful in their role. This questionnaire can be found at Annex B and the completed questionnaires at Annex C.

The Adult questionnaire was designed to provide similar information to the cadet questionnaire but to also give the group an insight into how our adults define and practice leadership and also where they access their training. This questionnaire can be found at Annex D and the completed questionnaires at Annex E.

2.1 Cadet research findings

The following is a summary of the responses to the cadet questionnaire and are presented from the point of view of District Officer (DO), Commanding Officer (CO), New Officer (NO), Senior Rate (SR) and senior Cadets.

2.1.1 The Role of Senior Cadet

DOs generally feel that the role of a Senior Cadet is to be a role model for other cadets, to provide a bridge between staff and cadets and vice versa. They also feel that they should be capable of supporting the unit routine and to assist in instruction under the supervision of experienced staff.

COs generally believe the primary role of a senior cadet is to provide a link between staff and cadets, equally they should set a good example and be a role model to younger cadets and to provide guidance and mentoring to them. They are potential members of staff and should be reliable and trustworthy.

NOs identify positive role modelling and mentoring of cadets for both sea cadet and social activities as a primary role of a Senior Cadet. They should also provide a link between cadet and staff while upholding standards and discipline. They should also be knowledgeable about the Corps.

SRs generally believe the role of a senior cadet to be primarily helping and assisting with routine and instruction within the unit. They should be a good role model, encourage others and be an ambassador for the SCC. They also have a role in looking after the welfare of younger cadets. SRs were the first group to focus on continued personal development of senior cadets.

Cadets are very clear about their considered role and contribution to the unit and the organisation. They highlight the importance of being a good role model and setting an example for young cadets as well as encouraging and inspiring others. They see themselves as a link between staff and cadets and that their role is one a great responsibility. Discipline and taking charge are also identified.

2.1.2 Skills Senior Cadets need to have

DO's generally believe that a senior cadet should be an effective communicator, have high levels of confidence and self discipline. A good general knowledge of both the Corps and the syllabus, along with enthusiasm and eagerness are equally important.

COs generally believe that Communication is a key skill for senior cadets. Although they recognise that Leadership skills are important they have not defined what those "leadership" skills are. General feeling is that cadets should have good organisational skills.

NOs in particular focused on communication as the primary skill needed in a senior cadet. They highlight the need to have the ability to problem solve and make decisions, along with having strong organisational skills. NOs also reference "Leadership" skills and as with previous respondents this was not defined in detail.

SRs identify Corps knowledge as a primary skill needed for a Senior Cadet. The ability to communicate, take charge and work as part of the team are also important.

They should be able to motivate others. Again there is a lot of reference to Leadership skills but no definition.

Cadets value communication and organisational skills as the primary skills needed in their role. The ability to instruct, set a good example, give guidance, encouragement and helping others is important. A good knowledge of the Sea Cadet Corps, a good power of command and ability to take charge are also important. Again the cadets were clear about what a “leadership skill” is.

2.1.3 Personal Qualities Senior Cadets need to have

The personal qualities that DO’s believe Senior cadets need the ability to communicate, a high standard of dress and bearing and self discipline, respect for the organisation and others, to be honest and reliable with a high level of maturity.

COs generally believe that self discipline and respect, along with high levels of dress and bearing are important personal qualities of a senior cadet. They also believe that they should be trustworthy, loyal and committed with an enthusiastic and approachable manner.

NOs generally believe that senior cadets should have self discipline and respect, have confidence and be approachable while inspiring and encourage others. They should be trustworthy and honest with the ability to time manage.

SRs identified that cadets should be responsible, approachable. Good listeners, trustworthy and have pride. As for skills SRs see the ability to motivate others as an important quality.

Cadets believe they need to be considerate, approachable, friendly, disciplined and to be confident without being arrogant. Integrity and loyalty are highly valued as are the ability to inspire others and be enthusiastic. Cadets are very clear about what a personal quality is as opposed to the adult staff.

2.2 Adult Research Findings

The following is a summary of the responses to the adult questionnaire and are presented from the point of view of District Officer (DO), Commanding Officer (CO), New Officer (NO) and Senior Rate (SR).

2.2.1 Previous experience as a Leader

DOs, COs and NOs previous leadership experience comes from their time in the Corps and from their employment history.

NOs unlike DOs and COs reported that their experience came from their time as senior cadets rather than their adult role.

SRs appear to have very limited previous leadership experience. Although as a group they were very good at identifying the difference between leadership and management experience.

2.2.2 Who they lead and in what situations

DOs referenced their experience of leading and/or managing within a sea cadet unit environment and their workplace however it is clear there are very varied levels and exposures.

COs reported that their situational leadership experience came from the management of cadets and adults within the corps. There was some reference to managing people within the workplace but this was lower than expected given their responses to the previous question.

NOs and SRs in the main reported leading cadets in the Corps rather than adults and some reference workplace experience.

2.2.3 Confident in previous leadership roles

DOs generally reported a high level of confidence within their previous roles. COs also reflected this confidence but also reported a growing confidence with experience in their current role. There was a mixed picture of confidence amongst NOs and SRs although they generally appear to have a lack of confidence in previous leadership roles.

2.2.4 Preparation for previous and current leadership roles

DOs reported that they had experienced very little preparation for their current role and they have been clearly dependant on the process of on the job training. Like DOs, the COs reported a lack of structured preparation for their current role.

Although NOs feel comfortable in their ability to lead cadets, they do not feel prepared to lead adults and there is reference to the MSSC not providing opportunities for preparation. The SR respondents also felt there was a lack of preparation from the organisation and most felt poorly prepared for their current role.

2.2.5 Leadership skills and techniques

Communication and listening together with decision making were identified by DOs as the leadership skills they use. NOs also reference communication and listening skills and combine this with motivation when taking a leadership role.

COs make a great deal of reference to management skills and only a limited amount to leadership skills, there seems to be confusion when asked to define leadership skills.

SR had difficulty in detailing skills and techniques and/or articulating them in the questionnaire. However there were some references to communication, empathy, mediation and most prominently general people skills.

2.2.6 Most significant challenges in leadership role

The challenges DOs encounter in their role were focused on adults. They reference managing and leading adults, interpersonal skills, staff conflicts and preparation of staff to take on future roles as their most significant challenges. Issues with leading and managing cadets appears to be minimal.

COs identified people skills, motivation, time management and managing change as their challenges and referenced these in relation to adults rather than cadets. Similarly both NOs and SRs noted difficulties in dealing with adults. Cadet leadership and management is not reported as a challenge. People and people skills are the significant factors for NOs while SRs report managing changes as a difficulty.

2.2.7 Defining Leadership

Definitions provided by DOs, COs and NOs focus on tasks, goals and objectives and have very little reference to motivating and inspiring people.

SRs appear to be able to provide clear definition that does not appear to be confused with management.

2.2.8 Previous leadership and management training

There is a great deal of confusion between leadership and management training amongst the DO. This confusion could be attributed to the question not being interpreted correctly. Formal training appears to have been external to the corps with only a small amount being achieved within the SCC.

CO respondents indicated that the primary source of training was external to the SCC.

Some NOs and SRs reported no previous training; for those reporting leadership and management training this is primarily from within the SCC and is generally minimal. SRs make reference to internal opportunities for external qualifications.

2.2.9 Good Leader and what makes them good.

DOs - over 50% sited someone within the SCC.

Ability to communication along with high standards, leading by example, inspirational and listening skills were referenced by DOs. Whilst there was some confusion in defining leadership in earlier questions, most respondents have identified leadership skills when assessing their chosen example.

COs - over 50% sited someone within the SCC

Primarily COs reference listening, communication and people management. Unlike DOs this group of respondents identify management skills and abilities in their chosen example.

NOs - majority sited a member of the SCC

NOs identified confidence, communication and people skills as contributing to a good leadership. While the ability to give feedback and aid development was seen as important.

SRs - Very varied response from the workplace and SCC

SRs believed a good leader had the ability to inspire people and to take charge/control and were trustworthy.

2.2.10 Preparation for current role

DOs believe that a structured and planned succession involving exposure to elements of the role would assist in preparing people for their role. There is not a great deal of direct reference to training but a great deal of inference.

COs believe that mentoring and leadership and management training would assist in preparing others to take command in a unit. They believe that shadowing; together

with an appreciation of the role ahead including the requirements of the appointment would also be advantageous.

Gaining appropriate experience and mentoring for new roles was the major theme for NOs. Interestingly there was only one reference to training and training courses.

SRs site experience within the SCC, together with job specific training as the appropriate means of preparation.

2.2.11 Most important skills needed to have to be successful in current role

DOs - Communication, people skills/people management and listening skills and management skills.

COs - Communication, management skills, people skills

NOs - Communication, enthusiasm, motivation and organisation skills

SRs - Communications, people skills, administration skills & knowledge

2.2.12 Most important qualities in a Leader

DOs - Honesty, approachability, confidence, listening, communication, motivation, flexible/adaptable and leading by example have all been cited.

COs - Communication, energy/motivation, passion/enthusiasm (strategy, vision and example setting are minimal in their reference).

NOs - Confidence, communication, flexibility, enthusiasm/motivation and self discipline appear to be significant qualities identified.

SRs - Committed, dedicated, honesty/Integrity and inspirational appear to be the consistent qualities identified.

2.2.13 Should SCC teach leadership skills or leadership knowledge? Or should they be taught concurrently?

All groups believed that leadership skills and knowledge should be taught concurrently.

2.2.14 At what stage do you think we should introduce leadership as a subject within the Corps?

The general view for all groups is that is that leadership should be taught at an early stage for both cadets and adults.

2.3 Identification of Skills and Attributes

As we examined the results of the questionnaire it became apparent that there were 5 key stages throughout a sea cadet career in terms of leadership and management training. These stages are as follows:

1. Senior Cadet
2. New member of adult staff

3. Confirm Petty Officer and Sergeant
4. Leadership appointment
5. Executive appointment

Using the research results the following reflects the identified training need at each of these 5 key stages. The lists of skills and attributes can be found at Annex F.

Level 1 – Cadet Promotional Courses

- Communication skills – for example cadet and peer communication and approaches to communication up the chain of command and interpretation of instructions.
- Organisational/Planning Skills – for example understanding the value of being organised, how this impacts effectiveness and the efficiency of the team.
- Role modelling– for example setting an example, maintaining high personal standards of dress, bearing, conduct and behaviour.
- Mentoring – for example providing encouraging and inspiring others and providing help, advice and guidance as well as focusing on the needs and concerns of cadets.
- Team work and Team Leading – for example building and demonstrating self confidence, working as part of a team and leading a group to achieve a common goal.
- Problem Solving and Decision Making – for example understanding of practical approaches to problem solving and decision making.

Level 2 – Youth Development Module

- Communication skills – for example cadet and peer communication and approaches to communication up the chain of command and interpretation of instructions.
- Honesty – for example awareness of the importance of honesty in the fostering of relationships and trust with cadets and peers.
- Setting an example – for example the knowledge of the impact of setting a good example (ASCR 8 & 9, ASCR 1...)
- Motivating cadets (Energy, Enthusiasm and Humour) – for example a understanding of what drives and motivates cadets and their reasons for joining and staying in the SCC.
- Self awareness – for example the awareness of effective working practices with young people and how your actions will impact relationship development. Awareness of policy and procedures which inform practice. (code of conduct etc)

Level 3 - POSC

- Good Communication Skills – for example cadet and peer communication and approaches to communication up the chain of command and interpretation of instructions.
- Emotional Intelligence – for example self awareness/belief, self control, integrity, honesty, courage, passion, values and humanity. Understanding of the impact of these factors on others including adults and cadets.
- Personal Development Plan (PDP) – for example the importance and necessity of developing a PDP. The development of an individual plan and identification of a suitable mentor.
- Personal motivation and drive, confidence and self esteem, personal vision – for example an understanding of the impact of these factors on effectiveness and the exploration of opportunities for improvement.
- Problem solving, judgement and using initiative – for example the use of practical scenarios relevant to SRs and importance of reflection.

Level 4 – Command Team, JOSC, CPO/CSgt

- Very Good Communication skills – for example this could include negotiation, fostering trust and engagement (adult focused).
- Image, inspire, role modelling, setting an example and motivation – for example communicating the expectations of Senior SCC Adult and awareness of the impact this can have on others.
- Setting and managing expectations, goal setting, organisation skills, awareness of standards, delegation and monitoring – for example giving practical theories and strategies for the management of these processes. (templates)
- Mentoring - for example the understanding of what mentoring is and effective practice.
- Personal Development – for example the understanding of the PDP process and guiding others in their planned development.
- Team work – as an example Belbin
- Decision making – for example the theoretical and practical approaches and techniques for effective decision making.
- Conflict resolution – for example an awareness and understanding of SCC policy and procedures and the practical application and resolution of conflict.
- Leadership and Management theories – for example the in-depth understanding of relevant leadership theories and management practices.

Level 5 – Senior Command, District Management

- Excellent communication skills – as an example this could include presentations, leading meetings, conflict resolution, negotiation, diplomacy and networking.

- Mentoring – as an example development of a bespoke mentoring programme for a CO/ASO/NO.
- Goal setting, strategic planning, analytical processes, change management and vision – for example development and communication of a District business plan.
- Personnel development planning – for example utilising a PDP for strategic planning within Area/District.
- Risk management/awareness – for example the role of a leader in the management and awareness raising of risk.
- Leadership and Management theories – for example review of previous learning/understanding and the ability to teach and train others.

In order to provide a better picture of how these statements translate into practice draft instruction specifications can be found for each course at Annex G.

3. Review the opportunities for SCC Volunteers to gain accredited qualifications aligned to leadership development.

The LFG researched external qualification frameworks for leadership and how they would map to the identified needs of the SCC. While it was felt this was a worthwhile exercise for the team in both raising awareness of external opportunities and to broaden thought processes it was difficult to apply these qualifications to identified needs. It is felt that courses should be developed to first meet the needs of the Corps and then mapped accordingly. However, in order to provide a basis for both the TSG to consider our proposals and for course design teams to continue this process we have completed the following mapping exercise based on the draft instructional specifications included in the report.

We have used the Institute of Leadership and Management and BTEC due to our current links with these providers. The Chartered Management Institute is the favoured provider of the Royal Navy.

Proposed Course	Institute of Leadership and Management	Chartered Management Institute	BTEC
Level 5 SSO/ATO/Coy Cdr/DO	ILM 7 Strategic Leadership – 30 hours	CMI Level 4 Qualification in leadership and management - Diploma	
Level 4 CPO/WO/NOs/CO/ASO	ILM 5 Leadership and Management Certificate (diploma)	CMI Level 3 Qualification in first line management - Certificate	
Level 3 Basic Leadership Course	ILM 2/ILM3	CMI Level 2 Qualification in Team Leading –	

		Certificate	
Level 2 Youth Development Core Module	ILM 2	CMI Level 2 Qualification in Team Leading – Award	
Level 1 Leading Cadet promotion course			BTEC Public Services

4. Review opportunities to gain external funding to support in Leadership and Leadership development.

There are numerous funding streams available to assist both individuals and organisations with the cost of accredited training. As a charity there are government schemes we are able to access through both the Office for the Third Sector and the Department for Children, School and Families. The recommendations of the Children's Workforce Development council have resulted in the Young People's Work Force Reform Programme which has created opportunities for organisation such as ours for funding. The programmes number one priority is to provide support to strengthen leadership & management across the youth workforce. This area should be explored further and LFG believes that HQ should take responsibility for this to ensure a consistent approach.

In addition as the MSSC already taps into a number of education based funding streams the Training Development Support team should work in partnership with the Education Department to best utilise organisational resources.

To ensure to ongoing ability to deliver BTEC in Public Services we should continue to maintain a strong link to CVQO.

5. Develop a process for the evaluation of existing leadership training within the SCC in line with the Systems Approach to Training.

First step in devising an evaluation process was to identify what specific leadership training is available within the SCC.

The following courses were identified:

5.1 Cadets

- Southern Area Leadership Course
- South West Area Leadership Course

5.2 Adults

- Sea Cadet Instructor Qualifying Course
- Junior Officer Staff Course
- Command Team Course
- Senior Command Course
- Leadership Instructors Course
- Eastern Area Leadership Course

As the JOSCS, Command Team and Senior Command Courses are subject to formal evaluations, the leadership elements of these courses will of course be evaluated through this process. The findings should be fed into the LFG findings and to course design.

In order to establish the potential gaps in current provision against the needs identified the LFG have completed an assessment of current course materials. It should be stressed that this has been completed based purely on the course materials available to us and is not based on experience of participation or facilitation. The group did not have access to the lesson plans or course materials for Leadership Instructors Course, Eastern Area Leadership, Senior Command or South West Area Cadet Leadership Courses and therefore this assessment has not been completed for them. Anecdotal evidence suggests that these courses are designed around a series of presentations and practical leadership and team building activities and the formal process of establishing lesson plans has not taken place.

5.3.1 LEVEL 1

LGF Content Recommendations – Level One	Southern Area Cadet Leadership Course as at 20th Feb 2010					
	Leadership and Teamwork	Planning exercise	Practical leadership and teamwork	Practical Team and Leadership Tasks	Table top planning exercise	
Communication skills – for example cadet and peer communication and approaches to communication up the chain of command and interpretation of instructions.	YES	YES	YES	YES	YES	
Organisational/Planning Skills – for example understanding the value of being organised, how this impacts effectiveness and the efficiency of the team.	NO	YES	NO	YES	YES	
Role modelling– for example setting an example, maintaining high personal standards of dress, bearing, conduct and behaviour.	YES	NO	NO	NO	NO	
Mentoring – for example providing encouraging and inspiring others and providing help, advice and guidance as well as focusing on the needs and concerns of cadets.	NO	NO	YES	YES	NO	
Team work and Team Leading – for example building and demonstrating self confidence, working as part of a team and leading a group to achieve a common goal.	YES	NO	YES	YES	YES	
Problem Solving and Decision Making – for example understanding of practical approaches to problem solving and decision making.	NO	NO	YES	YES	YES	

5.3.2 Level 2

LGF Content Recommendations – Level Two	SCIQ Course as at 13 November 2009					
	Leadership	Communication	Achieve the task	Build the team	Develop the individual	Management of cadets
Communication skills – for example cadet and peer communication and approaches to communication up the chain of command and interpretation of instructions.	NO	YES	PARTIAL	YES	YES	YES
Honesty – for example awareness of the importance of honesty in the fostering of relationships and trust with cadets and peers.	NO	NO	NO	NO	YES	YES
Setting an example – for example the knowledge of the impact of setting a good example (ASCR 8 & 9, ASCR 1...)	YES	NO	NO	NO	YES	YES
Motivating cadets (Energy, Enthusiasm and Humour) – for example a understanding of what drives and motivates cadets and their reasons for joining and staying in the SCC	PARTIAL Not specific to cadets	NO	PARTIAL No specific reference but content implies	YES	PARTIAL Not specific to cadets	YES
Self awareness – for example the awareness of effective working practices with young people and how you actions will impact relationship development. Awareness of policy and procedures which inform practice. (code of conduct etc)	NO	YES	PARTIAL No specific reference but content implies	PARTIAL No specific reference but content implies	PARTIAL No specific reference but content implies	PARTIAL No specific reference but content implies

5.3.3

LGF Content Recommendations – Level Three	SCIQ Course as at 13 November 2009					
	Leadership	Communication	Achieve the task	Build the team	Develop the individual	Management of cadets
Good Communication Skills – for example cadet and peer communication and approaches to communication up the chain of command and interpretation of instructions.	NO	YES	PARTIALLY Links to briefing/ communication	YES	YES	YES
Emotional Intelligence – for example self awareness/belief, self control, integrity, honesty, courage, passion, values and humanity. Understanding of the impact of these factors on others including adults and cadets.	NO	PARTIALLY Body language How to communicate and processes	YES	YES	YES	YES
Personal Development Plan – for example the importance and necessity of developing a PDP. The development of an individual plan and identification a suitable mentor.	NO	NO	NO	NO	PARTIAL Although not formal PDP	PARTIAL Although not formal PDP
Personal motivation and drive, confidence and self esteem, personal vision – for example an understanding of the impact of these factors on effectiveness and the exploration of opportunities for improvement.	NO	NO	YES	PARTIAL Relevant team motivation and needs specific reference to reflection	NO	NO
Problem solving, judgement and using initiative – for example the use of practical scenarios relevant to Senior Rates and importance of reflection.	NO	NO	YES	NO	NO	NO

5.3.4

LGF Content Recommendations – Level Four	CPO Course as at 13 November 2009				
	Divisional Management	Help me Chief! Or CSgt!			
Very Good Communication skills – for example this could include negotiation, fostering trust and engagement. (adult focused)	YES But too basic	YES			
Image, inspire, role modelling, setting an example and motivation – for example communicating the expectations of Senior SCC Adult and awareness of the impact this can have on others.	YES	NO			
Setting and managing expectations, goal setting, organisation skills, awareness of standards, delegation and monitoring – for example giving practical theories and strategies for the management of these processes. (templates)	YES	PARTIALLY Not specific role play dependent			
Mentoring - for example the understanding of what mentoring is and effective practice	YES	YES			
Personal Development – for example the understanding of the PDP process and guiding others in their planned development.	NO	NO			
Team work – as an example Belbin	NO	NO			
Decision making – for example the theoretical and practical approaches and techniques for effective decision making.	NO	YES			
Conflict resolution – for example an awareness and understanding of SCC policy and procedures and the practical application and resolution of conflict.	NO	PARTIALLY Not specific role play dependent			
Leadership and Management theories – for example the in-depth understanding of relevant leadership theories and management practices.	NO	NO			

LGF Content Recommendations – Level Four	JOSC Course as at 13 November 2009				
	Action Centred Leadership	Handling Conflict	Leadership Styles	Managing Yourself	Developing and understanding Communication
Very Good Communication skills – for example this could include negotiation, fostering trust and engagement. (adult focused)	NO References comm. But does not teach communication.	NO	NO	NO	YES
Image, inspire, role modelling, setting an example and motivation – for example communicating the expectations of Senior SCC Adult and awareness of the impact this can have on others.	NO	NO	NO	NO	YES Implied but not specific
Setting and managing expectations, goal setting, organisation skills, awareness of standards, delegation and monitoring – for example giving practical theories and strategies for the management of these processes. (templates)	NO	YES	NO	YES	NO
Mentoring - for example the understanding of what mentoring is and effective practice	NO	NO	NO	NO	NO
Personal Development – for example the understanding of the PDP process and guiding others in their planned development.	NO	NO	PARTIAL Not specific to a PDP	YES	PARTIAL Not specific to PDP
Team work – as an example Belbin	YES	NO	NO	NO	NO
Decision making – for example the theoretical and practical approaches and techniques for effective decision making.	NO	PARTIAL Not specific but implied	NO	YES	NO
Conflict resolution – for example an awareness and understanding of SCC policy and procedures and the practical application and resolution of conflict.	NO	YES	NO	NO	NO
Leadership and Management theories – for example the in-depth understanding of relevant leadership theories and management practices.	YES One theory	NO	YES One theory	NO	NO

LGF Content Recommendations – Level Four	Command Team Course as at 13 November 2009				
	Managing People	A Day in Life	Interviewing Techniques		
Very Good Communication skills – for example this could include negotiation, fostering trust and engagement. (adult focused)	YES	NO	YES		
Image, inspire, role modelling, setting an example and motivation – for example communicating the expectations of Senior SCC Adult and awareness of the impact this can have on others.	YES	NO	NO		
Setting and managing expectations, goal setting, organisation skills, awareness of standards, delegation and monitoring – for example giving practical theories and strategies for the management of these processes. (templates)	YES	NO	NO		
Mentoring - for example the understanding of what mentoring is and effective practice	NO	NO	NO		
Personal Development – for example the understanding of the PDP process and guiding others in their planned development.	NO	NO	NO		
Team work – as an example Belbin	NO	NO	NO		
Decision making – for example the theoretical and practical approaches and techniques for effective decision making.	NO	PARTIAL Through scenarios	NO		
Conflict resolution – for example an awareness and understanding of SCC policy and procedures and the practical application and resolution of conflict.	NO	NO	NO		
Leadership and Management theories – for example the in-depth understanding of relevant leadership theories and management practices.	PARTIAL	NO	NO		

6. Consider systems for recording and tracking individual personal development within the corps and examine means of providing evidence of such development which could be used by adults and cadets when applying for civilian employment.

All qualifications and development in the Sea Cadet Corps should be recorded within Westminster. This will ensure that individual's records are complete and they are not asked to complete additional unnecessary training. Like all specialisations and proficiencies leadership and management training should ensure that accredited prior learning is recognised and utilised where appropriate.

To compliment to this quantitative measure in Westminster the LFG believe that the development of a standard personal development plan (PDP) would enable individuals to not only capture evidence of skill development but also to ensure they are meeting "career" goals. The PDP would provide cadets and adults with a tool to enable them to review, reflect and build on their personal development in a structured and standardised way. This process could also be used in successful succession planning and identifying potential leaders early to ensure quality preparation for taking on leadership roles within the Corps.

7. Consider opportunities and mechanisms to market the value of leadership development to the Corps and to individuals.

Although the LFG understands the need to market leadership training we firmly believe it is such an integral part of the ethos and objectives of the Sea Cadet Corps that it should be built into our existing mandatory career training.

The following sets out how this could work:

- **Level 1** – requirement for promotion to Leading Cadet. Pass/Fail 2 day course to ensure that cadets have not just an understanding of leadership in a Sea Cadet context but also the ability to put that learning into practice. Cadet Course Design team fully endorse this recommendation.
- **Level 2** – Youth Development Adult Core Module – a mandatory 2 day module for new members of staff.
- **Level 3** – Basic Leadership Course - final requirement for promotion to substantive PO/Sgt. 2 day course.
- **Level 4** – 2 day course which can be slotted in as an element of existing courses such as Command Team and JOSCS.
- **Level 5** – 2 day course which can be slotted in as an element of existing courses such as Senior Command Course, District Management course.

8. Leadership Focus Group Recommendations

1. Adoption of definitions for Leadership, Management, Coaching and Mentoring across the Corps.
2. Courses design teams appointed for level 1, 3, 4 and 5 courses.
3. Development of standardised Personal Development Plan template for cadets and adults.
4. Leadership modules template to be created within Westminster.
5. Course design teams to develop course to meet SCC needs and then where possible map to an external qualification.
6. Funding to be headed by Education Dept and Training Dept to ensure that no conflicts in funding sources are created.
7. Practical Leadership Tasks to be renamed Directed Command Tasks.

Summary

The work of the LFG has highlighted the lack of consistent understanding of leadership and management across the Corps. The research conducted identified the gaps in both quality targeted training and quality leadership and management practices.

Throughout the research the LFG identified that John Adair's "Action Centred Leadership" model is the primary theory used to inform training. However, the SCC utilises a basic interpretation of this theory and then applies it to practical leadership tasks (PLTs).

In addition, the research highlighted the Corps misconception that PLTs are an effective instructional method for all aspects of leadership training. As demonstrated in the report, the needs of the Corps are more wide ranging and we believe there must be a significant change made in this perception. Whilst PLTs can be an effective means for demonstrating, applying and assessing learning, they are not meeting all identified needs of the Corps particularly at the senior levels.

A positive aspect coming from the research is the apparent clarity of cadets in their assessment of leadership and how it applies to their role within the Corps. The LFG believe that this should be highlighted in our summary and celebrated by the Corps.

Through the systems approach to training the LFG recognise the continued need to review and develop leadership training and practices to ensure the changing needs of the organisation are achieved.

The LFG proposes the adoption of our recommendations as a standard for the development of all future leadership training within the organisation. The LFG recognise the critical requirement of this being reinforced and supported by the TSG.