



ROYAL CANADIAN ARMY CADETS

GOLD STAR

INSTRUCTIONAL GUIDE



SECTION 1

EO M407.01 – IDENTIFY GOLD STAR TRAINING OPPORTUNITIES

| | |
|-------------|--------|
| Total Time: | 30 min |
|-------------|--------|

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the Gold Star program training summary and time allocation, located at A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 2, Annex A, for each cadet.

Obtain a copy of the corps Gold Star annual training plan.

Confirm which leadership appointments Gold Star cadets will be completing.

Obtain a copy of the corps Full Value Contract (FVC) developed during EO M107.01 (Participate in a Discussion on Year One Training). Where a FVC is not developed or will be developed again, photocopy the examples located at Attachment A.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1, 2 and 4 to orient the cadets to and generate interest in Gold Star training opportunities.

A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about opportunities for leadership appointments at the corps. Sharing in the discussion encourages the cadet to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadet's listening skills and team development.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified the training opportunities they will receive in Gold Star.

IMPORTANCE

It is important for cadets to receive an overview of the training that will be conducted during Gold Star as it may create eagerness and excitement to complete a year of new training experiences and leadership opportunities. The updates in the corps FVC should energize the cadets individually and as a group for the upcoming training year.

Teaching Point 1**Identify Gold Star mandatory training opportunities.**

Time: 5 min

Method: Interactive Lecture

Gold Star mandatory training is a plan of activities that corps, and specialized training establishments (expedition centres), must conduct for Gold Star cadets. Mandatory training is conducted as follows:

1. sixty periods of instruction to be conducted during training sessions (3 periods per session);
2. eighteen periods of instruction to be conducted during two mandatory training days (9 periods per day);
3. eighteen periods of instruction to be conducted during one weekend bivouac Field Training Exercise (FTX); and
4. eighteen periods of instruction to be conducted during one weekend expedition exercise at an expedition centre.

TRAINING COMMON TO SEA, ARMY AND AIR CADETS

As in Green, Red and Silver Star, there is training in Gold Star which is common and applies to sea, army and air cadets. POs for common training this year include:

| PO No. | Topic | PO Statement |
|--------|-------------------------------------|---|
| 401 | Citizenship | Recognize How the Legal System Affects Youth |
| 402 | Community Service | Perform Community Service |
| 403 | Leadership | Act as a Team Leader |
| 404 | Personal Fitness and Healthy Living | Update Personal Activity Plan |
| 405 | Recreational Sports | Participate in Recreational Sports |
| 406 | Air Rifle Marksmanship | Fire the Cadet Air Rifle During Recreational Marksmanship |
| 407 | General Cadet Knowledge | Serve in an Army Cadet Corps |
| 408 | Drill | Command a Platoon on Parade |
| 409 | Instructional Techniques | Instruct a Lesson |
| 411 | Biathlon | (Complementary Only) |



The Annual Ceremonial Review (ACR) is also common to all three elements of cadets, but there is no specific training allocated for it.

Sea, army and air cadets are required to complete six periods of Positive Social Relations for Youth training during year four.

ARMY CADET ELEMENTAL TRAINING

There is training in Gold Star that is specifically designed for army cadets. POs for the army cadet specific training this year include:

| PO No. | Topic | PO Statement |
|--------|--------------------------------------|---|
| 420 | Canadian Forces (CF) Familiarization | Identify the Structure of the Canadian Army |
| 421 | Field Training | (Complementary Only) |
| 422 | Navigation | Follow a Multi-Leg Route Using a Global Positioning System (GPS) Receiver |
| 423 | Trekking | (Complementary Only) |

| | | |
|-----|---------------------|--|
| 424 | Wilderness Survival | Employ Natural Resources in a Survival Situation |
| 425 | Outdoor Leadership | Develop an Expedition Plan |
| 426 | Expedition | Perform Expedition Skills |

Expedition is one activity that distinguishes army cadets from the other cadet elements. Expedition is defined as any activity that consists of dynamic travel of no less than 36 hours in duration, where there is a clear goal associated with the activity. In Gold Star training, expedition is supported by PO 422 (Navigation), PO 424 (Wilderness Survival), PO 425 (Outdoor Leadership) and PO 426 (Expedition). In Gold Star, cadets will have the opportunity to attend a weekend Expedition Exercise at a Regional Expedition Centre.

Assessment is an important aspect of cadet training. It is designed to assist cadets and their instructors to meet the training targets set for each PO. Cadets will be informed of the requirements prior to assessment starting. After the assessment is completed, the cadet will be informed of their results and given a copy to keep. The POs and methods to be assessed include:

- 403 (Act as a Team Leader). Performance assessment and personal communication.
- 408 (Command a Platoon on Parade). Performance assessment.
- 409 (Instruct a Lesson). Performance assessment.
- 422 (Follow a Multi-Leg Route Using a GPS Receiver). Performance assessment.
- 424 (Employ Natural Resources in a Survival Situation). Performance Assessment.
- 426 (Perform Expedition Skills). Performance assessment and personal communication.



The details for each assessment can be located at A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 3, Annex B.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What PO interests you the most? Why?
- Q2. How many periods of Positive Social Relations for Youth training are Gold Star cadets required to complete?
- Q3. Which POs support expedition training in Silver Star?

ANTICIPATED ANSWERS:

- A1. Answers will vary.
- A2. Six periods.
- A3. Expedition training in Gold Star is supported by POs 422 (Navigation), 424 (Wilderness Survival), 425 (Outdoor Leadership) and 426 (Expedition).

Teaching Point 2**Identify Gold Star complementary training opportunities.**

Time: 5 min

Method: Interactive Lecture



This TP will vary by cadet corps. Refer to the corps annual training plan and discuss the complementary training the cadet corps will conduct throughout the Gold Star program.

Gold Star complementary training is a plan of activities that corps and specialized training establishments may conduct. These activities complement mandatory activities and form an integral part of the Star Level program. Every PO identified in TP 1, except for PO 426 (Perform Expedition Skills) has complementary activities available to be selected. Commanding Officers (COs) have the discretion to choose activities from a range of possibilities, thus allowing them flexibility to tailor Gold Star training to match the corps' interests and resources.

CONFIRMATION OF TEACHING POINT 2**QUESTIONS:**

- Q1. What complementary training is being conducted in Gold Star that is also available to sea and air cadets?
- Q2. What army cadet specific complementary training is being conducted in Gold Star?
- Q3. What complementary training is most interesting as a Gold Star cadet?

ANTICIPATED ANSWERS:

- A1. Answers will only be from common POs.
- A2. Answers will vary.
- A3. Answers will vary.

Teaching Point 3**Discuss leadership appointment opportunities at the corps.**

Time: 5 min

Method: Group Discussion

BACKGROUND KNOWLEDGE

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

LEADERSHIP ASSIGNMENT

A leadership assignment is a specific, short- or long-term practical leadership opportunity where the team leader applies leadership skills. The team leader will have temporary team members either within or outside their peer group. The team will accomplish a single minor duty or task.



Leadership assignments in Gold Star may be the same as Silver Star or of a longer duration, with or without greater complexity. Each cadet should have already completed at least two leadership assignments during Silver Star.

LEADERSHIP APPOINTMENT

A leadership appointment is a long-term practical leadership opportunity. The team leader must apply their leadership knowledge and skills and display the core leadership qualities of a cadet. The team leader will have an assigned, established team of cadets outside their peer group. These may be organizational appointments (eg, Platoon Warrant Officer), training appointments (eg, Star Level Instructor) or supplementary appointments (eg, Drill Team Commander). These appointments must be based on the frequency and duration of the major duties or tasks. The team leader must meet with their team on a number of occasions to provide feedback and mentoring. Leadership appointments may be held by a single fourth year cadet (eg, Drill Team Commander) or the fourth year cadets may rotate through a position (eg, Canteen Steward).

The team leader must supervise, communicate, solve problems, motivate and provide feedback to all team members while striving to meet their needs and expectations. The team leader must attempt to develop the skills and knowledge of their team members.

Direction for the leadership appointment must be given by a superior, usually an activity leader or activity manager.



During Gold Star, each cadet will be assessed at least once on a leadership assignment and once on a leadership appointment.

SAMPLE YEAR FOUR LEADERSHIP APPOINTMENTS



This list is not inclusive. For further information and a complete list of leadership appointments, see A-CR-CCP-704/PF-001, *Gold Star Instructional Guides*, EO M403.06 (Act as a Team Leader During a Leadership Appointment).

Organizational Appointments:

- Regimental Sergeant Major (RSM),
- Company Sergeant Major (CSM),
- Platoon Warrant Officer,
- Drum Major,
- Flag Party Commander,
- Training Assistant,
- Supply Assistant, and
- Administration Assistant.

Training Appointments:

- Star Level Non-commissioned Officer (NCO),
- Drill and Ceremonial Instructor,
- Expedition Instructor,
- Fitness and Sports Instructor,
- Music Instructor, and
- Air Rifle Marksmanship Instructor.

Supplementary Appointments:

- Band Section Leader,
- Canteen Steward,
- Drill Team Commander,
- Marksmanship Team Captain,
- First Aid Team Captain,
- Biathlon Team Captain, and
- Sports Team Captain (only if there is a sufficient frequency and duration for practices, games and tournaments).



Gold Star cadets will typically be assigned leadership appointments of Platoon Warrant Officer or supplementary appointments. As required, Gold Star cadets may be assigned various other organizational and training appointments.



For the purposes of PO 403 (Act as a Team Leader), Gold Star cadets will be required to fill a leadership appointment that meets the criteria defined above. The appointment involves an assigned, established team of cadets outside the Gold Star cadets peer group. In some circumstances, some of the examples may not meet the criteria (eg, a smaller corps that only has one cadet assigned to supply).

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

- Q1. What is the difference between a leadership assignment and a leadership appointment?
- Q2. What leadership appointments are available at the corps?
- Q3. Do you have any concerns knowing that you will fill a leadership appointment during this training year?



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



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

CONFIRMATION OF TEACHING POINT 3

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

Teaching Point 4**Review the goals of a FVC.**

Time: 10 min

Method: Interactive Lecture



A corps FVC was developed in EO M107.01 (Participate in a Discussion on Year One Training) and revisited in Red and Silver Star as a refresher of the FVC.

Review the elements of the corps' existing FVC. All cadets should be aware of the corps goals that were developed.

The cadets may agree that some goals need to be changed, added or even deleted.

GOALS OF THE FVC

A FVC can take many forms. Examples are located at Attachment A.

Before establishing a FVC, everyone must be ready to commit to common goals.

Be here. The FVC asks everyone to make a conscious commitment to be present in body and mind, as well as to commit to full participation and to accept and demonstrate responsibility for their actions. This means that everyone shows interest in supporting others and actively engaging in the learning process.

Be safe. In order to stimulate interest, facilitate participation and create an open-minded environment for the group members, everyone must feel safe. It is the instructor's responsibility to ensure that team members feel physically and emotionally safe in order to contribute to their learning process. This responsibility also falls on group members. Behaviours and attitudes must not put other group members at risk. A safe environment will encourage each member to actively participate, ask questions and give answers without fear of being ridiculed.

Set goals. It is essential that everyone set personal goals. These goals provide the person and the group reference points to make choices about actions and plans. In every learning process, it is imperative to set goals. Once goals are set, group members and individuals will take on the responsibility to reach them. The FVC calls for the members of a group to work collectively toward the attainment of group goals and to support each other to meet individual goals.

Be honest. Being honest assumes that one is honest with others and with oneself. For example, in a situation of disappointment or anger, the team members must simply acknowledge their feelings in regard to the situation and openly and fairly explain their state of mind. In this situation, everybody will be able to work toward solving the problem. Being honest requires members to be accountable to each other and responsible for their own actions and words.

Let go and move on. The FVC requires that group members acknowledge that they will not always agree and that they will have different opinions and ideas. In this instance, members must choose to put aside differences and move forward in order to achieve the goals.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

- Q1. What are the goals of the FVC?
- Q2. In the FVC, what does 'be honest' imply?
- Q3. What must happen before letting go and moving on?

ANTICIPATED ANSWERS:

- A1. The goals of the FVC are:
- be here;
 - be safe;
 - set goals;
 - be honest; and
 - let go and move on.
- A2. That everyone is honest with others and themselves.
- A3. Everyone must choose to put aside differences and move forward in order to achieve the goals.

END OF LESSON CONFIRMATION

QUESTIONS:

- Q1. What POs are army specific?
- Q2. What leadership appointments interest you?
- Q3. What changes have you noticed in the FVC over the years?

ANTICIPATED ANSWERS:

- A1. The following POs are army specific:
- 420 (CF Familiarization),
 - 421 (Field Training [complementary only]),
 - 422 (Navigation),
 - 423 (Trekking),
 - 424 (Wilderness Survival),
 - 425 (Outdoor Leadership), and
 - 426 (Expedition).
- A2. Answers will vary.
- A3. Answers will vary.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Knowing what to expect in the Gold Star program allows an understanding of the training ahead. It also aids in maintaining interest and anticipation of the emerging leadership opportunities for a Gold Star cadet.

INSTRUCTOR NOTES / REMARKS

For Gold Star complementary training opportunities in TP 2, refer to the corps' annual training plan.

This EO should be scheduled as early as possible in the training year. See the sample schedule located at A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 2, Annex C.

REFERENCES

A0-096 CATO 11-04 Director Cadets 3. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.

A2-077 CATO 40-01 Director Cadets 4. (2008). *Army cadet program outline*. Ottawa, ON: Department of National Defence.

C2-038 ISBN 0-7872-2459-6 Henton, M. (2006). *Adventure in the classroom: Using adventure to strengthen learning and build a community of life-long learners*. Dubuque, IA: Kendall Hunt Publishing.

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Full Value Contract: The Circle

1. Draw a wheel. At the centre of the wheel, draw a circle. This circle represents the individuals, the group, and the goals.
2. Draw rays from this circle. On these rays, write each selected value.
3. The outer circle symbolizes that the group is one and that all members go toward the same direction.
4. Without the respect of the chosen values by everyone, the group could not make a wheel, and could not walk toward the same goals.

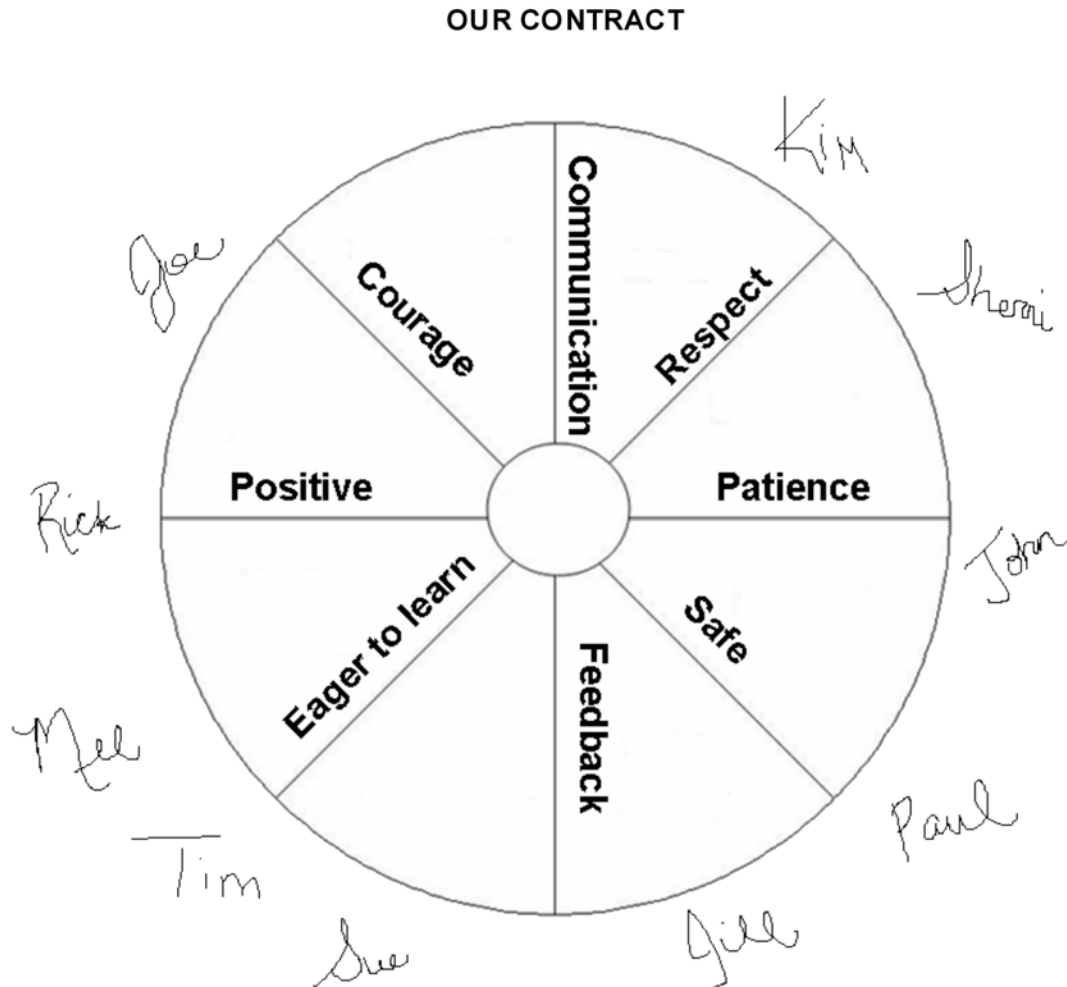


Figure A-1 The Circle

Note. Created by Director Cadets 3, 2007, Ottawa ON: Department of National Defence.

Full Value Contract: The Village

1. Draw a frame (village) on cardboard or flipchart paper.
2. Have the cadets think about values, qualities, and behaviours that make them feel safe and respected, both as an individual and in a group setting.
3. Have each cadet select their most important value, quality, or behaviour.
4. Have each cadet represent what they chose by drawing or writing it on a piece of paper.
5. Have each cadet glue their drawing or writing inside the village and briefly explain to the others why that choice was made.
6. Repeat the activity by including something that will prevent the group from reaching their goals and affect the running of the village.
7. Have each cadet explain why they chose their representation.
8. Have each cadet glue their drawing or writing outside the village.
9. Discuss the values selected by the cadets (inside and outside the village) and ask if everyone agrees. The cadets must understand that they are agreeing to respect each person's value, quality or behaviour in order for the cadet corps (village) to run properly and be a place where everyone will feel safe and respected.
10. After everyone has agreed, everyone (staff and cadets) will sign the village.

Full Value Contract: The Five-Finger Contract

Each finger will represent a value that will help the group members feel secure, respected, and part of the group.

The five fingers on the hand represent the following:

- the little finger = safety,
 - the ring finger = commitment,
 - the middle finger = respect of others,
 - the index finger = taking responsibilities, and
 - the thumb = agreement to work toward the group's goals.
1. On a piece of cardboard or flip chart paper, write the representations of the fingers. Discuss the elements with the group so that all cadets have a clear understanding. Each cadet must agree that these five elements are important for group members to feel secure, respected, and part of the group.
 2. Have each cadet draw his / her hand on a sheet of paper and write inside each finger the element associated with each.
 3. Have each cadet sign their hand and glue it on bristol board or flip chart paper. The set of the group's hands represents everyone's commitment to each other.



Figure A-2 The Five Finger Contract

Note. Created by Director Cadets 3, 2007, Ottawa ON: Department of National Defence.

Full Value Contract: The Being

1. Draw the outline of a body on two pieces of flip chart paper, taped together.
2. Inside the outline, have the cadets draw or write the behaviours, qualities or values that will make the environment safe and a place where everyone is respected.
3. Outside the outline, have the cadets draw or write the behaviours, qualities or values that will prevent the environment from being safe and a place where everyone is respected.
4. Cadets must agree on the meaning of each word and explain their choices.
5. Have all cadets sign the being.



Figure A-3 The Being

Note. From *Adventure in the Classroom: Using Adventure to Strengthen Learning and Build a Community of Life-Long Learners* (p. 74), by M. Henton, 1996, Dubuque, IA: Kendall Hunt Publishing. Copyright 1996 by Project Adventure, Inc.

Full Value Contract: The Chain of Hands

1. Have the cadets write a list of words and sentences that describe how they would like to be treated and how they will treat the other group members in order to feel safe and respected.
2. From this list, have the cadets select the 10 most important for the group.
3. On a sheet of flip chart paper (two may be required), have the cadets draw their hands around the sheet. Write the 10 selected words or sentences in the middle of the sheet.
4. Have the cadets sign his or her own hand.



Figure A-4 The Chain of Hands

Note. Created by Director Cadets 3, 2007, Ottawa ON: Department of National Defence.

Full Value Contract: What do I need? What can I give?

1. Give two pieces of different coloured paper to each cadet.
2. Ask the cadets to think about what they need in order to feel secure and respected in the group.
3. Have the cadets write the most important item they need on one of the pieces of paper.
4. Have the cadets think about what they could provide to the group in order to have other team members feel safe and respected in the group.
5. On the remaining piece of paper, have the cadets write the most important item.
6. When done writing on both pieces of paper, have the cadets present what they wrote to the group.
7. Once everyone has explained what they need and what they can provide, glue those pieces of papers on cardboard or flip chart paper, making sure that both categories are spilt up.
8. Ask the cadets if they need more explanations and then have everyone sign.



ROYAL CANADIAN ARMY CADETS

GOLD STAR

INSTRUCTIONAL GUIDE



SECTION 2

EO M407.02 – IDENTIFY YEAR FOUR CADET SUMMER TRAINING CENTRE (CSTC) TRAINING OPPORTUNITIES

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Review year four CSTC training opportunities found at CATO 40-01, *Army Cadet Program Outline*, as the prerequisites for courses may change.

Review CSTC staff cadet employment opportunities found at CATO 13-28, *Advanced Training—Staff Cadets*, as the prerequisites for positions may change.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their experiences, opinions, and feelings about year four CSTC training opportunities. Sharing in the discussion encourages the cadets to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadets' listening skills and team development.

An interactive lecture was chosen for TPs 2 and 3 to orient the cadets to the selection process for year four CSTC training opportunities and to generate interest.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified year four CSTC training opportunities.

IMPORTANCE

It is important for cadets to identify year four CSTC training and employment opportunities because as Gold Star cadets, each cadet should know the available options for summer training or employment. Some year four opportunities are the same as year three opportunities, with some additions. These opportunities will enable cadets to professionally develop in the program by transitioning from a course cadet to a staff cadet. The ability to set early goals will prepare them for future opportunities.

Teaching Point 1**Review the specialty areas for year four CSTC training.**

Time: 5 min

Method: Group Discussion

BACKGROUND KNOWLEDGE

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

Write the specialty areas on a whiteboard / flip chart and discuss the activities associated with each area.

Cadets will have already completed courses in these specialty areas and will have a general idea of the activities associated with each area.

CEREMONIAL LEADERSHIP

Cadets will develop the knowledge and skills required to improve leadership abilities in a peer and small group setting. Topics include:

- leadership,
- confidence building,
- problem solving, and
- ceremonial drill.

EXPEDITION LEADERSHIP

Cadets will develop expedition knowledge and skills in a field setting. Topics include:

- adventure training activities,
- field training,
- trekking,
- navigating,
- wilderness survival, and
- expedition.

FULLBORE MARKSMANSHIP

Cadets will develop the knowledge and skills required to improve fullbore marksmanship abilities. Topics include:

- marksmanship with fullbore rifles,
- recreational marksmanship, and
- course level marksmanship competition.

AIR RIFLE MARKSMANSHIP

Cadets will develop the knowledge and skills required to improve air rifle marksmanship abilities. Topics include:

- two-position shooting (standing and prone),
- recreational marksmanship,
- course level marksmanship competition, and
- biathlon.

FITNESS AND SPORTS

Cadets will improve individual fitness and sports knowledge and skills. Topics include:

- studying personal fitness;
- studying rules and regulations of sports; and
- organizing and delivering sports activities.

MILITARY BAND

Cadets will develop music knowledge and skills. Topics include:

- studying music theory;
- playing an instrument as part of an ensemble;
- playing an instrument as part of a military band; and
- developing individual music skills.

PIPE BAND

Cadets will develop music knowledge and skills. Topics include:

- studying music theory;
- playing an instrument as part of an ensemble;
- playing an instrument as part of a pipe and drum band; and
- developing individual music skills.

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

- Q1. Which summer training activities interest you?
- Q2. Who is interested in applying for summer training this year? Why?
- Q3. What areas of interest do you plan to pursue? Why?



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



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

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2**Describe year four CSTC courses.**

Time: 15 min

Method: Interactive Lecture



A cadet who has attended one of these courses could be asked to speak about their experience during this TP.

COMMON COURSES

The CSTC courses listed below are common and apply to sea, army and air cadets.



Refer to CATO 40-01, *Army Cadet Program Outline* for prerequisites.

Air Rifle Marksmanship Instructor. The aim of this course is to develop specialist knowledge and skills in air rifle marksmanship and biathlon. This will allow the cadet to assist in the development and implementation of a competitive marksmanship program and instruct marksmanship training in the corps program. This six-week course is regionally conducted.

Fitness and Sports Instructor. The aim of this course is to improve individual fitness and develop the knowledge and skills needed to allow the cadet to assist in the organization and delivery of various sports activities. This six-week course is regionally conducted.

Military Band–Intermediate Musician and Advanced Musician. The aims of these courses are to expand on the knowledge and skills required to play and lead a unit military band. Both six-week courses are regionally conducted.

Pipe Band–Intermediate Musician and Advanced Musician. The aims of these courses are to expand on the knowledge and skills required to play and lead a unit pipe band. Both six-week courses are regionally conducted.

ARMY CADET ELEMENTAL COURSES

The CSTC courses listed below are specifically designed for army cadets.

Drill and Ceremonial Instructor. The aim of this course is to continue to develop leadership knowledge and skills required for junior leadership positions supporting the corps program. It also develops a specialty in drill and ceremonial and drill instruction. This six-week course is regionally conducted.

Expedition Instructor. The aim of this course is to develop subject matter knowledge and specialist skills required to successfully participate in and lead during an intermediate level expedition. This six-week course is regionally conducted.

Leadership and Challenge. The aim of this course is to develop a specialist with the hard skills, attitude and subject matter knowledge required to successfully participate in and lead expeditions. This six-week course is nationally conducted.

Fullbore Marksman Phase II. The aim of this course is to develop a specialist with the attitude, skills and subject matter knowledge required to participate in competitive fullbore marksmanship as a member of a competitive team. This six-week course is nationally conducted and selection is primarily drawn from cadets who are merit listed during the Fullbore Marksman Phase I qualification.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. What year four CSTC courses are common to sea, army and air cadets?
- Q2. What year four CSTC courses are only for army cadets?
- Q3. What CSTC courses are only available to year four cadets?

ANTICIPATED ANSWERS:

- A1. Year four CSTC common courses include:
- Air Rifle Marksmanship Instructor,
 - Fitness and Sports Instructor,
 - Military Band–Intermediate Musician and Advanced Musician, and
 - Pipe Band–Intermediate Musician and Advanced Musician.
- A2. Year four CSTC courses for army cadets only include:
- Drill and Ceremonial Instructor,
 - Expedition Instructor,
 - Leadership and Challenge, and
 - Fullbore Marksman Phase II.
- A3. The courses only available to year four cadets are:
- Leadership and Challenge, and
 - Fullbore Marksman Phase II.

Teaching Point 3

Describe staff cadet employment opportunities.

Time: 5 min

Method: Interactive Lecture

STAFF CADETS



The information below provides a brief introduction to what a staff cadet is and the types of opportunities that exist. To obtain more detailed and up to date information CATO 13-28, *Advanced Training–Staff Cadets* should be consulted prior to conducting this lesson.

CATO 13-28, *Advanced Training–Staff Cadets* defines staff cadets as follows:

- Staff cadets are appointed to such rank as is authorized by the Commanding Officer (CO) of a CSTC established to conduct summer training.
- On the authority of the CO of the CSTC, staff cadets may be requested to participate in advanced training, including instructional, supervisory or administrative functions that are approved by the Regional Cadet Support Unit (RCSU) CO for that training centre.
- Staff cadets may not be less than 16 years of age as of the first day of January of the year of advanced training.
- Staff cadets are not employees. Participation by the staff cadet during authorized CSTC summer training constitutes advanced training.



While staff cadets are not considered employees, they do receive pay during their time at a CSTC. Each position has a designated rank that corresponds to pay incentive. For more details see Annexes C and E of CATO 13-28, *Advanced Training–Staff Cadets*.



There are more advanced positions available. For the purpose of this lesson, only positions available to year four cadets will be introduced.

Staff cadet classifications are divided into two distinct categories:

- Type 1—Those who provide direct training to cadets (eg, platoon staff, canoe instructor, and sports instructor), and
- Type 2—Those who have administrative / support roles (eg, canteen staff, storesman, and photographer).



Prerequisites are outlined in CATO 13-28, *Advanced Training–Staff Cadets* for each individual position outlined above.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

- Q1. Who authorizes a staff cadet to be appointed to their rank at the CSTC?
- Q2. What is the age requirement for staff employment opportunities?
- Q3. What are the two staff cadet classifications?

ANTICIPATED ANSWERS:

- A1. Staff cadets are appointed to such rank as is authorized by the CO of a CSTC established to conduct summer training.
- A2. Staff cadets may not be less than 16 years of age as of the first day of January of the year of advanced training.

A3. Staff cadet classifications are divided into two distinct categories:

- Type 1—Those who provide direct training to cadets (eg, platoon staff, canoe instructors, and sports instructors), and
- Type 2—Those who have administrative / support roles (eg, canteen staff, storesman, and photographers).

END OF LESSON CONFIRMATION

The cadets' participation in the group discussion on year four CSTC opportunities will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Summer training is a fun and exciting aspect of the Cadet Program, which offers training in specialty areas. CSTCs are places to meet other cadets and to make new friends from across Canada. It is important to be familiar with the training and employment options available at CSTCs. This will prepare cadets to plan their training with the intention of preparing for specific employment positions in the future.

INSTRUCTOR NOTES / REMARKS

This EO shall be conducted before the summer training application deadline.

It is recommended that the summer training application forms be completed during a training session after this EO has been conducted.

REFERENCES

A0-033 CATO 14-21 Director Cadets 3. (2004). *Music training and education with the Canadian Cadet Organizations*. Ottawa, ON: Department of National Defence.

A0-096 CATO 11-04 Director Cadets 3. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.

A0-128 CATO 13-28 Director Cadets 2. (2006). *Advanced training—Staff cadets*. Ottawa, ON: Department of National Defence.

A2-077 CATO 40-01 Director Cadets 4. (2008). *Army cadet program outline*. Ottawa, ON: Department of National Defence.

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ROYAL CANADIAN ARMY CADETS
GOLD STAR
INSTRUCTIONAL GUIDE



SECTION 3

EO M407.03 – IDENTIFY THE STRUCTURE OF A CADET CORPS

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the Terms of References and Organizational Charts located at Attachments A–S for each cadet.

Photocopy the Activity Scenario Worksheet located at Attachment T for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1–3 to give the cadets direction on the structure of a cadet corps and how all cadets can work together to achieve a common training goal(s).

An in-class activity was chosen for TP 4 as it is an interactive way to provoke thought and stimulate interest among the cadets about the duties of the functional, training and duty organizations of a cadet corps.

INTRODUCTION

REVIEW

The review for this lesson is from EO M407.02 (Identify Year Four Cadet Summer Training Centre [CSTC] Training Opportunities).

QUESTIONS:

- Q1. What year four CSTC courses are only for army cadets?
- Q2. Describe the aim of a year four CSTC common or elemental course.
- Q3. Who authorizes a staff cadet to be appointed to their rank at the CSTC?

ANTICIPATED ANSWERS:

A1. Year four CSTC courses for army cadets only include:

- Drill and Ceremonial Instructor,
- Expedition Instructor,
- Leadership and Challenge, and
- Fullbore Marksman Phase II.

A2. Answers may vary.

A3. Staff cadets are appointed to such rank as is authorized by the CO of the CSTC.

OBJECTIVES

By the end of this lesson the cadet shall be able to identify the structure of a cadet corps, to include:

- functional organization,
- training organization, and
- duty organization.

IMPORTANCE

It is important for cadets to understand the structure of a cadet corps and become familiar with the chain of command. Each role within a cadet corps' structure is important and when working together in a cohesive manner, the conduct of a corps' operations will be efficient and successful.

Teaching Point 1**Identify the functional organization of a cadet corps.**

Time: 15 min

Method: Interactive Lecture



This TP is intended to identify the functional organization of a cadet corps and when this organization is most beneficial within a cadet corps.

Distribute the functional terms of references and organizational chart located at Attachments A–I to each cadet.

Where the local cadet corps structure and terms of reference varies, tailor the content of this TP to match.

A cadet corps is divided into three organizations—functional, training and duty. These organizations work cooperatively to delegate work and responsibility to the officers and cadets of the corps. This helps ensure that no member is overtasked or under-tasked and that no area of the corps is neglected.



Some cadets within the corps structure answer directly to corps officers. The following is a description of the corps officers responsibilities.

- **Commanding Officer (CO).** Responsible for all cadet matters pertaining to the corps and for the training and administration of officers, civilian instructors, and cadets serving within the cadet corps.
- **Training Officer (Trg O).** Responsible to the CO for all training matters pertaining to the cadet corps.
- **Platoon Commander (PI Comd).** Responsible to the CO for all matters pertaining to the platoon.
- **Administration Officer (Adm O).** Responsible to the CO for all administration and personnel matters pertaining to the cadet corps.
- **Supply Officer (Sup O).** Responsible to the CO for all matters pertaining to supply, transportation and food services for cadet activities.
- **Band Officer (Band O).** Responsible to the CO for the organization, management, administration and general efficiency of the band.

The functional organization outlines the administrative responsibilities of the corps and is based on the parade structure. The following is the functional organization of a cadet corps:

Regimental Sergeant Major (RSM). Answers directly to the CO and is normally the CO's closest advisor on all matters related to the cadets of the corps. The CO normally considers the recommendations of the RSM in the matter of rank appointments, medals, awards, assignments and Non-Commissioned Officer (NCO) training and development. As the most senior cadet, the RSM sets the standard in drill, dress and deportment.

Company Sergeant Major (CSM). Responsible to the RSM and / or CO for the performance of all duties, but is normally supervised by the RSM in routine matters. The CSM is closely involved in monitoring, advising and providing assistance to the Platoon Warrant Officers (PI WOs) and other cadet NCOs. The CSM has a direct interest in supervising cadets assigned to corps headquarters and in maintaining the good order and cleanliness of the corps offices and other facilities. In the field, the CSM plays a key roll in the establishment and operation of the field headquarters.

Platoon Warrant Officer (PI WO). Responsible for the same administrative responsibilities for the platoon as the RSM has for the corps. The PI WO is an advisor to the PI Comd in matters concerning the cadets in the platoon. The PI WO is always informed of the overall plan and timings and is fully capable of leading the platoon.

Drum Major (DM). Responsible to the Band O for controlling the musical action and the drill movements of a band during parades. The drum major is the Band O's closest advisor on all matters related to the band.



Pipe Major (PM). When there is no drum major in a pipe band, the pipe major is responsible for the overall welfare of the band. When there is a drum major, the pipe major is responsible for the pipe section.

Flag Party Commander (Flag Party Comd). Responsible for training and supervising the members of the flag party.

Training Assistant. Responsible to the Trg O for matters related to the training of the corps. The training assistant ensures that timings are met, the schedule is followed and instructors are prepared.

Supply Assistant. Responsible to the Sup O for maintaining clothing and equipment, ensuring they are in serviceable condition. The supply assistant also helps with the issuing of clothing and equipment.

Administration Assistant. Responsible to the Adm O for maintaining and preparing files and required forms and ensuring the orderly room is clean and tidy for visitors.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. Who does the RSM answer to directly?
- Q2. What is the DM responsible for?
- Q3. What is the supply assistant responsible for?

ANTICIPATED ANSWERS:

- A1. The RSM answers directly to the CO.
- A2. The DM is responsible to the Band O for controlling the musical action and the drill movements of a band during parades.
- A3. The supply assistant is responsible to the Sup O for maintaining clothing and equipment, ensuring they are in serviceable condition.

Teaching Point 2**Identify the training organization of a cadet corps.**

Time: 10 min

Method: Interactive Lecture



This TP is intended to identify the training organization of a cadet corps and when this organization is most beneficial within a cadet corps.

Distribute the training terms of references and organizational chart located at Attachments J–P to each cadet for reference.

Where the local cadet corps structure and terms of reference varies, tailor the content of this TP to match.

The training organization assists with the implementation and delivery of the corps training program, as directed by the CO and the Trg O. The following is the training organization of a cadet corps:

Star Level NCO. Each star level may have one or more NCOs to perform the duties of an instructor and team leader by teaching, facilitating and supervising star level training.



Some cadets within the corps structure answer directly to corps officers. The Course Officer is responsible to the Trg O for all training matters pertaining to their particular star level.

Specialist Instructors. Provide the opportunity for senior cadets to instruct, supervise, practice and develop advanced skills in specialized activities. The following are specialty instructors:



While it is desirable for a cadet unit to have a complete range of specialist instructors, it is not expected that every corps would have every specialist instructor represented.

- **Drill and Ceremonial Instructor.** Performs the duties of a specialist instructor during drill-based lessons and acts as a team leader on the parade square and during ceremonies by supervising drill and setting the example in dress, drill and deportment.
- **Expedition Instructor.** Performs the duties of a specialist instructor during expedition-based lessons and acts as a team leader by performing field maintenance on expedition equipment and supervising expedition training.
- **Fitness and Sports Instructor.** Performs the duties of a specialist instructor during fitness and sports-based lessons and acts as a team leader by organizing, coaching and refereeing fitness and sports activities and administering the fitness protocols.
- **Music Instructor.** Performs the duties of a specialist instructor during music-based lessons and acts as a team leader by assisting with the overall management of the band by directing and scheduling music training.



Each musical section (eg, pipers, drummers, woodwind) may have their own music instructor.

- **Air Rifle Marksmanship Instructor.** Performs the duties of a specialist instructor during marksmanship-based lessons and acts as a team leader by planning and organizing recreational marksmanship and biathlon activities as part of the corps mandatory and complementary marksmanship training. The air rifle marksmanship instructor is responsible to the Range Safety Officer (RSO).



Some cadets within the corps structure answer directly to corps officers. The RSO is responsible to the CO for the overall safety of every person and activity, when on a range.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. How does the Drill and Ceremonial Instructor assist with the implementation and delivery of the corps training program?
- Q2. How does the Expedition Instructor assist with the implementation and delivery of the corps training program?
- Q3. Who is the Air Rifle Marksmanship Instructor responsible to?

ANTICIPATED ANSWERS:

- A1. The Drill and Ceremonial Instructor performs the duties of a specialist instructor and team leader on the parade square and during ceremonies by instructing drill and setting the example in dress, drill and deportment.
- A2. The Expedition Instructor performs the duties of a specialist instructor during expedition-based lessons and acts as a team leader by performing field maintenance on expedition equipment and supervising expedition training.
- A3. The Air Rifle Marksmanship Instructor is responsible to the RSO.

Teaching Point 3

Identify the duty organization of a cadet corps.

Time: 5 min

Method: Interactive Lecture



This TP is intended to identify the duty organization of a cadet corps and when this organization is most beneficial within a cadet corps.

Distribute the duty terms of references and organizational chart located at Attachments Q–S to each cadet for reference.

Duty personnel are a group of selected cadets who, on a rotational basis, look after the safety, conduct and appearance of the corps building. The following is the duty organization of a cadet corps:



Some cadets within the corps structure answer directly to corps officers. The Duty Officer (Duty O) is responsible to the CO for looking after the safety, conduct and appearance of the corps building.

Duty NCO. Should be the first cadet to arrive and the last cadet to leave on a parade night. Throughout the parade night, the duty NCO is responsible to the Duty O to ensure that timings are met and the building is clean.

Duty Assistants. As there are so many duty responsibilities on a parade night, duty assistants are important and required, should the duty NCO be busy or absent, as they assist the Duty NCO in their nightly duties.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

- Q1. When should the duty NCO arrive and leave on a parade night?
- Q2. Who is the duty NCO responsible to?
- Q3. Why are duty assistants required on a parade night?

ANTICIPATED ANSWERS:

- A1. The duty NCO should be the first cadet to arrive and the last cadet to leave on a parade night.
- A2. The duty NCO is responsible to the Duty O.
- A3. As there are so many duty responsibilities on a parade night, duty assistants are important and required, should the duty NCO be busy or absent.

Teaching Point 4

Conduct an activity to have the cadets identify NCO responsibilities in a cadet corps.

Time: 20 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets identify NCO responsibilities in a cadet corps.

RESOURCES

- Terms of References and Organizational Charts located at Attachments A–S (one per cadet),
- Activity Scenario worksheet located at Attachment T (one per cadet),
- Activity Scenario Answer Sheet located at Attachment U,
- Paper, and
- Pen / pencil (one per cadet).

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into three groups.
2. Have each group choose a team leader and a recorder.
3. Distribute the Activity Scenario worksheet, a piece of paper and a pen / pencil to each cadet.
4. Allow each group 10 minutes to read the activity scenario and to discuss and answer the questions.

5. Circulate and assist the cadets as necessary, offering suggestions and advice.
6. Discuss and review the answers with the class. Refer to the Activity Scenario Answer Sheet, as required.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 4

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

END OF LESSON CONFIRMATION

The cadets' identifying of the structure of a cadet corps will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The ability to identify the corps structure and being familiar with the chain of command are important as the cadets become more involved in the cadet corps. Each role within the cadet corps is important, as each role helps ensure the conduct of operations is completed in a timely and efficient manner.

INSTRUCTOR NOTES / REMARKS

Where the local cadet corps structure varies, tailor the content of this EO to match.

REFERENCES

A1-069 A-CR-CCP-603/PG-001 Director Cadets 3. (2009). *Phase Three qualification standard and plan*. Ottawa, ON: Department of National Defence.

A2-083 A-CR-CCP-716/PG-001 Director Cadets 3. (2009). *Expedition Instructor qualification standard and plan*. Ottawa, ON: Department of National Defence.

A2-084 A-CR-CCP-713/PG-001 Director Cadets 3. (2009). *Drill and Ceremonial Instructor qualification standard and plan*. Ottawa, ON: Department of National Defence.

A2-085 A-CR-CCP-832/PG-001 Director Cadets 3. (2009). *Leadership and Ceremonial Instructor qualification standard and plan*. Ottawa, ON: Department of National Defence.

A2-086 A-CR-CCP-902/PG-001 Director Cadets 3. (2009). *Fitness and Sports Instructor qualification standard and plan*. Ottawa, ON: Department of National Defence.

A2-087 A-CR-CCP-903/PG-001 Director Cadets 3. (2009). *Air Rifle Marksmanship Instructor qualification standard and plan*. Ottawa, ON: Department of National Defence.

A2-088 A-CR-CCP-905/PG-001 Director Cadets 3. (2009). *Military Band—Intermediate Musician qualification standard and plan*. Ottawa, ON: Department of National Defence.

A2-089 A-CR-CCP-909/PG-001 Director Cadets 3. (2009). *Pipe Band—Advanced Musician qualification standard and plan*. Ottawa, ON: Department of National Defence.

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TERMS OF REFERENCE—REGIMENTAL SERGEANT MAJOR (RSM)

Responsible to: Commanding Officer (CO)

The RSM is responsible for:

1. Setting and maintaining the standard of dress, discipline, deportment, drill and duties of all Non-Commissioned Officers (NCOs) of the cadet corps.
2. Supervising the Company Sergeant Major (CSM) and monitoring the activities of all unit NCOs in their duties through the appropriate chain of command.
3. Being acquainted with the capabilities of all NCOs and making recommendations regarding their employment within the cadet corps as well as recommendations for rank and courses.
4. Being present for the counselling of cadets and NCOs when requested by the CO.
5. Being present at all inspections by the CO.
6. Keeping the CO informed of any occurrences or cadet personal problems that may affect the welfare of the cadet corps or its personnel.
7. Ensuring cadets are aware of orders and directives, especially those new to the cadet corps.
8. Ensuring that new personnel are promptly met and processed on arrival at the cadet corps.
9. Taking a personal interest and getting involved in training cadets for ceremonial parades, guard mountings and other special activities.
10. Monitoring the training and instruction of cadets.
11. Receiving and consolidating all parade states, status reports and other returns from the NCOs.
12. Ensuring the duty roster for all NCOs is published.
13. Reviewing the A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, and providing advice to the CO and other corps staff on matters related to drill.
14. Instructing NCOs in the subject of drill.
15. Supervising and ensuring NCOs are taught correctly in the subject of drill instruction.
16. Ensuring the overall welfare of cadets and maintaining esprit de corps at a high level.
17. Acting as Parade Commander for the Annual Ceremonial Review and other parades where officers are not on parade.
18. Performing other duties as directed by the CO.

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TERMS OF REFERENCE—COMPANY SERGEANT MAJOR (CSM)

Responsible to: Commanding Officer (CO) / Training Officer (Trg O) / Regimental Sergeant Major (RSM)

The CSM is responsible for:

1. Setting and maintaining the standard of dress, discipline and deportment of all Non-Commissioned Officers (NCOs).
2. Assisting the Trg O by supervising the daily routine throughout the corps with particular emphasis on ensuring the cadet offices are maintained in good order.
3. Forming up company parades, turning them over to the RSM and being present at all inspections.
4. Ensuring roll call is carried out at appropriate times and completion of the parade state for the RSM and the Adm O.
5. Ensuring orders are posted and duty rosters are correct and fair.
6. Keeping the RSM informed of any occurrence affecting the discipline and welfare of the NCOs.
7. Supervising the supply and administration assistant cadets assigned to the corps headquarters.
8. Training and supervising the Flag Party Commander and drill team.
9. Advising the RSM on the progress and performance of NCOs, making recommendations on suitability for advancement or awards.
10. Ensuring the overall welfare and morale of the cadets is maintained at a high level.
11. Acting as Deputy Parade Commander for the Annual Ceremonial Review and other parades where officers are not on parade.
12. Assuming the duties of the RSM if required to do so.
13. Performing other duties as directed by the CO, Trg O or RSM.

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TERMS OF REFERENCE–PLATOON WARRANT OFFICER (PI WO)

Responsible to: Platoon Commander (PI Comd) / Company Sergeant Major (CSM)

The PI WO is responsible for:

1. Setting an example for subordinates in dress, deportment, discipline and conduct.
2. Supervising the platoon Non-Commissioned Officers (NCOs).
3. Ensuring the platoon roll is called at appropriate times.
4. Preparing the platoon parade state for the CSM.
5. Posting or passing along routine orders and any other directions to the platoon.
6. Carrying out administration within the platoon.
7. Inspecting their platoon regularly, correcting deficiencies as required.
8. Being present at all inspections by the PI Comd.
9. Knowing the general plan for any corps activity and the specific plan for platoon activities.
10. Training and supervising the Section Commanders (Sec Comds).
11. Providing advice to the Sec Comds on the conduct of their duties.
12. Maintaining a record of appropriate personal information on each Sec Comd.
13. Instructing lessons as assigned.
14. Ensuring the platoon is well trained in drill.
15. Encouraging the cadets of the platoon to attend training regularly and motivating them to strive for excellence.
16. Ensuring the overall welfare and morale of the cadets in the platoon is maintained at a high level.
17. Acting as PI Comd for the Annual Ceremonial Review and other parades where officers are not on parade.
18. Being prepared to fill in for the PI Comd in their absence.
19. Performing other duties as directed by the PI Comd.

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TERMS OF REFERENCE—DRUM MAJOR (DM)

Responsible to: Band Officer (Band O) / Regimental Sergeant Major (RSM)

The DM is responsible for:

1. Directing the band on parade.
2. Instructing band drill.
3. Planning band drill routines.
4. Ensuring the overall welfare of the band.
5. Maintaining a band drill program.
6. Caring for and maintaining band equipment.
7. Taking attendance and announcing daily orders to the band.
8. Maintaining attendance records.
9. Ensuring the band roll is called at appropriate times.
10. Preparing the band parade state for the CSM.
11. Performing other duties as directed by the Band O.

Note 1. When there is no DM in a pipe band, the pipe major is responsible for the overall welfare of the band.

Note 2. This terms of reference is for a drum major in a pipe band or a military band.

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TERMS OF REFERENCE–FLAG PARTY COMMANDER (Flag Party Comd)

Responsible to: Company Sergeant Major (CSM)

The Flag Party Comd is responsible for:

1. Setting the example for their subordinates in dress, deportment, discipline and conduct.
2. Ensuring members of the Flag Party are familiar with all parade procedures.
3. Training and supervising the members of the Flag Party.
4. Inspecting the Flag Party, correcting deficiencies as required.
5. Performing other duties as directed by the CSM.

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TERMS OF REFERENCE–TRAINING ASSISTANT

Responsible to: Training Officer (Trg O) / Company Sergeant Major (CSM)

The Training Assistant is responsible for:

1. Ensuring all lessons start and end on time.
2. Ensuring all instructors are prepared for their lesson(s).
3. Providing reference material or training aids to instructors.
4. Being prepared to teach a lesson(s), if an instructor is absent.
5. Ensuring the training records for cadets are being maintained.
6. Assessing lessons as required.
7. Maintaining an adequate stock of required training forms.
8. Assisting the Trg O with keeping track of lessons.
9. Performing other duties as directed by the Trg O.

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TERMS OF REFERENCE—SUPPLY ASSISTANT

Responsible to: Supply Officer (Sup O) / Company Sergeant Major (CSM)

The Supply Assistant is responsible for:

1. Ensuring all equipment is in serviceable condition, noting any deficiencies.
2. Ensuring clothing and equipment is serviceable prior to issue.
3. Ensuring new cadets are promptly kitted following enrolment.
4. Maintaining a unit equipment book showing all equipment, ownership, serial numbers, condition, acquisition and disposal dates and repair history.
5. Ensuring all equipment, especially rifles, are clean prior to storage.
6. Assisting in the issuing and returning of stores.
7. Performing other duties as directed by the Sup O.

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TERMS OF REFERENCE—ADMINISTRATION ASSISTANT

Responsible to: Administration Officer (Adm O) / Company Sergeant Major (CSM)

The Administration Assistant is responsible for:

1. Maintaining an adequate stock of required forms.
2. Preparing all returns, entries in books and records, amendments, unit orders and correspondence as directed by the Adm O.
3. Advising the supply assistant of cadets enrolled and released.
4. Controlling access to relevant publications.
5. Providing reference material to instructional staff.
6. Ensuring conservative use of stationery.
7. Maintaining the orderly room in a clean and tidy manner.
8. Performing other duties as directed by the Adm O.

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FUNCTIONAL ORGANIZATIONAL CHART

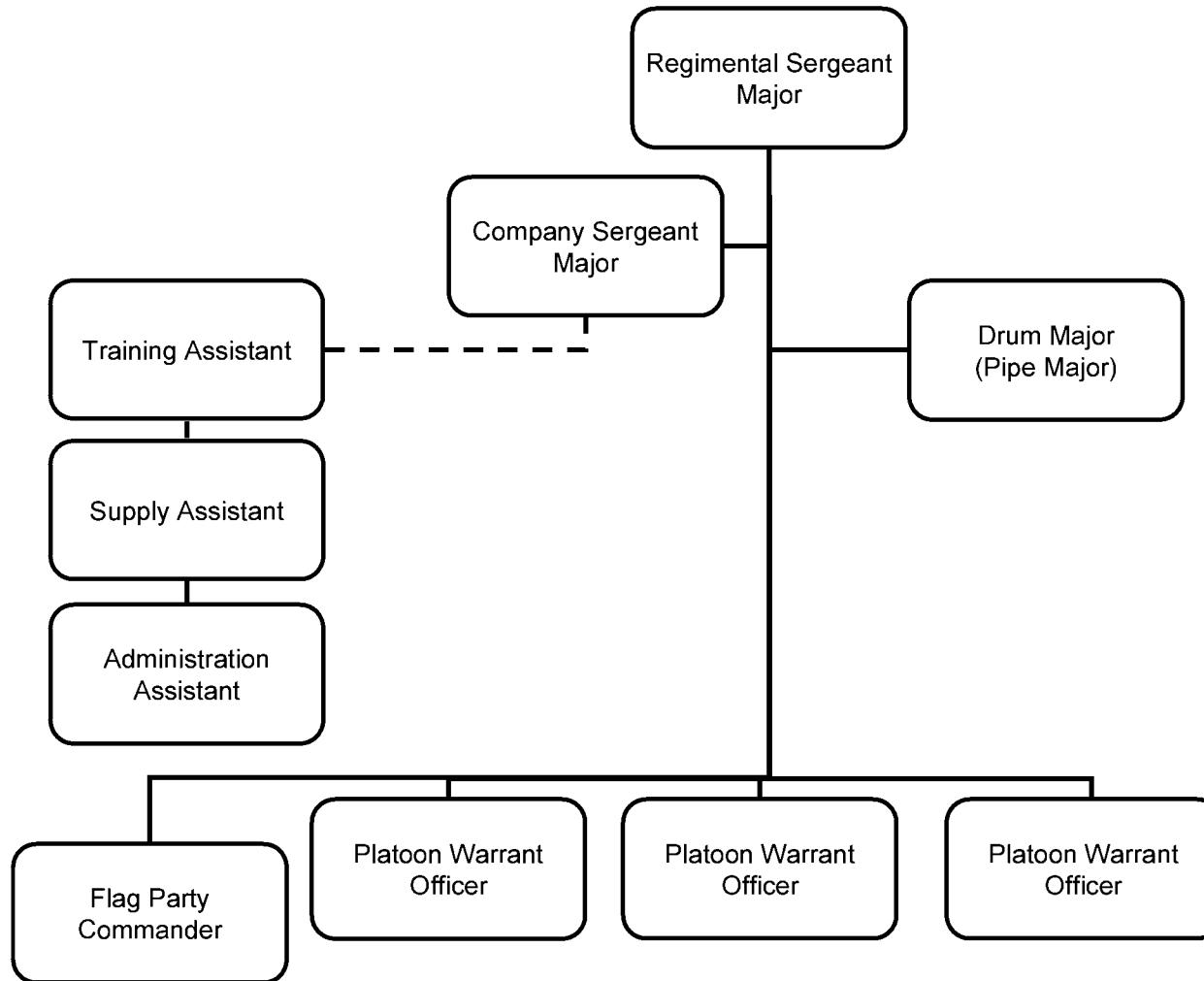


Figure I-1 Functional Organization Chart

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

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TERMS OF REFERENCE--STAR LEVEL NCO

Responsible to: Training Officer (Trg O) / Course Officer

The Star Level NCO is responsible for:

1. Performing the duties of a team leader for a star level.
2. Instructing and facilitating star level training.
3. Overseeing and supervising star level training.
4. Informing cadets of upcoming activities and any special training requirements for activities.
5. Advising the Course Officer on progress of each cadet.
6. Ensuring cadets follow timings and lessons.
7. Contributing recommendations for promotions and awards.
8. Performing other duties as directed by the Trg O or the Course Officer.

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TERMS OF REFERENCE—DRILL AND CEREMONIAL INSTRUCTOR

Responsible to: Training Officer (Trg O) / Regimental Sergeant Major (RSM)

The Drill and Ceremonial Instructor is responsible for:

1. Performing the duties of a team leader for drill.
2. Instructing drill.
3. Monitoring drill instruction.
4. Planning drill demonstrations for special events and ceremonies.
5. Acting as a subject matter expert for drill.
6. Conducting parades practices under the supervision of the RSM.
7. Conducting drill demonstrations.
8. Setting the example in dress, drill and deportment.
9. Performing other duties as directed by the Trg O or the RSM.

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TERMS OF REFERENCE–EXPEDITION INSTRUCTOR

Responsible to: Training Officer (Trg O)

The Expedition Instructor is responsible for:

1. Performing the duties of a team leader during expedition training.
2. Assisting in the preparation and planning of expedition training.
3. Participating in and leading expeditions using a variety of modes of travel (eg, canoeing, mountain biking, hiking).
4. Performing field maintenance on expedition equipment (eg, mountain bikes, stoves, tents, expedition field packs, water filters).
5. Instructing and facilitating expedition training.
6. Overseeing and supervising expedition training.
7. Performing other duties as directed by the Trg O.

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TERMS OF REFERENCE–FITNESS AND SPORTS INSTRUCTOR

Responsible to: Training Officer (Trg O)

The Fitness and Sports Instructor is responsible for:

1. Performing the duties of a team leader during fitness and sports activities.
2. Assisting in the preparation and planning of the fitness and sports program.
3. Mentoring cadets in regards to healthy living.
4. Participating in fitness and sports activities.
5. Performing maintenance on sports equipment.
6. Instructing and facilitating fitness and sports training.
7. Organizing and supervising fitness and sports training.
8. Coaching and refereeing fitness and sports activities.
9. Performing other duties as directed by the Trg O.

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TERMS OF REFERENCE—MUSIC INSTRUCTOR

Responsible to: Band Officer (Band O)

The Music Instructor is responsible for:

1. Assisting with the management of the band.
2. Conducting music for the band.
3. Instructing private music lessons.
4. Analyzing and interpreting styles of music.
5. Assisting with the warming up and tuning of the band sections.
6. Organizing the music library.
7. Issuing and receiving inventory.
8. Supervising members of a set-up and tear-down crew.
9. Supervising members of a section / ensemble.
10. Instructing sectional and / or ensemble rehearsals.
11. Providing feedback on overall performance(s).
12. Giving direction to the cadets on how to perform the music.
13. Performing other duties as directed by the Band O.

Note. This terms of reference is for a music instructor in a pipe band or a military band.

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TERMS OF REFERENCE–AIR RIFLE MARKSMANSHIP INSTRUCTOR

Responsible to: Training Officer (Trg O) / Range Safety Officer (RSO)

The Air Rifle Marksmanship Instructor is responsible for:

1. Leading air rifle marksmanship and biathlon activities.
2. Organizing cadets into marksmanship relays.
3. Assisting the RSO.
4. Ensuring the air rifle range is set up and dismantled.
5. Inspecting air rifle marksmanship equipment.
6. Maintaining air rifle marksmanship equipment.
7. Distributing air rifle marksmanship equipment.
8. Enforcing range safety.
9. Scoring and analyzing targets.
10. Coaching and assisting cadets during air rifle marksmanship activities.
11. Employing the firing point sequence.
12. Reinforcing the principles of air rifle marksmanship.
13. Instructing air rifle marksmanship lessons.
14. Performing other duties as directed by the Trg O or the RSO.

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TRAINING ORGANIZATIONAL CHART

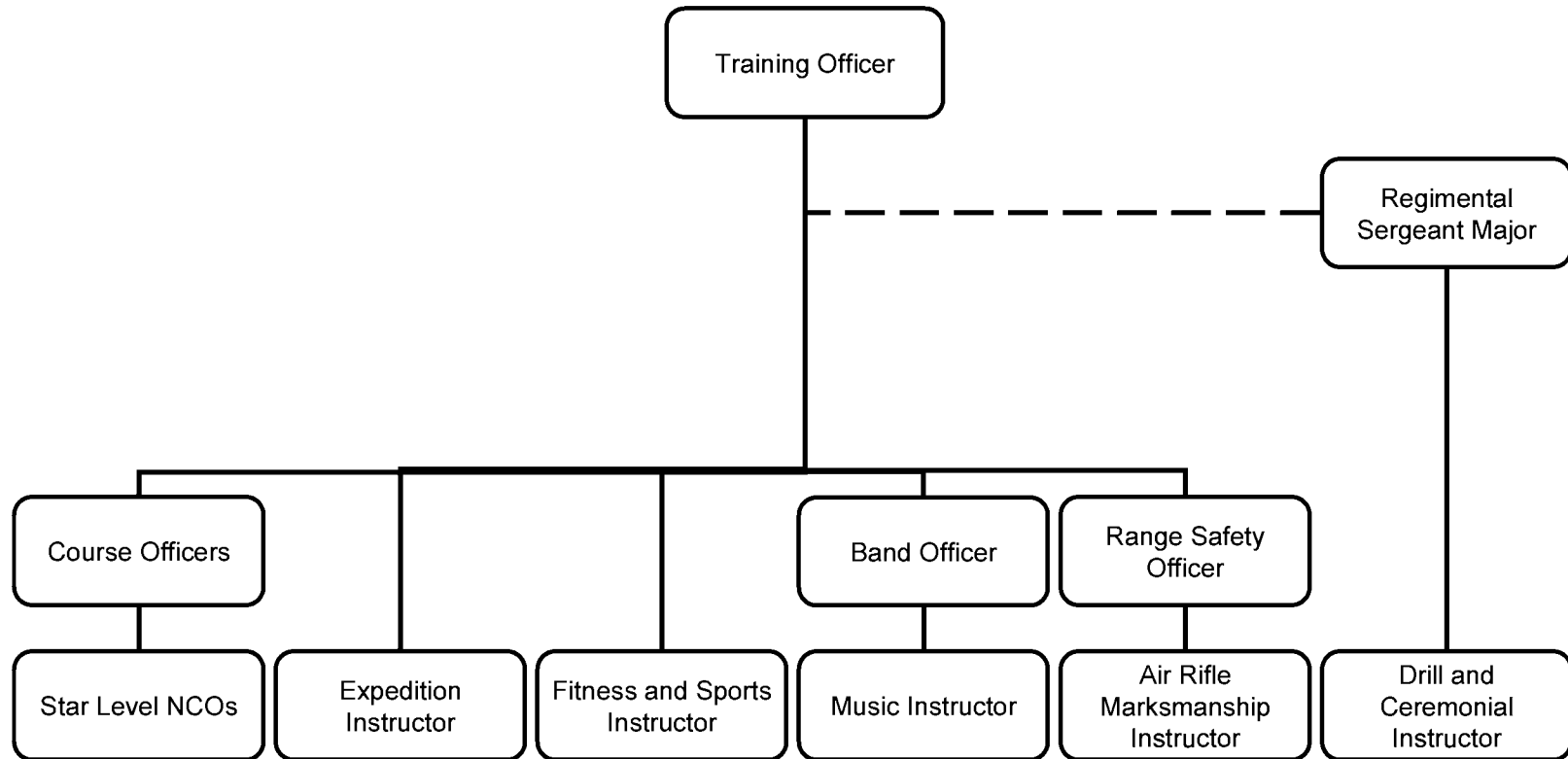


Figure P-1 Training Organization Chart

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

Note 1. The Training Officer is responsible for all training matters pertaining to the cadet corps.

Note 2. The Course Officers, Band Officer, Range Safety Officer and Regimental Sergeant Major are responsible for matters pertaining to their area of training.

Note 3. A solid line depicts a direct chain of command and a dashed line depicts an indirect chain of command.

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TERMS OF REFERENCE–DUTY NCO

Responsible to: Duty Officer (Duty O) / Regimental Sergeant Major (RSM)

The Duty NCO is responsible for:

1. Supervising cadets as they arrive.
2. Ensuring all classrooms are open before the start of lessons.
3. Ensuring attendance is taken and handed in.
4. Greeting guests on their arrival and directing them to location.
5. Calling absent cadets.
6. Ensuring cadets that are late are added to the attendance.
7. Ensuring lessons start and end on time.
8. Supervising canteen break and cleanup of area.
9. Supervising cadets on evening cleanup.
10. Completing a final sweep of the area to ensure cleanliness.
11. Picking up and removing any items left behind after training.
12. Ensuring all areas of the building are clean.
13. Ensuring lights are off; doors and windows are closed and locked.
14. Supervising cadets while they wait for rides and depart.
15. Reporting to the Duty O upon the completion of duties.
16. Performing other duties as directed by the Duty O.

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TERMS OF REFERENCE–DUTY ASSISTANTS

Responsible to: Duty Officer (Duty O) / Duty NCO

The duty assistants are responsible for:

1. Assisting the Duty NCO in their duties, to include:
 - a. ensuring all classrooms are open before the start of lessons;
 - b. greeting guests on their arrival;
 - c. supervising cadets during canteen break and cleanup of area;
 - d. supervising cadets on evening cleanup;
 - e. picking up and removing any items left behind; and
 - f. ensuring all areas of the building are clean.
2. Performing other duties as directed by the Duty O or the Duty NCO.

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DUTY ORGANIZATIONAL CHART

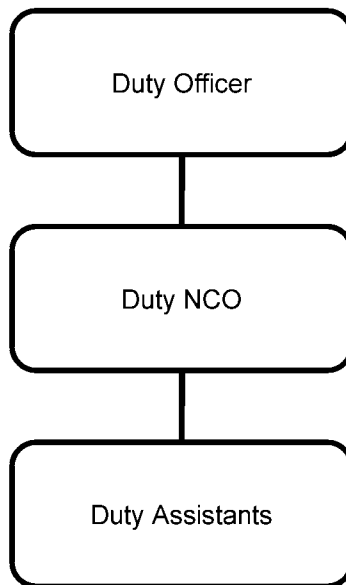


Figure S-1 Duty Organization Chart

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

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ACTIVITY SCENARIO

Corps Structure

| Functional Organization | Training Organization |
|---|--|
| Regimental Sergeant Major (RSM). CWO Anderson | Star Level Non-Commissioned Officers (NCOs). WO Lee, WO Lopez and Sgt Singh |
| Company Sergeant Major (CSM). MWO Pelletier | |
| Platoon Warrant Officer (PI WO). WO Lee and WO Lopez | Drill and Ceremonial Instructor. WO Taylor |
| Drum Major (DM). MWO Clark | Expedition Instructor. Sgt Campbell |
| Flag Party Commander (Flag Party Comd). Sgt Williams | Fitness and Sports Instructor. Sgt Brown |
| Training Assistant. WO Martin | Music Instructor. WO Wilson |
| Supply Assistant. Sgt Li | Air Rifle Marksmanship Instructor. WO Chan |
| Administration Assistant. Sgt O'Reilly | |

Training Scenario

Refer to the sample training calendar on the following page to determine the following:

1. Which NCO(s) is responsible for organizing and conducting each activity?
2. Which NCO(s) is required to assist / support the other NCO(s) in some way for each activity?
3. Which NCO(s) is responsible for supervising each activity?
4. As the NCO responsible for organizing and conducting each activity, how would this be accomplished in order to make each activity successful for everyone involved?
5. As the NCO responsible for supervising each activity, how would this be accomplished in order to make each activity successful for everyone involved?

| <i>Sun</i> | <i>Mon</i> | <i>Tue</i> | <i>Wed</i> | <i>Thu</i> | <i>Fri</i> | <i>Sat</i> |
|---------------------------------|--|------------|---|------------|---------------------------------|-------------------------------------|
| April | | | 1 COs Parade (with guest speakers) | 2 | 3 | 4 Air Rifle Training |
| 5 Band Practice | 6 | 7 | 8 Parade Night (Star level training) | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 Parade Night (Star level testing) | 16 | 17 Expedition Trg Weekend | 18 Expedition Trg Weekend |
| 19 Expedition Trg Weekend | 20 | 21 | 22 Sports Night | 23 | 24 | 25 Community Service Activity |
| 26 | 27 Administration and Supply Night (Prep for ACR) | 28 | 29 ACR Practice | 30 | | |

Figure T-1 Sample Training Calendar

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

ACTIVITY SCENARIO ANSWER SHEET

| DATE | ACTIVITY | NCO(s) RESPONSIBLE FOR ORGANIZING AND CONDUCTING | NCO(s) TO ASSIST / SUPPORT | NCO SUPERVISING |
|--------------------|---------------------------------------|---|--|--------------------------------|
| April 1 | COs Parade (with guest speakers) | CWO Anderson (MWO Clark, for the band) | All NCOs | N/A |
| April 4 | Air Rifle Training | WO Chan | Sgt Li (for equipment) | N/A |
| April 5 | Band Practice | WO Wilson | N/A | MWO Clark |
| April 8 | Parade Night (star level training) | WO Martin | WO Lee, WO Lopez and Sgt Singh (star levels) Sgt Li and Sgt O'Reilly (supply and admin) | CWO Anderson and MWO Pelletier |
| April 15 | Parade Night (star level testing) | WO Martin | WO Lee, WO Lopez and Sgt Singh (star levels) Sgt Li and Sgt O'Reilly (supply and admin) | CWO Anderson and MWO Pelletier |
| April 17-19 | Expedition Training Weekend | Sgt Campbell | WO Martin (training) and Sgt Li (for equipment) | MWO Pelletier |
| April 22 | Sports Night | Sgt Brown | Sgt Li (for equipment) | WO Martin |
| April 25 | Community Service Activity | CWO Anderson | N/A | N/A |
| April 27 | Administration and Supply Night | Sgt Li and Sgt O'Reilly | N/A | MWO Pelletier |
| April 29 | ACR Practice | WO Taylor | All NCOs | CWO Anderson |

Note. Answers for questions 4 and 5 may vary.

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**COMMON TRAINING
GOLD STAR
INSTRUCTIONAL GUIDE**



SECTION 4

EO C407.01 – PREPARE FOR A MERIT REVIEW BOARD

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-704/PG-001, *Gold Star Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Prepare to conduct merit review boards IAW CATO 13-02, *Cadet Rank Promotions*.

The practice merit review board in TP 3 should be composed of adults who have competent interview skills (eg, officers, civilian instructors, volunteers). Senior cadets should only be used as a last resort.

Obtain the materials for conducting a merit review board for a promotion interview.

Prepare interview questions, marking sheets and candidate scoring sheets (to be created locally) for TP 3.

Arrange for assistant instructors for TP 3.

Obtain a copy of CATO 13-02, *Cadet Rank Promotions*, for each member of the merit review board for promotion.

Photocopy Attachments A, B and D for each cadet.

Photocopy the Merit Review Board Scoresheet located at Attachment C (the number of photocopies will vary based on the number of board members and Gold Star cadets).

Using Attachment B as a guide, prepare the Merit Review Board Scoresheets by deciding on six questions to ask during the practice merit review board.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1 and 2 to present preparations for merit review boards and to summarize the teaching points.

An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest among the cadets about merit review boards.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to prepare for a merit review board.

IMPORTANCE

It is important for cadets to prepare for a merit review board to help them succeed in gaining opportunities through competitive application processes.

Teaching Point 1**Identify occasions for a merit review board.**

Time: 5 min

Method: Interactive Lecture

Merit review boards are a structured interview where candidates are evaluated by a group of board members. Candidates are scored on their dress, deportment and answers given to interview questions. Merit review boards are most often conducted for promotion to Master Warrant Officer (MWO) and Chief Warrant Officer (CWO). They provide selection recommendations that are fair and open, and provide candidates with valuable constructive feedback on their performance.

PROMOTIONS REQUIREMENTS

CATO 13-02, *Cadet Rank Promotions*, is the authority for this training.

A merit review board is required to be promoted to MWO and CWO. Promotion merit review boards have many benefits for the corps, to include:

- giving the cadet incentive to learn details of the rank or appointment responsibilities;
- ensuring that the best cadet is selected; and
- satisfying all members of the corps that the best available cadet is leading them.

OTHER POSSIBLE OCCASIONS FOR A MERIT REVIEW BOARD**Awards**

Some corps may conduct a merit review board for important awards. Most often, recommendations for awards are made by a board of staff members who are familiar with the work of all cadets. In all cases, recommendations are given to the Commanding Officer (CO). The CO is the final arbiter of awards.

Scholarships

Scholarship cadets are often selected by the person or entity that is providing the scholarship funding. Corps may choose to hold a merit review board for such a purpose.

Senior Appointments Within the Corps

Some corps may conduct a merit review board for certain appointments within the corps. Most often corps will conduct a workshop or seminar for senior cadets at the beginning of the training year. During this time a merit review board may be conducted for senior appointments within the corps such as Company Sergeant Major (CSM) and Regimental Sergeant Major (RSM).

Cadet Summer Training Centre (CSTC) Training Opportunities

When a corps has multiple excellent cadets for a limited number of course spaces, selection of cadets must be done in an open manner. The CO requires recommendations that are both unbiased and clearly seen to be unbiased. While staff members can and often do provide effective recommendations, the merit review board provides an unbiased option.

Expedition Opportunities

Following the completion of Gold Star, cadets will have the opportunity to apply to attend regional and national (domestic and international) expeditions. The CO may conduct a merit review board prior to submitting the cadet's application to ensure that they meet the expedition requirements. The region may choose to conduct a merit review board to select cadets for expedition positions.

Staff Appointments at the CSTC

When staff cadets arrive at a CSTC prior to the start of summer training, they may be interviewed by a board. This usually takes one of two forms:

- cadets are interviewed by a panel of officers to determine which CSTC position they are most suited for; and
- senior cadets are interviewed by a merit review board for CSM and the RSM positions.

In either case, the interview skills learned at a corps will prove vital to the cadet.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What are two important benefits of merit review boards?
- Q2. What are five occasions in which a cadet might encounter a merit review board?
- Q3. What benefit does a corps get from holding promotion merit review boards?

ANTICIPATED ANSWERS:

- A1. Merit review boards have two important benefits:
- providing selection recommendations that are fair and open; and
 - providing cadets with a valuable life skill.
- A2. A cadet might encounter a merit review board for:
- promotions,
 - awards,
 - scholarships,
 - senior appointments within the corps,
 - CSTC training opportunities,
 - expedition opportunities, and
 - staff appointments at the CSTC.
- A3. Promotion merit review boards have many benefits for the corps, to include:
- giving the cadets incentive to learn details of the rank or appointment responsibilities;
 - ensuring that the best cadet is selected; and
 - satisfying all members of the corps that the best available cadet is leading them.

Teaching Point 2**Describe how to prepare for a merit review board for promotion and tips for a successful interview.**

Time: 20 min

Method: Interactive Lecture

HOW TO PREPARE FOR A MERIT REVIEW BOARD FOR PROMOTION

A cadet for a merit review board for promotion should:

- think about potential questions that could be asked and prepare answers to them;
- talk to others who have been through the process to find out what to expect; and
- participate in any opportunity to practice for a board, such as practice merit review boards.

Dress Requirements

The interview cadet shall identify dress requirements ahead of time. The uniform must be worn in accordance with the cadet dress instructions in the relevant Cadet Administration and Training Order (CATO). Dress shall be maintained to a high standard.



Arriving properly dressed to a merit board, or even a civilian interview is critical. The way in which the interviewee is dressed may influence the interviewer's first impression. One should always present themselves in a clean and tidy manner.

TIPS FOR A SUCCESSFUL INTERVIEW**Importance of Bearing**

Many cadets exhibit high standards of dress and high levels of knowledge. The final selections will be based partly on the winning candidates' bearing.

Unless given other instructions, the cadet will enter facing the board, wearing headdress and salute. Wait until offered a seat and remove headdress when seated.

During the interview, the cadet should avoid doing things that may distract the interviewers, such as:

- biting one's lips;
- squirming;
- scratching;
- chewing gum;
- twisting fingers;
- playing with hair;
- checking the time;
- yawning—make sure to have a good night's sleep before the interview; and
- taking anything into an interview that has any chance of distracting the interviewers.

Hand gestures while speaking may also distract interviewers.

The cadet should sit with an open posture with arms and legs uncrossed.

The members of the board want the cadet to feel comfortable and relaxed. The cadet should try to do so, while maintaining respect and decorum. A confident cadet sits up straight, calmly looking the interviewer straight in the eyes without fidgeting. Nodding or shaking the head does not constitute an answer of any kind. All replies must be verbal.

Cadets must be prepared to introduce themselves.

Remember that the interviewers are also going through a process for which they have made long preparations and to which they attach great importance. The cadet being interviewed is, in many ways, part of a team that includes the interviewers. All members of this team are expected to maintain respect, decorum and friendliness.

When the interview is completed, the cadet should stand, replace headdress, make firm eye contact, salute, and smartly depart the room. The board members may or may not offer to shake hands. The cadet should follow the lead of the board members.

Merit Review Board for Promotion Questions



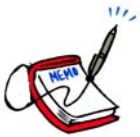
Distribute a copy of Attachment A to each cadet.

IAW CATO 13-02, *Cadet Rank Promotions*, question areas at a merit review board for promotion may include:

- cadets recounting their achievements through cadet training (eg, corps program, CSTC program);
- cadets explaining what previous positions of leadership they have held (eg, at cadets, at school) and how they performed in related situations;
- personal goals and / or their goals for the corps;
- scenario-based questions that relate to typical corps situations where the candidate shares how they might approach / deal with the situation; and
- achievements outside of the cadet corps setting (eg, at school, in their community, sports teams, extracurricular activities).

Cadets are expected to take their time when formulating answers but the answer should be as direct as possible. They should ask for clarifications when necessary. A comprehensively correct answer, formulated carefully and delivered in a relaxed, friendly manner is best.

If the cadet does not know the answer to a question it is best to say so, in as direct a manner as possible, so the interviewer moves on to another topic where the candidate has better knowledge. This will help minimize both the psychological impact of the missing information and the damage to the candidate's mark. Shoulders must never be shrugged during an interview.



Distribute a copy of Attachment B to each cadet.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. How will a candidate know which uniform to wear for a merit review board interview?
- Q2. When should a candidate take a seat in an interview?
- Q3. What should candidates say if they do not know the answer to a question?

ANTICIPATED ANSWERS:

- A1. The interview candidate shall identify dress requirements ahead of their interview.
- A2. When offered a seat.
- A3. It is best to say they do not know, in as direct a manner as possible.

Teaching Point 3

Have the cadets participate in a practice merit review board based on the instructions given in TP 2.

Time: 55 min

Method: In-Class Activity



This TP shall take place a minimum of two weeks after the instruction of TPs 1 and 2.

The practice merit review board should be composed of adults who have competent interview skills (eg, officers, civilian instructors and volunteers). Senior cadets should only be used as a last resort.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets participate in a practice merit review board.

RESOURCES

- Annex B of CATO 13-02, *Cadet Rank Promotions*,
- Merit Review Board Scoresheet,
- Dress Inspection Scoresheet, and
- Pens / pencils.

ACTIVITY LAYOUT

- In a quiet room:
 - place a table and a chair for each board member and one chair facing the merit review board for the candidate;
 - arrange the lighting to provide the interviewers with a good view of the candidate; and
 - ensure the candidate's back faces toward any window or opening, to avoid distraction.

- Arrange a holding area for cadets prior to their interview.
- Arrange a separate holding area for cadets following their interview.
- Arrange for a messenger to bring each candidate for their interview as directed by the merit review board.

ACTIVITY INSTRUCTIONS

1. Prior to the commencement of the practice merit review boards:
 - a. show the practice merit review board members to their room;
 - b. ensure that each practice merit review board member has the required resources;
 - c. distribute the Merit Review Board Scoresheet to each merit review board member;
 - d. assign a question(s) to each merit review board member to ask during the practice merit review board;
 - e. assign a merit review board member to inspect each cadet using the Dress Inspection Scoresheet;
 - f. introduce the messenger to the practice merit review board;
 - g. explain that the board members will tell the messenger when to bring each cadet; and
 - h. explain that cadets will be guided to a separate holding area after being interviewed.
2. Conduct the practice merit review boards by:
 - a. having the messenger bring a cadet into the room;
 - b. having the assigned merit review board member inspect the cadet;
 - c. having the cadet report to the merit review board and sit down;
 - d. introducing the cadet to the members of the merit review board;
 - e. explaining to each cadet how the merit review board will be conducted; asking if the cadet has any questions prior to asking interview questions;
 - f. having the merit board review members ask their pre-assigned questions;
 - g. having the merit board review members score the cadet based on their answers and take notes using the Merit Review Board Scoresheet;
 - h. debriefing the cadet on their performance and providing them with a copy of their Merit Review Board Scoresheets; and
 - i. having the messenger bring the cadet into the separate holding room prior to bringing in the next cadet.
3. Upon completion of the practice merit review boards;
 - a. thank the members of the practice merit review board for their time and effort; and

- b. debrief the cadets by providing feedback, focusing on:
- (1) best practices,
 - (2) general trends and key areas for improvement, and
 - (3) re-motivation, highlighting the effort and accomplishments of the group.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

The cadets' participation in the practice merit review board will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Have the cadets prepare for a merit review board.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Effective preparation for merit review boards will help to obtain important opportunities. These skills will also prove invaluable throughout life.

INSTRUCTOR NOTES / REMARKS

When scheduling this lesson, allow at least two weeks between TPs 2 and 3.

REFERENCES

A0-126 CATO 13-02 Director Cadets 3. (2008). *Cadet rank promotions*. Ottawa, ON: Department of National Defence.

A2-028 CATO 46-01 Director of Cadets 4. (2005). *Army Cadet dress instructions*. Ottawa, ON: Department of National Defence.

C0-416 Air Cadet League of Canada BC Committee (2009). *Sponsoring committee resources: Mock boards*. Retrieved March 4, 2009, from http://www.aircadetleague.bc.ca/SponCommResources/Mock_Boards.PDF

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EXAMPLE QUESTIONS TO EXPECT AT A MERIT REVIEW BOARD FOR PROMOTION

Question areas may include:

- your achievements through cadet training (eg, corps program, CSTC program);
- previous positions of leadership held (eg, at cadets, at school) and your performance in related situations;
- personal goals and / or your goals for the corps;
- achievements outside of the cadet corps setting (eg, at school, in the community, sports teams, extra-curricular activities), and
- scenario-based questions that relate to typical corps situations and how you might approach / deal with the situation.

All candidates will be asked the same questions, which could be similar to the following examples:

- Describe your current corps responsibilities.
- Describe your involvement in corps teams, band and drill, flag party or clubs.
- What leadership positions have you held in any organization?
- What do you consider your strengths / weaknesses are?
- If you had to change something about yourself, what would it be?
- How did you become interested in the cadet movement?
- On an average evening, how much time do you dedicate to homework?
- For what do you use your home computer (eg, games, research, emails)?
- Where are you headed in life?
- Do you plan to take any post-secondary school education?
- What discipline or education do you wish to pursue?
- Do you have a part-time job and, if so, does it compete with cadets or school?
- What community related-activities do you participate in?
- What targets have you set for your personal growth or improvement?
- Do you participate in any organized school teams / groups (eg, band, football)?
- Are you involved with any citizenship activities in your community outside of cadets?
- Do you have any hobbies?
- Scenario-based questions:
 - You have been given responsibility for a group of cadets, some of whom require motivation in uniform care. What will you do?
 - You are in charge of drill instruction and one of your assistant instructors keeps touching cadets when correcting them, despite your instructions to not touch. What do you do?

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PREPARATION FOR A MERIT REVIEW BOARD FOR PROMOTION

A candidate for a merit review board for promotion should:

- think about potential questions that could be asked and prepare answers to them;
- talk to others who have been through the process to find out what to expect; and
- participate in any opportunity to practice for a board, such as practice merit review boards.

Dress Requirements

The interview candidate shall identify dress requirements well ahead of time. The uniform must be worn in accordance with the cadet dress instructions in the relevant Cadet Administration and Training Order (CATO). Dress shall be maintained to a high standard.

TIPS FOR A SUCCESSFUL INTERVIEW

Importance of Bearing

Many candidates will exhibit high standards of dress and high levels of knowledge. The final selections will be based partly on the winning candidates' bearing.

Unless given other instructions, the candidate will enter facing the board, wearing headdress, and salute. Wait until offered a seat and remove headdress when seated.

During the interview, do nothing that may distract the interviewers, such as:

- biting one's lips;
- squirming;
- scratching;
- chewing gum;
- twisting fingers;
- playing with hair;
- checking the time;
- yawning—make sure to have a good night's sleep before the interview; and
- taking anything into an interview that has any chance of distracting the interviewers.

Hand gestures while speaking will also distract interviewers, making a negative impression.

Sit with an open posture and legs and arms not crossed.

The members of the board want the cadet to feel comfortable and relaxed. Try to be so, while maintaining respect and decorum. A confident candidate will sit up straight, calmly looking the interviewer straight in the eye without fidgeting. Nodding or shaking the head does not constitute an answer of any kind. All replies must be verbal.

Candidates must be prepared to say some introductory words about themselves.

Remember that the interviewers are also going through a process for which they have made long preparations and to which they attach great importance. The candidate being interviewed is, in many ways, part of a team

which includes the interviewers. All members of this team are expected to maintain respect, decorum and friendliness.

When the interview is completed, stand, replace headdress, make firm eye contact, salute, and smartly depart the room. The board members may or may not offer to shake hands. Follow their lead.

If the candidate does not know the answer to a question it is best to say so in as direct a manner as possible so the interview moves on to another topic where the candidate has better knowledge. This will minimize both the psychological impact of the missing information and the damage to the candidate's mark. Shoulders must never be shrugged during an interview.



MERIT REVIEW BOARD SCORESHEET



Cadet's Name: _____

Date: _____

| Question | Score | Comments |
|----------|-------|----------|
| 1. | /5 | |
| 2. | /5 | |
| 3. | /5 | |
| 4. | /5 | |
| 5. | /5 | |
| 6. | /5 | |
| Total | /30 | |

Additional Comments:

Board Member's Name: _____

Board Member's Signature: _____

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DRESS INSPECTION SCORESHEET

Cadet's Name: _____

Date: _____

| Uniform Items / Accessories | Score | Comments |
|---|--------------|-----------------|
| HEADRESS | | |
| Beret and Insignia (includes other headdress) | /5 | |
| CLOTHES ON THE UPPER BODY | | |
| Badges (proper placement and sewn on correctly) | /5 | |
| Cadet Slip-on or Armlet | /5 | |
| Shirt, Cadet, Short Sleeve / Turtleneck Sweater | /5 | |
| Uniform Jacket and Belt | /5 | |
| Name Tag | /5 | |
| CLOTHES ON THE LOWER BODY | | |
| Trousers and Belt | /5 | |
| FOOTWEAR | | |
| Parade Boots (with socks) | /5 | |
| OVERALL PERSONAL APPEARANCE | | |
| Hair (includes facial hair) | /5 | |
| Makeup, Jewellery, Sunglasses, etc | /5 | |
| Total | /50 | |

Note. Additional comments may be recorded on the back of the checklist

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