

# Pacific Region Staff Cadet Handbook

2018



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## INTRODUCTION

1. The following information is provided to you to enhance and supplement the training you will receive over the next few days. The indoctrination period is very short and does not allow for all the material to be covered prior to the arrival of the first course cadets. Every effort will be made to provide additional opportunities for professional development.
2. As staff cadets you will be among the most visible staff members at CTC. As such, just about everyone will scrutinize your performance. Your personal example of dress, drill, discipline, deportment, attitude and behaviour, both on and off duty, must be of the highest standard possible. You represent, both to the course cadets and the public, the professional quality of training at a CTC.
3. The Canadian Forces Manual of Drill and Ceremonial states that:

“Military troops which display constant competence in drill are recognized universally as highly trained, well-disciplined and professional. Drill that is well taught and executed develops pride, mental alertness, precision and esprit-de-corps which will assist the individual service member to carry out orders instinctively at all times.”
4. To you, the staff cadets of the CTC, this means that every activity throughout the camp, every march past, parade practice, and, of course, graduation parade, is a reflection of your pride, instructional ability, professionalism, hard work and dedication.
5. For parents and other visitors to the CTC to see the cadets there is an expectation of excellence from all personal. It is from your diligence, dedication, and hard work that they will see the finest displays of drill and deportment and leadership which your efforts make possible.
6. This year, as in past years, the standards expected of you will be exceedingly high. You will be rewarded for initiative and hard work and breaches of discipline will be dealt with accordingly. The standards expected of you are high because you have a great deal of influence over of the course cadets attending CTC. To many of the cadets, you are what they will aspire to be. You, as staff cadets, must be above reproach at all times. Display your pride in yourself, your work, and the Canadian Cadet Organization through exemplary conduct.

# CHAPTER 1 – LEADERSHIP

## INTRODUCTION

1. While at the CTC you, as a staff cadet, will have an enormous responsibility. You may be instructing cadets or performing a supporting role to training but at some point you will be supervising and leading course cadets. This task is very important for the safety and welfare of the cadets and for the security of the facilities that we use.

## SUPERVISION vs ENGAGEMENT

2. Supervision is the action or process of watching and directing what someone does or how something is done. This would indicate the purpose of supervision is to make sure that each cadet is carrying out your orders safely, promptly and properly. As a staff cadet the requirements of your job go well beyond this you must be engaged with your subordinates and course cadets. Engagement is the act of taking a personal vested interest in your subordinates wellbeing, training, and overall CTC experience. It means that you are not just there observing the cadets, it means you are a presence in their lives for that short period of time.

## HOW TO ENGAGE

3. GET TO KNOW YOUR CADETS: Knowing your cadets by more than just a name makes your job easier because they are more responsive to their needs as they arise. Take the time to learn about them, it will allow you to lead them better and make them a more responsive follower because they believe you actually care.

4. PUT THEIR INTERESTS FIRST: Leadership is hard work. You have to be acting in the best interest of your subordinates at all times. It means as long as they require you, you are present. It means sitting down and talking with them instead of your peers. It means motivating your cadets, keeping their spirits high, ensuring that they are learning and having fun, and caring for the things they care about.

5. LISTEN: It cannot be emphasized enough how important it is to listen to your subordinates. In order to truly engage you have to actively listen to your cadets and acknowledge them. A great leader can put themselves into their subordinate's shoes, listen and acknowledge their concerns and act appropriately so at the very least they feel heard.

6. NO PHONES: Simple enough, when you are with your cadets, when you are on duty, **STAY OFF YOUR PHONE!!** If you are on Facebook, Instagram, or YouTube you are not present and you are not supervising or engaging with your cadets.

7. In summary be an ever-present positive influence in their world, invest time into getting to know them, genuinely care about their needs, and listen.

## HOW TO SUPERVISE

8. Supervision of your cadets is a 24/7 task and must be taken seriously. Take up a position from which you can see everyone. Supervising is work. Have a clipboard or a notepad available in order to take notes on the performance of the cadets in your charge. Do not stand beyond earshot but neither should you stand so close that the cadets will feel over-supervised. Levels of supervision will change from task to task and you will have to modify your approach accordingly. As the Cadets are working on the task at hand, it may become obvious that your first set of instructions is not working out as you planned. It is your duty to correct the situation by issuing new instructions. Make sure that all the Cadets hear your new instructions and that you explain why the change of plans is necessary.

## INSPECTION, TRUST BUT VERIFY

9. Once the work is completed, your job as supervisor has not ended. It is important to check the work after it has been completed. Take a personal interest in the work and visually inspect it. Have a plan in mind before an inspection begins so everyone understands what they are looking for.

10. If an inspection of personal kit is required, you must consult with an adult staff member to ensure the inspection is in accordance with CATO 12-50.

## COURSE CADET EXPECTATIONS OF STAFF CADETS

11. As a staff cadet, you expect the cadets in your charge to act as responsible followers. They must obey all regulations, maintain good personal habits, admit their mistakes, co-operate with others, accept constructive criticism and learn from experience. All this is well and good, but these very same cadets have expectations of you, the leader.

12. There are 11 expectations that your cadets will have of you as a leader:

- a. **Demonstrating good leadership.** The cadets require you to demonstrate good leadership at all times. Every leader has their own style but should always promote CF Ethics and Ethos and epitomize the Principles of Leadership.
- b. **Letting your followers know what is expected of them.** When Cadets understand what the rules and standards are they can better focus their attention and efforts;
- c. **Recognizing good performance.** There is nothing better for self-esteem and confidence than to have worked hard at completing a task and to be congratulated for it. If the cadets in your unit do a good job – **tell them so**;
- d. **Treating everyone fairly.** Make sure that you keep a schedule of duties so that all the cadets do their fair share;
- e. **Treating them with dignity.** Everyone wants to be treated with respect;

- f. **Not over supervising.** Supervision by a leader is an important function, but too much of a good thing is not good. Give your followers some room to manoeuvre within your supervision of their activities;
- g. **Encouraging social activities.** Followers expect time to be allocated for socializing;
- h. **Providing good working conditions.** As a leader, you are expected to provide the best possible working conditions for your followers;
- i. **Keeping them informed.** As a follower, there is nothing more frustrating than having the plans changed and no one bothers to tell you about it. If the plans change, tell everyone;
- j. **Challenging them.** Cadets must work hard to succeed, and more often than not, they surpass the challenges put before them. Don't take the challenge out of cadets; the cadets themselves expect a challenge;
- k. **Allowing for contribution to the group.** Followers want to contribute to the group from time to time. Provide them with an opportunity to express their ideas and suggest solutions to common problems affecting the unit.

## **PRINCIPLES OF LEADERSHIP**

- 1) Achieve professional competence
- 2) Know your strengths and weaknesses and pursue self-improvement
- 3) Seek and accept responsibility
- 4) Lead by example
- 5) Ensure your cadets know the meaning and intent and lead them to the accomplishment of the mission
- 6) Know your cadets and promote their welfare
- 7) Develop the leadership potential of your cadets
- 8) Make sound and timely decisions
- 9) Train your cadets as a team and employ them to their capabilities
- 10) Keep your cadets informed of the mission the changing situation and the overall picture.
- 11) Direct; motivate by persuasion and example and by sharing risks and hardships.
- 12) Exemplify and reinforce the military ethos; maintain order and discipline; and
- 13) uphold professional norms.

## CHAPTER 2 – CTC FUNDAMENTALS

### INTRODUCTION

1. As Staff Cadets, you are expected to familiarize yourself with, understand and comply with the orders, directives, and instructions governing the CTC, including, but not limited to:
  - a. Standing Orders;
  - b. Routine Orders; and
  - c. Safety Policy.

### CTC STANDING ORDERS

2. Standing Orders that outline policies governing the CTC. Standing Orders are to be made readily available to all personnel at the CTC. All staff shall read and understand CTC Standing Orders.

### CTC ROUTINE ORDERS

3. Routine Orders are published weekly. All staff shall read and adhere to the rules and orders set out in them.

### CTC SAFETY POLICY

4. Safety at the CTCs is everyone's responsibility and is the primary consideration in every activity conducted. Any individual may stop an activity in the event they deem it to be unsafe, and it shall not commence until a higher authority has deemed it safe to proceed. To assist in remedying safety concerns, the Commanding Officer has appointed a General Safety Officer. These personnel may be called upon to assist as required with safety concerns. The expectation is that you will not act or fail to act in a manner which results in the safety or well-being of another member being jeopardized.

### PREVENTION OF HEAT STRESS

5. As we all know excessive heat from summer days can be a health hazard. To avoid heat stress or heat stroke, staffs are to ensure that Cadets maintain a high degree of hydration by drinking water regularly. The following CF Heat Stress Level Table for CTC indicates the recommended water intake and work / rest cycle.

Level	WBGT Index °C	Water Intake (L / hr)	Work / Rest (min / hr)
1	26 – 27.5	0.5 – 1.0	50/10
2	27.5 – 29	1.0 – 1.5	45/15
3	29 – 31	1.5 – 2.0	30/30
4	31 – 32	2.0 +	20/40

5	>32	2.0 +	Quiet activity only
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6. It's also important to understand that not all cadets will be acclimatized to the conditions at the CTC. Be alert to the physical well-being of your cadets and be prepared to alter or reduce activities even if the WBGT Index has not been exceeded

### **PROTOCOL**

7. Calling of "**ROOM**" is used as a form of paying of compliments, not as a form of corrective measure to control a classroom or similar environment.

8. When called to see the Commanding Officer, or the CTC Chief Warrant Officer, ensure you arrive by the designated time and come to attention at the doorway, salute if required, wait for acknowledgement, announce yourself appropriately and then ask permission to enter. When leaving come to attention at the doorway and ask permission to carry on.

### **FORMED MILITARY GROUPS**

9. Compliments on behalf of a formed military group are normally given by the person in command of the group.

10. At the halt:

a. The person in command will order the group to attention before saluting.

10. On the march:

a. When passing officers superior to themselves in rank, the person in charge shall order EYES RIGHT/LEFT and salute while turning head and eyes in the required direction.

### **INDIVIDUAL**

11. Officers shall salute all officers of higher rank and shall return all compliments paid them. senior officers receiving compliments from marching troops on a ceremonial parade shall hold the salute as each individual component passes directly by in review.

12. Non-commissioned members shall salute all commissioned officers.

13. Officers and non-commissioned members not part of a formed military group shall pay individual compliments to an approaching higher ranking officer. The senior officer receiving the salute shall return the compliment, while military persons accompanying that officer give an eyes right/left in the same manner as saluting without headdress during the exchange of compliments or greetings.

14. When an officer approaches a group of non-commissioned members, the senior of the group or the person who recognizes the officer first shall take command and call the group to

attention: the senior or person in charge shall then alone salute. Junior members shall draw their senior's attention to approaching officers if the circumstances require and allow.

15. Individual compliments to a formed military group on the march and under the command of an officer shall be paid by halting, turning to face the group and saluting. The salute should be maintained until the entire group has passed.

16. When in uniform and not wearing headdress, compliments shall be paid by standing at attention. If on the march, arms shall be swung and the head turned to the left or right as required.

## **CIVILIAN DRESS**

17. Appropriate compliments shall be paid when recognizing an officer dressed in civilian clothing.

18. When dressed in civilian clothes, all members shall stand at attention and male members (less Sikhs) shall remove headdress, on any occasion when a salute would be correct in uniform and extreme winter weather conditions allow. On the march, the headdress is raised or removed, if applicable, and the head turned right or left. When headdress is not worn, it is correct to turn the head as required and offer a polite greeting.

## **CORRECTION OF CADETS**

19. Because your position requires you to be with the course cadets the majority of the time, you will witness the majority of their mistakes. It is essential that you follow the correct procedure when correcting cadets during daily routine. You must be prepared to correct a cadet and, if necessary, recommend discipline to your supervising officer.

20. It is your duty not just to inform and correct the cadets when they are doing something wrong, but to motivate the cadets towards performing correctly. You must take positive action toward ensuring they adhere strictly to regulations in order to ensure their safety during the conduct of training. If you are either unwilling or unable to correct your subordinates, you cannot properly fulfill your responsibilities as staff cadets.

21. As a staff cadet, you will be aware of the regulations imposed and the standard of discipline expected at the CTC. Some cadets will be poorly prepared for their stay and require assistance and support from you to adjust to "camp life". You must explain the rules to them as soon and specifically as possible. Some cadets may be suffering from homesickness, especially during the first part of their stay. Try to remember your first experience at a CTC. The expectation is that you will use a reasonable, calm, and firm tone when correcting faults or passing on orders and will not use profanity, shouting, bullying, or making jokes to do so.

22. When you notice a cadet not following one of the CTC regulations, you must use the following procedure:

- a. get their attention and have them stop what they are doing;

- b. approach the cadet calmly;
- c. confirm that the cadet is, in fact, doing what you think they are;
- d. Inform the cadet of the regulations pertaining to what they are doing wrong;
  - ask if they are aware that they were doing something wrong
- e. Inform the cadet how to rectify their error;
- f. Inform the cadets chain of command; if not in your unit;
- g. Supervise the cadet as they go about correcting their behaviour if in your unit; and
- h. Follow-up the incident to validate the cadet's efforts to performing correctly.

### **CORRECTION OF MISTAKES DURING DRILL PRACTICE**

23. When instructing drill or during drill practices, your approach is normally an authoritative one. There is only one way of performing any given movement properly, and cadets not performing it that way must be corrected. The lack of adequate individual correction is the most common and serious problem many drill instructors face. Mistakes made during drill practices must be addressed and corrected immediately. The process is very much the same as the one listed in para 22 above.

24. When a Cadet is not performing a drill movement correctly, follow this process:

- a. Address the individual: You must address a Cadet specifically, either by standing before them or where they can see you, or by stating their name. They must know it is to them that you are speaking;
- b. Inform the cadet what they are doing wrong: Provide detailed shortfalls in the movement;
- c. Explain how to do it right: Offer quick concise corrections on how to improve, provide an additional demonstration if required.
- d. Supervise the Cadet: Observe additional attempts to perform the movement to ensure correct movement is performed; and
- e. Praise them once they have gotten it right: Let them know when you are satisfied. Praise them when they do it well.

# CHAPTER 3 – INSTRUCTIONAL AIDS

## LESSON PLAN

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EO #:	Title of the EO:	
Instructor:	Location:	Total Time: min

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TIME	REVIEW	NOTES
	<b>EO#:</b> <b>ENABLING OBJECTIVE:</b>	

---

TIME	INTRODUCTION	NOTES
	<b>Introduction:</b>  <b>What:</b>  <b>Where:</b>  <b>Why:</b>  <b>Control Statement: Tell the class the proper way you want them to behave in class (How to respond to questions- when not to talk etc) Basically your rules for class control.</b>	

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TIME	BODY	NOTES
	<b>Teaching Method:</b> <b>TP 1:</b>  <b>TP 1 Confirmation:</b>  <b>Teaching Method:</b>	

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	<p><b>TP 2:</b></p> <p><b>TP 2 Confirmation:</b></p> <p><b>Teaching Method:</b></p> <p><b>TP 3:</b></p> <p><b>TP3 Confirmation</b></p>	
<b>TIME</b>	<b>END OF LESSON CONFIRMATION</b>	<b>NOTES</b>
<b>TIME</b>	<b>CONCLUSION</b>	<b>NOTES</b>
	<p><b>Summary:</b> In this lesson you have learned</p> <p><b>Re-Motivation:</b></p> <p>Your next lesson will be</p>	

## PLAN A LESSON CHECKLIST

<b>PREPARATION</b>	<b>NOTES</b>
Have you: <input type="checkbox"/> Selected an appropriate lesson location? <input type="checkbox"/> Selected an appropriate method of instruction? <input type="checkbox"/> Provided for a review of previous lesson materials?	
<b>INTRODUCTION</b>	
Does your introduction: <input type="checkbox"/> State what the Cadets will learn? <input type="checkbox"/> Describe why the information is important to learn? <input type="checkbox"/> Describe where and when the information / skill can be used?	
<b>BODY</b>	
Does the body of your lesson: <input type="checkbox"/> Include the different principles of instruction? <input type="checkbox"/> Include questions? <input type="checkbox"/> Provide for the use of instructional aids? <input type="checkbox"/> Use explanation and demonstration? (skill lesson only) <input type="checkbox"/> Confirm each TP?	
<b>END OF LESSON CONFIRMATION</b>	
<input type="checkbox"/> Do you conduct an end of lesson confirmation by using questions or by conducting an activity?	
<b>CONCLUSION</b>	
Does your conclusion: <input type="checkbox"/> Summarize the lesson? <input type="checkbox"/> Re-motivate the Cadets by: <input type="checkbox"/> commenting on their progress; and <input type="checkbox"/> re-stating why the information learned is important? <input type="checkbox"/> Describe the next lesson?	

**KNOWLEDGE ASSESSMENT FORM**

<b>Effective (60%) = 18/30 Effectives</b>  <b>Ineffective = less than 18 Effectives and/or failing to meet any of the critical requirements.</b>  <b>Student:</b> _____  <b>Score:</b> EFFECTIVE / INEFFECTIVE	<b>Critical Requirements;</b>	
	Correct explanation of each stages	Subject knowledge
		Achieving lesson objective

<b>STUDENT:</b>	<b>MONITOR:</b>		<b>DATE:</b>
<b>LESSON:</b>	<b>COURSE SERIAL:</b>		<b>SECTION:</b>
<b><u>Set up</u></b>	<b><u>E</u></b>	<b><u>IE</u></b>	<b><u>COMMENTS</u></b>
Orientation board			
Classroom arrangement			
Lesson plan			
<b><u>Prelims</u></b>	<b><u>E</u></b>	<b><u>IE</u></b>	
Review last pertinent class			
What, why, where			
Approach / stages			
Intro training aids			
Test details			
Control statement			
<b><u>Main body</u></b>	<b><u>E</u></b>	<b><u>IE</u></b>	
Intro of each stage			
Correct explanation of each stages			<i>(Critical Requirement)</i>
Meaningful practice			
Summarize each stage			
Confirm each stage			

<u>Instructional Tech</u>	<u>E</u>	<u>IE</u>	
Proper question technique			
Confirms trainee responses			
Uses all trg aids effectively			
Uses verbal aids effectively			
Voice (variation)			
Eye contact / body gestures			
Confidence			
Sequence			
Subject knowledge			<i>(Critical Requirement)</i>
Control / supervision of class			
<b><u>Summary / End Lesson drills</u></b>	<b><u>E</u></b>	<b><u>IE</u></b>	
Final Summary / all stages			
Final Confirm class / all stages			
Test			
Conclusion / re-motivate			
Achieved lesson objective			<i>(Critical Requirement)</i>
Time (40min)			(+/- 1-5 minutes = 'E')      (+/- 6 = 'IE')

**MONITOR:** \_\_\_\_\_ **SECTION:** \_\_\_\_\_

**SUBJECT:** \_\_\_\_\_

**LESSON TITLE:** \_\_\_\_\_

Effective/Ineffective

**SUSTAINS**

- 1.
- 2.
- 3.

<b><u>CONCEPT OF INSTRUCTION</u></b>		<b><u>AREAS FOR IMPROVEMENT</u></b>
INTEREST		1.
COMPREHENSION		
EMPHASIS		2.
PARTICIPATION		
ACCOMPLISHMENT		3.
CONFIRMATION		

**MONITOR'S OVERALL COMMENTS: (ENTHUSIASM, CONFIDENCE, ATTITUDE, )**

## DRILL ASSESSMENT FORM

<p><b>Effective (60%) = 18/29 Effectives</b></p> <p><b>Ineffective = less than 18 Effectives and/or failing to meet any of the critical requirements.</b></p> <p><b>Student:</b> _____</p> <p><b>Score:</b>                      EFFECTIVE / INEFFECTIVE</p>	<p><b>Critical Requirements;</b></p>						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;">                     Demo the complete movement (calling out time x 2)                 </td> <td style="width: 50%; padding: 5px; vertical-align: top;">                     Correct words of command used                 </td> </tr> <tr> <td></td> <td style="padding: 5px; vertical-align: top;">                     Subject Knowledge                 </td> </tr> <tr> <td style="padding: 5px; vertical-align: top;">                     Stage 2 fully completed                 </td> <td></td> </tr> </table>	Demo the complete movement (calling out time x 2)	Correct words of command used		Subject Knowledge	Stage 2 fully completed	
Demo the complete movement (calling out time x 2)	Correct words of command used						
	Subject Knowledge						
Stage 2 fully completed							

<b>STUDENT:</b>	<b>MONITOR:</b>			<b>DATE:</b>	
<b>LESSON:</b>	<b>COURSE SERIAL:</b>			<b>SECTION:</b>	
<b><u>Prelims</u></b>	<b><u>E</u></b>	<b><u>IE</u></b>	<b><u>COMMENTS</u></b>		
Order squad into a suitable formation					
Number troops					
Review previous class					
State movement being taught (WWW)					
State end of lesson test requirements					
<b><u>Stage 1</u></b>	<b><u>E</u></b>	<b><u>IE</u></b>			
Demo the complete movement (calling out time x 2)			<b><i><u>Critical Requirement) –All demos must be correct</u></i></b>		
Demo all movements x 2					
Explain all movements					
Ask for questions					
<b><u>Practice Movements</u></b>	<b><u>E</u></b>	<b><u>IE</u></b>	<b><u>MOVEMENT 1</u></b>	<b><u>MOVEMENT 2</u></b>	<b><u>MOVEMENT 3</u></b>
Collectively					
Individually					
Collectively					
<b><u>Stage 2</u></b>	<b><u>E</u></b>	<b><u>IE</u></b>			
Demo the complete movement (calling out the time x 2)			<b><i><u>(Critical Requirement)- Must be completed in full</u></i></b>		

Practice complete movement (instructor calling time)			
Practice complete movement (squad calling out time)			
Practice complete movement (trainees judging the time)			
Conduct performance check			
<b><u>Summary / End Lesson drills</u></b>	<b><u>E</u></b>	<b><u>IE</u></b>	
Restated movement taught (WWW)			
Stated level of achievement attained			
Stated next lesson			
<b><u>Instructional Techniques</u></b>	<b><u>E</u></b>	<b><u>IE</u></b>	
Trainees placed at stand at ease for all demos			
Personal drill and deportment			
Checking Forceful / Meaningful			
Correcting			
Correct words of command used			<i>(Critical Requirement)</i>
Voice Culture			
Confidence			
Subject Knowledge			<i>(Critical Requirement)</i>
Time 40min			(+/- 1-5 minutes = 'E')      (+/- 6 = 'IE')

<b>MONITOR:</b> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>	<b>SECTION:</b> _____
--	-----------------------

**SUBJECT:** \_\_\_\_\_

**LESSON TITLE:** \_\_\_\_\_

**Effective/Ineffective**

**SUSTAINS**

- 1.
- 2.
- 3.

<b><u>CONCEPT OF INSTRUCTION</u></b>		<b><u>AREAS FOR IMPROVEMENT</u></b>
INTEREST		1.
COMPREHENSION		
EMPHASIS		2.
PARTICIPATION		
ACCOMPLISHMENT		3.
CONFIRMATION		

**MONITOR'S OVERALL COMMENTS: (ENTHUSIASM, CONFIDENCE, ATTITUDE)**

\_\_\_\_\_

**SMALL PARTY TASK ASSESSMENT FORM**

<p><b>Effective (60%) = 17/28 Effectives</b></p> <p><b>Ineffective = less than 17 Effectives and/or failing to meet any of the critical requirements.</b></p> <p><b>Student:</b> _____</p> <p><b>Score:</b>                      EFFECTIVE / INEFFECTIVE</p>	<b>Critical Requirements;</b>	
	Orders given in a clear, concise manner, and understood by subordinates	Section effectively lead through task
	Task completed safely	

**SECTION 1 – ISSUE ORDERS AND INSTRUCTIONS**

ITEM	VERY EFFECTIVE	EFFECTIVE	NOT EFFECTIVE	VE/E/NE
<b>Stage Orders</b>	Leader assembled key participants for effective communication, <b>and</b> : <ul style="list-style-type: none"> <li>• Displayed visual aids (if applicable).</li> <li>• Made the group comfortable.</li> <li>• Used a convenient location.</li> </ul>	Participants were assembled for effective communication but other details were omitted.	Participants were not assembled in a manner that allowed orders to be communicated effectively.	
<b>Issue Orders</b>	Delivered the orders using the <b>SMESC</b> format including all headings and details.	One section (e.g., details of mission statement) of <b>SMESC</b> was omitted <u>or</u> orders were not delivered using <b>SMESC</b> headings.	Two or more entire sections of <b>SMESC</b> were omitted.	
<b>Content</b>	All content required for the successful completion of the mission was communicated.	Sections of the content were omitted but sufficient information was given in order for the group to proceed.	Significant sections of the content were omitted, which will hinder the ability of the group to proceed.	
<b>Delivery 1:</b>	Orders were: <ul style="list-style-type: none"> <li>• Clear and concise.</li> <li>• Coherent and logical.</li> <li>• Audible.</li> <li>• Understandable (language).</li> </ul>	Orders were audible, along with a <b>minimum of two</b> of the following: <ul style="list-style-type: none"> <li>• Coherent.</li> <li>• Logical.</li> <li>• Understandable (language).</li> </ul>	Orders were not delivered in a clear, concise, and audible fashion.	
<b>Delivery 2:</b>	Orders were delivered using: <ul style="list-style-type: none"> <li>• Maximum eye contact.</li> <li>• Positive words, tone, and gestures.</li> <li>• Encouragement and efforts to motivate.</li> </ul>	Orders were delivered using a <b>minimum of two</b> of the following: <ul style="list-style-type: none"> <li>• Maximum eye contact.</li> <li>• Positive words, tone, and gestures.</li> <li>• Encouragement and efforts to motivate.</li> </ul>	Orders were delivered using one or fewer of the following: <ul style="list-style-type: none"> <li>• Maximum eye contact.</li> <li>• Positive words, tone, and gestures.</li> <li>• Encouragement and efforts to motivate.</li> </ul>	
<b>Confirmation</b>	Understanding of the orders was confirmed, by: <ul style="list-style-type: none"> <li>• Asking / answering questions.</li> <li>• Encouraging questions from group.</li> </ul>	Understanding of the orders was confirmed, by asking / answering questions, <b>but did not</b> encourage questions from group or provide answers that were clear.	Did not ask questions to confirm understanding.	
<b>EFFECTIVE SCORE REQUIRED: 7/12</b>			<b>Subtotal Section 1</b>	

<b>SECTION 2 – SUPERVISE THE CONDUCT OF A SMALL PARTY TASK</b>				
<b>ITEM</b>	<b>VERY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>NOT EFFECTIVE</b>	<b>VE/E/NE</b>
<b>Supervision</b>	The leader supervised the group in accordance with the needs of the participants, by observing their performance.	The leader supervised the group, but at times either: <ul style="list-style-type: none"> <li>• Over-supervised the group; <u>or</u></li> <li>• Did not supervise closely enough (i.e., involved themselves in task).</li> </ul>	The leader failed to supervise the group while they were working.	
<b>React to Change</b>	The leader promptly provided additional orders or instructions in reaction to any needed changes.	The leader provided was slow to provide additional orders or instructions when needed.	The leader failed to give new orders or instructions when changes occurred.	
<b>Motivation</b>	The leader provided encouragement and motivation that was suited to the group and scope of the task.	The leader provided encouragement and motivation that was not always suited to the group or scope of the task.	The leader failed to provide any encouragement or motivation.	
<b>Safety</b>	The leader ensured the safety of the group by being vigilant for safety hazards or unsafe conditions and taking immediate action to correct or mitigate them.	The leader delayed to correct safety issues or needed a verbal cue by DS to correct a safety issue. (DS are to provide a cue only – not how to correct the safety infraction)	The leader did not ensure the safety of the group or failed to take action to correct a safety hazard or unsafe condition.	
	<b>Note: A minimum of 1 has to be achieved in this area in order to achieve an overall pass.</b>			
<b>Correction</b>	The leader inspected work while in progress and corrected mistakes as required.	The leader was slow to inspect work in progress in order to correct mistakes with a minimal loss of time.	The leader failed to inspect work in progress.	
<b>Inspection of Completed Work</b>	The leader examined / inspected the completed work and reacted to performance and the quality of completed work.	The leader inspected the completed work but failed to react to quality.	The leader failed to inspect the completed work.	
<b>Time Management</b>	Time was used appropriately for each phase to easily achieve overall goal of task.	Too much time or too little time was devoted to a phase, disrupting progress, but overall goal of task was still achieved.	Time was not used appropriately, which impacted the overall achievement of the task.	
<b>Task Completion</b>	The task was completed within the time allocated.	The task was substantially completed within the time allocated.	The task was not substantially completed within the time allocated.	
<b>EFFECTIVE SCORE REQUIRED: 10/16</b>			<i>Subtotal Section 2</i>	

<b>MONITOR:</b> _____	<b>SECTION:</b> _____
<b>SUBJECT:</b> _____	
<b>LESSON TITLE:</b> _____	
<b>Effective/Ineffective</b>	

**SUSTAINS**

- 1
- 2.
- 3.

<b><u>CONCEPT OF LEADERSHIP</u></b>	<b><u>AREAS FOR IMPROVEMENT</u></b>
PERSERVERANCE	1.
COMPOSURE	
COMMAND/CONTROL	2.
DELEGATION	
COMMUNICATION	3.
SAFETY	

**MONITOR'S OVERALL COMMENTS: (ENTHUSIASM, CONFIDENCE, ATTITUDE)**

\_\_\_\_\_  
STUDENT'S SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
INSTRUCTOR'S SIGNATURE

# CHAPTER 4 – STAFF CADET DUTIES AND RESPONSIBILITIES

## INTRODUCTION

1. Staff cadets are the first line supervisors of the course cadets. You live with them, eat with them, share the same facilities as them, and teach them. In effect you become their role models for the duration of their training.

## WORKING RELATIONSHIPS

2. The adult staff / staff cadet relationship is one based on mutual respect, trust, loyalty and communication. The unit that demonstrates success in a broad base of activities has learned the value of a harmonious working relationship between all staff members. Although the function of the adult staff is different than that of the staff cadets, the aim of all staff is identical: to train tomorrow's leaders in a safe environment. The best and easiest way to ensure that all goes well is to share the workload. This fair and equitable sharing is based on a division of the duties and responsibilities between the staff within the unit.

3. The adult staff are responsible for planning activities, coordinating them with the chain of command, and informing their cadets how it is to be conducted. They are also responsible for maintaining the administration of the unit. The staff cadets are responsible for ensuring that the plan is conducted in a safe effective manner in conjunction with their orders.

4. Staff cadets are not limited to the tasks created by the adult staff. There is an expectation that they will use their initiative to enhance training and generate new ideas to compliment the plan.

5. As staff cadets, it is your responsibility to perform your duties in a professional manner. By carrying out your duties in a responsible and professional manner, you are demonstrating your support of the chain of command to the cadets.

## GENERAL DUTIES OF ADULT STAFF AND STAFF CADETS

<b>Adult Staff</b>	<b>Staff Cadets</b>
a. commanding, establishing policy and planning the work of the unit;	a. adhering to and enforcing CTC policy whilst carrying out the daily routine.
b. concentrating on collective training of the unit;	b. concentrating on the individual training of the course cadets;
c. conducting interviews, and counselling of staff cadets and course cadets;	c. ensuring the welfare and development of the course cadets in their charge;
d. effectively, planning and coordinating each planned activity;	d. effectively executing the plan for each activity ensuring each cadet is well-trained and highly motivated;

e. enforcing standards of performance and training of staff cadets and course cadets;	e. concentrating on standards of performance and training of course cadets;
f. ensuring time and resources available so that the staff cadets can do their jobs.	f. ensuring the job is completed.

6. Since CTCs are made up of many diverse sections carrying out different roles, each job is unique. Each section will have a copy of the Terms of Reference (TOR) for each position. See your section head for the appropriate TOR for your position. This will assist you in understanding your job.

7. Staff cadets will be assigned secondary duties, in addition to their primary duties.

## **CHAPTER 5 – EXPECTATIONS**

### **INTRODUCTION**

1. In this chapter, we will be going over what is expected of you as a staff cadet and some of the procedures that will be followed during the summer training period at the CTC.

### **GENERAL**

2. The aim of all CTCs is to train and develop cadets to help them in their overall development in becoming responsible adults and, more precisely, to train them to take on greater responsibilities at their home units and community.

3. Because of the number of staff and cadets at the CTCs, we must enforce a code of discipline that maintains effective supervision and control while being sensible and fair to everyone.

### **STAFF CADET OFF DUTY POLICY**

4. Staff Cadets are permitted to leave the CTC when they have been authorized time off. CTCs require the ability to account for all personnel in the event of an emergency, therefore all departures from the CTC requires authorization as detailed in this policy. At all times Staff Cadets remain subject to the Staff Cadet Code of Conduct.

5. Staff Cadets are permitted off base if:

- a. their parent/guardian has given consent without restrictions; and
- b. the staff cadet supervisor agrees there is no conflict with assigned duties.

6. Any staff cadet proceeding off base unsupervised must sign out at TC Ops prior to departure and report to TC Ops on their return. All staff cadets must return to base no later than 2100 hours. TC Operations who will maintain a log book which includes information such as:

- a. name;
- b. intended destination;
- c. contact information for Staff Cadet (i.e. phone number);
- d. time of departure;
- e. method of transport;
- f. estimated time of return;
- g. actual time of return; and
- h. Staff cadets are subject to the following restrictions and prohibitions:

- ii. Staff cadets must conduct themselves at all times in a manner which does not reflect negatively on the CTC or the Canadian Cadet Organization.
- iii. Cadets are prohibited from: driving any motorized vehicle, flying any aircraft, water sports in any open water area where there is no Life Guard on duty, adventure sports of any kind or visiting any prohibited areas in the vicinity of the CTC.

## **HARRASSMENT POLICY**

7. **Harassment and / or bullying will NOT be tolerated at any CTCs.** Each member of the staff will go through various briefings sensitizing the members to be aware of what is appropriate and what is inappropriate. The consequences for harassment and bullying can be quite serious in addition to you being a role models for the cadets.

## **CONDUCT**

8. While employed at a CTC you are expected to carry out your duties while conforming to a CTC policy. In addition to the orders, directives, and instructions (Standing Orders, Routine Orders, etc) already listed in this handbook, you are required to read, sign, and abide by the Articles of Conduct

## **CELL PHONES**

9. Mobile phones are **RESTRICTED ITEMS** for all Cadets. The possession or use of cell phones, smart phones, or other mobile communication devices by staff cadets and course cadets is subject to the following restrictions. Contravention of the following limitations may result in the confiscation of a personal cell phone:

- a. Staff and course cadet personal cell phones shall be secured in their locker or barrack box during training/duty hours and after lights out;
- b. Exceptions to staff cadet personal cell phones may be considered by the chain of command for emergency purposes; and
- c. Cell phones are **STRICTLY PROHIBITED** from entering any washroom area.
- d. Under no circumstances will staff cadets provide course cadets their cell phone numbers
- e. Staff cadets are not to use cell phones to send text messages to course cadets or adult staff members.

10. It is the policy that cell phone devices are to remain out of hand, and out of sight. Only phones assigned as duty phones are permitted to be worn on the uniform (eg, on a waist belt.) All other cell phone devices will be carried in a pocket, pack or purse.

11. To use any mobile device you must be stationary and remove yourself from the roadway or path. Use areas: CTCs will identify suitable areas where cell phones may be used.

## **BARRACK REGULATIONS FOR CADETS/STAFF CADETS**

### **GENERAL**

12. For the purpose of this order, both cadets and staff cadets shall be referred to as cadets. Each cadet shall maintain his/her bed and bed area in a clean and neat condition. Regardless of the number of persons in the room, it is the responsibility of all occupants to ensure that the room is in a satisfactory condition prior to inspection.

### **INSPECTIONS**

13. Cadet barracks shall be inspected daily; stand-to inspections must be authorized by the CO or CTC Chief and carried out as required. Course Directors will inspect when appropriate using the following guideline:

- a. floors- clean and free of dust and personal items;
- b. wastebasket – empty, clean inside and out;
- c. windows – the window may be open for airflow, but shall be closed when raining or if dust or debris is in the air;
- d. walls, baseboards and radiators shall be clean and dusted;
- e. lockers shall be secured with contents inside and not hanging out; free of dust and articles;
- f. luggage shall be stored in accordance with CTC policy;
- g. electrical appliances shall be put away during inspections and remain stored when not in use. Clock radios are permitted to be plugged in but they must be placed neatly on the table beside the bed. If placed in the lockers or on the bed they present a fire hazard;
- h. chairs – chairs, under the desk; and free of articles; and
- i. desk – shall be clean.

14. In addition to the daily inspection requirements, if a stand-to inspection is being conducted all occupants shall be standing at attention on either sides of the door. Please note that stand-to inspections may only be called by the CO or CTC RSM/Coxswain. In the case of staff cadets stand-to inspections may be requested by the CTC Cadet RSM/Coxswain and approved by the CTC RSM/Coxswain.

15. All staff cadets are subject to room inspections and their rooms are expected to meet CTC standards. The procedure for marking off shift working staff cadets' rooms will be established by CTC. This does not excuse them from ensuring that their room meets CTC standards.

16. Washrooms, hallways, laundry rooms and other common areas shall be maintained in accordance with CTC standards

### **THEFT**

17. Any person found in possession of any article for which they cannot account, will be disciplined and may be returned to unit immediately. For this reason, keep receipts for the purchase of any attractive items such as rings, watches, cameras, etc. to prove ownership.

### **DAMAGES**

18. The occupant(s) of any room will be responsible for any damage therein and may be subject to disciplinary action or returned to unit. There is zero tolerance with regards to vandalism of any nature and offenders will be dealt with accordingly. Any damage must be reported immediately to TC Ops.

### **ORDERS OF DRESS**

19. All Cadets parading as a group in uniform shall be required to wear the same order of dress, except where specifically exempted.

20. When Cadets wearing different environmental uniforms parade, attend functions or otherwise work together, they should be required to wear the equivalent order of dress.

21. All orders of dress will be worn in accordance with the Canadian Cadet Organization dress policy and for the appropriate purpose.

22. Please note that ceremonial items such as medals, webbing, lanyards (with the exception of sea cadets), gaiters, ascots, regimental ties, spats, and Highland dress including Glengarry or Balmoral are not authorized for wear during travel or while at the CTC. Although none of these items should have been brought to the CTC, any cadets who possess these ceremonial items are expected to keep them locked up for the duration of the summer.

### **MARKING OF PERSONAL KIT**

23. All Cadets will arrive with uniform items issued by their home corps/squadron and additional items will be issued by the CTC. All of these items will be marked with the cadet's last name.

### **AUTHORIZED OPTIONAL ITEMS**

24. Backpack. Civilian pattern backpack, of conservative appearance, may either be carried in the left hand or worn suspended from both shoulders and square on the back. No item will be suspended from the backpack and straps shall not be left loose.

## **PERSONAL APPEARANCE**

25. Worn eyeglasses and sunglasses shall be conservative in design and colour. Sunglasses with photo chromic or mirrored lenses are not authorized for wear.
26. Undergarments including brassiere for female cadets, shall be worn under all orders of dress and shall be of a colour so as not to be visible through uniform items of clothing.
27. Female cadets are authorized to wear a minimal amount of make-up. When in uniform, make-up shall be applied conservatively. This precludes the use of false eyelashes, heavy eyeliner, brightly coloured eye shadow or lipstick, coloured nail polish, and excessive facial make-up.
28. The only jewellery that may be worn in uniform shall be a wristwatch, a medical alert bracelet and a maximum of two rings, which are not of a costume jewellery nature. In addition, female cadets in uniform may wear a single pair of plain gold, silver stud or white pearl earrings in pierced ears. The single stud earring, worn in the centre of each earlobe, shall be spherical in shape and not exceed 0.6 cm in diameter. No other type of earring shall be worn except for a gold or silver-healing device of similar shape and size, which may be worn while ears are healing after piercing. Only a single earring or healing device, worn in the centre of each ear lobe, may be worn at a time. Male cadets are not authorized to wear an earring or earrings.
29. Cadets shall not acquire visible tattoos that could be deemed to be offensive (e.g. pornographic, blasphemous, racist, etc.) or otherwise reflect discredit on the CCO. Cadets in uniform shall not wear visible body piercing adornments (tongue included), with the exception of female Cadets earrings. Covering the unauthorized piercing with an adhesive bandage is not acceptable.
30. Hair on the head shall be neatly groomed and conservatively styled. The length, bulk and style of hair shall not preclude the proper wear of the headdress (bulk is the distance that the mass of hair extends from the skin, when groomed, as opposed to the length of hair). In particular, style and colour shall not be bizarre, exaggerated or unusual appearance. Unnatural colours such as green, bright red, orange, purple, blue etc are not permitted. Hair must be secured or styled back to reveal the face and any accessories used to secure or control hairstyles shall be as unobtrusive as possible. Hair ornaments shall not be worn, except for female cadets' conservative barrettes that blend with the hair colour.

## **DISCIPLINE**

31. All disciplinary concerns for staff cadets and course cadets will be handled in accordance with CATO 15-22. Some examples of breaches of conduct and their suggested corrective measures can be located in CATO 15-22, Annex A. A copy of this Annex is included in this handbook.

# CHAPTER 6 – STAFF CADET SELECTION AND PROFESSIONAL DEVELOPMENT

CADET TRAINING CENTER 2018						
CADET SELECTION PHASE TIME TABLE						
TIME		SATURDAY 30 - JUNE 18	SUNDAY 1 - JUL 18	MONDAY 2 - JUL 18	TUESDAY 3 - JUL 18	WEDNESDAY 4 - JUL 18
0615 hrs	0720 hrs			PT Train the Trainer	PT Train the Trainer	PT Train the Trainer
0720 hrs	0750 hrs	BREAKFAST				
0800 hrs	0840 hrs		Welcome Brief (CO/RSM)			
0850 hrs	0920 hrs				Drill & Knowledge	Drill & Knowledge
0930 hrs	1010 hrs	Intake	B-3 Kit Issue	Small Party Task	Class Assessments/	Class Assessments/
1020 hrs	1100 hrs	Section Comd Interviews		Assessments	Professional Development	Professional Development
1110 hrs	1150 hrs		Threshold Knowledge Test			
1200 hrs	1250 hrs	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1300 hrs	1340 hrs					
1350 hrs	1430 hrs				Drill & Knowledge	Drill & Knowledge
1440 hrs	1520 hrs	Intake	Drill/Knowledge/SPT	Small Party Task	Class Assessments/	Class Assessments/
1530 hrs	1610 hrs	Section Comd Interviews	Demo Round Robin	Assessments	Professional Development	Professional Development
1620 hrs	1700 hrs					
1700 hrs	1800 hrs	DINNER	DINNER	DINNER	DINNER	DINNER
1800 hrs	1900 hrs	Intake	Mandatory Briefings	Barracks/Kit & Quarters		CSM Boards Selection
1900 hrs	2000 hrs	Section Comd Interviews				
2000 hrs	2200 hrs		Evening Routine	Evening Routine	Evening Routine	Evening Routine
TIME		THURSDAY 5 - JUL 18	FRIDAY 6 - JUL 18	SATURDAY 7 - JUL 18	SUNDAY 8 - JUL 18	MONDAY 10 - JUL 17
0615 hrs	0720 hrs					
0720 hrs	0750 hrs			BREAKFAST	BREAKFAST	BREAKFAST
0800 hrs	0840 hrs		Bn Reorganization			
0850 hrs	0920 hrs	PT Test/	Bn Promotion Parade	Coy Level Training and		
0930 hrs	1010 hrs	CSM Boards	Coy Promotion Parade	Rehearsals	Cadet Arrival	Cadet Intake
1020 hrs	1100 hrs		NCO Roles/Responsibilities & TOR Issue	(Battle Procedure)		
1110 hrs	1150 hrs					
1200 hrs	1250 hrs	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1300 hrs	1340 hrs	CFNIS Brief				
1350 hrs	1430 hrs	CTC Orientation	Coy Prep	Coy Level Training and		
1440 hrs	1520 hrs	SC Selection AAR (SC)/		Rehearsals	Cadet Arrival	Cadet Intake
1530 hrs	1610 hrs	Staff Cadet Placement	Coy Sports Challenge	(Battle Procedure)		
1620 hrs	1700 hrs					
1700 hrs	1800 hrs	DINNER	DINNER	DINNER	DINNER	DINNER
1800 hrs	2000 hrs		Staff Cadet Mess Meeting		Cadet Arrival	Cadet Intake
1900 hrs	2000 hrs					
2000 hrs	2200 hrs					

## EXAMPLES OF MISCONDUCT AND SUGGESTED CORRECTIVE MEASURES

(Version française disponible au verso)

### CONDUCT

Misconduct	Situation	Common Initial Corrective Measure(s)	Corrective Measure(s) for Serious Breach(es) of Conduct
<u>DISRESPECT</u>	<ul style="list-style-type: none"> <li>Lack of respect towards peers and superiors</li> </ul>	<ul style="list-style-type: none"> <li>Verbal warning</li> <li>Verbal apology</li> <li>Cautionary notice</li> </ul>	<ul style="list-style-type: none"> <li>Assignment of extra duties</li> <li>Suspension of privileges</li> </ul>
	<p><u>NOTE</u> Whenever possible, approaches suggested in CATO 13-25 should be used to deal with this type of conduct instead of corrective measures.</p>		
<u>INSUBORDINATION</u>	<ul style="list-style-type: none"> <li>Refusal to obey an appropriate order</li> <li>Negative attitude or words with respect to orders with the aim of discrediting the competence of a superior</li> </ul>	<ul style="list-style-type: none"> <li>Verbal warning</li> <li>Verbal apology</li> <li>Cautionary notice or written warning</li> </ul>	<ul style="list-style-type: none"> <li>Assignment of extra duties</li> <li>Suspension of privileges</li> <li>Removal of position</li> <li>Suspension of pending promotion</li> <li>Return to unit</li> <li>Suspension</li> </ul>
<u>INAPPROPRIATE LANGUAGE</u>	<ul style="list-style-type: none"> <li>Unacceptable language (derogatory racial, sexual or cultural remarks, profanity, vulgarity, condescending, insulting or mocking language)</li> </ul>	<ul style="list-style-type: none"> <li>Verbal warning</li> <li>Verbal apology</li> <li>Cautionary notice</li> </ul>	<ul style="list-style-type: none"> <li>Assignment of extra duties</li> <li>Suspension of privileges</li> </ul>
	<p><u>NOTE</u> Whenever possible, approaches suggested in CATO 13-25 should be used to deal with this type of conduct instead of corrective measures.</p>		
<u>LACK OF HONESTY</u>	<ul style="list-style-type: none"> <li>False declaration/statement</li> <li>Lying</li> <li>Cheating</li> <li>Lack of frankness</li> </ul>	<ul style="list-style-type: none"> <li>Verbal warning</li> <li>Cautionary notice or written warning</li> </ul>	<ul style="list-style-type: none"> <li>Assignment of extra duties</li> <li>Suspension of privileges</li> </ul>

Misconduct	Situation	Common Initial Corrective Measure(s)	Corrective Measure(s) for Serious Breach(es) of Conduct
<u>ABUSE OF AUTHORITY</u>	<ul style="list-style-type: none"> <li>• Cadet in a leadership position misusing his/her authority</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Verbal apology</li> <li>• Written warning</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment of extra duties</li> <li>• Suspension of privileges</li> <li>• Removal of position</li> <li>• Suspension of pending promotion</li> <li>• Reduction in rank</li> <li>• Suspension</li> </ul>
<u>PROPERTY DAMAGE</u>	<ul style="list-style-type: none"> <li>• Negligent use of equipment (breakage, loss)</li> <li>• Damage to property</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Verbal or written apology</li> <li>• Written warning</li> <li>• Assignment of extra duties</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension of privileges</li> <li>• Reduction in rank</li> <li>• Return to unit</li> <li>• Suspension</li> </ul>

**DRESS AND DEPARTMENT**

Misconduct	Situation	Common Initial Corrective Measure(s)	Corrective Measure(s) for Serious Breach(es) of Conduct
<u>DRESS BELOW STANDARD</u>	<ul style="list-style-type: none"> <li>• Failing to uphold the required dress standards (uniform, hair, appearance)</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Cautionary notice or written warning</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment of extra duties</li> <li>• Suspension of privileges</li> </ul>
<u>INAPPROPRIATE DEPARTMENT</u>	<ul style="list-style-type: none"> <li>• Acting in a manner which brings discredit to the cadet organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Written warning</li> <li>• Return to unit</li> <li>• Suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment of extra duties</li> <li>• Suspension of privileges</li> <li>• Removal of position</li> <li>• Suspension of pending promotion</li> <li>• Reduction in rank</li> <li>• Termination of cadet membership</li> </ul>

**POLICY BREACH**

Misconduct	Situation	Common Initial Corrective Measure(s)	Corrective Measure(s) for Serious Breach(es) of Conduct
<u>ALCOHOL</u>	<ul style="list-style-type: none"> <li>Consumption or distribution of alcohol during a Cadet activity contrary to CATO 13-23</li> </ul>	<ul style="list-style-type: none"> <li>Verbal warning</li> <li>Written warning</li> <li>Return to unit</li> <li>Suspension</li> </ul>	<ul style="list-style-type: none"> <li>Assignment of extra duties</li> <li>Suspension of privileges</li> <li>Removal of position</li> <li>Suspension of pending promotion</li> <li>Reduction in rank</li> <li>Termination of Cadet membership</li> </ul>
<u>DRUGS</u>	<ul style="list-style-type: none"> <li>Use, possession or distribution of drugs contrary to CATO 13-23</li> </ul>	<ul style="list-style-type: none"> <li>Seek guidance from the CO RCSU.</li> </ul>	
<u>INAPPROPRIATE INTERACTIONS</u>	<ul style="list-style-type: none"> <li>Inappropriate interactions with another cadet, a CI or a CAF member contrary to CATO 25-05</li> </ul>	<ul style="list-style-type: none"> <li>Verbal warning</li> <li>Cautionary notice or written warning</li> </ul>	<ul style="list-style-type: none"> <li>Assignment of extra duties</li> <li>Suspension of privileges</li> <li>Removal of position</li> <li>Suspension of pending promotion</li> <li>Reduction in rank</li> <li>Return to unit</li> <li>Suspension</li> </ul>
<u>HARASSMENT AND BULLYING (NON-CRIMINAL)</u>	<ul style="list-style-type: none"> <li>Behaving in a manner which embarrasses, belittles, demeans or humiliates another person contrary CATO 13-24</li> </ul>	<ul style="list-style-type: none"> <li>Verbal warning</li> <li>Verbal apology</li> <li>Cautionary notice or written warning</li> </ul>	<ul style="list-style-type: none"> <li>Assignment of extra duties</li> <li>Suspension of privileges</li> <li>Removal of position</li> <li>Suspension of pending promotion</li> <li>Reduction in rank</li> <li>Return to unit</li> <li>Suspension</li> </ul>
<p><u>NOTE</u> Whenever possible, approaches suggested in CATO 13-25 should be used to deal with this type of conduct instead of corrective measures.</p>			

**ATTENDANCE**

<b>Misconduct</b>	<b>Situation</b>	<b>Common Initial Corrective Measure(s)</b>	<b>Corrective Measure(s) for Serious Breach(es) of Conduct</b>
<u>LATE ARRIVALS AND ABSENCES</u>	<ul style="list-style-type: none"> <li>• Failing to report for training or duty on time</li> <li>• Failing to attend mandatory training on a regular basis</li> <li>• Failing to advise when unable to attend scheduled training</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Cautionary notice or written warning</li> <li>• Assignment of extra duties</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment of extra duties</li> <li>• Suspension of privileges</li> <li>• Removal of position</li> <li>• Suspension</li> <li>• Termination of cadet membership</li> </ul>

**SAFETY**

<b>Misconduct</b>	<b>Situation</b>	<b>Common Initial Corrective Measure(s)</b>	<b>Corrective Measure(s) for Serious Breach(es) of Conduct</b>
<u>SAFETY CONCERNS</u>	<ul style="list-style-type: none"> <li>• Acting or failing to act which results in the safety of another member being jeopardized</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Cautionary notice or written warning</li> <li>• Assignment of extra duties</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment of extra duties</li> <li>• Suspension of privileges</li> <li>• Removal of position</li> <li>• Suspension</li> </ul>
<u>CAUSING INJURY</u>	<ul style="list-style-type: none"> <li>• Willfully causing injury to another cadet</li> <li>• Fighting</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Written warning</li> <li>• Assignment of extra duties</li> <li>• Return to unit</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension of privileges</li> <li>• Removal of position</li> <li>• Suspension of pending promotion</li> <li>• Reduction in rank</li> <li>• Suspension</li> </ul>