



General Officer Commanding Regional Command

# The Army Cadet Leadership Code



First Edition

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## Foreword by Commander Cadets



The Army Leadership Code was introduced into the British Army in September 2015. It set out how the Army will meet the challenges of an uncertain, complex and dispersed operating environment. The environment in which the Army Cadets<sup>1</sup> operate is different, but the tenets of the Army Leadership Code apply equally to our Army-sponsored youth organisations; the Army Cadet Force and the Combined Cadet Force (Army) sections.

Our Army Cadet organisations must move with the times and youth leadership is as challenging as it has ever been. This Army Cadet Leadership Code explains how we will meet that challenge. It is to be read and practised

by cadet leaders at all levels; from the top of the cadet chain of command, through counties and contingents right down to those cadets who lead more junior cadets. It is to be applied by cadet adult volunteers, permanent support staff, civilian instructors and assistants, and cadets: it applies to everyone.

Our Army Cadet Leadership Code is based on our Values and Standards. Leaders are expected to provide guidance which allows those who are led to use their initiative and judgement. In return, those who are led are expected to act with loyalty, integrity and discipline. Trust is a two-way process at the core of the Army Cadets and is demonstrated by living our Values and Standards and seeing appropriate examples - it is about doing things as you would like others to do things for you.

This is a culture that empowers leaders at every level. It generates respect and commitment. It enables us to make a hugely valuable contribution to society and a real difference to our local communities and our young people. Leaders should empower those they lead routinely, because this will give them the confidence to act as positive role models and citizens. We must strive to maximise the potential of all our cadets and adult volunteers and use their talent to help us achieve our objectives and goals. This requires our leaders to know those they lead, to understand them, and to place their care at the forefront of all that they do.

Leaders must recognise that micro-management is unhelpful and stifles development. They must accept honest mistakes as part of both an individual's and their own development. This is not about allowing recklessness, but accepting that people develop by making their own mistakes and learning from them. Given the right feedback and encouragement, it helps them assess risk effectively, develop confidence and take initiative. Recognising all this is especially important for those of us who take up positions as leaders and role models for young people, including the Army Cadets.

I am committed to empowerment and want us to unlock the potential of every cadet and adult volunteer. In return I expect all members of the Army Cadets to live by our Values and Standards and to approach each day with an open-minded attitude that sees the potential in everyone and that rejects intolerance and unacceptable behaviour.

*Major General Richard Stanford MBE, General Officer Commanding  
Regional Command*



## What is the Army Cadet Leadership Code?

Being part of the Army Cadets means that you are already part of a great team. You know that when you all work together you can succeed at pretty much anything. As part of this team you will see other cadets and adult volunteers who are good role models, who set the standards high. But more importantly, they will have confidence in you, your abilities and goals. They inspire you to push yourself that little bit further and go beyond your limits.

**They can make you feel like you are really part of the team. They are always fair, recognising when others have done well and not accepting bad behaviour.**

What makes these teams so special and really makes you want to be part of that team? Simple - good leadership, that's what the Army Cadet Leadership Code is all about.

The Army Cadet Leadership Code is based on our core Values. To us, courage, discipline, respect for others, integrity, loyalty and selfless commitment are more than just words in a booklet or on a poster; they are what the Army Cadets stand for, and what makes us stand out.

Because of this, the Army Cadets are respected by the local communities in which our cadets and adult volunteers live, learn and play. We use our Values in everything we do, and expect



all our cadets and adult instructors to act **acceptably, lawfully and professionally**, remembering that we have a duty of care to all in our organisation.

Being a good leader is not just about living by our Values and Standards, it's also about behaving right. The Army Cadet Leadership Code sets out seven ways that good leaders behave, and these behaviours are the same for the Army Cadets.

We expect to see good leaders who always:

- **L**ead by example
- **E**ncourage thinking
- **A**pply reward and discipline
- **D**emand high performance
- **E**ncourage confidence in the team
- **R**ecognise individual strengths and weaknesses
- **S**trive for team goals

This booklet will help you recognise what you are already doing well, and help you improve everything else.

You wouldn't expect an olympic athlete to start a race, or a professional footballer to take to the pitch without having trained first. And you wouldn't expect to go on a parade or a fieldcraft exercise without being similarly well prepared and trained. This code will help you prepare and train to be the best leader you can be. There are many different ways to improve, such as coaching techniques you might see in a sports team, or using reward and discipline to encourage and motivate others in lessons or training. You need to find which methods work best for you.

The Army Cadet Leadership Code will help to develop all of our leaders, from the newest cadet to the senior officers, so that they can get it right. It will help everyone be a member of an outstanding team that can succeed no matter what we do, and make us all proud to be in the Army Cadets.

## The Importance of Values



### So what are values?

Values are specific beliefs about what is important or unimportant, what is good or bad, right or wrong. Our Values develop out of our experience with others who are important to us and have impact on our lives. When we let others know what our Values are and we are seen to be following them, they form the basis of trust. Even when we do not state them directly, they can be inferred from how others see us behave. When we state what our Values are but then do not follow them, trust is broken.

Values are linked to the concept of motivation - the force that drives people to act. Values provide us with up-front motivation - "I need to act in accordance with my values", and a way of evaluating our actions - "did

I act in accordance with my values?" Values form the basis of how we make judgements and decisions about what we do and don't do.

It is ultimately our values that determine what we do and how others see us.

Living up to our Values as members of the Army Cadets is critical to demonstrating to others in society that we take the safety and safeguarding of our cadets seriously. The Army Cadets differs from the Army in that we have particular responsibilities for young people that are members of our organisations. By living our Values, we can demonstrate that we take the safety and safeguarding of our cadets and adult volunteers seriously.

## The Values of the Army and its Cadet Forces

### Courage

Courage is both physical and moral. Physical courage is what lets us motivate others when the activity or the environment is hard or demanding, such as hiking across Dartmoor as part of a Ten Tors team. Moral courage is having the strength and confidence to do what is right even when it might make us unpopular, such as standing up to bullying. It is also the courage to insist on maintaining the highest standards of behaviour. Both physical and moral courage are equally important, and showing courage in all forms earns us respect and fosters trust.

### Discipline

Discipline helps us all to work as part of a team effectively. It isn't just about being told off for doing something wrong, it is about having the self-control to not do the wrong thing, and self-confidence to stand up to those who are. Self-discipline is the ability to make the time to polish our boots, to iron our uniform as well as be smart on parade, no matter what the other distractions are around us. Discipline helps build our team so that everyone is trusted to do the task well. Good discipline means that we all will do the right thing even when things get hard.

### Respect for Others

Respect for others means that we will treat everyone the same way as we would hope they would treat us. The Army Cadets is a very varied and mixed team, and we must not

discriminate against anyone because they are male or female, or have a different ethnic background, religion or sexual orientation from us. In the Army Cadets we recognise the value that everyone brings to the team and that they all have different viewpoints, contributions and ways of thinking. We have respect for others, not only because it is a legal obligation, but because teams that embrace difference and diversity are stronger for it.

### Integrity

Integrity means being truthful and honest, and trusting those above us in the organisation. When we show integrity we build trust in ourselves and in our team, and this in turn makes the team stronger and able to do more because we all trust each other. Showing integrity also helps others outside of the Army Cadets trust us and helps us to do more in our local communities. It is important that everyone, from the newest cadet to our senior officers demonstrate integrity in everything they do otherwise trust will be eroded.

### Loyalty

Loyalty is what keeps teams together. In the Army Cadets that team could be our Detachment, our County, our Section, our Contingent or any other team we are part of, such as an expedition, overseas exchange or a sports team. When we all work together in a team we can achieve so much more. But loyalty must only support

positive behaviours and actions - loyalty to a team should never allow poor behaviours or the wrong thing to be done. Letting others stray from our values would not be being loyal to the team.

### Selfless commitment

Selfless commitment is critical to good leadership and teamwork. It is all about putting the needs of others ahead of our own to help everyone succeed. We demonstrate this when we help someone who is struggling, rather than going off for a break or a snack, or when we hang back with someone who is struggling on a walk or expedition, rather than speed off ahead. Without selfless commitment we cannot be good leaders. Try to remember, the motto of the Royal Military Academy at Sandhurst, where Army officers are trained, which is "Serve to Lead".



## Our Standards

Standards are the way in which we put our Values into practice. Everything we do should be acceptable, lawful and professional. And we must take our duty of care for our cadets seriously at all times.

We must always strive to avoid any behaviour that would damage our reputation or the trust we have with the public and that would undermine the morale and team spirit that exists within the Army Cadets.

### Acceptable Behaviour

We all have a responsibility to behave in a way that maintains and protects the trust and loyalty within the Army Cadets at all levels, and between our leaders and those who they lead. We must be careful to think about how our behaviour could be seen by others - will it be seen as unacceptable or offensive, or could it damage the trust that society has in us? Our behaviour should always be seen as a positive role model to others. Our behaviour should

respect diversity in society regardless of age, status, gender, culture, faith, ethnicity or sexuality.

### Lawful Behaviour

As members of the Army Cadets we have a duty to uphold the law. We are all role models and we must understand what we can and cannot do, and act accordingly. In doing so, we reinforce to other members of the organisation the need for them to also do the same. Adult volunteers need to be aware of the laws protecting young people in their care and ensure that they follow them.

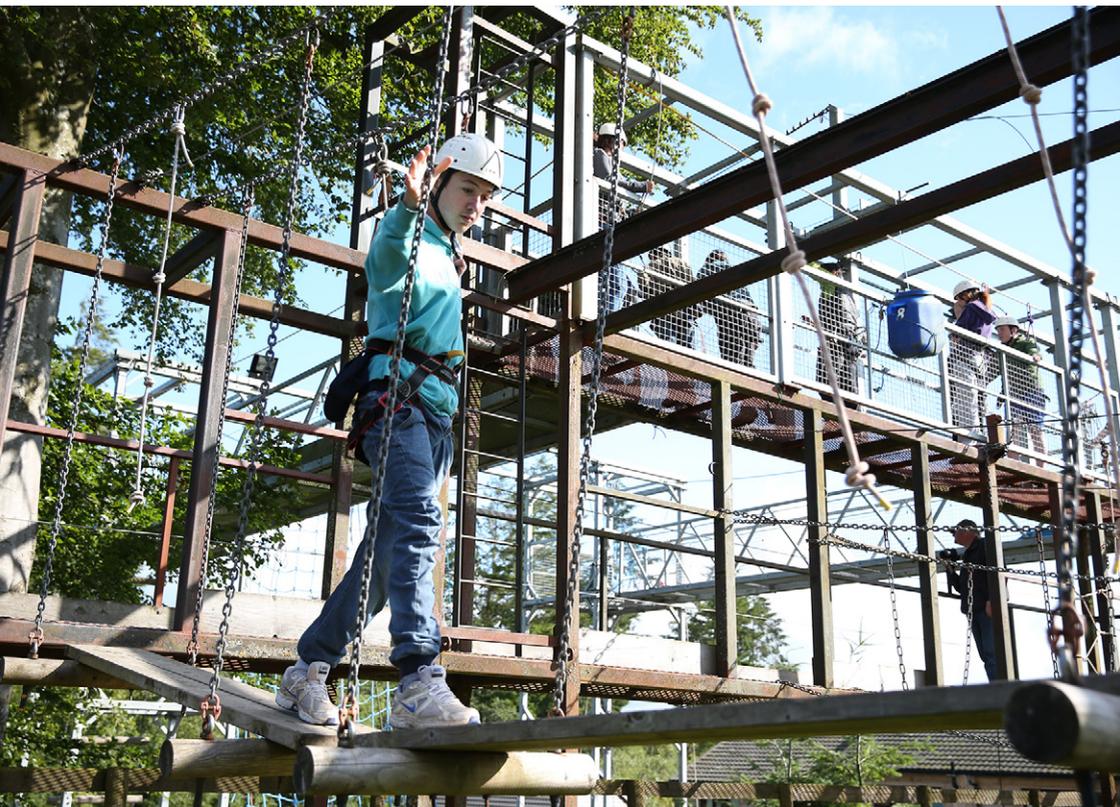
### Professional Behaviour

As good leaders and positive role models we must all behave in a way that is professional. We must avoid any behaviour that undermines our reputation or that put others at risk. We must demonstrate behaviours that recognise that we are in a position of trust, a position that requires us to know what we can and cannot do in delivering the cadet experience and in all dealings between cadets and adult volunteers, and that never abuses the authority that we have.

### Duty of Care

All of our adult volunteers, as well as our professional support staff, are in a position of authority and have a duty of care to those young people who join the Army Cadets. In addition to upholding the Values

and Standards of the Army Cadets, we are also responsible for looking after the best interests of our cadets and adults, ensuring that concerns are raised to the appropriate level and dealt with thoroughly, professionally and appropriately. Our duty of care also means protecting our cadets from harm and dealing with safeguarding issues promptly and effectively.



## The Purpose of the Army Cadet Leadership Code

The Army Cadet Leadership Code sets out how our Values and Standards can be used to form the desired leadership behaviours. Through these leadership behaviours, our leaders will communicate our Values and Standards in everything they do.

Our cadets and adult volunteers will learn these behaviours from seeing them demonstrated and brought to life by our leaders, and in turn will adopt and demonstrate them.

Ultimately, these leadership behaviours will motivate all members of the Army Cadets to lead well, perform better and to inspire others to want to achieve more.

**Behaviour:** The way in which one acts or conducts oneself, especially towards others.  
*Oxford English Dictionary*

## Background to the Army Cadet Leadership Code

The ideas associated with the Army Cadet Leadership Code are not new. Many of us are already demonstrating our Values and Standards and the seven leadership behaviours without even knowing it. The purpose behind the Army Cadet Leadership Code is to draw together and formalise those elements of good leadership that we have been doing instinctively or consciously for years. The Army Cadet Leadership Code was developed from a concept known as Values Based Leadership, which for some years has been applied in the Army's training establishment with good results. It has subsequently been championed across the Regular and Reserve Army as well as within the Army Cadets.

The Army Leadership Code draws from academic theory and experimental

evidence. At the heart of the code are the seven leadership behaviours developed from the principles of Transformational and Transactional (also known as Inspirational and Directive) leadership theory. There are plenty of books on the subject for those who would like to learn more. Combining these seven leadership behaviours ensure that we are able to consistently communicate and live our Values and Standards.

The Army Cadet Leadership Code builds on this, ensuring that we continue to demonstrate the positive behaviours throughout the organisations, and help individuals identify best practice or routes to improve their own leadership skills.



## Vision - Support - Challenge

The Army Cadet Leadership Code is underpinned by three concepts:

### Vision

Leaders must provide clear and unifying purpose, generating a sense of team cohesion and direction. The vision can be expressed by communication and by being a role model.

### Support

It is only possible to inspire others to achieve success when there is mutual knowledge and trust within a team. By being fair, consistent and showing confidence in others, leaders provides a platform for their people to achieve success.

### Challenge

People only reveal their true potential when they are challenged. Leaders must not only test themselves but also challenge those they lead. Obviously a balance is required. Driving too hard will damage morale and risks undermining confidence and self-belief; the key is to identify achievable targets that will stretch people. Through this, individual and team confidence is enhanced, enabling them to achieve more than originally thought possible.

“*...identify achievable targets that will stretch people.*”



## The Seven Leadership Behaviours

We have already introduced the seven leadership behaviours that we would all expect to see good leaders demonstrating. These are:

- **L**ead by Example
- **E**ncourage Thinking
- **A**pply Reward and Discipline
- **D**emand High Performance
- **E**ncourage Confidence in the Team
- **R**ecognise Individual Strengths and Weaknesses
- **S**trive for Team Goals

If you can't remember them - remember **LEADERS**

### 1 Lead by Example

No matter how good a leader we are, we cannot make others do what we are not willing to do ourselves. We cannot expect our younger cadets to look smart on parade if we don't look smart too. Neither can we expect others to be polite and respectful if they see us using bad language or acting unacceptably towards cadets, adult volunteers or the public. But if we take care in our appearance, our language and our behaviour, cadets will look up to us and learn from us. This is how we can lead by example.

As leaders, we are all role models and must demonstrate the Army Cadets' six core Values in everything we do:

in training cadets, running activities or our daily life. How cadets see us behave as leaders shapes how they will behave in the future. When we are leaders who lead by example we are seen as being truthful and authentic. This in turn promotes integrity. In leading by example we also inspire courage and selfless commitment in others.

### 2 Encourage Thinking

Like any other muscle in the body, our brains develop through constant use. As leaders we have a duty to help others to think in new ways and we do this by giving them problems that challenge and stretch them. This could be setting cadets a command task or a navigation exercise that makes them approach the problem in a different way. Good leaders help others to think, and do not impose their own way of doing things. We must encourage and motivate everyone to think of innovative solutions, new ways of problem solving and not just accept the same solutions we would have thought of ourselves. Young people often can think "outside the box" and we can learn from them. Having this ability is a useful skill both in the Army Cadets and in the wider world. By giving people the opportunity to think and suggest ideas we demonstrate respect for others that in turn generates trust and confidence and from this builds loyalty.

### 3 Apply Reward and Discipline

Everyone enjoys being told they have done something well. Rewarding good work and behaviour is a key role for any leader, and the Army Cadets is no exception. When we are recognised for having done a good job, it drives us forward to do even more. As a leader there are many ways to reward people, and we should never underestimate the power of a simple "well done" or "thank you". We can also use other methods to reward our cadets and adult volunteers, from recognising them in front of the team for completing a task, to awarding certificates and prizes. By correctly using rewards we show to others the behaviours we expect and promote loyalty and respect for others. In the same way as we apply reward as leaders, we must also apply discipline fairly where standards and behaviours have not been met. As leaders we must remember that discipline is not about punishment, rather it is about creating a safe environment for all our cadets and adult volunteers where everyone understands the behaviours and standards expected of them. We must be prepared to explain to cadets why we expect them to behave in a certain way when on a range or when conducting a fieldcraft exercise - if they do not follow the rules then someone could be hurt. Discipline must be fair and equal, we must be seen to be applying the rules to

everyone so that everyone knows what is expected of them. We must not shy away from discipline when required as a lack of discipline compromises courage and integrity.

### 4 Demand High Performance

Good leaders should always expect high performance from their teams, but they should also demand it of themselves. As leaders we have a vital role in communicating what we expect others to do and how we expect them to behave. Performance is not only about the team, it is also about the individual and how they can do their best and achieve more. For cadets, this could be setting them the goal to complete the Duke of Edinburgh Award or to achieve an external qualification. We already support our cadets in achieving their APC star passes, but by encouraging and supporting them to do more outside of the syllabus we are demanding a higher performance from them. We must all support each other in order to perform at the highest standard possible. But we must also be aware of the abilities in our team and set our goals so that they can be achieved, otherwise everyone will become demotivated. Demanding high performance promotes courage, selfless commitment and loyalty.

## 5 Encourage Confidence in the Team

When we have confidence in our team we know we will be able to achieve more. As a leader, we must always be looking for ways to encourage everyone to do their best and in doing so they will achieve their own goals as well as those of the team. Encouragement comes in many forms and we should always be looking for the way that works best for each cadet and adult volunteer.

All teams need to be encouraged. It is simple to see how we can encourage a sports team by motivational talks and by supporters cheering them on. The challenge for a leader is to encourage those teams that are not so obvious, such as a detachment or section, a county or contingent. This becomes more of a challenge when we need to encourage a team and there is no obvious competition. A good leader spots opportunities to encourage the team, such as a detachment commander congratulating cadets on a good turnout at a local event. Simple encouragement given often helps to build confidence that team members are doing the right thing.

A team that is confident in their abilities will succeed more often than a team that isn't. We should always look to reinforce the importance of teamwork and trust in our superiors. By encouraging confidence within the team we promote courage, loyalty and self-discipline.

## 6 Recognise Individual Strengths and Weaknesses

We all have many different skills we can bring to a team. But we can also benefit from improving existing skills or learning new skills in order to become better leaders or team members. As leaders we must be able to identify our own strengths and weaknesses, and the strengths and weaknesses of the team. When we find ways to use everyone's strengths to the benefit of the team we also identify how we can help ourselves and others learn or improve new skills. When we do this well, the team reaches its full potential. This might be identifying a senior cadet who is good at teaching and asking them to help younger cadets who are struggling with some subjects.

Where we find cadets and adult volunteers have strengths, we must look to challenge them and increase their confidence so that they will stretch themselves and always look to go that little bit further.

Likewise, where we find cadets and adult volunteers have weaknesses, we must look to help them grow in an understanding and considerate manner. We must focus on how that weakness can be addressed through learning or practice rather than on how it is stopping the team from achieving its goals.

Coaching techniques are very useful in helping an individual address both

strengths and weaknesses. By acting as a leader when we see both strengths and weaknesses in ourselves or others demonstrates respect for others and encourages loyalty.

## 7 Strive for Team Goals

When we join the Army Cadets we become part of a team. As part of that team we know that if we all work well together we will be able to achieve more than if we don't. The better our team spirit, the better the team can achieve its goals.

When we compete at sports, it is not only those on the pitch that are part of the team, everyone shouting from the side lines is helping achieve the team goals too. This is the difference between a good team and a great team! But sports teams are not the only teams we are in, and winning in a

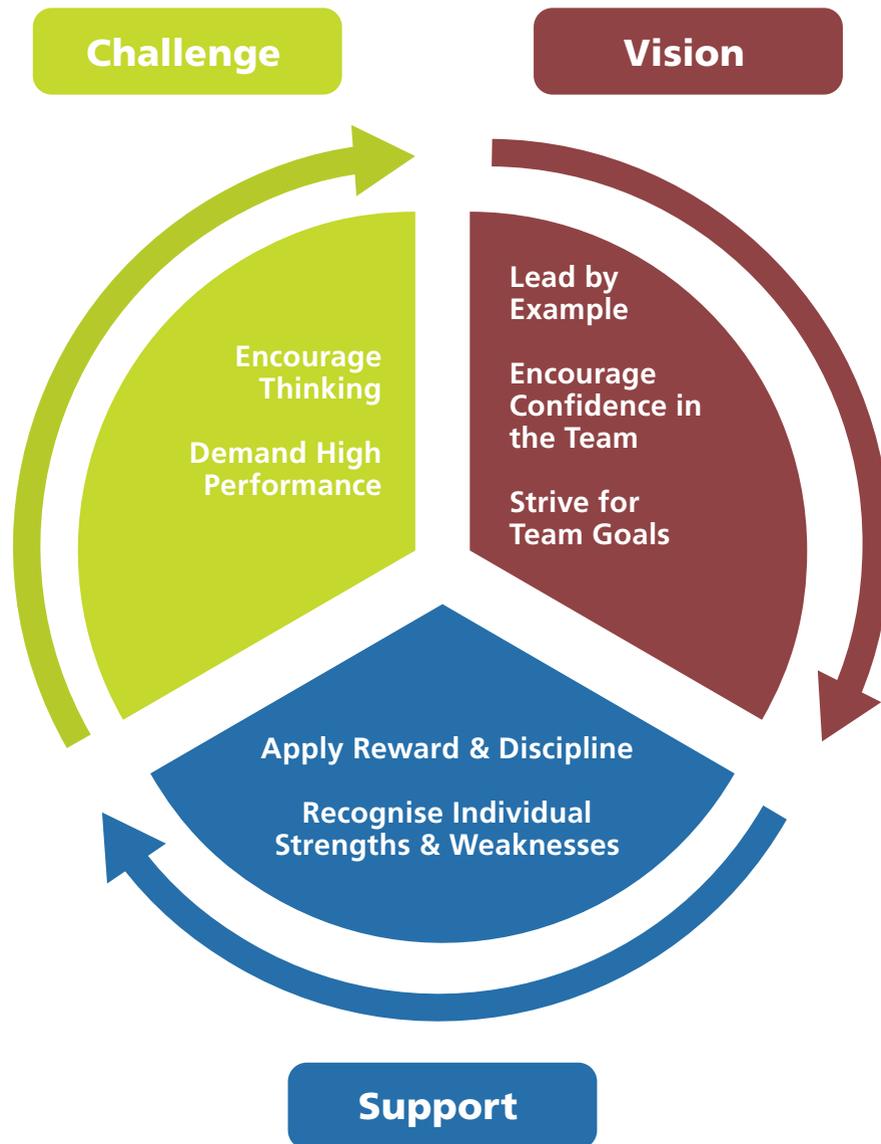
competition is not our only team goal. Team goals could be to have a good detachment inspection, or to successfully complete a navigation exercise.

As leaders we should challenge everyone in our teams to work together towards a common goal that will bind the team together - a team that works well together is said to have "esprit de corps", literally they have a "group spirit". We must inspire everyone in the team with the goals we set them as no one works hard towards a goal that they do not believe in. Bringing a team together to work towards a team goal develops loyalty and selfless commitment.

*"..you must actively demonstrate our Values in everything you do."*



## Putting it into Practice



## Application

When we use the Vision - Support - Challenge framework it allows the seven leadership behaviours to work together and complement each other. Often, we find ourselves having to use two or more of the leadership behaviours when leading a team because there are a variety of individuals in the team who respond to different behaviours.

The most successful leaders recognise that these leadership behaviours apply to every aspect of life. As we become successful leaders ourselves we will use these behaviours in everything we do, not just in the Army Cadets.

## Transactional or Transformational?

We all know that there are definitely times when a Transactional (or Directive) “just do it!” style of leadership is required. These are often the most demanding of circumstances, when people need to react instantly such as where we need to stop someone doing something dangerous. However, for the majority of the time we must try to use a Transformational (or Inspirational) leadership style, letting us motivate and inspire our team to achieve the goals through shared values, vision, trust and confidence. This is very important when we are working with less experienced individuals as we need to help them achieve their potential.





## Leadership Styles

Leadership is a spectrum and Transactional and Transformational approaches to leadership represent the two ends of that spectrum. As leaders, we must be ready to move comfortably between the two, applying the leadership behaviours as the challenge and situation requires making sure we get the best out of our team. Understanding the different styles of leadership that we can use will help us decide which style is right for which team and which situation. They are explained below:

### Transactional Leadership:

#### The Directive Style

“Do what I tell you”

This approach is most effective when a leader requires rapid, unquestioning action. However, it is easy to fall-back on in less demanding circumstances and overuse can have a negative impact.

#### The Participative Style

“What do you think?”

The leader asks for and values input from the team. They create an environment where ideas and timely constructive criticism is welcome, building commitment through participation. This style is not good when decisions need to be made quickly, or where safety rules are in play.

#### The Pacesetter Style

“Do what I do, Now!”

The leader provides challenge, demands high standards and leads by example. This style is proven to

get results from a motivated and highly competent team. However, for those who can't keep up it can be demoralising.

### Transformational Leadership: The Coaching Style

“What could you achieve?”

The leader encourages dialogue and focuses on the future. It develops others by helping them identify their own strengths and weaknesses and building long-term capabilities.

#### The Affiliative Style

“People come first”

The leader focuses on the needs of both individuals and teams, building bonds and creating rapport. But, too much focus on people can allow poor results to go unchecked, threatening the achievement of the task.

#### The Visionary Style

“This is where we are going”

The leader communicates a clear vision and the standards expected in achieving the aim. It explains the ‘why’ but not the ‘how’, encouraging imagination and initiative. It can be very motivating to cadets and adult volunteers who are well trained or who understand the ideas, but it is not very effective where the team is younger or inexperienced.

Research has shown that the most effective leaders regularly use at least four of these styles

## Coaching

We have all experienced coaching at some time, whether as part of a sports team, or from a friendly work colleague or teacher who has taken us under their wing and guided us through a problem rather than just teaching us one way of solving it. Having a basic

understanding of coaching can help us as leaders to get the most out of those in our teams, and by using a few of the simple principles and skills outlined below, we can all get extraordinary results from cadets and adult volunteers alike.



### What is Coaching?

Coaching is the process of unlocking an individual's or a team's potential in order to get the best out of them and to achieve goals. When we coach, the focus is on helping others learn rather than just teaching them a solution. We use the leadership behaviours to influence other's motivations and attitudes, which are often the cause of why they are underachieving. Importantly, coaching is a two-way process and as leaders we can get as much from coaching others as they will get from us coaching them.

### Basic Coaching Skills

#### Developing Rapport

When we lead by example and consider everyone in the team we build rapport. When we also share an understanding of our Values with our team we will build a rapport faster. Encouraging thinking is inclusive and promotes interaction.

#### Observation

We must practice our observation skills so that we can accurately see how we and our team are performing and recognise individual strengths and weaknesses. We need to ensure that we identify behaviours that do not reflect or match our Values and take whatever action necessary to stop and change those behaviours.

### Effective Communication

It is important that we practice and improve our communication skills, both verbal and non-verbal so that we can clearly explain our vision, our Values and our goals. We must be able to define our expectations to others so they can easily understand them. Effective communication is measured by what is heard or seen, and not what is said or done.

### Constructive Feedback

We learn by reviewing what we have done, identifying those things we did not do as well and looking at how we can learn to improve or practice. We might make a plan to help us learn and see how we are improving. We should take every opportunity to give feedback to others and discuss with them how they felt they did, and likewise seek the same feedback from others. You don't need to restrict giving feedback to formal training events, feedback can be given at any time and constructive feedback will help develop trust in a team. We should always use our Values as an evaluation tool and never miss an opportunity to reward by giving praise.



## Goal Setting

Goal setting is a valuable and effective tool for cadets and adult volunteers alike. Goal setting lets us focus attention and effort on a particular area we want to improve or achieve. Think of achieving each of the star passes; we don't expect a cadet to complete all the subjects at once, rather we set goals to achieve one subject by a certain time, then another and so on. By breaking down a long-term objective into easier to complete short-term goals, we can identify what we need to do to learn or improve, and motivation is maintained by seeing regular results and achievements. We can use goal setting when we are coaching and mentoring others, as well as to help ourselves grow. When we set goals for ourselves or for others, we should use the following principles:

### Specific

A goal should be clear and easy to understand. We need to say what we are setting out to achieve so there is no misunderstanding about what we need to do. If we do not have a clear and specific goal, and use goals like "do your best" instead, it is easy for us to lose motivation.

### Measurable

Goals must have a standard by which we can measure whether the goal has been achieved or not. This way we can see if we have improved or reached a level of skill or understanding. Unless we state how we are going to measure

our goal, we can never know if we have actually reached it.

### Achievable

Goals must be challenging but achievable. Failure to achieve a goal can have a de-motivational effect. To reduce the chance of failure, we ensure that the goal is within the individual's or team's capabilities.

### Relevant

To inspire individuals and teams, we must set goals that are relevant to an individual or their role and future tasks. If we have a goal that is not relevant, we will struggle to understand why we are trying to achieve it in the first place.

### Time-Bound

All goals must have a deadline. In addition, it is a good idea to set some even shorter-term milestones to measure progress. If we don't know when the goal must be achieved, it is easy for us to leave doing it until the last minute. Equally, if we can see that we do not have enough time to complete a goal because the deadline is too short, we can easily give up before we even start.

**S**pecific  
**M**easurable  
**A**chievable  
**R**elevant  
**T**ime-Bound

## The GROW Coaching Model

An easy model for us to use when coaching others is the GROW model. This model is often used in coaching work and offers a useful introductory method to applying a coaching methodology. The GROW model helps us to analyse a problem or challenge by breaking it down into component parts, which our coaching skills and our leadership behaviours can then be applied to.



### Goal

- What is the team Goal - make sure it is SMART



### Reality

- What is the current Reality?
- What issues and challenges must be overcome?



### Options

- What are the Options to overcome these issues and challenges?



### Way Forward

- These Options need to be turned into an action plan. This is the Way Forward

## Final Words

Young people will always manage to achieve the impossible - whether that is on the football field or inside a company or other big organisation. If I were running a company, I would always want to listen to the thoughts of its most talented youngsters, because they are the people most in touch with the realities of today and the prospects for tomorrow.

*Alex Ferguson*

A true leader has the confidence to stand alone, the courage to make tough decisions, and the compassion to listen to the needs of others. He does not set out to be a leader, but becomes one by the equality of his actions and the integrity of his intent.

*Douglas McArthur*



### The Values of the Army and its Cadet Forces:

- Courage
- Discipline
- Respect for Others
- Integrity
- Loyalty
- Selfless Commitment

Our Cadet Forces Values are on pages 6 & 7

### The Standards of the Army Cadets:

- Acceptable Behaviour
- Lawful Behaviour
- Professional Behaviour
- Our Duty of Care

Our Standards are on pages 8 & 9

### The Seven Leadership Behaviours:

- Lead by Example
- Encourage Thinking
- Apply Reward and Discipline
- Demand High Performance
- Encourage Confidence in the Team
- Recognise Individual Strengths and Weaknesses
- Strive for Team Goals

More details on page 14



## Revised 02/19

Comments and suggestions for improving this document are welcomed.

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